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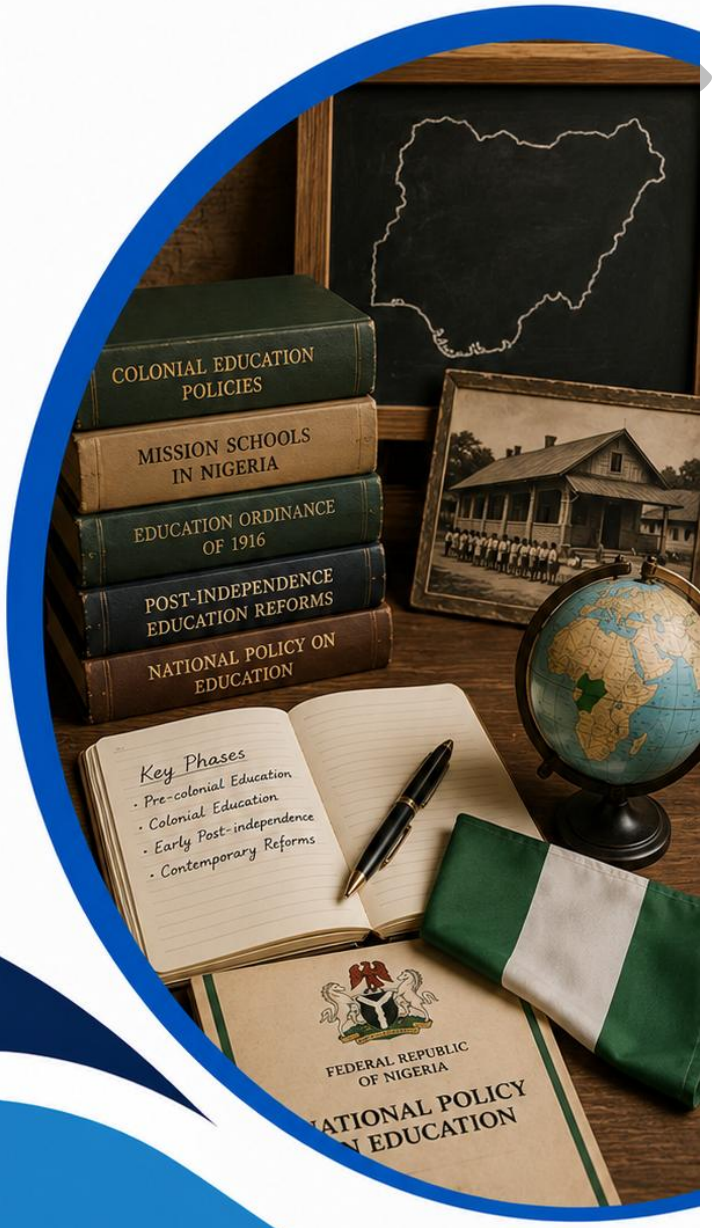
EDM101

HISTORY OF EDUCATIONAL MANAGEMENT IN NIGERIA



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COURSE CODE: EDM 101

COURSE TITLE: History of Educational Management in Nigeria

COURSE CREDIT LOAD: (2 Units C: LH:30)

LISTS OF SERIES:

1. **Educational Management in the Traditional Context of Nigeria**
2. **Management of Education during the Pre-Colonial Era**
3. **Educational Administration in the Pre-Independence Era**
4. **Trends in Educational Management in the Post-Independence Era**
5. **Roles of Federal, State, Local Governments, Boards, and Voluntary Agencies in Managing Education**

Outline for Series 1

Part 1.1 Meaning and Nature of Educational Management in Traditional Nigeria

- **Definition of educational management** in the traditional context
- Characteristics of traditional educational practices
- Objectives and values guiding traditional education

Part 1.2 Structures and Methods of Traditional Educational Management

- Organisation of learning within families and communities
- Role of elders, chiefs, and community leaders in managing education
- Methods of instruction: oral tradition, apprenticeship, and communal activities

Part 1.3 Roles and Responsibilities in Traditional Educational Management

- Contribution of families and kinship groups
- Role of religious institutions and cultural practices
- Community participation and collective responsibility

Part 1.4 Impact and Legacy of Traditional Educational Management

- Influence on social cohesion and cultural preservation
- Limitations of traditional management systems
- Enduring relevance of traditional practices in modern educational management

Introduction

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Education in Nigeria did not begin with formal schools or government agencies, but with traditional systems of learning that were deeply rooted in culture, values, and community life. In villages and towns, children were taught through observation, imitation, and participation in everyday activities. These practices shaped not only individual skills but also the collective identity of society. Understanding how educational management functioned in the traditional context provides a foundation for appreciating the later developments during the colonial and post-independence periods.

The aim of this Series is to introduce you to the meaning and nature of educational management in traditional Nigeria, to explain how learning was organised and controlled, and to highlight the roles and responsibilities of families, communities, and cultural institutions in sustaining education.

We shall commence this Series by examining the meaning and nature of educational management in traditional Nigeria. Next, we will explore the structures and methods through which education was organised, including oral traditions and apprenticeship. Following that, we will consider the roles and responsibilities of families, elders, and religious institutions in managing education. Finally, we will wrap up by analysing the impact and legacy of traditional educational management, showing how its values continue to influence modern practices.

Series Learning Outcomes

Series 1: Educational Management in the Traditional Context of Nigeria

Upon completing this Series, you should be able to:

- **SLO 1.1** define the concept of educational management within the traditional Nigerian context,
- **SLO 1.2** explain the structures and methods used to organise and deliver traditional education,
- **SLO 1.3** analyse the roles and responsibilities of families, elders, and cultural institutions in managing education, and
- **SLO 1.4** evaluate the impact and legacy of traditional educational management on social cohesion and its relevance to modern practices.

1.1 Meaning And Nature Of Educational Management In Traditional Nigeria

1.1.1 Definition of educational management in the traditional context

Educational management in the traditional Nigerian context refers to the **organisation and control of learning** within families, communities, and cultural institutions before the advent of formal schooling. It was not a written system but a living practice embedded in everyday life. The term **educational management** here means the deliberate planning, coordination, and supervision of

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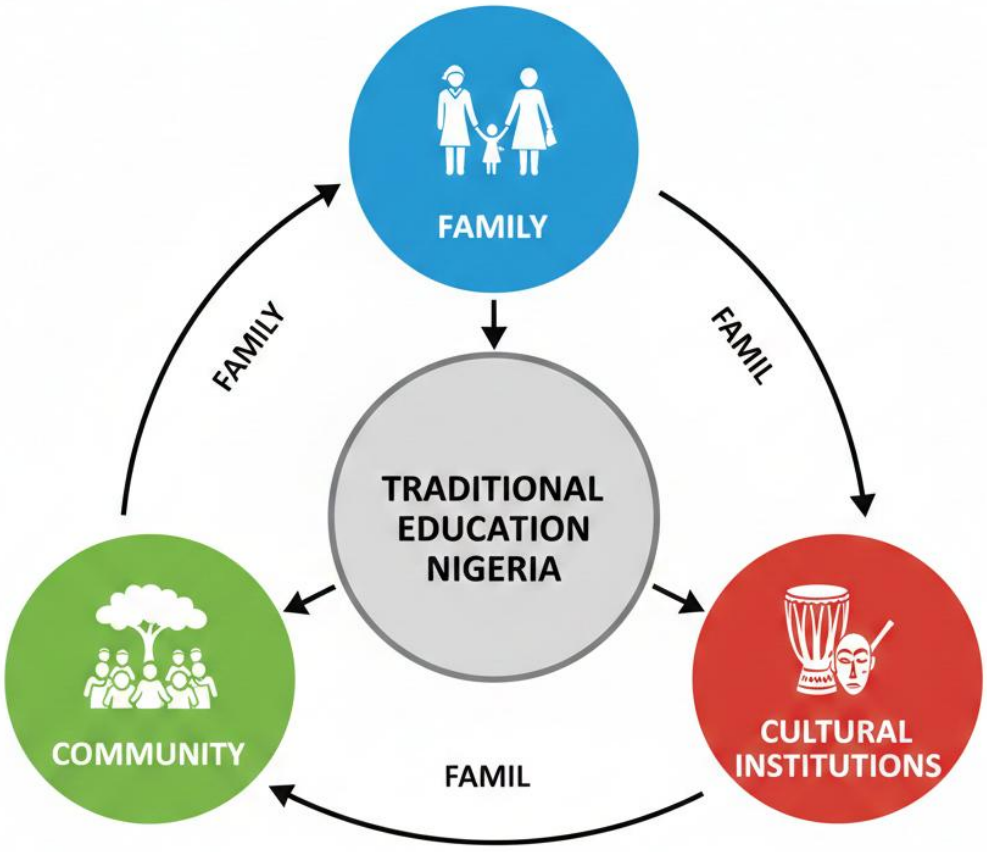
learning activities to ensure that children acquired the skills, values, and knowledge necessary for survival and social cohesion.

Learning was holistic, covering moral, vocational, and social aspects. It was not separated from life but integrated into daily experiences such as farming, trading, storytelling, and religious rituals.

Fill in the blank: Educational management in traditional Nigeria was primarily concerned with _____ and control of learning within communities.



Source: OER Nigeria, 2026

Diagram showing the flow of traditional educational management from family → community → cultural institutions. Caption: Figure 1.1 Flow of traditional educational management

1.1.2 Characteristics of traditional educational practices

Traditional educational practices were marked by several distinct features:

- **Community-based learning**: Education was a collective responsibility, with elders, parents, and leaders all contributing.
- **Practical orientation**: Skills were taught through direct participation in farming, crafts, hunting, and household activities.
- **Oral tradition**: Knowledge was transmitted through stories, proverbs, songs, and riddles.
- **Value-driven**: Emphasis was placed on respect, honesty, hard work, and loyalty to the community.
- **Continuity**: Learning was lifelong, with adults continuing to acquire wisdom and pass it on.

Fill in the blank: One major characteristic of traditional education was its reliance on _____ tradition for transmitting knowledge.

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Image of elders teaching children through storytelling under a tree. Caption: Plate 1.1 Storytelling as a method of traditional education

1.1.3 Objectives and values guiding traditional education

The objectives of traditional education were not merely academic but deeply social and cultural. They included:

- **Preservation of culture**: Ensuring that customs, beliefs, and practices were passed on.
- **Social integration**: Preparing individuals to function effectively within their community.
- **Skill acquisition**: Training in farming, crafts, trade, and warfare.

- **Moral development**: Instilling virtues such as respect for elders, honesty, and communal responsibility.

The guiding values were **collectivism**, where the welfare of the group was prioritised over individual ambition, and **responsibility**, where each person was expected to contribute to the survival and progress of the community.

Fill in the blank: Traditional education aimed at both skill acquisition and _____ development.

[Insert box here] Box 1.1: Selected values of traditional Nigerian education

- Respect for elders
- Honesty in dealings
- Hard work and diligence
- Loyalty to community
- Preservation of culture

AI prompt suggestion: “Create a simple text box listing values of traditional Nigerian education.”
Search string: “values of traditional African education OER text resource”

Pilot Questions (for Part 1.1)

1. Define educational management in the traditional Nigerian context.
2. List three characteristics of traditional educational practices.
3. Explain how oral tradition functioned as a method of instruction.
4. Identify two objectives of traditional education and relate them to community life.
5. Discuss the values that guided traditional education and their relevance to modern practices.

1.2 Structures And Methods Of Traditional Educational Management

1.2.1 Organisation of learning within families and communities

In traditional Nigeria, education was primarily organised within the **family** and extended **community**. The family served as the first school, where parents and older siblings taught children basic skills such as farming, cooking, and trading. Beyond the family, the community reinforced learning through collective activities like festivals, communal farming, and market participation.

The **community** acted as a supervisory body, ensuring that children were properly trained to uphold cultural values and contribute to social life. Elders monitored progress, corrected behaviour, and provided guidance.

Fill in the blank: The _____ was regarded as the first school in traditional Nigerian education.

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Source: OER Nigeria, 2026

Diagram showing concentric circles of learning: family → kinship group → community → cultural institutions. Caption: Figure 1.2 Organisation of learning in traditional Nigeria

1.2.2 Role of elders, chiefs, and community leaders in managing education

Elders, chiefs, and community leaders played a central role in educational management. They were custodians of wisdom, traditions, and moral standards. Elders taught through **storytelling**, **proverbs**, and **rituals**, while chiefs and leaders ensured that education aligned with community needs and cultural preservation.

Community leaders also acted as mediators, resolving disputes and reinforcing discipline. Their authority gave legitimacy to educational practices, and their involvement ensured that learning was not only individual but also communal.

Fill in the blank: Elders transmitted knowledge through storytelling, _____, and rituals.

Image of a chief addressing young people during a cultural gathering. Caption: Plate 1.2 Chiefs and elders guiding education in traditional Nigeria

1.2.3 Methods of instruction: oral tradition, apprenticeship, and communal activities

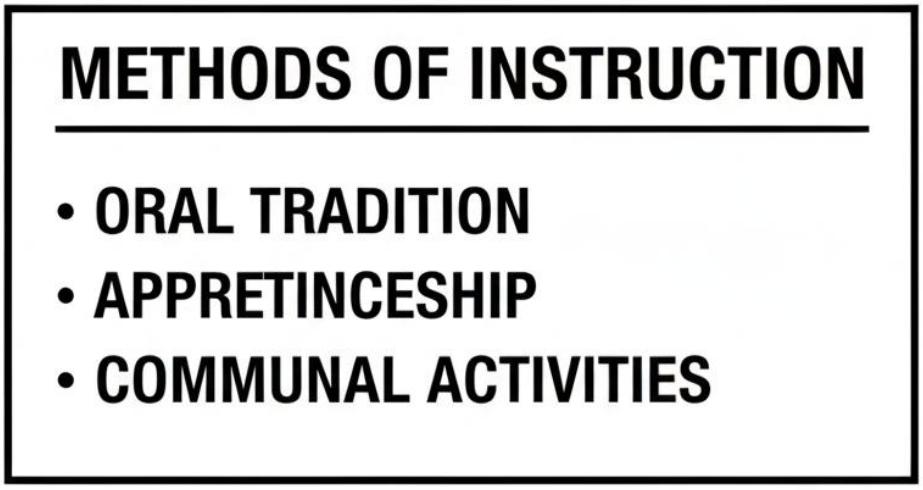
Instruction in traditional Nigeria relied on three main methods:

- **Oral tradition**: Knowledge passed through spoken words, including folktales, songs, and proverbs.
- **Apprenticeship**: Young people learned trades and crafts by working under skilled masters such as blacksmiths, hunters, or weavers.

- **Communal activities**: Participation in farming, festivals, and rituals taught cooperation, discipline, and cultural identity.

These methods ensured that education was practical, moral, and culturally relevant. They also reinforced the idea that learning was lifelong and integrated into daily living.

Fill in the blank: The method of learning a trade under a skilled master was known as _____.



Source: OER Nigeria, 2026

Box 1.2: Key methods of traditional instruction

- Oral tradition
- Apprenticeship

- Communal activities

Pilot Questions (for Part 1.2)

1. Explain how learning was organised within families and communities in traditional Nigeria.
2. Describe the role of elders and chiefs in managing education.
3. Identify three methods of instruction used in traditional Nigerian education.
4. How did apprenticeship contribute to skill acquisition in traditional society?
5. Discuss the importance of communal activities in reinforcing cultural identity.

1.3 Roles And Responsibilities In Traditional Educational Management

1.3.1 Contribution of families and kinship groups

Families were the foundation of traditional education. Parents and older relatives taught children essential skills such as farming, cooking, trading, and moral conduct. The **kinship group** extended this responsibility, ensuring that children were raised with a sense of belonging and accountability. Kinship ties reinforced discipline, as uncles, aunts, and grandparents all shared in guiding the younger generation.

This collective approach meant that no child was left without supervision or instruction. Education was not seen as the duty of one household alone but as a shared responsibility across the extended family network.

Fill in the blank: In traditional Nigeria, the _____ group extended the responsibility of education beyond the immediate family.

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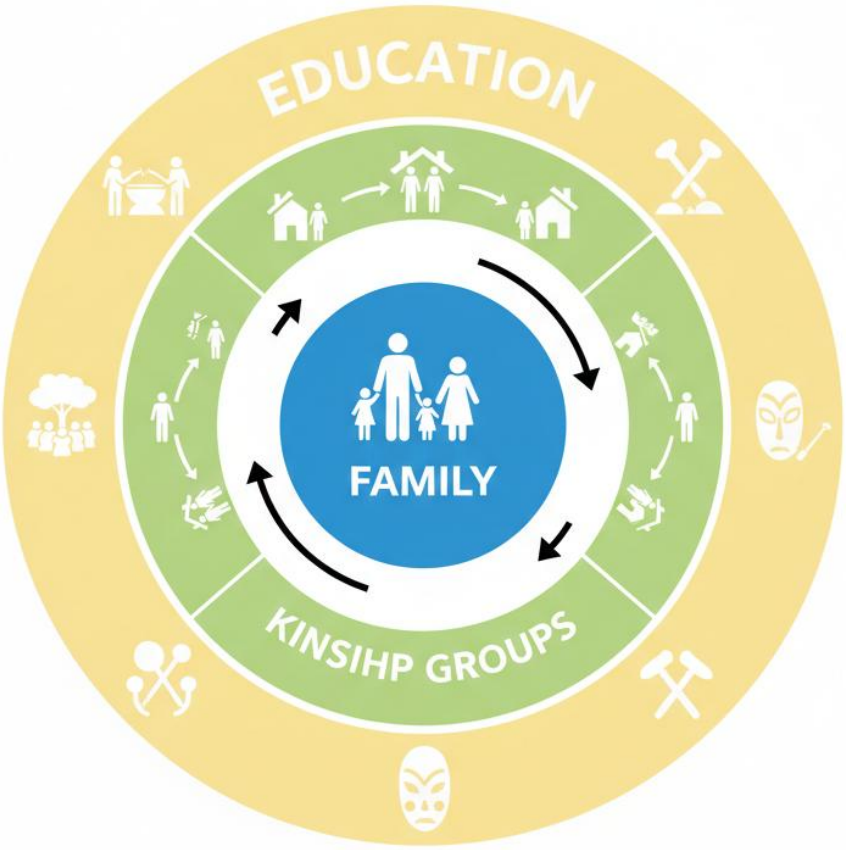


Source: OER Nigeria, January 2026

Diagram showing the family at the centre, surrounded by kinship groups and extended relatives contributing to education. Caption: Figure 1.3 Family and kinship roles in traditional education

1.3.2 Role of religious institutions and cultural practices

Religious institutions played a vital role in shaping moral and spiritual education. Shrines, temples, and places of worship were centres of instruction where children learned respect for the divine, obedience to moral codes, and participation in rituals.

Cultural practices such as initiation ceremonies, festivals, and rites of passage also served educational purposes. They taught discipline, courage, and loyalty, while reinforcing identity and continuity of traditions.

Fill in the blank: Religious institutions shaped education by teaching respect for the _____ and obedience to moral codes.

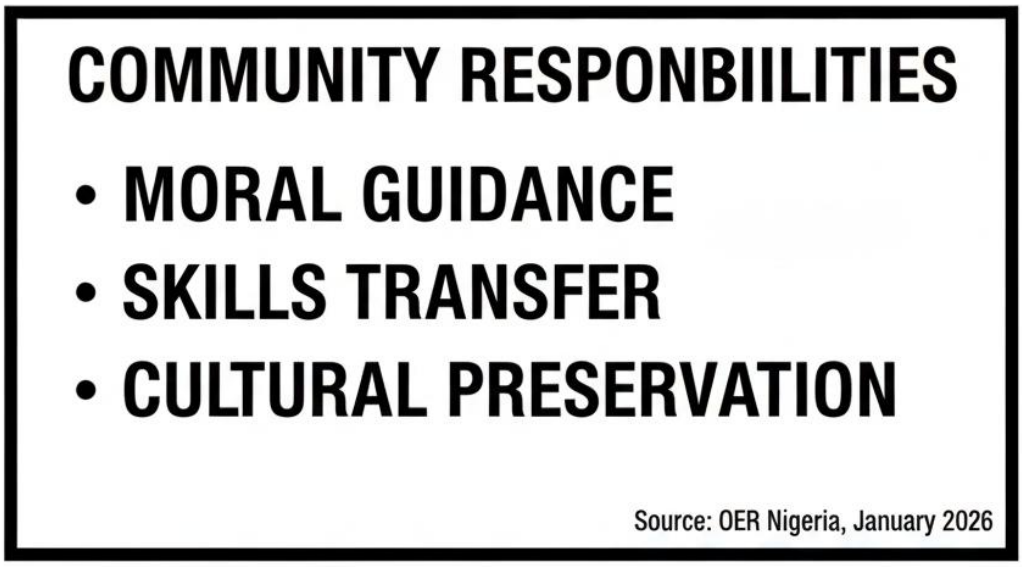
Image of a traditional festival with elders guiding youth participation. Caption: Plate 1.3 Cultural practices as educational experiences

1.3.3 Community participation and collective responsibility

The wider community was deeply involved in educational management. Elders, neighbours, and leaders monitored children's behaviour, corrected mistakes, and rewarded diligence. This **collective responsibility** ensured that education was not fragmented but consistent across the society.

Community participation also meant that children were exposed to diverse experiences, from farming and trading to storytelling and conflict resolution. The community acted as a living classroom, where every adult was a potential teacher and every activity a learning opportunity.

Fill in the blank: In traditional Nigeria, education was seen as a _____ responsibility shared by the entire community.



Box 1.3: Community responsibilities in traditional education

- Monitoring children's behaviour
- Correcting mistakes and reinforcing discipline
- Rewarding diligence and hard work

- Teaching through communal activities
- Preserving cultural identity

Pilot Questions (for Part 1.3)

1. Explain the contribution of families and kinship groups to traditional educational management.
2. How did religious institutions influence moral and spiritual education?
3. Describe the role of cultural practices in reinforcing identity and discipline.
4. What does collective responsibility mean in the context of traditional Nigerian education?
5. Discuss how community participation ensured consistency in educational practices.

1.4 Impact And Legacy Of Traditional Educational Management

1.4.1 Influence on social cohesion and cultural preservation

Traditional educational management played a vital role in strengthening **social cohesion**, which refers to the unity and solidarity of members within a community. By teaching shared values, customs, and practices, education ensured that individuals identified strongly with their community and worked collectively for its survival.

It also contributed to **cultural preservation**, meaning the safeguarding of traditions, beliefs, and practices across generations. Through oral traditions, rituals, and communal activities, cultural identity was maintained and passed on, ensuring continuity even in the face of external influences.

Fill in the blank: Traditional education promoted _____ by reinforcing unity and shared values within communities.

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Image of a community gathering during a cultural festival. Caption: Plate 1.4 Cultural preservation through communal education

1.4.2 Limitations of traditional management systems

Despite its strengths, traditional educational management had limitations. It lacked **formal structures**, meaning there were no written curricula, standardised assessments, or centralised institutions. This made it difficult to ensure uniformity across different communities.

Another limitation was its **restricted scope**, as education was mainly focused on survival skills, cultural practices, and moral values. It did not provide exposure to scientific knowledge or global perspectives, which later became necessary in modern societies.

Fill in the blank: One limitation of traditional education was its lack of _____ structures such as written curricula.

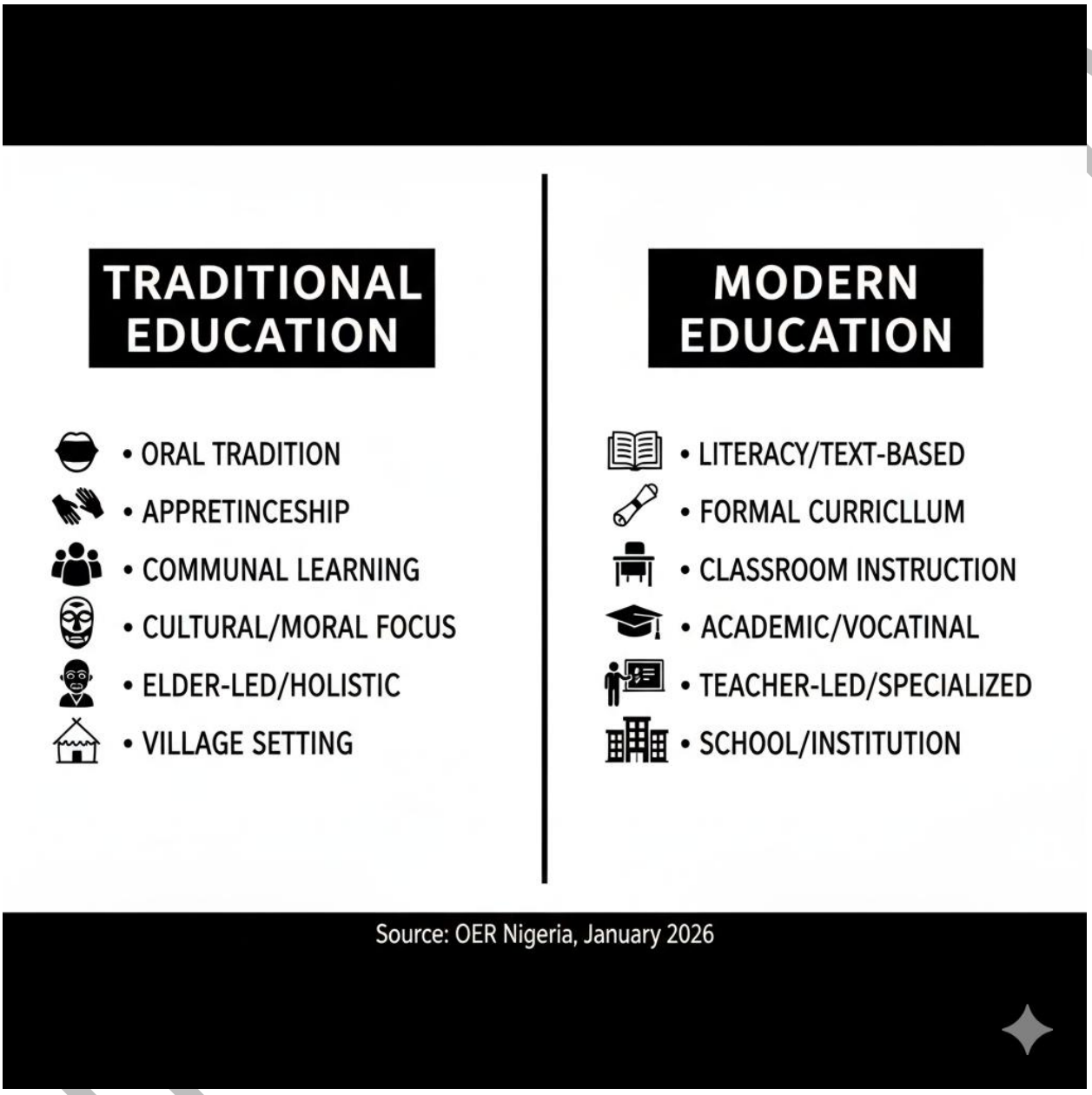


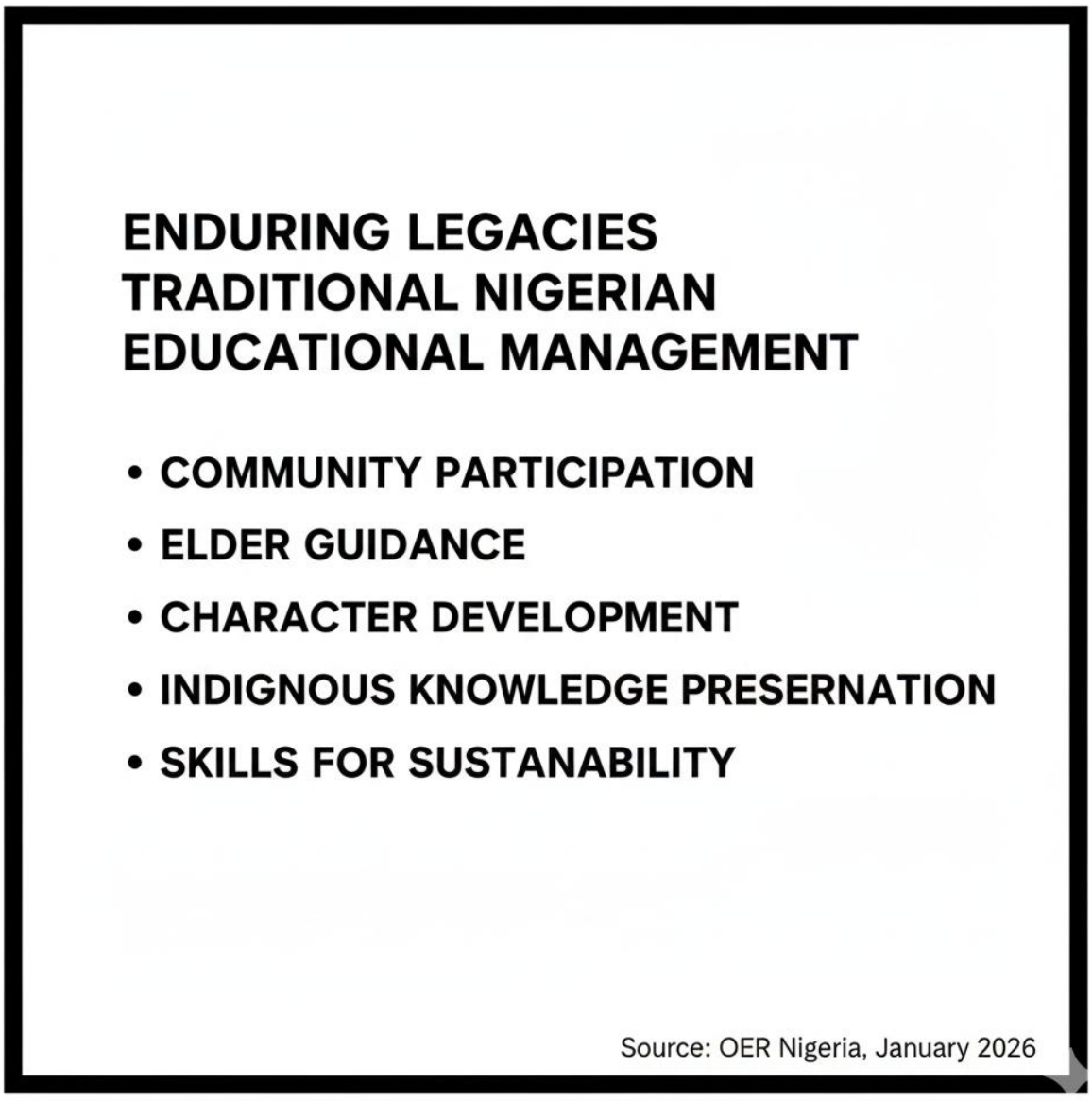
Diagram contrasting traditional education (oral, communal, practical) with modern education (formal, institutional, standardised). Caption: Figure 1.4 Comparison of traditional and modern educational systems

1.4.3 Enduring relevance of traditional practices in modern educational management

Many aspects of traditional educational management remain relevant today. The emphasis on **community participation** continues to inspire modern approaches such as parent-teacher associations and community-based learning. The use of **oral tradition** is reflected in storytelling, drama, and interactive teaching methods.

Values such as respect, honesty, and collective responsibility are still central to educational goals. Moreover, apprenticeship has evolved into vocational training and technical education, showing how traditional practices have been adapted to modern needs.

Fill in the blank: The traditional method of apprenticeship has evolved into modern _____ training and technical education.



Box 1.4: Enduring legacies of traditional educational management

- Community participation in learning
- Storytelling and oral traditions in teaching
- Apprenticeship adapted into vocational training

- Emphasis on moral values and discipline
- Collective responsibility in education

Pilot Questions (for Part 1.4)

1. Explain how traditional education contributed to social cohesion and cultural preservation.
2. Identify two limitations of traditional educational management systems.
3. Compare traditional and modern educational structures using specific examples.
4. Discuss how apprenticeship in traditional Nigeria has influenced modern vocational training.
5. Evaluate the relevance of traditional values in today's educational management practices.

Series Summary

This Series has introduced you to the foundations of educational management in traditional Nigeria, highlighting its purpose and relevance as the earliest form of organised learning before the advent of formal schooling. We began by exploring the meaning and nature of educational management, showing how learning was embedded in family and community life. From there, we examined the structures and methods used, including oral tradition, apprenticeship, and communal activities, which ensured that education was practical and value-driven. We then considered the roles and responsibilities of families, kinship groups, religious institutions, and communities, emphasising the collective responsibility that sustained education. Finally, we analysed the impact and legacy of these practices, noting both their limitations and their enduring influence on modern educational management.

By engaging with these discussions, you should now be able to define educational management in the traditional Nigerian context, explain how learning was organised and delivered, analyse the roles of families, elders, and cultural institutions, and evaluate the lasting relevance of traditional practices. In doing so, you have achieved the Series Learning Outcomes (SLOs 1.1–1.4), gaining a clear understanding of how traditional educational management shaped social cohesion, preserved culture, and continues to inform contemporary approaches to education.

Glossary of Terms

Apprenticeship A system of learning where young people acquire skills by working under the guidance of a skilled master, such as a blacksmith, farmer, or craftsman.

Collective responsibility The idea that education and upbringing are shared duties of the entire community, not just the immediate family.

Community participation The involvement of elders, leaders, and neighbours in teaching, supervising, and guiding children's learning and behaviour.

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Cultural preservation The safeguarding and transmission of traditions, beliefs, and practices from one generation to another through education.

Educational management The organisation, planning, and supervision of learning activities to ensure that children acquire skills, values, and knowledge.

Kinship group An extended family network, including relatives such as grandparents, uncles, and aunts, who share responsibility for educating children.

Oral tradition The passing of knowledge, values, and stories through spoken words, including folktales, proverbs, songs, and riddles.

Social cohesion The unity and solidarity of members within a community, strengthened by shared values and collective learning.

Values Principles or standards of behaviour, such as respect, honesty, hard work, and loyalty, which guided traditional education.

Vocational training Modern adaptation of apprenticeship, where individuals are trained in practical skills for specific trades or professions.

Concept Check Questions [Series 1]

Objective Questions

1. Educational management in traditional Nigeria was primarily organised within the _____. (Linked to SLO 1.1)
2. Which of the following was a key method of instruction in traditional Nigeria? a) Written curriculum b) Oral tradition c) Digital learning d) Formal classroom teaching (Linked to SLO 1.2)
3. Apprenticeship in traditional Nigeria focused on: a) Learning through books b) Acquiring skills under a master c) Attending formal schools d) Memorising proverbs (Linked to SLO 1.2)
4. One limitation of traditional educational management was its lack of _____ structures. (Linked to SLO 1.4)

Short-Answer Questions

5. Define educational management in the traditional Nigerian context. (Linked to SLO 1.1)
6. List three characteristics of traditional educational practices. (Linked to SLO 1.1)
7. Explain the role of elders and chiefs in managing education. (Linked to SLO 1.2)
8. Identify two objectives of traditional education and relate them to community life. (Linked to SLO 1.3)

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9. State two enduring legacies of traditional educational management that are still relevant today. (Linked to SLO 1.4)

Long-Answer Questions

10. Analyse the contribution of families, kinship groups, and communities to traditional educational management. (Linked to SLO 1.3)
11. Evaluate the impact of traditional educational management on social cohesion and cultural preservation, highlighting its relevance to modern practices. (Linked to SLO 1.4)
12. Compare and contrast traditional and modern educational management systems, focusing on structures, methods, and values. (Linked to SLOs 1.2 & 1.4)

Answers to Concept Check Questions [Series 1]

Objective Questions

1. Family
2. b) Oral tradition
3. b) Acquiring skills under a master
4. Formal

Short-Answer Questions

5. Educational management in traditional Nigeria refers to the organisation and supervision of learning within families, communities, and cultural institutions.
6. Community-based learning, practical orientation, oral tradition.
7. Elders and chiefs acted as custodians of wisdom, transmitting knowledge through storytelling, proverbs, and rituals, while ensuring discipline and cultural preservation.
8. Preservation of culture and social integration; both ensured continuity of traditions and effective functioning within the community.
9. Community participation and apprenticeship adapted into vocational training.

Long-Answer Questions

10. **Basic response:** Families taught children essential skills, kinship groups reinforced discipline, and communities collectively supervised learning. **Value-added response:** Beyond Series knowledge, learners may connect this to modern concepts of extended family support systems and community-based education initiatives, showing continuity in educational responsibility.
11. **Basic response:** Traditional education strengthened unity and preserved culture through shared values, oral traditions, and communal activities. **Value-added response:**

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Outstanding learners may extend this by linking cultural preservation to modern identity formation, multicultural education, and the importance of indigenous knowledge in global contexts.

12. **Basic response:** Traditional education was oral, communal, and value-driven, while modern education is formal, institutional, and standardised. **Value-added response:** Learners may enrich this by discussing how modern systems still incorporate traditional elements, such as vocational training and community involvement, and by evaluating the balance between global knowledge and cultural identity.

Answers to Pilot Questions [Series 1]

Part 1.1

- Organisation and control of learning within communities.
- Oral tradition.
- Skill acquisition and moral development.
- Respect for elders, honesty, hard work, loyalty to community, preservation of culture.

Part 1.2

- The family.
- Storytelling, proverbs, and rituals.
- Apprenticeship.
- Oral tradition, apprenticeship, communal activities.

Part 1.3

- The kinship group.
- The divine.
- Collective responsibility.
- Monitoring behaviour, correcting mistakes, rewarding diligence, teaching through communal activities, preserving cultural identity.

Part 1.4

- Social cohesion.
- Formal structures.
- Vocational training.

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- Community participation, storytelling, apprenticeship adapted into vocational training, emphasis on moral values, collective responsibility.

References and Attributions [Series 1]

General References

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- Adeyinka, A. A. (1992). *A Comparative Study of Educational Systems*. Ilorin: University of Ilorin Press.
- Obanya, P. (2004). *Educating for the Knowledge Economy*. Ibadan: Mosuro Publishers.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from https://www.oercommons.org

Illustrations

Figure 1.1 Flow of traditional educational management

- AI-generated using Copilot image generation.
- Prompt: “Create a simple flow diagram showing family, community, and cultural institutions as interconnected nodes of traditional education in Nigeria.”
- Suggested OER search string: “traditional education Nigeria diagram OER”.

Plate 1.1 Storytelling as a method of traditional education

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of elders teaching children through storytelling in a Nigerian village setting.”
- Suggested OER search string: “African traditional storytelling education OER image”.

Box 1.1 Selected values of traditional Nigerian education

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing values of traditional Nigerian education.”
- Suggested OER search string: “values of traditional African education OER text resource”.

Figure 1.2 Organisation of learning in traditional Nigeria

- AI-generated using Copilot image generation.
- Prompt: “Create a concentric circle diagram showing family, kinship group, community, and cultural institutions as layers of traditional education.”

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- Suggested OER search string: “traditional education Nigeria family community diagram OER”.

Plate 1.2 Chiefs and elders guiding education in traditional Nigeria

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a Nigerian chief addressing young people in a village setting.”
- Suggested OER search string: “African elders teaching youth OER image”.

Box 1.2 Key methods of traditional instruction

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing oral tradition, apprenticeship, and communal activities as methods of instruction.”
- Suggested OER search string: “traditional African education methods OER text resource”.

Figure 1.3 Family and kinship roles in traditional education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing family at the centre with kinship groups surrounding it, all contributing to education.”
- Suggested OER search string: “traditional Nigerian family kinship education diagram OER”.

Plate 1.3 Cultural practices as educational experiences

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a Nigerian traditional festival where elders guide youth participation.”
- Suggested OER search string: “African traditional festival education OER image”.

Box 1.3 Community responsibilities in traditional education

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing community responsibilities in traditional Nigerian education.”
- Suggested OER search string: “community role in African traditional education OER text resource”.

Plate 1.4 Cultural preservation through communal education

- AI-generated using Copilot image generation.

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- Prompt: “Generate an illustration of a Nigerian village festival showing elders and youth participating together.”
- Suggested OER search string: “African cultural preservation education OER image”.

Figure 1.4 Comparison of traditional and modern educational systems

- AI-generated using Copilot image generation.
- Prompt: “Create a comparison diagram showing traditional education features versus modern education features.”
- Suggested OER search string: “traditional vs modern education Nigeria diagram OER”.

Box 1.4 Enduring legacies of traditional educational management

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing enduring legacies of traditional Nigerian educational management.”
- Suggested OER search string: “legacy of traditional education Nigeria OER text resource”.

Suggested Outline for Series 2

2.1 Meaning And Nature Of Pre-Colonial Educational Management

- Definition of pre-colonial educational management
- Distinctive features compared to traditional systems
- Objectives and values guiding pre-colonial education

2.2 Structures And Methods Of Pre-Colonial Educational Management

- Organisation of learning under indigenous rulers and communities
- Role of Islamic education (Qur’anic schools)
- Influence of missionary activities before formal colonial rule
- Methods of instruction: memorisation, apprenticeship, religious teaching

2.3 Roles And Responsibilities In Pre-Colonial Educational Management

- Contribution of families and kinship groups

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- Role of religious leaders and institutions
- Community and political authorities in sustaining education

2.4 Impact And Legacy Of Pre-Colonial Educational Management

- Influence on literacy, moral values, and social organisation
- Limitations of pre-colonial systems
- Enduring relevance in modern Nigerian education

Introduction

In the last Series, we explored how educational management functioned in the traditional Nigerian context, focusing on family, community, and cultural institutions as the foundation of learning. Building on that foundation, this Series turns to the pre-colonial era, a period marked by the introduction of new influences such as Islamic education and early missionary activities. Understanding this stage is crucial because it bridges the gap between indigenous systems and the formal structures that emerged during colonial rule, helping us appreciate the continuity and change in Nigeria's educational history.

The aim of this Series is to examine how education was managed during the pre-colonial era, highlighting its structures, methods, roles, and enduring impact. By doing so, the Series will equip you with the knowledge to analyse how pre-colonial practices shaped literacy, moral values, and social organisation, and how they continue to influence modern educational management.

We shall commence this Series by considering the meaning and nature of pre-colonial educational management. Next, we will explore the structures and methods through which education was organised, including the roles of indigenous rulers, Islamic schools, and missionary efforts. Following that, we will examine the responsibilities of families, religious leaders, and political authorities in sustaining education. Finally, we will wrap up by evaluating the impact and legacy of pre-colonial educational management, noting both its limitations and its relevance to contemporary practices.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** define the concept of educational management during the pre-colonial era in Nigeria,
- **SLO 2.2** explain the structures and methods used to organise and deliver education in the pre-colonial period,
- **SLO 2.3** analyse the roles and responsibilities of families, religious leaders, and political authorities in sustaining pre-colonial education, and

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- **SLO 2.4** evaluate the impact and legacy of pre-colonial educational management, noting its limitations and relevance to modern practices.

2.1 Meaning And Nature Of Pre Colonial Educational Management

2.1.1 Definition of pre-colonial educational management

Pre-colonial educational management in Nigeria refers to the **organisation and regulation of learning** before the formal establishment of colonial schools. It was shaped by indigenous systems, Islamic education, and early missionary efforts. The term **pre-colonial educational management** means the deliberate structuring of learning activities to meet social, cultural, and religious needs during this period.

Unlike purely traditional systems, pre-colonial education introduced more formal elements, such as Qur'anic schools, which emphasised literacy and religious instruction. Missionaries also began to establish schools, though these were limited in scope and reach.

Fill in the blank: Pre-colonial educational management in Nigeria was influenced by indigenous systems, _____ education, and missionary efforts.

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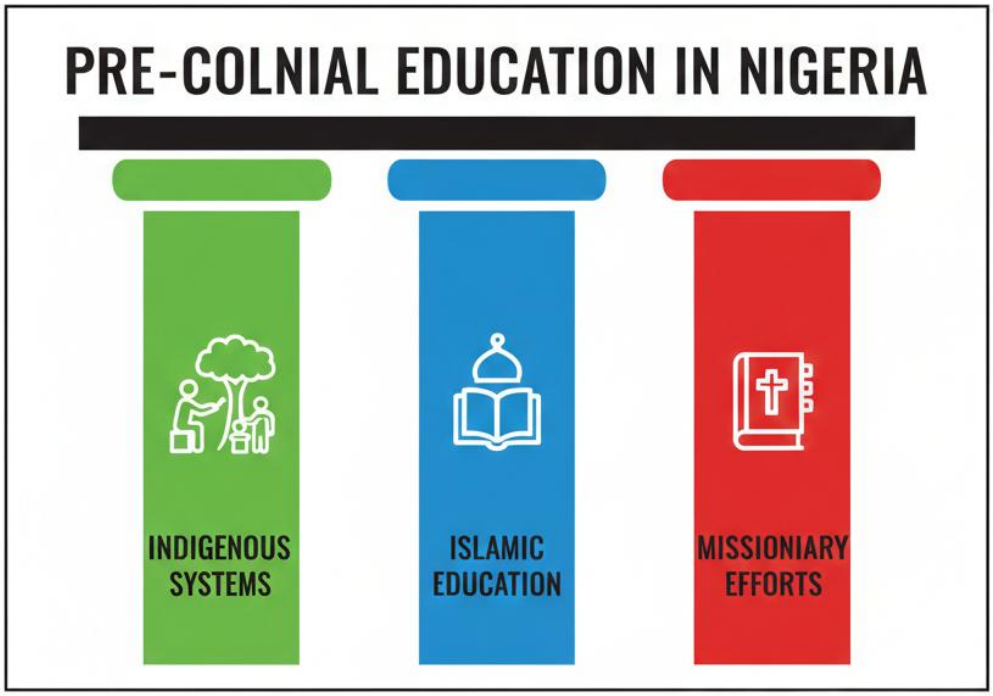

Source: OER Nigeria, January 2026

Diagram showing three pillars of pre-colonial education: indigenous systems, Islamic education, missionary efforts. Caption: Figure 2.1 Pillars of pre-colonial educational management

2.1.2 Distinctive features compared to traditional systems

Pre-colonial education retained many traditional practices but introduced new features. These included:

- **Literacy development**: Qur'anic schools taught reading and writing in Arabic.
- **Religious orientation**: Islamic and missionary schools emphasised moral and spiritual instruction.
- **Structured learning**: Lessons were more formalised, with specific texts and memorisation.

- **Expansion beyond community**: Missionary schools connected learners to broader networks, including trade and administration.

Fill in the blank: A distinctive feature of pre-colonial education was the emphasis on _____ development through Qur'anic schools.

Image of children learning in a Qur'anic school setting. Caption: Plate 2.1 Qur'anic schools as centres of literacy and religious instruction

2.1.3 Objectives and values guiding pre-colonial education

The objectives of pre-colonial education were broader than those of traditional systems. They included:

- **Religious devotion**: Strengthening faith and obedience to spiritual authority.
- **Moral discipline**: Instilling honesty, respect, and responsibility.
- **Social integration**: Preparing individuals to contribute to community and religious life.
- **Administrative preparation**: Equipping learners with literacy skills useful for governance and trade.

The guiding values were **faithfulness**, **discipline**, and **service**, which ensured that education was not only about survival but also about moral and spiritual growth.

Fill in the blank: Pre-colonial education aimed to prepare individuals for both community life and _____ responsibilities.

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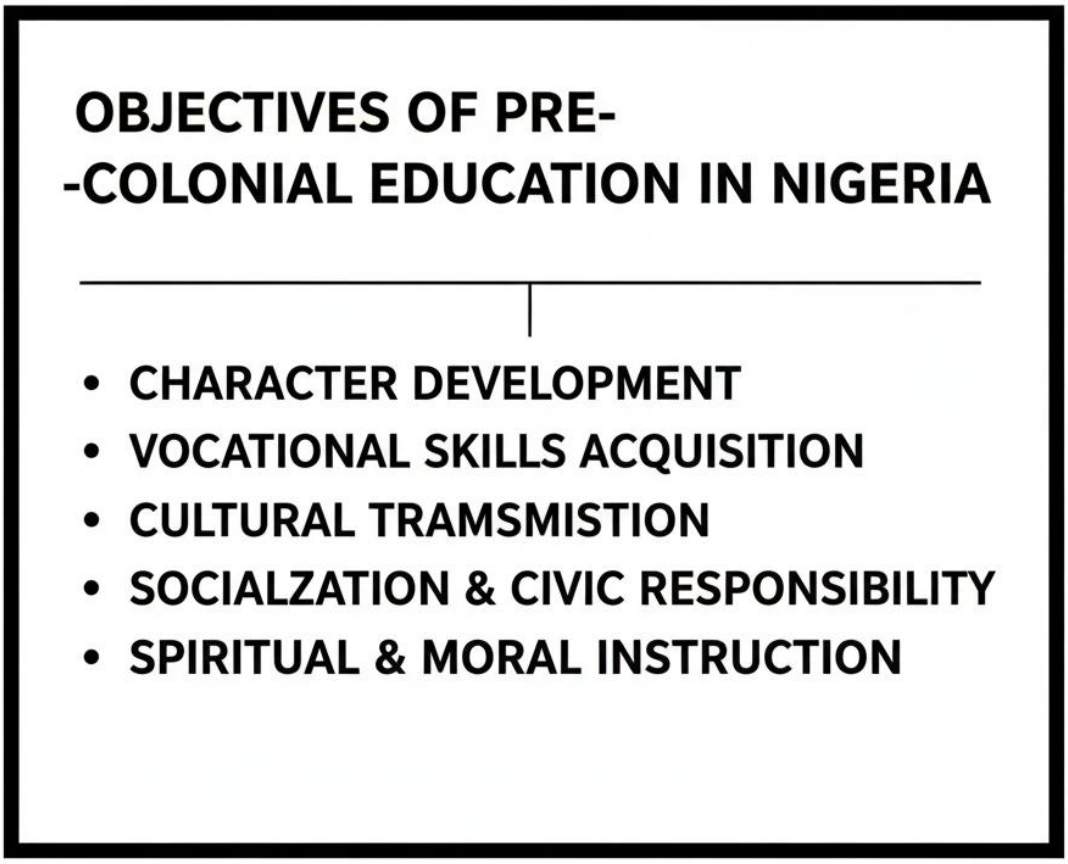

Source: OER Nigeria, January 2026

Box 2.1: Objectives of pre-colonial education

- Religious devotion
- Moral discipline
- Social integration
- Administrative preparation

Pilot Questions (for Part 2.1)

1. Define pre-colonial educational management in Nigeria.

2. Identify three distinctive features of pre-colonial education compared to traditional systems.
3. Explain the role of Qur'anic schools in literacy development.
4. State two objectives of pre-colonial education and relate them to community or governance.
5. Discuss the values that guided pre-colonial education.

2.2 Structures And Methods Of Pre Colonial Educational Management

2.2.1 Organisation of learning under indigenous rulers and communities

In the pre-colonial era, indigenous rulers and communities played a central role in organising education. Kings, chiefs, and local leaders ensured that learning was aligned with cultural values and social needs. Education was often linked to governance, with young people trained in leadership, diplomacy, and community service. Families and kinship groups continued to provide basic instruction, but rulers gave direction to broader educational practices.

Fill in the blank: In the pre-colonial era, _____ and local leaders ensured that education aligned with cultural values.

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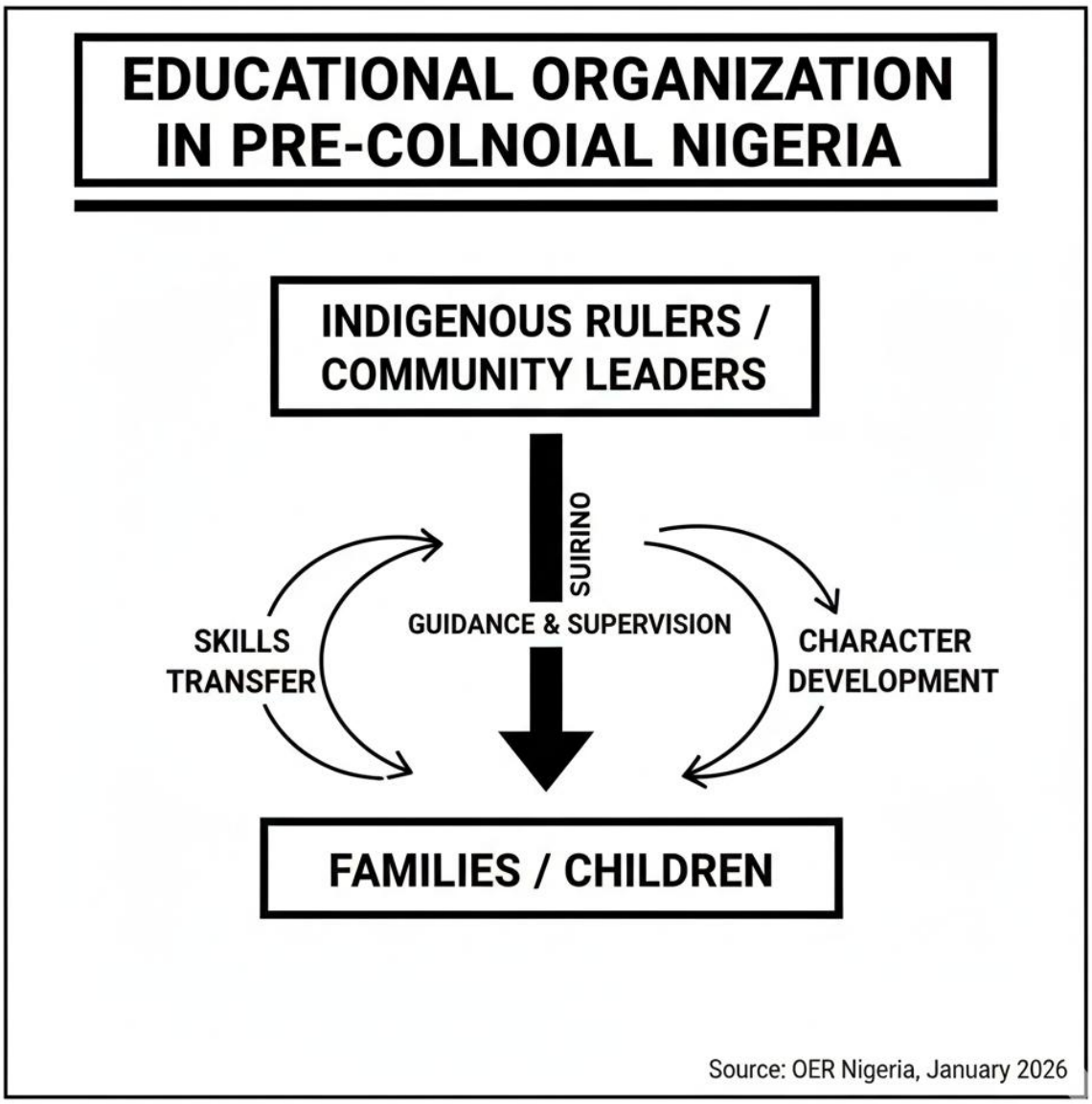


Diagram showing indigenous rulers at the top, families and kinship groups at the base, with arrows indicating flow of educational organisation. Caption: Figure 2.2 Organisation of learning under indigenous rulers and communities

2.2.2 Role of Islamic education (Qur'anic schools)

Islamic education was a defining feature of pre-colonial Nigeria, especially in the northern regions. **Qur'anic schools** taught learners to read and write in Arabic, memorise the Qur'an, and practise Islamic rituals. These schools provided literacy and moral training, making them more formal than traditional oral systems. They also produced scholars who contributed to governance and religious leadership.

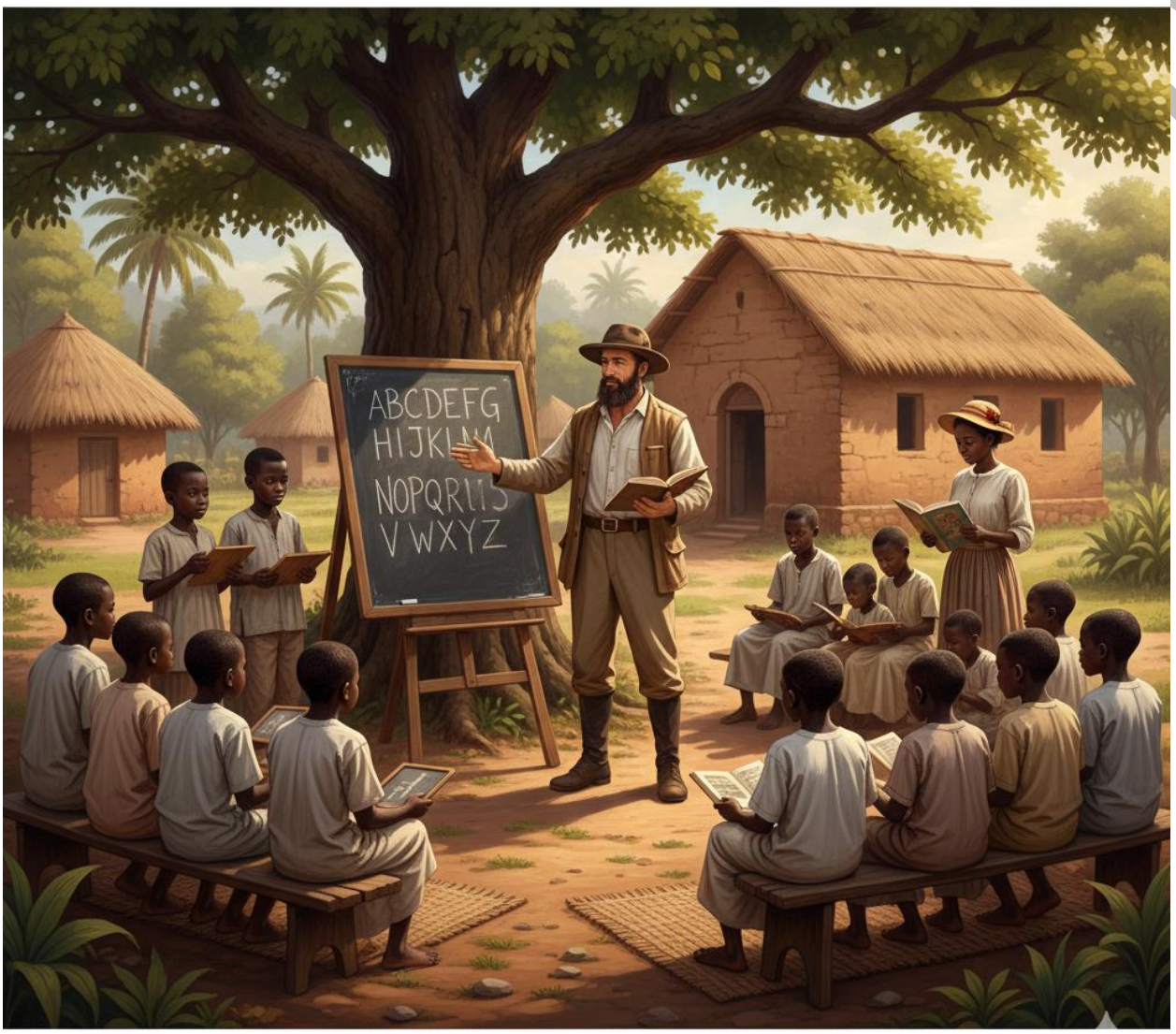
Fill in the blank: Qur'anic schools in pre-colonial Nigeria taught learners to read and write in _____.

Image of children studying with a teacher in a Qur'anic school. Caption: Plate 2.2 Qur'anic schools as centres of literacy and moral training

2.2.3 Influence of missionary activities before formal colonial rule

Missionary activities began before the full establishment of colonial administration. Missionaries introduced schools that taught reading, writing, and religious instruction in local languages and English. These schools were limited in number but laid the foundation for later colonial education. They also promoted Christian values and literacy, creating new opportunities for social mobility and administrative roles.

Fill in the blank: Missionary schools in pre-colonial Nigeria promoted literacy and _____ values.



Source: OER Nigeria, January 2026

Image of an early missionary school with children learning basic literacy. Caption: Plate 2.3 Missionary schools as early centres of literacy and Christian values

2.2.4 Methods of instruction: memorisation, apprenticeship, religious teaching

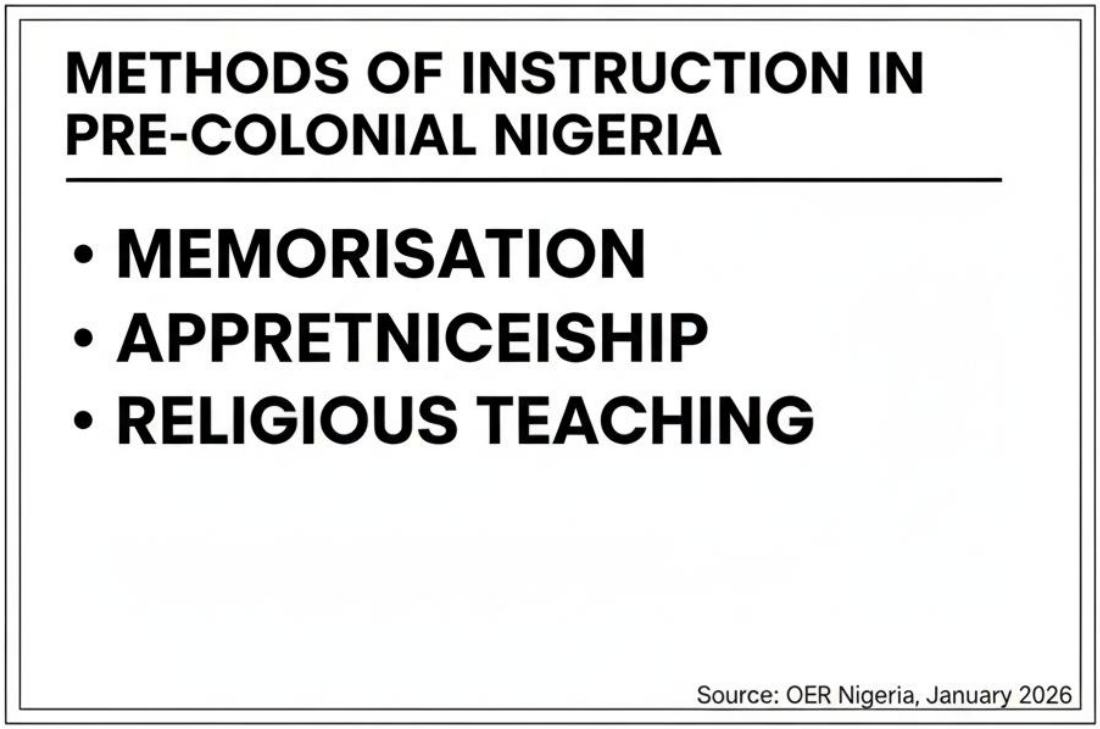
Pre-colonial education employed diverse methods of instruction:

- **Memorisation**: Learners repeated texts, especially religious scriptures, until mastery was achieved.

- **Apprenticeship**: Young people acquired practical skills by working under masters in trades such as farming, weaving, and blacksmithing.
- **Religious teaching**: Instruction was centred on moral discipline, rituals, and obedience to spiritual authority.

These methods ensured that education was both practical and spiritual, preparing learners for community life and leadership.

Fill in the blank: The method of repeating texts until mastery was achieved is known as _____.



Box 2.2: Key methods of pre-colonial instruction

- Memorisation

- Apprenticeship
- Religious teaching

Pilot Questions (for Part 2.2)

1. Explain how indigenous rulers and communities organised education in the pre-colonial era.
2. Describe the role of Qur'anic schools in literacy and moral training.
3. Identify the contributions of missionary activities before colonial rule.
4. List three methods of instruction used in pre-colonial Nigeria.
5. Discuss how apprenticeship prepared learners for trades and community service.

2.3 Roles And Responsibilities In Pre Colonial Educational Management

2.3.1 Contribution of families and kinship groups

Families remained the foundation of education in the pre-colonial era. Parents taught children basic survival skills such as farming, cooking, and trading, while kinship groups reinforced discipline and cultural identity. The **kinship group** refers to the extended family network, including grandparents, uncles, and aunts, who shared responsibility for raising and educating children. This collective approach ensured that children grew up with a strong sense of belonging and accountability.

Fill in the blank: In the pre-colonial era, the _____ group extended the responsibility of education beyond the immediate family.

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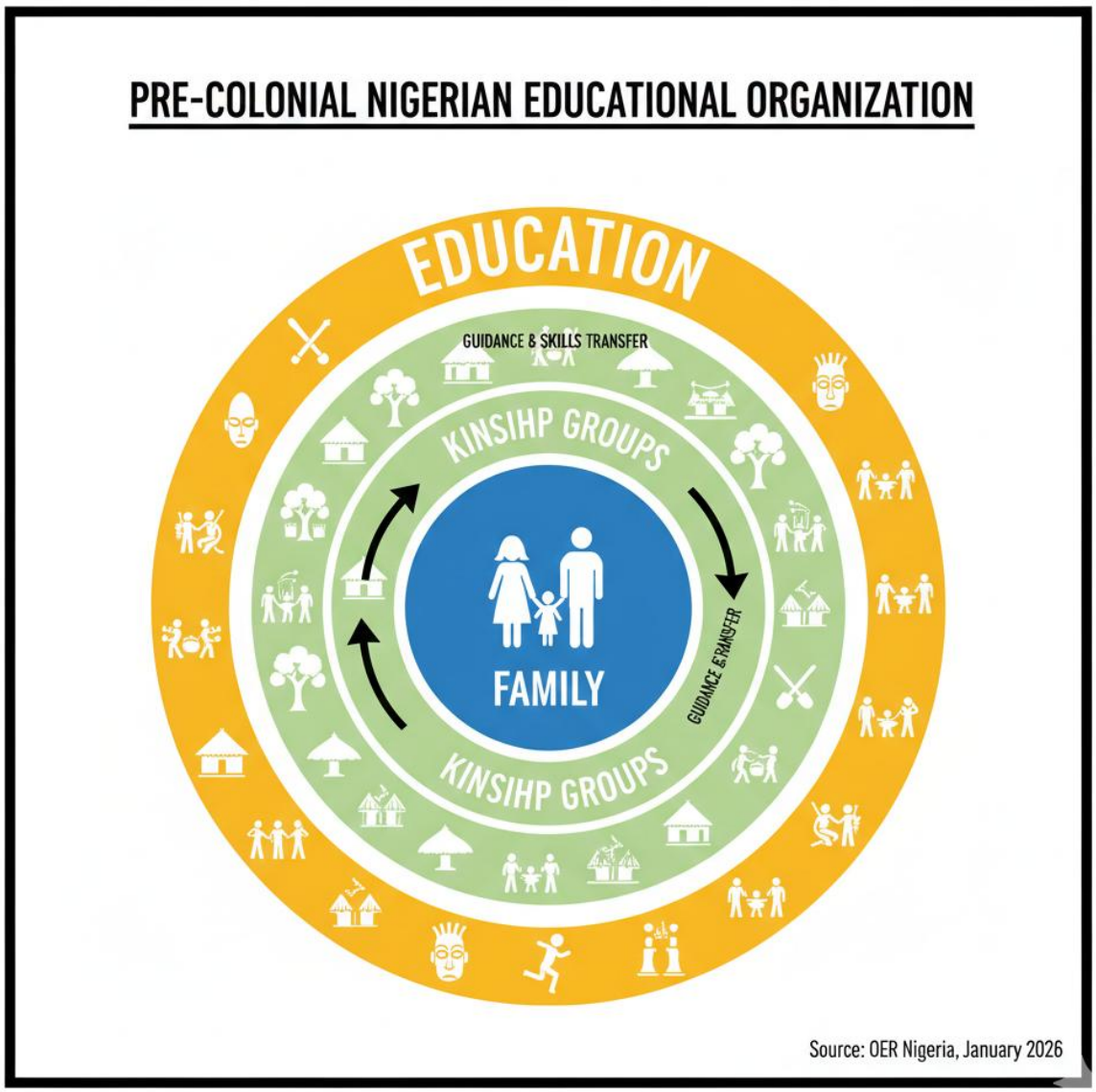

Diagram showing family at the centre, surrounded by kinship groups and extended relatives contributing to education. Caption: Figure 2.3 Family and kinship roles in pre-colonial education

2.3.2 Role of religious leaders and institutions

Religious leaders were central to pre-colonial education, particularly in regions influenced by Islam and Christianity. **Religious institutions** such as mosques, Qur'anic schools, and early mission schools provided structured learning environments. Leaders taught literacy, moral discipline, and spiritual devotion, ensuring that education was not only practical but also deeply moral and religious.

Fill in the blank: Religious institutions shaped education by teaching literacy, moral discipline, and _____ devotion.

Image of a teacher guiding children in a Qur'anic school. Caption: Plate 2.4 Religious leaders as custodians of literacy and moral discipline

2.3.3 Community and political authorities in sustaining education

Community elders and political authorities such as chiefs and kings ensured that education served the collective good. They supervised learning, enforced discipline, and promoted cultural practices. Their involvement gave legitimacy to educational systems and ensured that education prepared individuals for leadership, governance, and social responsibility.

Fill in the blank: Chiefs and kings ensured that education prepared individuals for leadership, governance, and _____ responsibility.

Source: OER Nigeria, January 2026

Box 2.3: Responsibilities of community and political authorities in pre-colonial education

- Supervising learning activities
- Enforcing discipline
- Promoting cultural practices
- Preparing individuals for leadership and governance
- Ensuring collective responsibility

Pilot Questions (for Part 2.3)

1. Explain the contribution of families and kinship groups to pre-colonial educational management.
2. Describe the role of religious leaders and institutions in shaping education.
3. Discuss how community elders and political authorities sustained education.
4. Identify two responsibilities of chiefs and kings in pre-colonial education.
5. Evaluate the importance of collective responsibility in pre-colonial educational management.

2.4 Impact And Legacy Of Pre Colonial Educational Management

2.4.1 Influence on literacy, moral values, and social organisation

Pre-colonial educational management contributed significantly to the spread of **literacy**, especially through Qur'anic schools, which taught reading and writing in Arabic. This literacy was not only religious but also practical, supporting trade and administration. Education also reinforced **moral values**, such as honesty, respect, and discipline, which were central to both Islamic and missionary teachings. Furthermore, it strengthened **social organisation** by preparing individuals for roles in governance, religious leadership, and community service.

Fill in the blank: Qur'anic schools in pre-colonial Nigeria promoted literacy by teaching learners to read and write in _____.

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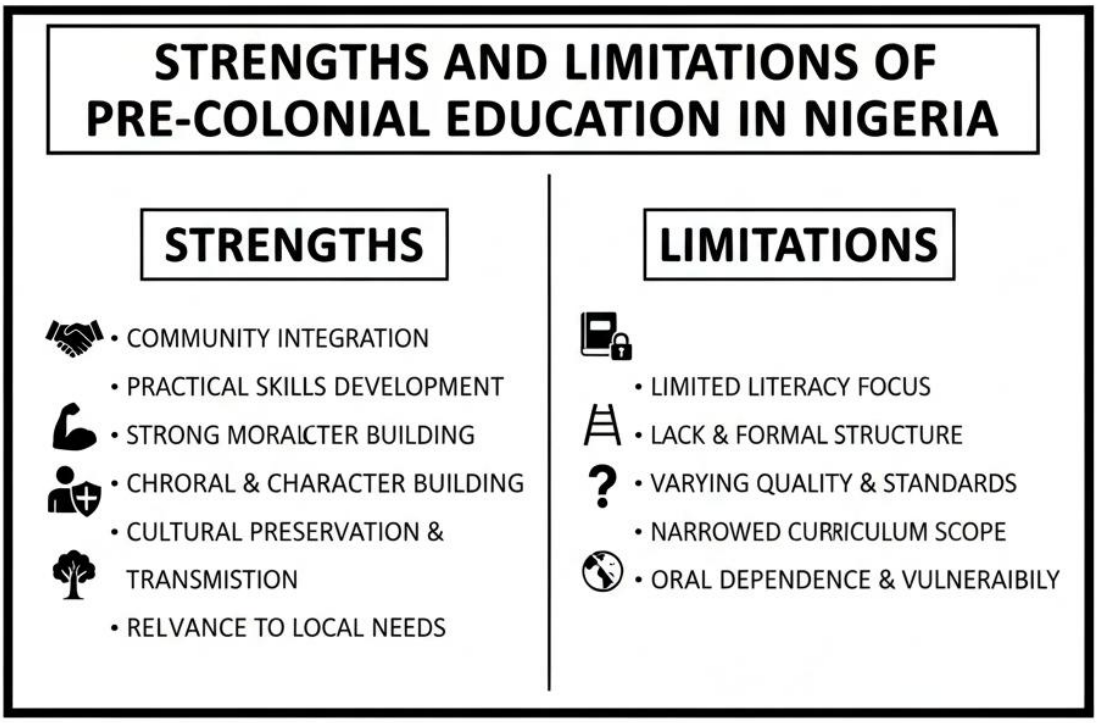
Image of learners reading texts in a Qur'anic school. Caption: Plate 2.5 Qur'anic schools as centres of literacy and moral values

2.4.2 Limitations of pre-colonial systems

Despite their contributions, pre-colonial educational systems had limitations. They lacked **uniformity**, as practices varied widely across regions and communities. Access was restricted, with Qur'anic schools concentrated in the north and missionary schools limited to areas where missions were established. The scope of education was also narrow, focusing mainly on religious and moral instruction, with little emphasis on science, technology, or broader intellectual development.

Fill in the blank: One limitation of pre-colonial education was its lack of _____ across different regions and communities.



Source: OER Nigeria, January 2026

Diagram contrasting strengths (literacy, moral values, social organisation) with limitations (restricted access, lack of uniformity, narrow scope). Caption: Figure 2.5 Strengths and limitations of pre-colonial education

2.4.3 Enduring relevance in modern Nigerian education

Many aspects of pre-colonial educational management remain relevant today. The emphasis on **religious instruction** continues in modern Qur'anic and mission schools. The value placed on **moral discipline** is reflected in civic education and codes of conduct in schools. Apprenticeship has evolved into vocational and technical training, showing continuity in skill acquisition.

Community involvement in education, seen in parent-teacher associations and local school boards, also echoes the collective responsibility of pre-colonial times.

Fill in the blank: Apprenticeship in pre-colonial Nigeria has evolved into modern _____ and technical training.

Box 2.4: Enduring legacies of pre-colonial educational management

- Religious instruction in schools
- Moral discipline in civic education
- Apprenticeship adapted into vocational training

- Community involvement in school management
- Collective responsibility for education

Pilot Questions (for Part 2.4)

1. Explain how pre-colonial education contributed to literacy, moral values, and social organisation.
2. Identify two limitations of pre-colonial educational systems.
3. Compare the strengths and weaknesses of pre-colonial education.
4. Discuss how apprenticeship in pre-colonial Nigeria has influenced modern vocational training.
5. Evaluate the relevance of pre-colonial values in today's educational management practices.

Series Summary

This Series has examined how education was managed in Nigeria during the pre-colonial era, highlighting its relevance as a transitional stage between traditional systems and colonial structures. We began by defining the concept of pre-colonial educational management and identifying its distinctive features compared to traditional practices. Then, we explored the structures and methods of organisation, including the roles of indigenous rulers, Qur'anic schools, and early missionary activities, as well as instructional approaches such as memorisation, apprenticeship, and religious teaching. Following that, we considered the responsibilities of families, kinship groups, religious leaders, and political authorities in sustaining education. Finally, we evaluated the impact and legacy of pre-colonial educational management, noting its contributions to literacy, moral values, and social organisation, alongside its limitations and enduring relevance.

By engaging with these discussions, you should now be able to define pre-colonial educational management (SLO 2.1), explain its structures and methods (SLO 2.2), analyse the roles of families, religious leaders, and political authorities (SLO 2.3), and evaluate its impact and legacy in relation to modern practices (SLO 2.4). These outcomes provide you with a clear understanding of how pre-colonial education shaped Nigeria's social and cultural development, while also laying the foundation for later educational reforms.

Glossary of Terms

Apprenticeship A system of learning where individuals acquire practical skills by working under the guidance of a master in trades such as farming, weaving, or blacksmithing.

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Collective responsibility The shared duty of families, kinship groups, religious leaders, and communities to educate and guide children.

Kinship group An extended family network, including grandparents, uncles, and aunts, who support the upbringing and education of children.

Literacy The ability to read and write, often taught in Qur'anic schools during the pre-colonial era, mainly in Arabic.

Memorisation A method of instruction where learners repeat texts, especially religious scriptures, until mastery is achieved.

Missionary schools Early schools established by Christian missionaries before colonial rule, focusing on literacy, religious instruction, and moral values.

Moral discipline The training of individuals to act with honesty, respect, and responsibility, often emphasised in religious education.

Pre-colonial educational management The organisation and regulation of learning in Nigeria before colonial rule, shaped by indigenous systems, Islamic education, and missionary efforts.

Qur'anic schools Centres of Islamic education where learners studied the Qur'an, learned Arabic literacy, and practised religious rituals.

Religious institutions Places such as mosques, churches, and mission schools that provided structured learning and moral guidance in the pre-colonial era.

Social organisation The way communities structured roles, responsibilities, and relationships, reinforced through education to ensure unity and effective governance.

Concept Check Questions [Series 2]

Objective Questions

1. Pre-colonial educational management in Nigeria was shaped by indigenous systems, _____ education, and missionary efforts. (Linked to SLO 2.1)
2. Which of the following was a distinctive feature of pre-colonial education? a) Uniformity across regions b) Literacy development through Qur'anic schools c) Emphasis on science and technology d) Exclusive reliance on oral tradition (Linked to SLO 2.2)
3. Apprenticeship in pre-colonial Nigeria focused on: a) Memorising religious texts b) Acquiring practical skills under a master c) Attending missionary schools d) Learning through storytelling (Linked to SLO 2.2)
4. Chiefs and kings ensured that education prepared individuals for leadership, governance, and _____ responsibility. (Linked to SLO 2.3)

Short-Answer Questions

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5. Define pre-colonial educational management in Nigeria. (Linked to SLO 2.1)
6. List two distinctive features of pre-colonial education compared to traditional systems. (Linked to SLO 2.2)
7. Explain the role of Qur'anic schools in literacy development. (Linked to SLO 2.2)
8. Identify two responsibilities of religious leaders in pre-colonial education. (Linked to SLO 2.3)
9. State two limitations of pre-colonial educational systems. (Linked to SLO 2.4)

Long-Answer Questions

10. Analyse the contribution of families, kinship groups, and communities to pre-colonial educational management. (Linked to SLO 2.3)
11. Evaluate the impact of pre-colonial education on literacy, moral values, and social organisation. (Linked to SLO 2.4)
12. Compare and contrast pre-colonial and modern educational management systems, focusing on structures, methods, and values. (Linked to SLOs 2.2 & 2.4)

Answers to Concept Check Questions [Series 2]

Objective Questions

1. Islamic
2. b) Literacy development through Qur'anic schools
3. b) Acquiring practical skills under a master
4. Social

Short-Answer Questions

5. Pre-colonial educational management refers to the organisation and regulation of learning in Nigeria before colonial rule, shaped by indigenous systems, Islamic education, and missionary efforts.
6. Literacy development through Qur'anic schools; religious orientation in instruction.
7. Qur'anic schools taught learners to read and write in Arabic, memorise the Qur'an, and practise Islamic rituals, thereby promoting literacy and moral discipline.
8. Teaching literacy and religious texts; instilling moral discipline and spiritual devotion.
9. Lack of uniformity across regions; restricted access to education.

Long-Answer Questions

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10. **Basic response:** Families taught survival skills, kinship groups reinforced discipline, and communities supervised learning. **Value-added response:** Outstanding learners may connect this to modern concepts of community-based education and extended family support systems, showing continuity in collective responsibility.
11. **Basic response:** Pre-colonial education promoted literacy through Qur'anic schools, reinforced moral values, and strengthened social organisation. **Value-added response:** Learners may extend this by linking literacy and moral values to modern civic education, multicultural identity, and the importance of indigenous knowledge in contemporary society.
12. **Basic response:** Pre-colonial education was religious, communal, and practical, while modern education is formal, institutional, and standardised. **Value-added response:** Outstanding learners may enrich this by discussing how vocational training, moral instruction, and community involvement in modern schools reflect pre-colonial legacies, and by evaluating the balance between global knowledge and cultural identity.

Answers to Pilot Questions [Series 2]

Part 2.1

- Organisation and regulation of learning before colonial rule, shaped by indigenous systems, Islamic education, and missionary efforts.
- Literacy development, religious orientation, structured learning, expansion beyond community.
- Qur'anic schools.
- Religious devotion, moral discipline, social integration, administrative preparation.
- Faithfulness, discipline, service.

Part 2.2

- Indigenous rulers and communities supervised education, aligning it with cultural values and governance needs.
- Reading and writing in Arabic, memorisation of the Qur'an, moral training.
- Literacy, Christian values, and preparation for administrative roles.
- Memorisation, apprenticeship, religious teaching.
- By working under masters in trades such as farming, weaving, and blacksmithing.

Part 2.3

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- Families taught survival skills, kinship groups reinforced discipline and cultural identity.
- Religious leaders taught literacy, moral discipline, and spiritual devotion.
- Community elders and political authorities supervised learning, enforced discipline, and promoted cultural practices.
- Supervising learning and preparing individuals for leadership and governance.
- It ensured that education was shared by families, communities, and institutions, strengthening unity and accountability.

Part 2.4

- It promoted literacy through Qur'anic schools, reinforced moral values, and strengthened social organisation.
- Lack of uniformity and restricted access.
- Strengths included literacy and moral values; weaknesses included narrow scope and limited reach.
- Apprenticeship evolved into vocational and technical training.
- Values such as moral discipline, religious instruction, and community involvement remain relevant in modern education.

References and Attributions [Series 2]

General References

- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allen & Unwin.
- Adeyinka, A. A. (1992). *A Comparative Study of Educational Systems*. Ilorin: University of Ilorin Press.
- Obanya, P. (2004). *Educating for the Knowledge Economy*. Ibadan: Mosuro Publishers.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from https://www.oercommons.org

Illustrations

Figure 2.1 Pillars of pre-colonial educational management

- AI-generated using Copilot image generation.
- Prompt: "Create a diagram showing indigenous systems, Islamic education, and missionary efforts as three pillars of pre-colonial education in Nigeria."

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- Suggested OER search string: “pre-colonial education Nigeria diagram OER”.

Plate 2.1 Qur’anic schools as centres of literacy and religious instruction

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of children learning in a Qur’anic school in pre-colonial Nigeria.”
- Suggested OER search string: “Qur’anic school Nigeria pre-colonial OER image”.

Box 2.1 Objectives of pre-colonial education

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing objectives of pre-colonial education in Nigeria.”
- Suggested OER search string: “objectives of pre-colonial education Nigeria OER text resource”.

Figure 2.2 Organisation of learning under indigenous rulers and communities

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing indigenous rulers at the top and families at the base, connected by arrows to represent educational organisation in pre-colonial Nigeria.”
- Suggested OER search string: “indigenous rulers education Nigeria diagram OER”.

Plate 2.2 Qur’anic schools as centres of literacy and moral training

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of children studying with a teacher in a Qur’anic school in pre-colonial Nigeria.”
- Suggested OER search string: “Qur’anic schools Nigeria pre-colonial OER image”.

Plate 2.3 Missionary schools as early centres of literacy and Christian values

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of an early missionary school in Nigeria with children learning literacy skills.”
- Suggested OER search string: “missionary schools Nigeria pre-colonial OER image”.

Box 2.2 Key methods of pre-colonial instruction

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing memorisation, apprenticeship, and religious teaching as methods of instruction in pre-colonial Nigeria.”

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- Suggested OER search string: “methods of instruction pre-colonial education Nigeria OER text resource”.

Figure 2.3 Family and kinship roles in pre-colonial education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing family at the centre with kinship groups surrounding it, all contributing to education in pre-colonial Nigeria.”
- Suggested OER search string: “pre-colonial Nigerian family kinship education diagram OER”.

Plate 2.4 Religious leaders as custodians of literacy and moral discipline

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a teacher guiding children in a Qur’anic school in pre-colonial Nigeria.”
- Suggested OER search string: “religious leaders education Nigeria pre-colonial OER image”.

Box 2.3 Responsibilities of community and political authorities in pre-colonial education

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing responsibilities of community and political authorities in pre-colonial education.”
- Suggested OER search string: “community role pre-colonial education Nigeria OER text resource”.

Plate 2.5 Qur’anic schools as centres of literacy and moral values

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of learners reading texts in a Qur’anic school in pre-colonial Nigeria.”
- Suggested OER search string: “Qur’anic schools literacy Nigeria pre-colonial OER image”.

Figure 2.5 Strengths and limitations of pre-colonial education

- AI-generated using Copilot image generation.
- Prompt: “Create a comparison diagram showing strengths and limitations of pre-colonial education in Nigeria.”
- Suggested OER search string: “strengths and limitations pre-colonial education Nigeria diagram OER”.

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Box 2.4 Enduring legacies of pre-colonial educational management

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing enduring legacies of pre-colonial educational management in Nigeria.”
- Suggested OER search string: “legacy of pre-colonial education Nigeria OER text resource”.

Suggested Outline for Series 3

3.1 Meaning And Context Of Educational Administration In The Pre-Independence Era

- Definition of educational administration during this period
- Historical context: Nigeria under colonial influence but before independence
- Key objectives and guiding principles

3.2 Structures And Policies Of Pre-Independence Educational Administration

- Colonial government involvement in education
- Missionary contributions and administration of schools
- Regional variations in structures and policies
- Funding and resource allocation

3.3 Roles And Responsibilities Of Stakeholders

- Colonial administrators and their influence on education
- Missionaries and religious institutions
- Local communities and traditional authorities
- Emerging Nigerian elites and their advocacy for education

3.4 Impact And Legacy Of Pre-Independence Educational Administration

- Expansion of literacy and formal schooling
- Social and political implications of educational policies
- Limitations and inequalities in access

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- Enduring influence on post-independence educational systems

Introduction

In the last Series, we examined how education was managed during the pre-colonial era, focusing on indigenous systems, Qur'anic schools, and early missionary efforts. That discussion highlighted the foundations of literacy, moral discipline, and community involvement. In this Series, we move forward to the pre-independence era, a period when colonial administration and missionary bodies played a dominant role in shaping Nigeria's educational landscape. Understanding this stage is essential because it reveals how policies and structures introduced before independence influenced the development of modern educational administration.

The aim of this Series is to analyse the meaning, structures, roles, and impact of educational administration in Nigeria during the pre-independence era. By doing so, the Series will equip you with the knowledge to evaluate how colonial and missionary policies shaped access to education, governance, and social change.

We shall commence this Series by considering the meaning and context of educational administration in the pre-independence era. Next, we will explore the structures and policies that guided education, including the roles of colonial governments and missionary organisations. Following that, we will examine the responsibilities of key stakeholders such as administrators, religious institutions, communities, and emerging Nigerian elites. Finally, we will wrap up by evaluating the impact and legacy of pre-independence educational administration, noting its contributions, limitations, and enduring influence on post-independence systems.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define the meaning and context of educational administration in Nigeria during the pre-independence era,
- **SLO 3.2** explain the structures and policies that guided educational administration under colonial and missionary influence,
- **SLO 3.3** analyse the roles and responsibilities of key stakeholders, including colonial administrators, missionaries, communities, and emerging Nigerian elites, and
- **SLO 3.4** evaluate the impact and legacy of pre-independence educational administration, noting its contributions, limitations, and influence on post-independence systems.

3.1 Meaning And Context Of Educational Administration In The Pre Independence Era

3.1.1 Definition of educational administration in the pre-independence era

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Educational administration refers to the organisation, planning, and regulation of educational activities to achieve specific goals. In the pre-independence era of Nigeria, educational administration was shaped by colonial policies and missionary initiatives, with limited involvement from indigenous communities. It was characterised by a dual system where colonial authorities controlled formal schooling while missionaries managed religious and literacy education.

Fill in the blank: In the pre-independence era, educational administration was shaped by colonial policies and _____ initiatives.

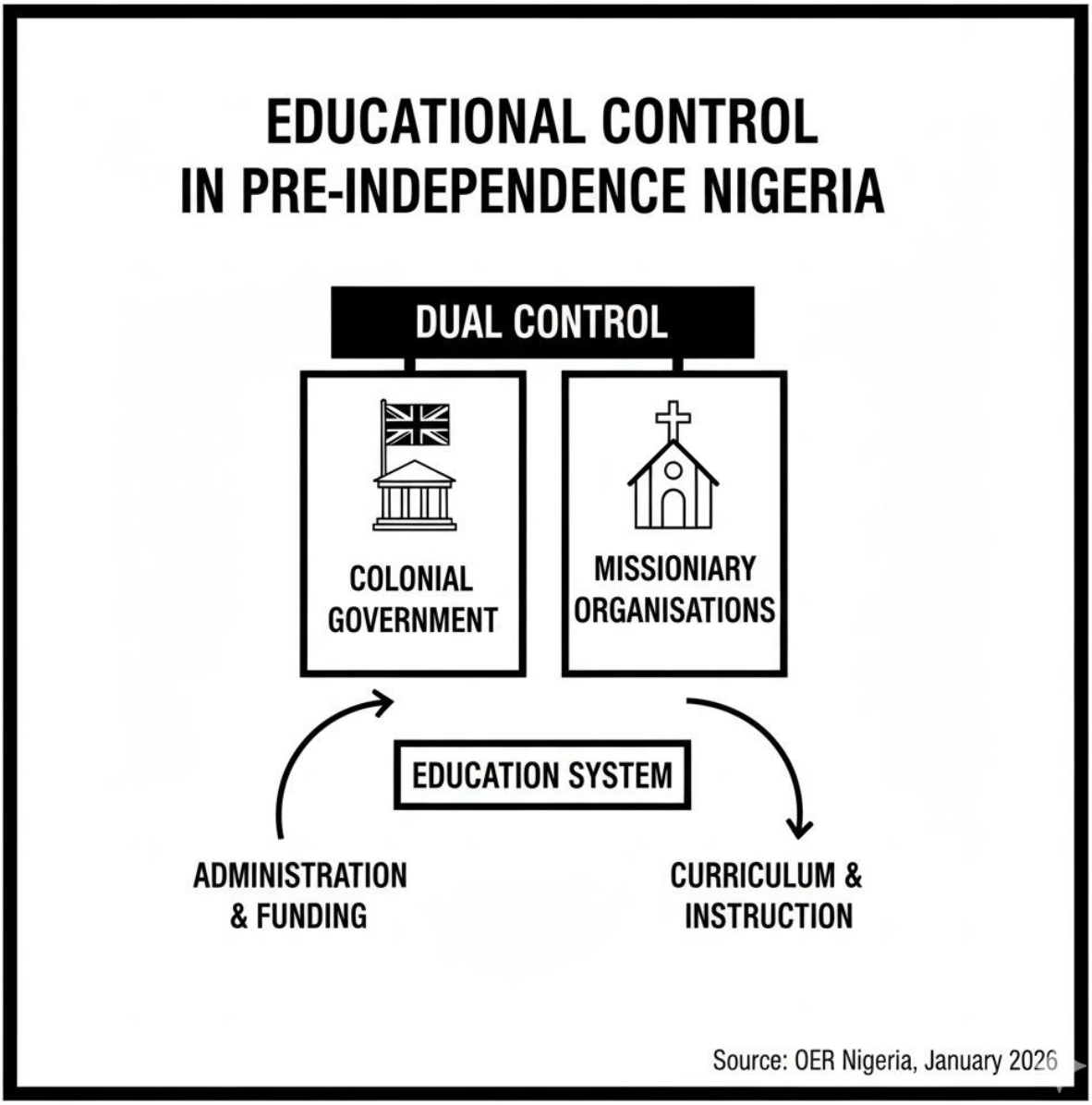

Diagram showing dual control of education: colonial government on one side, missionary organisations on the other. Caption: Figure 3.1 Dual system of educational administration in pre-independence Nigeria

3.1.2 Historical context of pre-independence educational administration

The pre-independence era refers to the period before Nigeria gained independence in 1960, when colonial authorities and missionaries were the main providers of education. The colonial government introduced policies to train clerks, teachers, and interpreters for administrative purposes, while missionaries focused on literacy and religious instruction. This created a system that was both functional for governance and influential in shaping social values.

Fill in the blank: The colonial government introduced policies to train clerks, teachers, and _____ for administrative purposes.

Image of a colonial classroom with students learning literacy and administrative skills. Caption: Plate 3.1 Colonial classroom as a centre for literacy and clerical training

3.1.3 Objectives and guiding principles of pre-independence educational administration

The objectives of pre-independence educational administration included:

- **Provision of manpower**: Training individuals to serve in colonial administration and missionary work.
- **Spread of literacy**: Promoting reading and writing in English and local languages.
- **Religious instruction**: Instilling Christian values through missionary schools.
- **Social control**: Using education to reinforce colonial authority and cultural influence.

The guiding principles were efficiency, discipline, and loyalty, ensuring that education served both administrative and religious purposes.

Fill in the blank: One of the guiding principles of pre-independence educational administration was _____, ensuring education served colonial authority.

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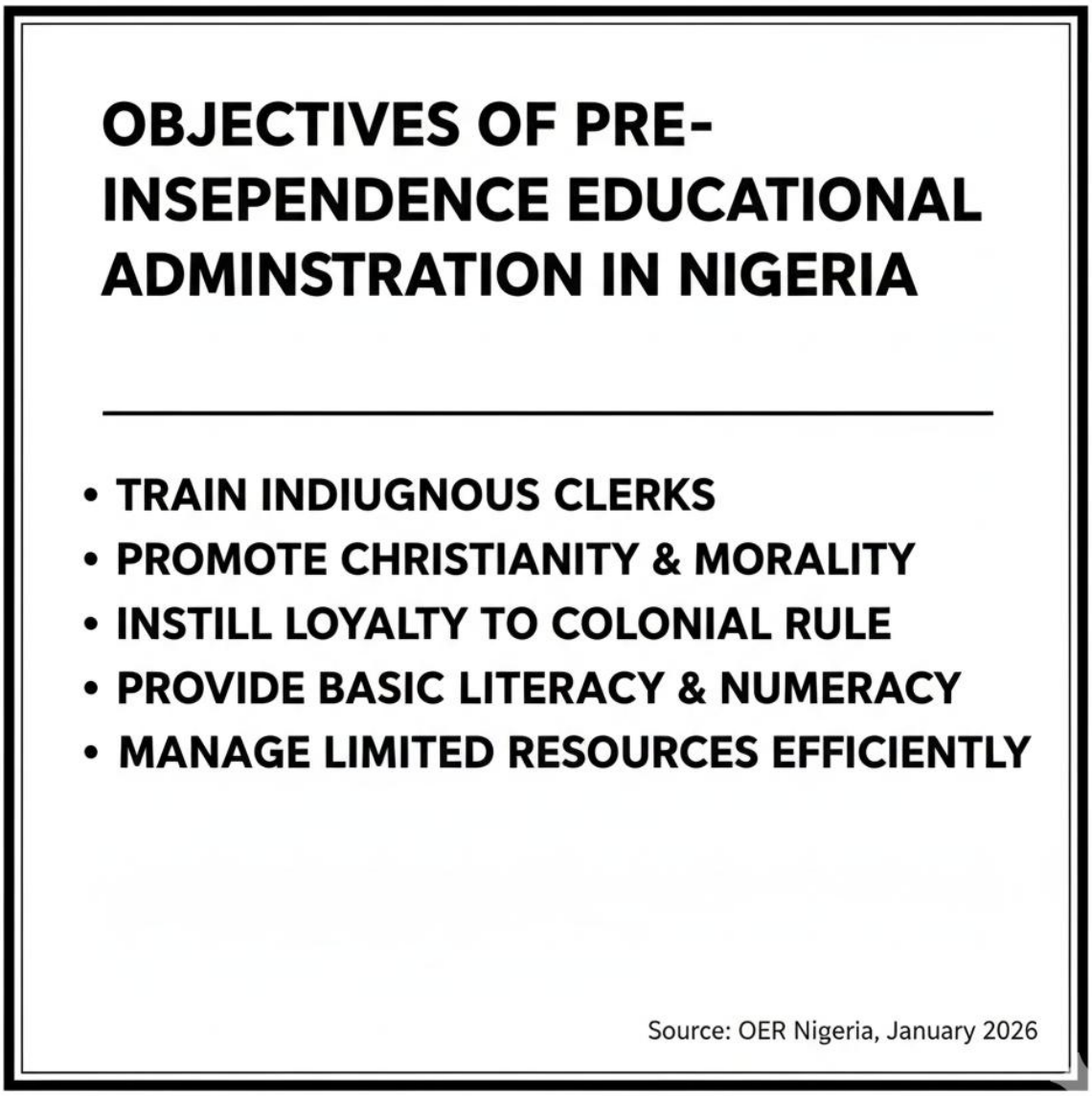

Box 3.1: Objectives of pre-independence educational administration

- Provision of manpower
- Spread of literacy
- Religious instruction
- Social control

Pilot Questions (for Part 3.1)

1. Define educational administration in the pre-independence era.
2. Explain the historical context of pre-independence educational administration in Nigeria.

3. Identify the dual system of control in pre-independence education.
4. State two objectives of pre-independence educational administration.
5. Discuss the guiding principles that shaped education during this period.

3.2 Structures And Policies Of Pre Independence Educational Administration

3.2.1 Colonial government involvement in education

During the pre-independence era, the **colonial government** played a significant role in shaping educational structures. Its primary interest was to produce manpower for administrative and clerical duties. Schools established under colonial supervision focused on literacy in English, basic arithmetic, and vocational skills. Policies were designed to serve the needs of governance rather than broad intellectual development.

Fill in the blank: The colonial government's primary interest in education was to produce _____ for administrative and clerical duties.

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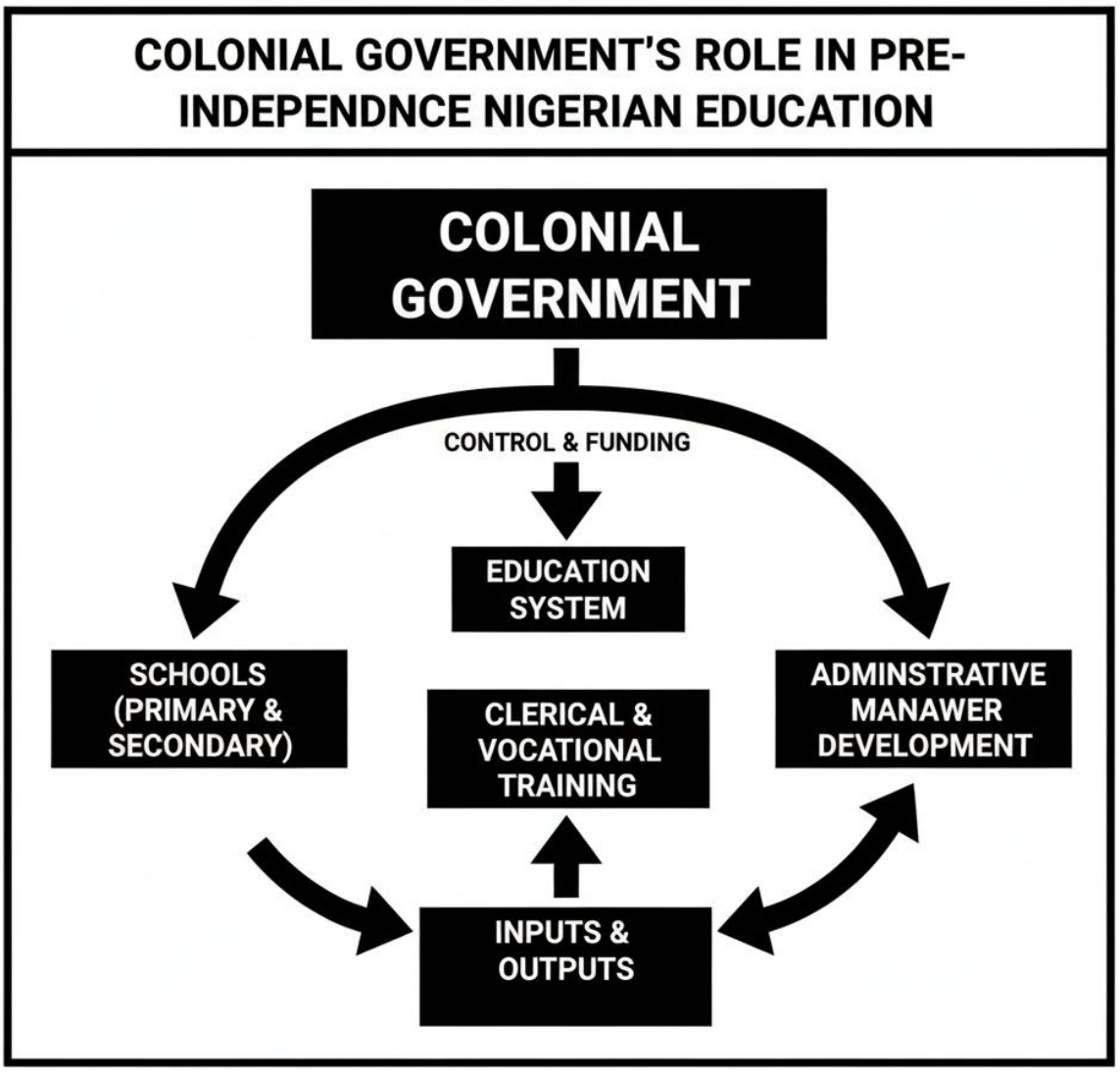


Source: OER Nigeria, January 2026

Diagram showing colonial government at the centre, with arrows pointing to schools, clerical training, and administrative manpower. Caption: Figure 3.2 Colonial government involvement in pre-independence education

3.2.2 Missionary contributions and administration of schools

Missionaries were instrumental in expanding access to education. They established schools that combined literacy with religious instruction, often teaching in both English and local languages. Missionary schools emphasised moral discipline and Christian values, while also preparing learners for roles in teaching and basic administration. Their policies were guided by religious objectives but contributed to the spread of literacy across different regions.

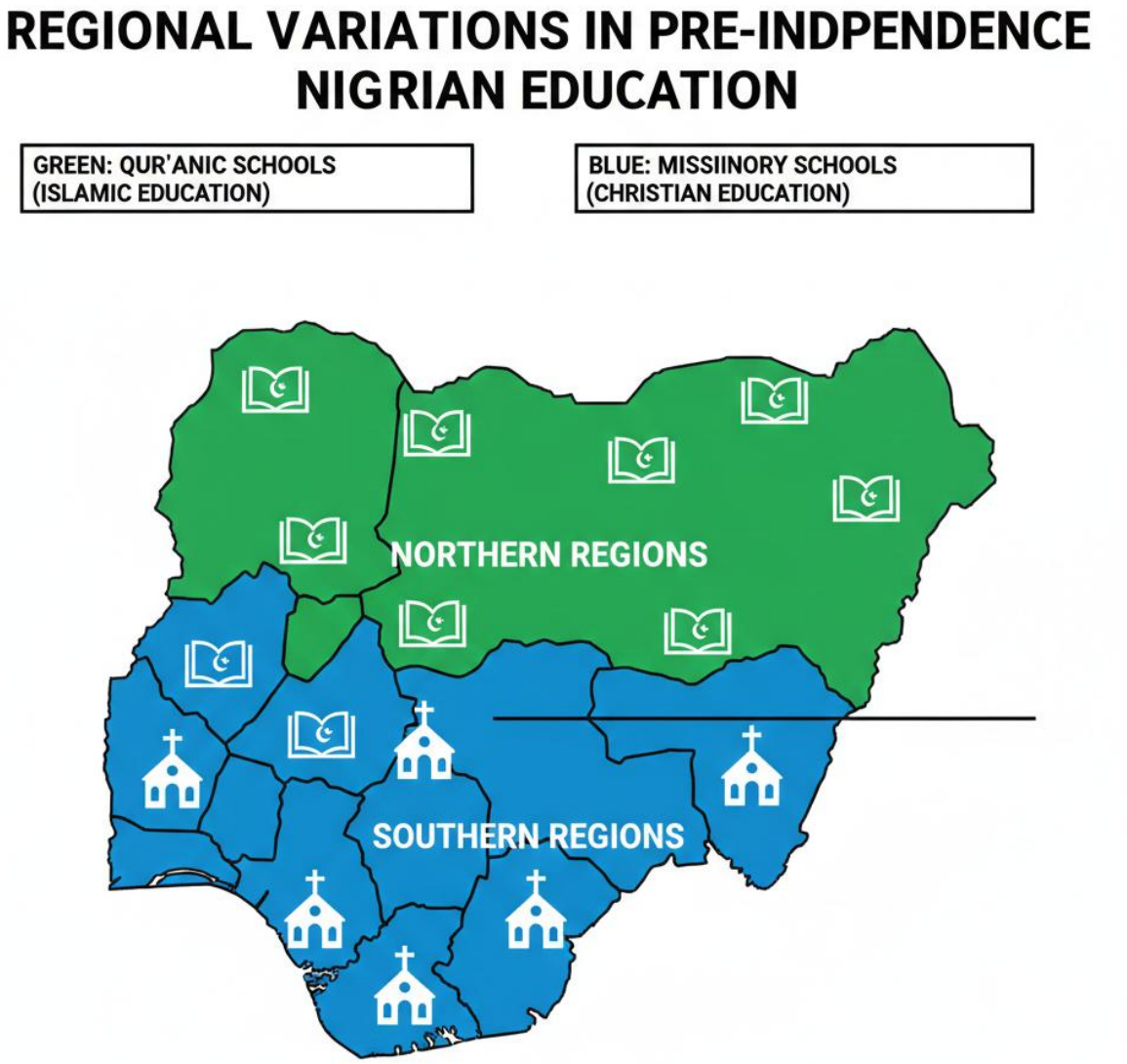
Fill in the blank: Missionary schools combined literacy with _____ instruction, often taught in English and local languages.

Image of a missionary school with children learning literacy and religious values. Caption: Plate 3.2 Missionary schools as centres of literacy and Christian instruction

3.2.3 Regional variations in structures and policies

Educational structures varied across regions. In the north, Qur'anic schools remained dominant, with colonial authorities exercising limited influence. In the south, missionary schools were more widespread, supported by colonial policies. This regional disparity created unequal access to education and contributed to differences in literacy rates and social development.

Fill in the blank: In the north, _____ schools remained dominant, while in the south missionary schools were more widespread.



Source: OER Nigeria, January 2026

Map of Nigeria highlighting northern regions with Qur'anic schools and southern regions with missionary schools. Caption: Figure 3.3 Regional variations in pre-independence educational structures

3.2.4 Funding and resource allocation

Funding for education in the pre-independence era was limited and uneven. Colonial authorities provided minimal financial support, focusing resources on schools that served administrative needs. Missionary schools relied heavily on church funding and community contributions. This

uneven allocation of resources led to disparities in school quality, teacher training, and access to facilities.

Fill in the blank: Missionary schools relied heavily on _____ funding and community contributions to sustain their operations.

Box 3.2: Sources of funding for pre-independence education

- Colonial government allocations (limited)
- Missionary church funding
- Community contributions

- Local initiatives

Pilot Questions (for Part 3.2)

1. Explain the colonial government's involvement in education during the pre-independence era.
2. Describe the contributions of missionaries to educational administration.
3. Identify the regional variations in educational structures and policies.
4. State two sources of funding for pre-independence education.
5. Discuss how resource allocation affected the quality of education in this period.

3.3 Roles And Responsibilities Of Stakeholders

3.3.1 Colonial administrators and their influence on education

Colonial administrators were central to educational administration in the pre-independence era. Their primary responsibility was to ensure that schools produced manpower for clerical and administrative duties. They introduced policies that emphasised literacy in English, basic arithmetic, and vocational training. However, their influence was limited to areas that directly served colonial governance, leaving broader educational development underfunded and under-prioritised.

Fill in the blank: Colonial administrators emphasised literacy in _____ as part of their educational policies.

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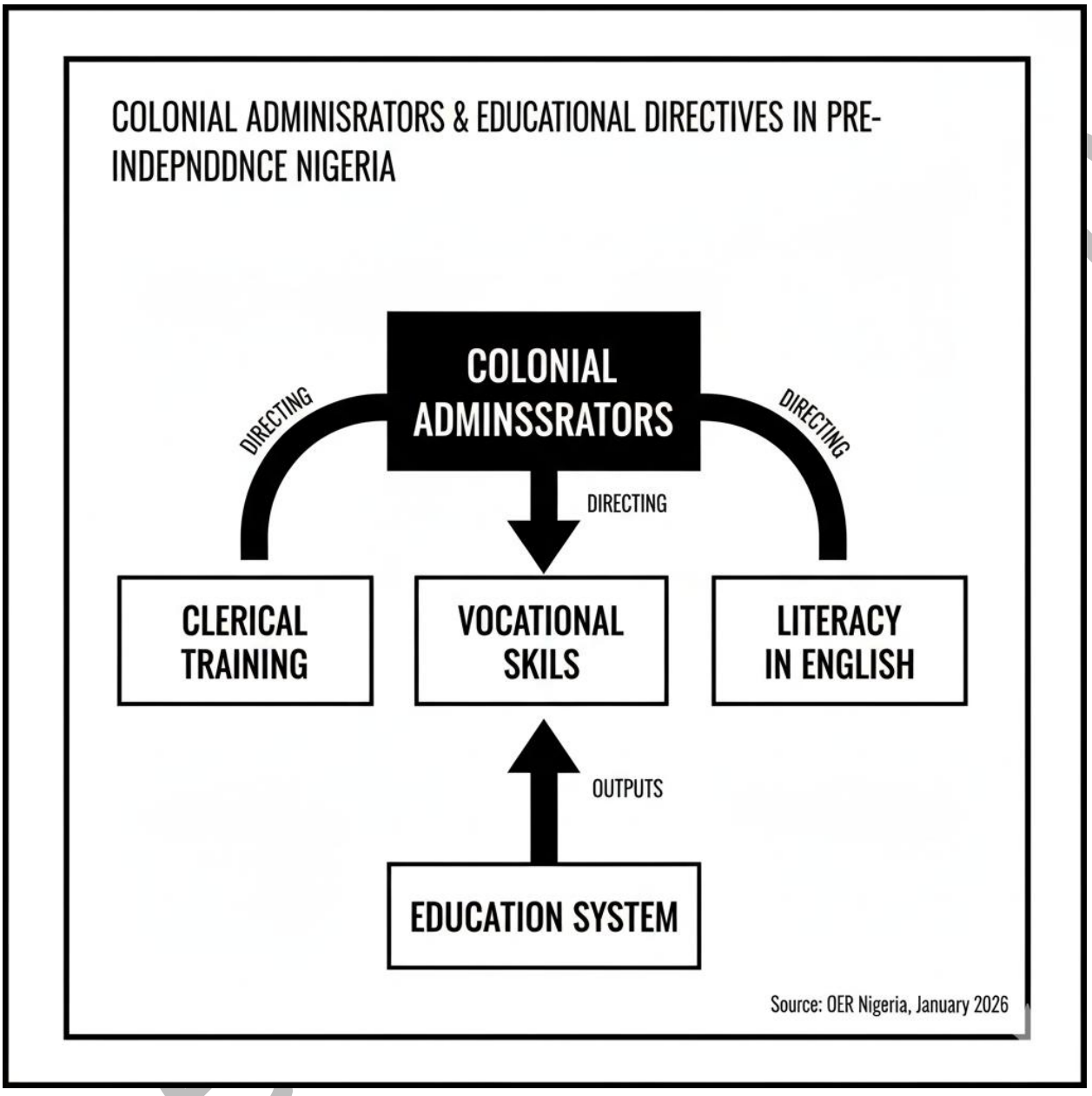


Diagram showing colonial administrators at the top, with arrows pointing to clerical training, vocational skills, and literacy in English. Caption: Figure 3.4 Colonial administrators' influence on pre-independence education

3.3.2 Missionaries and religious institutions

Missionaries and religious institutions played a vital role in expanding access to education. They established schools that combined literacy with religious instruction, often teaching in both English and local languages. Their responsibilities included training teachers, instilling moral discipline, and promoting Christian values. Missionary schools also provided opportunities for social mobility, enabling learners to become teachers, clerks, and community leaders.

Fill in the blank: Missionary schools promoted literacy alongside _____ values.

Source: OER Nigeria, January 2026

Image of a missionary teacher instructing children in reading and religious studies. Caption: Plate 3.3 Missionaries as providers of literacy and moral discipline

3.3.3 Local communities and traditional authorities

Local communities and traditional authorities contributed to sustaining education by supporting schools with land, labour, and cultural legitimacy. Families encouraged children to attend schools, while chiefs and elders endorsed educational initiatives. Their responsibilities included reinforcing discipline, promoting cultural identity, and ensuring that education was accepted within the community.

Fill in the blank: Chiefs and elders provided cultural _____ to educational initiatives in the pre-independence era.

Source: OER Nigeria, January 2026

Box 3.3: Responsibilities of local communities and traditional authorities

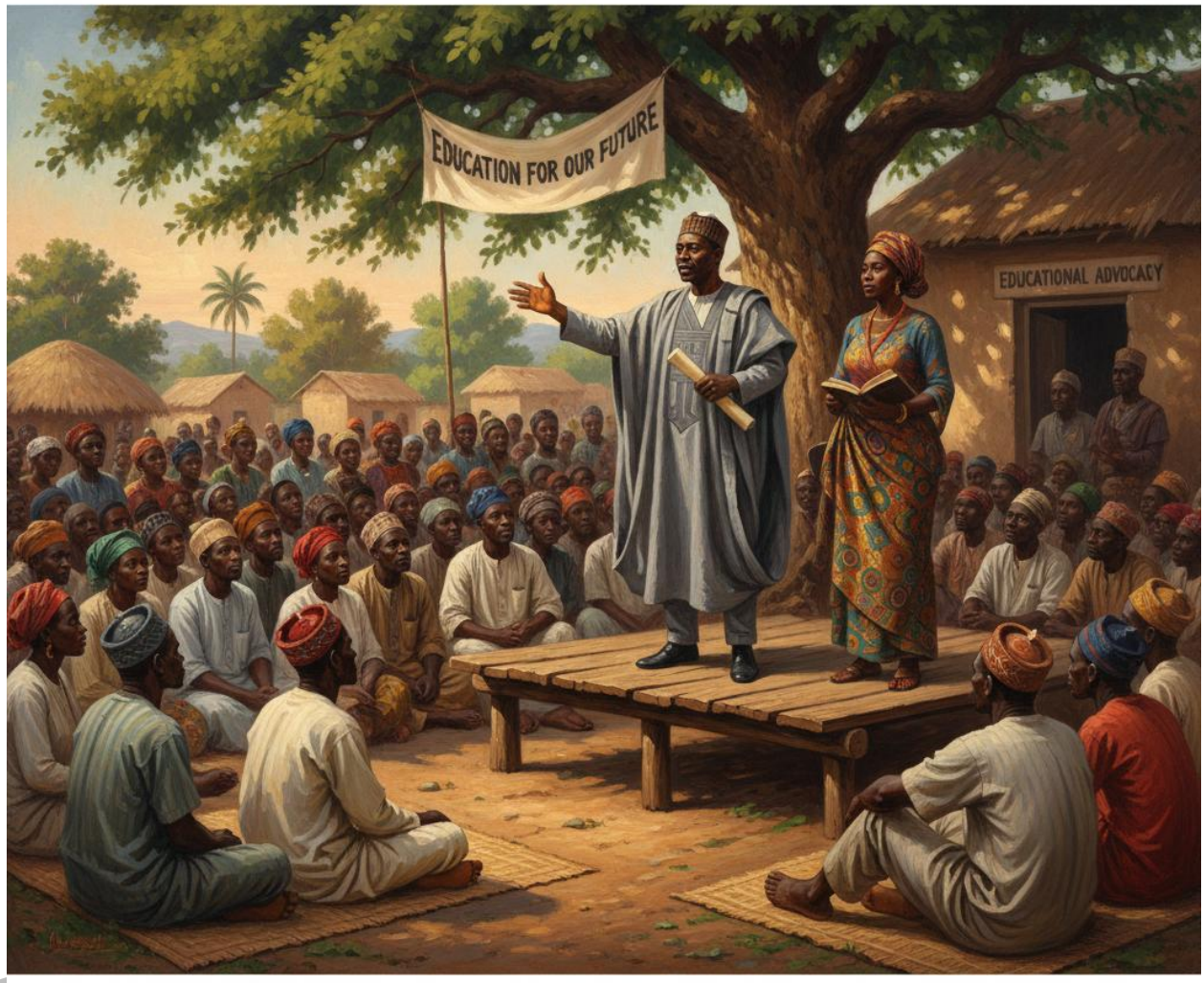
- Providing land and labour for schools
- Reinforcing discipline among learners
- Promoting cultural identity
- Endorsing educational initiatives

3.3.4 Emerging Nigerian elites and advocacy for education

Emerging Nigerian elites, many of whom were products of missionary and colonial schools, began to advocate for broader access to education. They demanded reforms to expand opportunities

beyond clerical training, pushing for secondary and higher education. Their responsibilities included lobbying colonial authorities, establishing private schools, and promoting education as a pathway to independence and national development.

Fill in the blank: Emerging Nigerian elites advocated for broader access to _____ and higher education.



Source: OER Nigeria, January 2026

Image of Nigerian elites addressing a community gathering about education. Caption: Plate 3.4 Nigerian elites advocating for expanded educational opportunities

Pilot Questions (for Part 3.3)

1. Explain the role of colonial administrators in pre-independence educational administration.

2. Describe the contributions of missionaries and religious institutions to education.
3. Discuss how local communities and traditional authorities supported schools.
4. Identify two responsibilities of emerging Nigerian elites in advocating for education.
5. Evaluate the collective impact of these stakeholders on pre-independence educational administration.

3.4 Impact And Legacy Of Pre Independence Educational Administration

3.4.1 Expansion of literacy and formal schooling

Pre-independence educational administration contributed to the **expansion of literacy**, particularly through missionary schools in the south and colonial schools in urban centres. Learners were taught to read and write in English, which became the language of administration and governance. This literacy opened opportunities for Nigerians to serve as clerks, teachers, and interpreters, thereby increasing social mobility and participation in colonial structures.

Fill in the blank: Pre-independence education expanded literacy mainly through missionary schools and _____ schools in urban centres.

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Image of learners reading English texts in a missionary classroom. Caption: Plate 3.5 Missionary schools as centres of literacy and social mobility

3.4.2 Social and political implications of educational policies

Education in the pre-independence era had significant **social and political implications**. It created a new class of educated elites who began to challenge colonial authority and advocate for independence. Schools became centres for political awareness, producing leaders who later played key roles in Nigeria's nationalist movements. At the same time, education reinforced social hierarchies, as access was limited to certain regions and communities.

Fill in the blank: Pre-independence schools produced leaders who later played key roles in Nigeria's _____ movements.

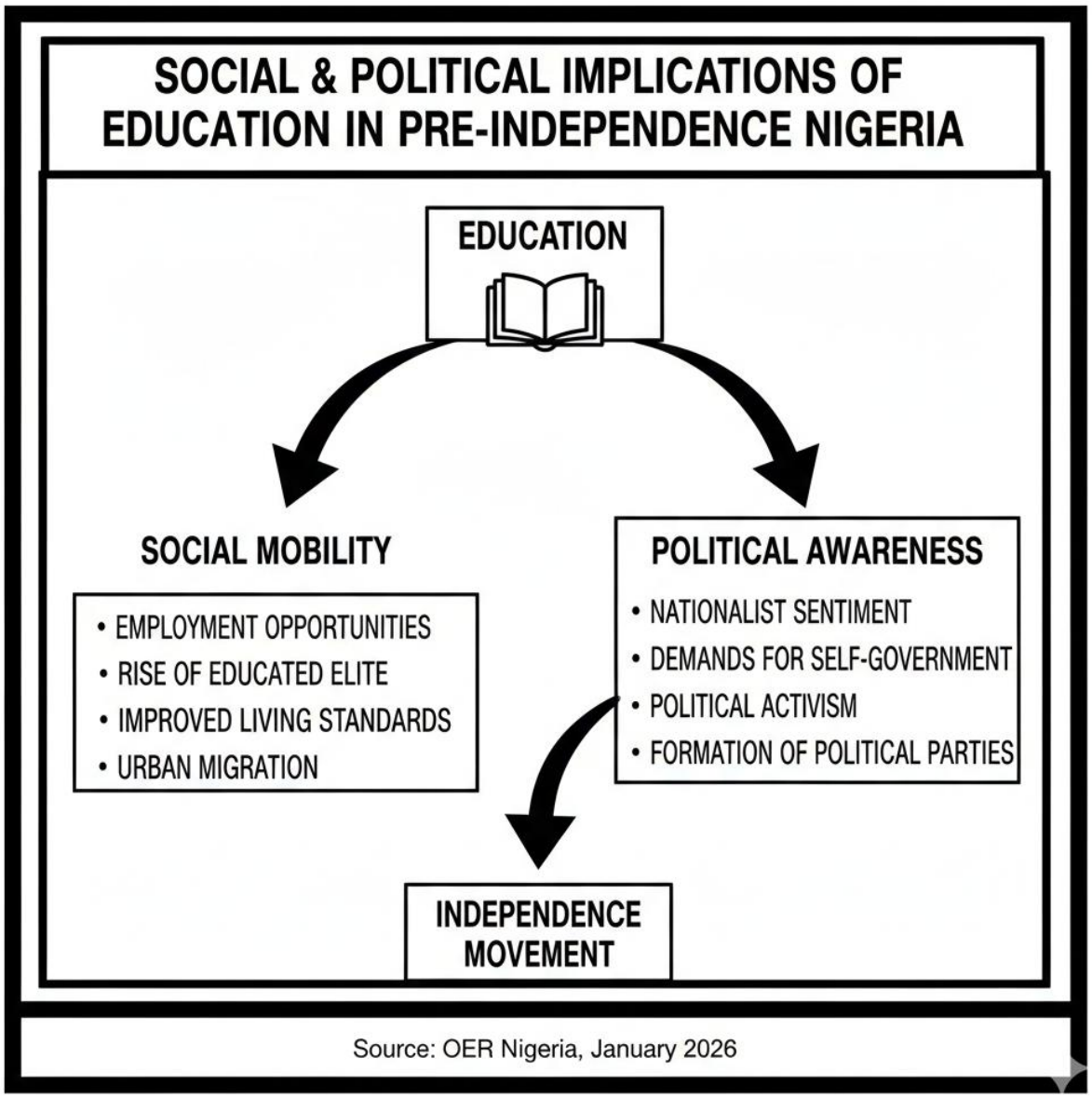

Diagram showing education leading to two outcomes: social mobility and political awareness.
Caption: Figure 3.5 Social and political implications of pre-independence education

3.4.3 Limitations and inequalities in access

Despite its contributions, pre-independence education had notable **limitations**. Access was uneven, with missionary schools concentrated in the south and Qur'anic schools dominant in the north. Girls had fewer opportunities compared to boys, and rural communities were often excluded. These inequalities created regional and gender gaps in literacy and educational attainment, which persisted into the post-independence era.

Fill in the blank: One limitation of pre-independence education was the unequal access between boys and _____.

Box 3.4: Limitations of pre-independence educational administration

- Unequal regional access (north vs. south)
- Gender disparities (boys vs. girls)
- Rural exclusion from formal schooling
- Narrow focus on clerical and religious training

3.4.4 Enduring influence on post-independence systems

The legacy of pre-independence educational administration continues to shape Nigeria's education system. The emphasis on English as the language of instruction remains dominant. The

structure of formal schooling, including primary and secondary levels, was inherited from colonial and missionary models. The advocacy of Nigerian elites during this period laid the foundation for the expansion of higher education after independence. Thus, pre-independence policies and practices provided both opportunities and challenges that influenced post-independence reforms.

Fill in the blank: The emphasis on _____ as the language of instruction remains a legacy of pre-independence education.

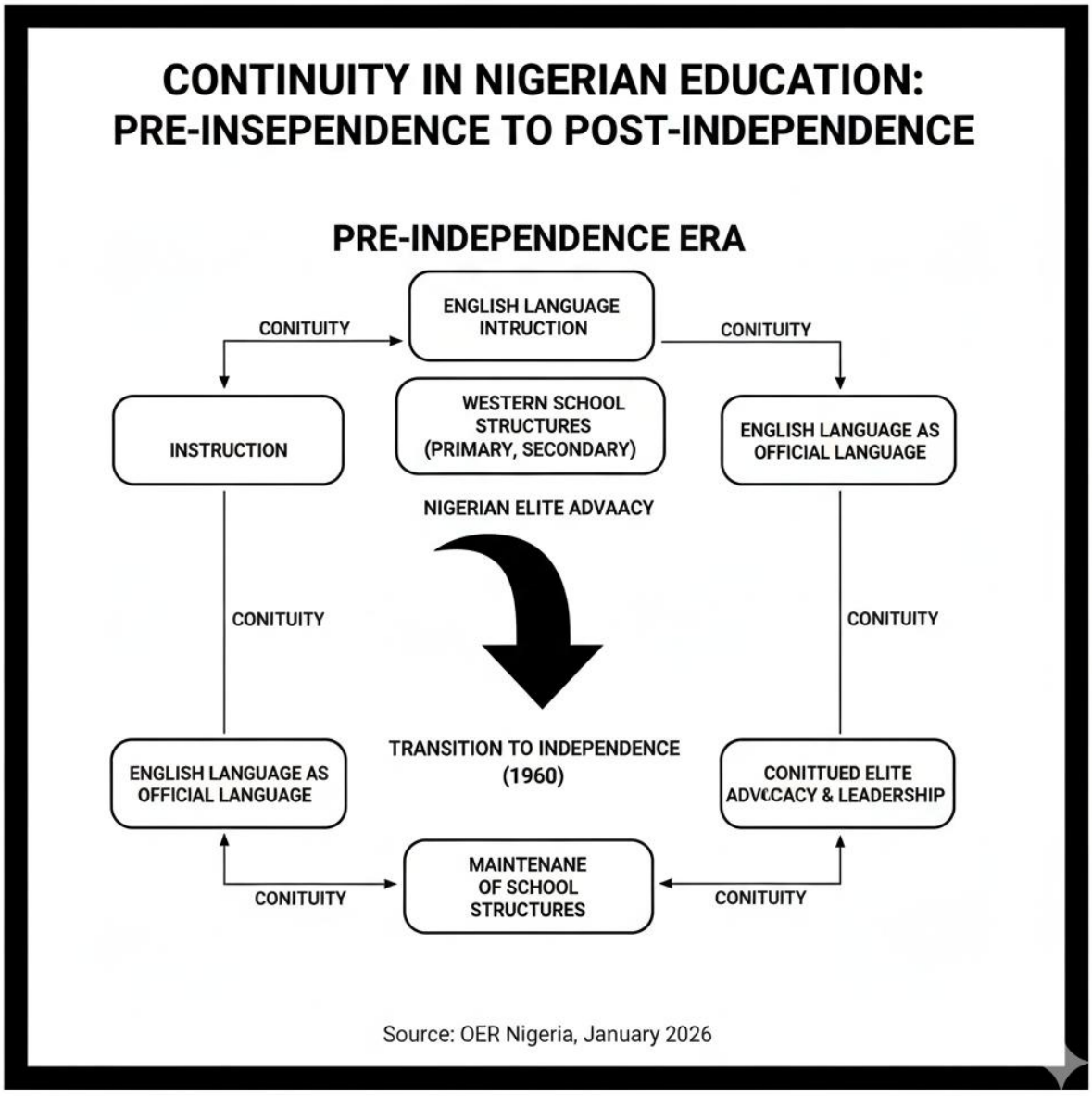

Diagram showing continuity from pre-independence to post-independence education: English language, school structures, and elite advocacy. Caption: Figure 3.6 Enduring influence of pre-independence education on post-independence systems

Pilot Questions (for Part 3.4)

1. Explain how pre-independence education contributed to literacy and social mobility.
2. Discuss the social and political implications of pre-independence educational policies.
3. Identify two limitations of pre-independence education.
4. Describe the enduring influence of pre-independence education on post-independence systems.
5. Evaluate the overall impact of pre-independence educational administration on Nigeria's development.

Series Summary

This Series has explored educational administration in Nigeria during the pre-independence era, a period when colonial authorities and missionary organisations shaped the structures, policies, and practices of schooling. Its purpose was to highlight how education served both governance and religious objectives, while also laying the foundation for Nigeria's later educational reforms. We began by defining the meaning and context of educational administration in this era, then examined the structures and policies introduced by colonial governments and missionaries, including regional variations and funding arrangements. Following that, we considered the roles and responsibilities of stakeholders such as colonial administrators, missionaries, local communities, and emerging Nigerian elites. Finally, we assessed the impact and legacy of pre-independence educational administration, noting its contributions to literacy, social mobility, political awareness, and its enduring influence on post-independence systems.

By engaging with these discussions, you should now be able to define the meaning and context of pre-independence educational administration (SLO 3.1), explain the structures and policies that guided education (SLO 3.2), analyse the roles of key stakeholders (SLO 3.3), and evaluate the impact and legacy of this period on Nigeria's development (SLO 3.4). These outcomes provide you with a clear understanding of how pre-independence education shaped both social progress and political change, while also influencing the structures that continue to underpin Nigeria's educational system today.

Glossary of Terms

Clerical training Education provided during the pre-independence era to prepare learners for administrative roles such as clerks, interpreters, and record keepers.

Colonial administrators Officials of the colonial government responsible for overseeing schools and ensuring education served governance and administrative needs.

Educational administration The organisation, planning, and regulation of educational activities to achieve specific goals. In the pre-independence era, this was shaped by colonial policies and missionary initiatives.

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Emerging Nigerian elites Educated Nigerians, often products of missionary and colonial schools, who advocated for broader access to education and promoted reforms leading towards independence.

Literacy The ability to read and write, often taught in English during the pre-independence era, enabling learners to participate in administration and governance.

Missionary schools Schools established by Christian missionaries that combined literacy with religious instruction, emphasising moral discipline and Christian values.

Moral discipline Training learners to act with honesty, respect, and responsibility, often emphasised in missionary education.

Qur'anic schools Centres of Islamic education, particularly dominant in northern Nigeria, where learners studied the Qur'an and learned Arabic literacy.

Regional variations Differences in educational structures across Nigeria, with missionary schools concentrated in the south and Qur'anic schools dominant in the north.

Social mobility The ability of individuals to improve their social and economic status through education, often by becoming teachers, clerks, or community leaders.

Social control The use of education by colonial authorities and missionaries to reinforce discipline, loyalty, and acceptance of colonial governance.

Concept Check Questions [Series 3]

Objective Questions

1. Educational administration in the pre-independence era was shaped by colonial policies and _____ initiatives. (Linked to SLO 3.1)
2. Which of the following best describes the colonial government's interest in education? a) Broad intellectual development b) Training manpower for clerical duties c) Promoting indigenous knowledge d) Expanding scientific research (Linked to SLO 3.2)
3. Missionary schools combined literacy with _____ instruction. (Linked to SLO 3.2)
4. In the north, Qur'anic schools remained dominant, while in the south _____ schools were more widespread. (Linked to SLO 3.2)
5. Emerging Nigerian elites advocated for broader access to _____ and higher education. (Linked to SLO 3.3)

Short-Answer Questions

6. Define educational administration in the pre-independence era. (Linked to SLO 3.1)
7. State two objectives of pre-independence educational administration. (Linked to SLO 3.1)

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8. Explain one way colonial administrators influenced education. (Linked to SLO 3.3)
9. Identify two responsibilities of missionaries in pre-independence education. (Linked to SLO 3.3)
10. Mention two limitations of pre-independence education. (Linked to SLO 3.4)

Long-Answer Questions

11. Analyse the roles of colonial administrators, missionaries, local communities, and Nigerian elites in pre-independence educational administration. (Linked to SLO 3.3)
12. Evaluate the impact of pre-independence education on literacy, social mobility, and political awareness. (Linked to SLO 3.4)
13. Compare and contrast the structures and policies of pre-independence education with those of post-independence Nigeria. (Linked to SLOs 3.2 & 3.4)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. Missionary
2. b) Training manpower for clerical duties
3. Religious
4. Missionary
5. Secondary

Short-Answer Questions

6. Educational administration in the pre-independence era refers to the organisation and regulation of learning shaped by colonial policies and missionary initiatives.
7. Provision of manpower for colonial administration; spread of literacy.
8. Colonial administrators emphasised literacy in English and vocational training to produce clerks and interpreters.
9. Missionaries trained teachers and instilled moral discipline through Christian values.
10. Unequal regional access; gender disparities.

Long-Answer Questions

11. **Basic response:** Colonial administrators focused on clerical training, missionaries promoted literacy and Christian values, communities provided support and legitimacy, while Nigerian elites advocated for reforms and broader access. **Value-added response:**

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Outstanding learners may connect these roles to the emergence of nationalist movements, showing how education became a tool for both governance and resistance.

12. **Basic response:** Pre-independence education expanded literacy, enabled social mobility through clerical jobs, and fostered political awareness among elites. **Value-added response:** Learners may extend this by linking literacy and political awareness to the rise of nationalist leaders and the demand for independence.

13. **Basic response:** Pre-independence structures were shaped by colonial and missionary priorities, while post-independence systems expanded access and introduced national policies. **Value-added response:** Outstanding learners may enrich this by discussing continuity in English language instruction, inherited school structures, and the challenges of addressing inequalities that persisted after independence.

Answers to Pilot Questions [Series 3]

Part 3.1

- Organisation and regulation of learning shaped by colonial policies and missionary initiatives.
- The period before Nigeria's independence in 1960, when colonial authorities and missionaries were the main providers of education.
- Colonial government and missionary organisations.
- Provision of manpower, spread of literacy.
- Efficiency, discipline, and loyalty.

Part 3.2

- The colonial government established schools to train clerks, interpreters, and teachers for administrative purposes.
- Missionaries expanded access to education, combining literacy with religious instruction and moral discipline.
- Qur'anic schools in the north and missionary schools in the south.
- Colonial allocations and missionary church funding.
- Uneven resource allocation led to disparities in school quality, teacher training, and facilities.

Part 3.3

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- Colonial administrators emphasised literacy in English and vocational training to produce manpower for governance.
- Missionaries promoted literacy, Christian values, and moral discipline.
- Communities provided land, labour, and cultural legitimacy to educational initiatives.
- Advocating for reforms, establishing private schools, and promoting secondary and higher education.
- Together, these stakeholders expanded literacy, promoted moral values, and laid the foundation for nationalist movements.

Part 3.4

- Literacy expanded through missionary and colonial schools, enabling social mobility.
- Schools produced elites who became leaders in nationalist movements.
- Unequal regional access and gender disparities.
- English as the language of instruction and inherited school structures.
- It contributed to literacy, political awareness, and social mobility, but also reinforced inequalities that influenced post-independence reforms.

References and Attributions [Series 3]

General References

- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: George Allen & Unwin.
- Adeyinka, A. A. (1992). *A Comparative Study of Educational Systems*. Ilorin: University of Ilorin Press.
- Obanya, P. (2004). *Educating for the Knowledge Economy*. Ibadan: Mosuro Publishers.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from https://www.oercommons.org

Illustrations

Figure 3.1 Dual system of educational administration in pre-independence Nigeria

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing colonial government and missionary organisations as dual controllers of education in pre-independence Nigeria.”

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- Suggested OER search string: “pre-independence Nigeria education colonial missionary diagram OER”.

Plate 3.1 Colonial classroom as a centre for literacy and clerical training

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a colonial classroom in Nigeria with students learning literacy and clerical skills.”
- Suggested OER search string: “colonial classroom Nigeria pre-independence OER image”.

Box 3.1 Objectives of pre-independence educational administration

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing objectives of pre-independence educational administration in Nigeria.”
- Suggested OER search string: “objectives of pre-independence education Nigeria OER text resource”.

Figure 3.2 Colonial government involvement in pre-independence education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing colonial government at the centre with arrows pointing to schools, clerical training, and administrative manpower in pre-independence Nigeria.”
- Suggested OER search string: “colonial government education Nigeria pre-independence diagram OER”.

Plate 3.2 Missionary schools as centres of literacy and Christian instruction

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a missionary school in Nigeria during the pre-independence era with children learning literacy and religious values.”
- Suggested OER search string: “missionary schools Nigeria pre-independence OER image”.

Figure 3.3 Regional variations in pre-independence educational structures

- AI-generated using Copilot image generation.
- Prompt: “Create a map of Nigeria highlighting northern regions with Qur’anic schools and southern regions with missionary schools during the pre-independence era.”
- Suggested OER search string: “regional variations education Nigeria pre-independence OER map”.

Box 3.2 Sources of funding for pre-independence education

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- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing sources of funding for pre-independence education in Nigeria.”
- Suggested OER search string: “funding sources education Nigeria pre-independence OER text resource”.

Figure 3.4 Colonial administrators’ influence on pre-independence education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing colonial administrators directing clerical training, vocational skills, and literacy in English in pre-independence Nigeria.”
- Suggested OER search string: “colonial administrators education Nigeria pre-independence diagram OER”.

Plate 3.3 Missionaries as providers of literacy and moral discipline

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a missionary teacher instructing children in reading and religious studies in pre-independence Nigeria.”
- Suggested OER search string: “missionary schools Nigeria pre-independence OER image”.

Box 3.3 Responsibilities of local communities and traditional authorities

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing responsibilities of local communities and traditional authorities in pre-independence education.”
- Suggested OER search string: “community role education Nigeria pre-independence OER text resource”.

Plate 3.4 Nigerian elites advocating for expanded educational opportunities

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of Nigerian elites addressing a community gathering about education in the pre-independence era.”
- Suggested OER search string: “Nigerian elites education advocacy pre-independence OER image”.

Plate 3.5 Missionary schools as centres of literacy and social mobility

- AI-generated using Copilot image generation.

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- Prompt: “Generate an illustration of learners reading English texts in a missionary classroom in pre-independence Nigeria.”
- Suggested OER search string: “missionary classroom Nigeria pre-independence literacy OER image”.

Figure 3.5 Social and political implications of pre-independence education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing education leading to social mobility and political awareness in pre-independence Nigeria.”
- Suggested OER search string: “social political implications education Nigeria pre-independence diagram OER”.

Box 3.4 Limitations of pre-independence educational administration

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing limitations of pre-independence educational administration in Nigeria.”
- Suggested OER search string: “limitations education Nigeria pre-independence OER text resource”.

Figure 3.6 Enduring influence of pre-independence education on post-independence systems

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing continuity from pre-independence to post-independence education in Nigeria, highlighting English language, school structures, and elite advocacy.”
- Suggested OER search string: “legacy pre-independence education Nigeria diagram OER”.

Outline for Series 4

4.1 Meaning And Context Of Post-Independence Educational Management

- Definition of educational management in the post-independence era
- Historical context: Nigeria after 1960 and the shift to national control
- Key objectives and guiding principles

4.2 Major Trends And Reforms In Post-Independence Educational Management

- Expansion of access to primary and secondary education

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- Establishment of universities and higher institutions
- Introduction of national policies (e.g., National Policy on Education, Universal Primary Education)
- Curriculum reforms and localisation of content

4.3 Roles Of Government, Communities, And International Agencies

- Federal and state governments as primary managers of education
- Community participation and local initiatives
- Contributions of international organisations (UNESCO, UNICEF, World Bank)
- Partnerships and funding mechanisms

4.4 Challenges And Prospects Of Post-Independence Educational Management

- Persistent inequalities in access and quality
- Issues of funding, infrastructure, and teacher training
- Policy implementation gaps
- Prospects for innovation, technology integration, and sustainable reforms

Introduction

In the last Series, we examined educational administration in the pre-independence era, focusing on how colonial authorities, missionaries, and local communities shaped the structures and policies of schooling. That discussion revealed both the contributions and limitations of education before Nigeria's independence. In this Series, we move into the post-independence era, a period marked by national control, reforms, and new trends in educational management. This stage is highly relevant because it highlights how Nigeria sought to expand access, localise curricula, and address inequalities while laying the foundation for modern educational systems.

The aim of this Series is to analyse the major trends, reforms, and challenges in educational management after independence, and to equip you with the knowledge to evaluate how government, communities, and international agencies influenced the development of education in Nigeria.

We shall commence this Series by considering the meaning and context of post-independence educational management. Next, we will explore the major trends and reforms introduced, including the expansion of access, establishment of higher institutions, and national policy initiatives. Following that, we will examine the roles of government, communities, and international agencies in managing education. Finally, we will wrap up by assessing the challenges and prospects of post-independence educational management, highlighting both persistent issues and opportunities for innovation and sustainable reform.

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Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define the meaning and context of educational management in Nigeria during the post-independence era,
- **SLO 4.2** explain the major trends and reforms introduced in post-independence educational management,
- **SLO 4.3** analyse the roles of government, communities, and international agencies in managing education after independence, and
- **SLO 4.4** evaluate the challenges and prospects of post-independence educational management, including issues of access, funding, and innovation.

4.1 Meaning And Context Of Post Independence Educational Management

4.1.1 Definition of educational management in the post-independence era

Educational management refers to the systematic planning, organisation, and coordination of educational activities to achieve national goals. In the post-independence era of Nigeria, educational management shifted from colonial control to national ownership, with the government taking responsibility for expanding access, reforming curricula, and ensuring education served the needs of development.

Fill in the blank: In the post-independence era, educational management shifted from colonial control to _____ ownership.

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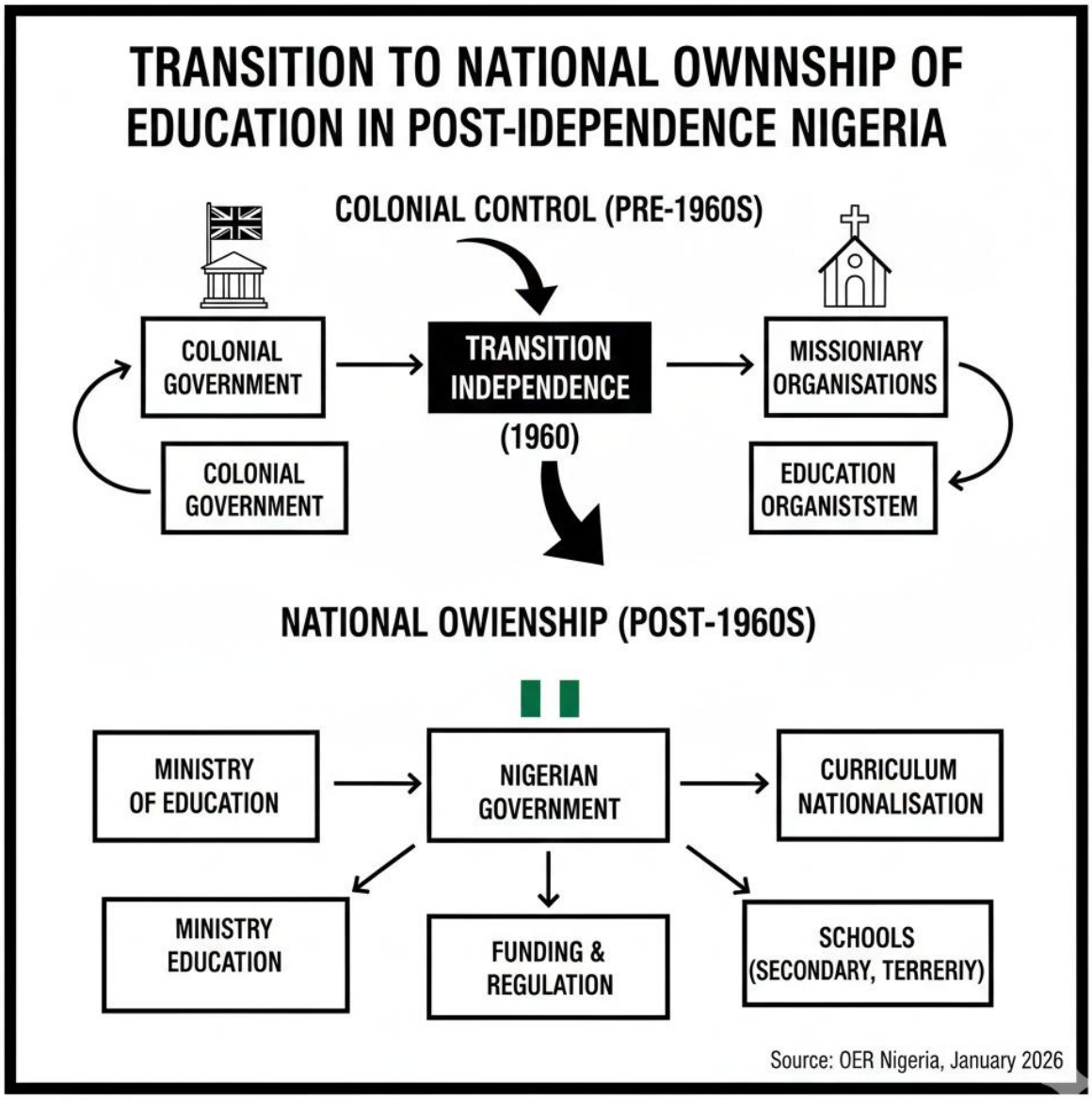

Diagram showing transition from colonial control to national ownership in education. Caption: Figure 4.1 Transition of educational management from colonial to national control

4.1.2 Historical context of post-independence educational management

The post-independence era began in 1960, when Nigeria assumed full responsibility for its education system. The government sought to use education as a tool for nation-building, economic growth, and social integration. Policies were introduced to expand access to primary and secondary education, establish universities, and localise curricula to reflect Nigerian culture and values.

Fill in the blank: After independence in 1960, Nigeria used education as a tool for _____ building and economic growth.

Source: OER Nigeria, January 2026

Image of Nigerian students in a classroom shortly after independence. Caption: Plate 4.1 Nigerian classroom in the early post-independence era

4.1.3 Objectives and guiding principles of post-independence educational management

The objectives of post-independence educational management included:

- **Nation-building**: Using education to foster unity and national identity.
- **Human resource development**: Training skilled manpower for economic growth.
- **Cultural relevance**: Localising curricula to reflect Nigerian values and traditions.
- **Equity and access**: Expanding opportunities for all regions and social groups.

The guiding principles were inclusiveness, relevance, and sustainability, ensuring that education contributed to both individual advancement and national development.

Fill in the blank: One guiding principle of post-independence educational management was _____, ensuring education reflected Nigerian values.

Box 4.1: Objectives of post-independence educational management

- Nation-building
- Human resource development
- Cultural relevance

- Equity and access

Pilot Questions (for Part 4.1)

1. Define educational management in the post-independence era.
2. Explain the historical context of post-independence educational management in Nigeria.
3. Identify the transition in control of education after independence.
4. State two objectives of post-independence educational management.
5. Discuss the guiding principles that shaped education during this period.

4.2 Major Trends And Reforms In Post Independence Educational Management

4.2.1 Expansion of access to primary and secondary education

One of the most significant trends in post-independence educational management was the **expansion of access** to primary and secondary education. The government introduced policies to ensure that more children could enrol in schools, particularly through initiatives such as the Universal Primary Education (UPE) scheme of the 1970s. This expansion aimed to reduce illiteracy, promote social integration, and provide equal opportunities across regions.

Fill in the blank: The Universal Primary Education scheme of the 1970s was designed to reduce _____ and promote social integration.

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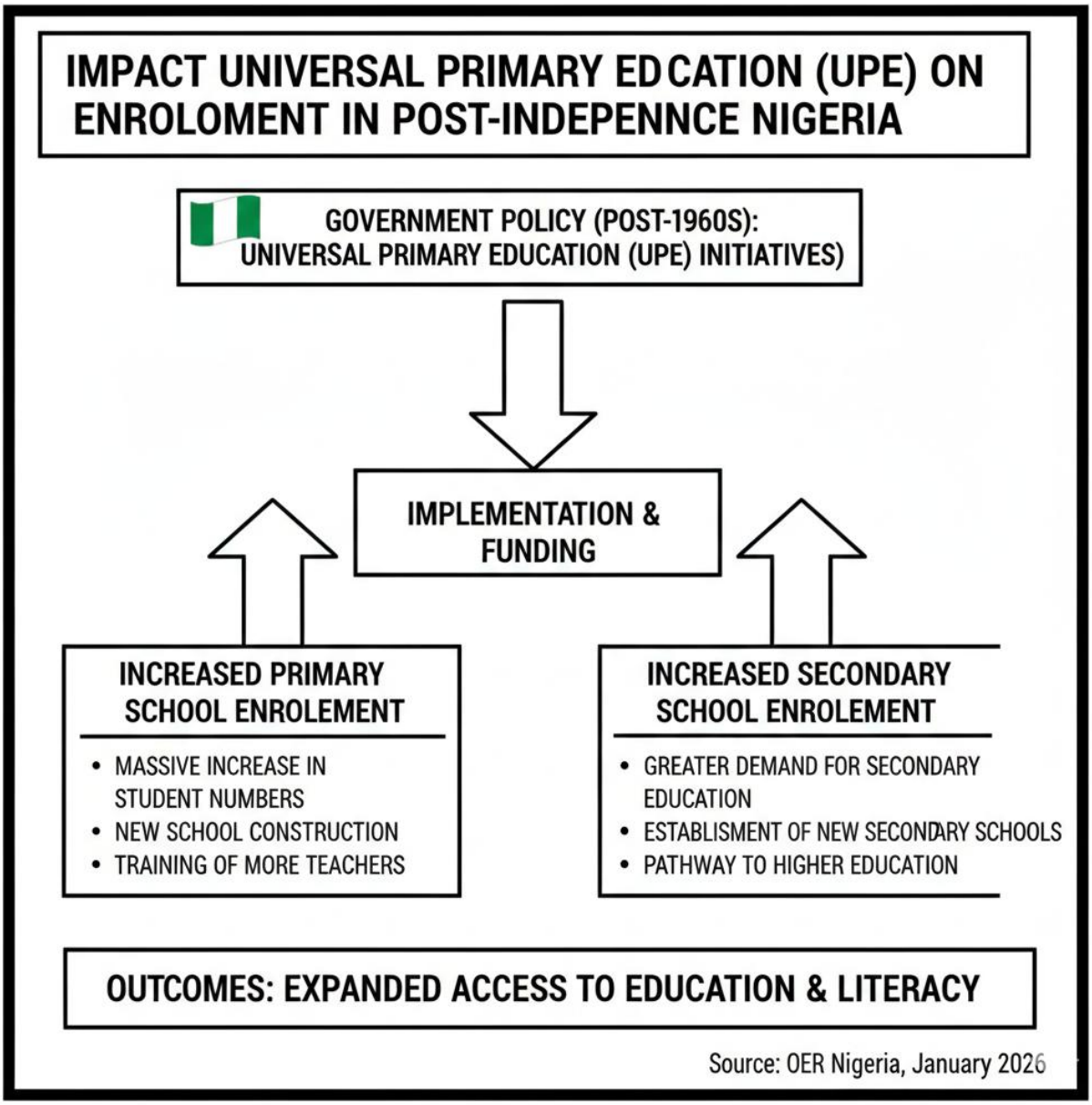


Diagram showing expansion of access: arrows from government policy leading to increased enrolment in primary and secondary schools. Caption: Figure 4.2 Expansion of access to primary and secondary education in post-independence Nigeria

4.2.2 Establishment of universities and higher institutions

Another major reform was the **establishment of universities and higher institutions** to meet the growing demand for skilled manpower. The government created new universities across regions to promote equity and national development. These institutions offered programmes in science, technology, humanities, and professional fields, thereby broadening opportunities for Nigerians to pursue advanced education.

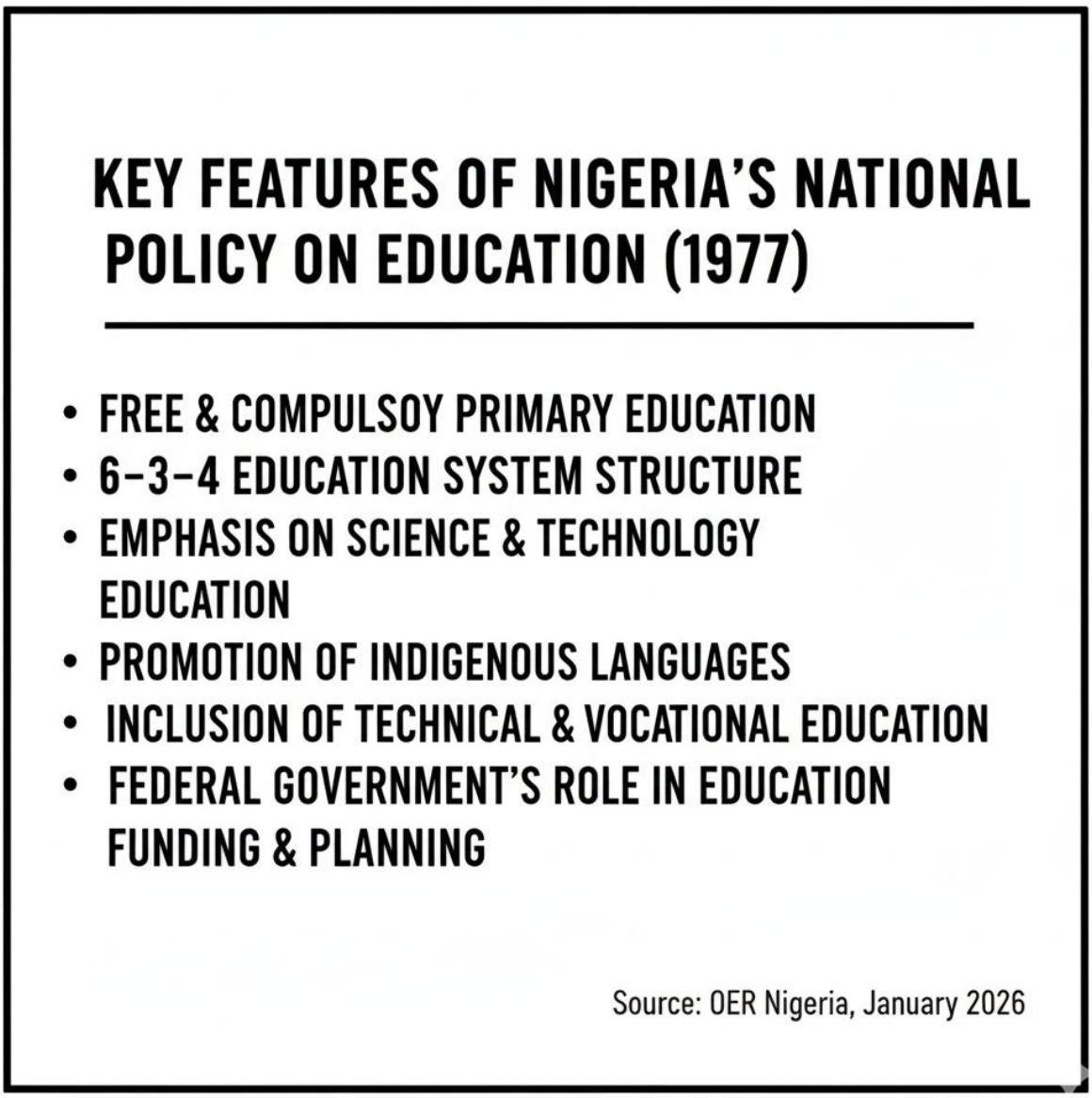
Fill in the blank: The establishment of universities after independence was intended to meet the growing demand for skilled _____.

Image of a Nigerian university campus in the post-independence era. Caption: Plate 4.2 Expansion of universities to meet manpower needs

4.2.3 Introduction of national policies on education

The government introduced several **national policies on education** to provide a unified framework for managing schools. The National Policy on Education (first published in 1977) outlined goals such as universal access, curriculum relevance, and integration of technical and vocational education. These policies sought to align education with Nigeria's developmental needs and ensure consistency across regions.

Fill in the blank: The National Policy on Education was first published in _____ to provide a unified framework for schools.



Box 4.2: Key features of the National Policy on Education

- Universal access to education
- Curriculum relevance
- Integration of technical and vocational education
- Consistency across regions

4.2.4 Curriculum reforms and localisation of content

Curriculum reforms were introduced to make education more **culturally relevant** and responsive to Nigeria's needs. Subjects were adapted to reflect Nigerian history, culture, and values, moving away from colonial models. Technical and vocational subjects were also included to prepare learners for practical skills and employment. These reforms aimed to balance academic knowledge with cultural identity and economic development.

Fill in the blank: Curriculum reforms after independence sought to make education more _____ relevant and responsive to Nigeria's needs.

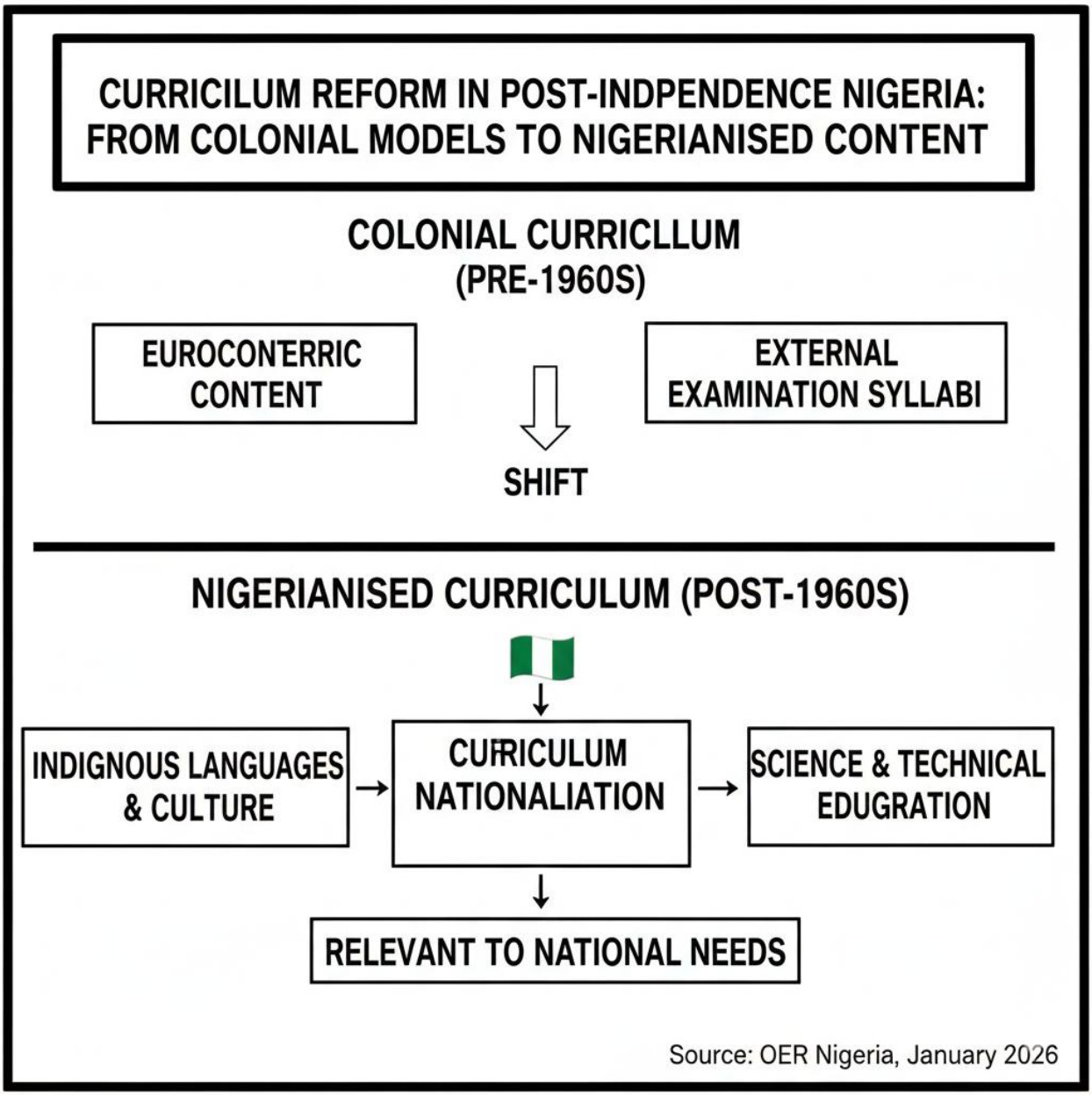


Diagram showing curriculum reform: arrows from colonial model to Nigerianised content (history, culture, vocational subjects). Caption: Figure 4.3 Curriculum reforms and localisation of content in post-independence Nigeria

Pilot Questions (for Part 4.2)

1. Explain the significance of the Universal Primary Education scheme in expanding access.
2. Describe the establishment of universities and higher institutions in post-independence Nigeria.
3. State one key feature of the National Policy on Education.
4. Discuss how curriculum reforms made education more culturally relevant.
5. Analyse how these reforms collectively contributed to Nigeria's educational development.

4.3 Roles Of Government, Communities, And International Agencies

4.3.1 Government as the primary manager of education

After independence, the **government** assumed the central role in managing education. Federal and state authorities were responsible for policy formulation, funding, and supervision of schools. Their responsibilities included expanding access, ensuring equity across regions, and aligning education with national development goals. The government also established regulatory bodies to monitor standards and coordinate reforms.

Fill in the blank: After independence, the _____ assumed the central role in managing education in Nigeria.

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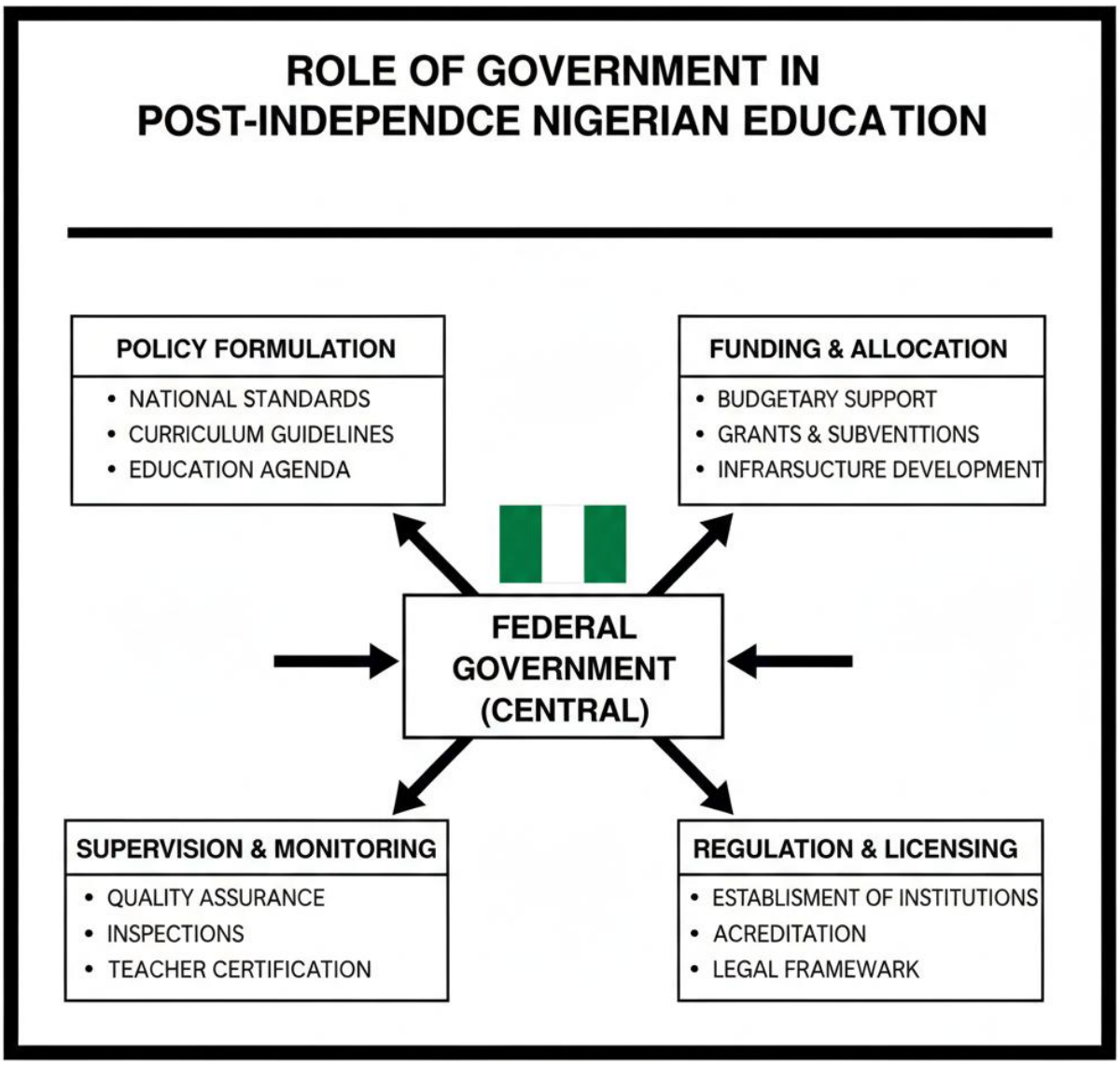

Source: OER Nigeria, January 2026

Diagram showing government at the centre with arrows pointing to policy formulation, funding, supervision, and regulation. Caption: Figure 4.4 Government as the primary manager of education

4.3.2 Community participation and local initiatives

Communities played a supportive role by contributing land, labour, and resources for schools. Parents encouraged enrolment, while local leaders promoted discipline and cultural relevance. Community initiatives often filled gaps where government support was limited, ensuring that education reached rural and underserved areas. This participation strengthened ownership and sustainability of educational programmes.

Fill in the blank: Communities contributed land, labour, and _____ to support schools in the post-independence era.

Box 4.3: Community contributions to education

- Provision of land and labour
- Resource mobilisation
- Encouragement of enrolment
- Promotion of discipline and cultural relevance

4.3.3 International agencies and partnerships

International agencies such as **UNESCO**, **UNICEF**, and the **World Bank** supported Nigeria's educational development through funding, technical assistance, and policy guidance. Their roles

included promoting universal education, supporting teacher training, and encouraging curriculum reforms. Partnerships with these agencies helped Nigeria align its educational goals with global standards while addressing local challenges.

Fill in the blank: International agencies such as UNESCO and UNICEF supported Nigeria's education through funding and _____ assistance.

Source: OER Nigeria, January 2026

Image of an international agency workshop with Nigerian educators. Caption: Plate 4.3 International agencies supporting Nigerian education through training and partnerships

4.3.4 Funding mechanisms and collaborative efforts

Funding for education in the post-independence era came from multiple sources. The government provided the bulk of resources, but communities and international agencies supplemented efforts

through donations, grants, and development projects. Collaborative efforts ensured that schools could expand infrastructure, train teachers, and improve quality. However, funding gaps remained a challenge, particularly in rural areas.

Fill in the blank: Funding for education in the post-independence era came from government, communities, and _____ agencies.

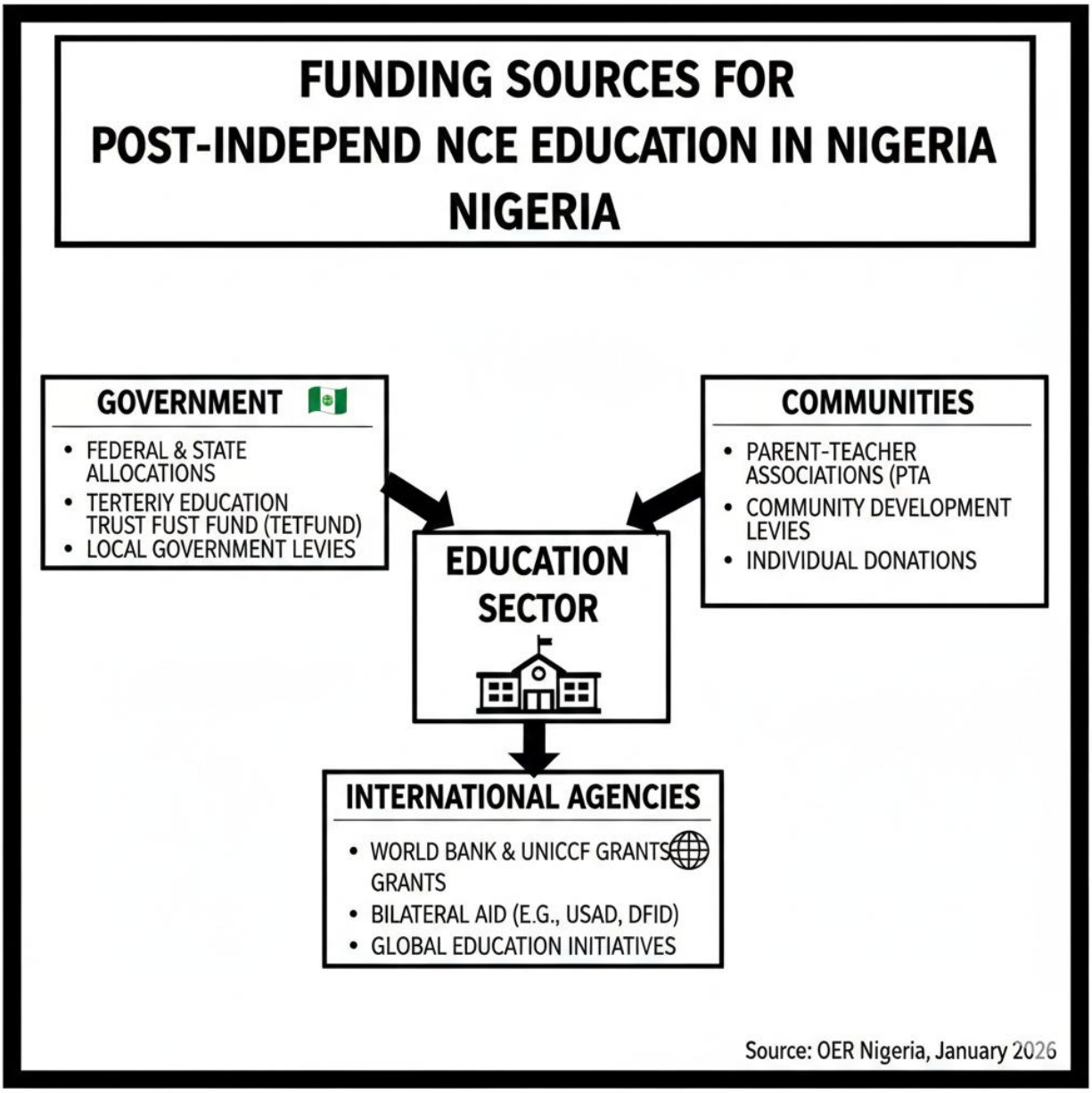

Diagram showing funding sources: government, communities, and international agencies contributing to education. Caption: Figure 4.5 Collaborative funding mechanisms in post-independence education

Pilot Questions (for Part 4.3)

1. Explain the role of government in managing education after independence.

2. Describe how communities contributed to educational development.
3. Identify two international agencies that supported Nigeria's education.
4. State one way international agencies assisted Nigeria's education system.
5. Discuss how collaborative funding mechanisms influenced educational expansion.

4.4 Challenges And Prospects Of Post Independence Educational Management

4.4.1 Persistent inequalities in access and quality

Despite reforms, **inequalities** in access and quality of education have remained a challenge. Rural areas often lack adequate schools and trained teachers, while urban centres enjoy better facilities. Gender disparities also persist, with girls in some regions facing cultural and economic barriers to schooling. These inequalities limit the effectiveness of educational management in achieving equity.

Fill in the blank: Rural areas often lack adequate schools and trained _____, while urban centres enjoy better facilities.

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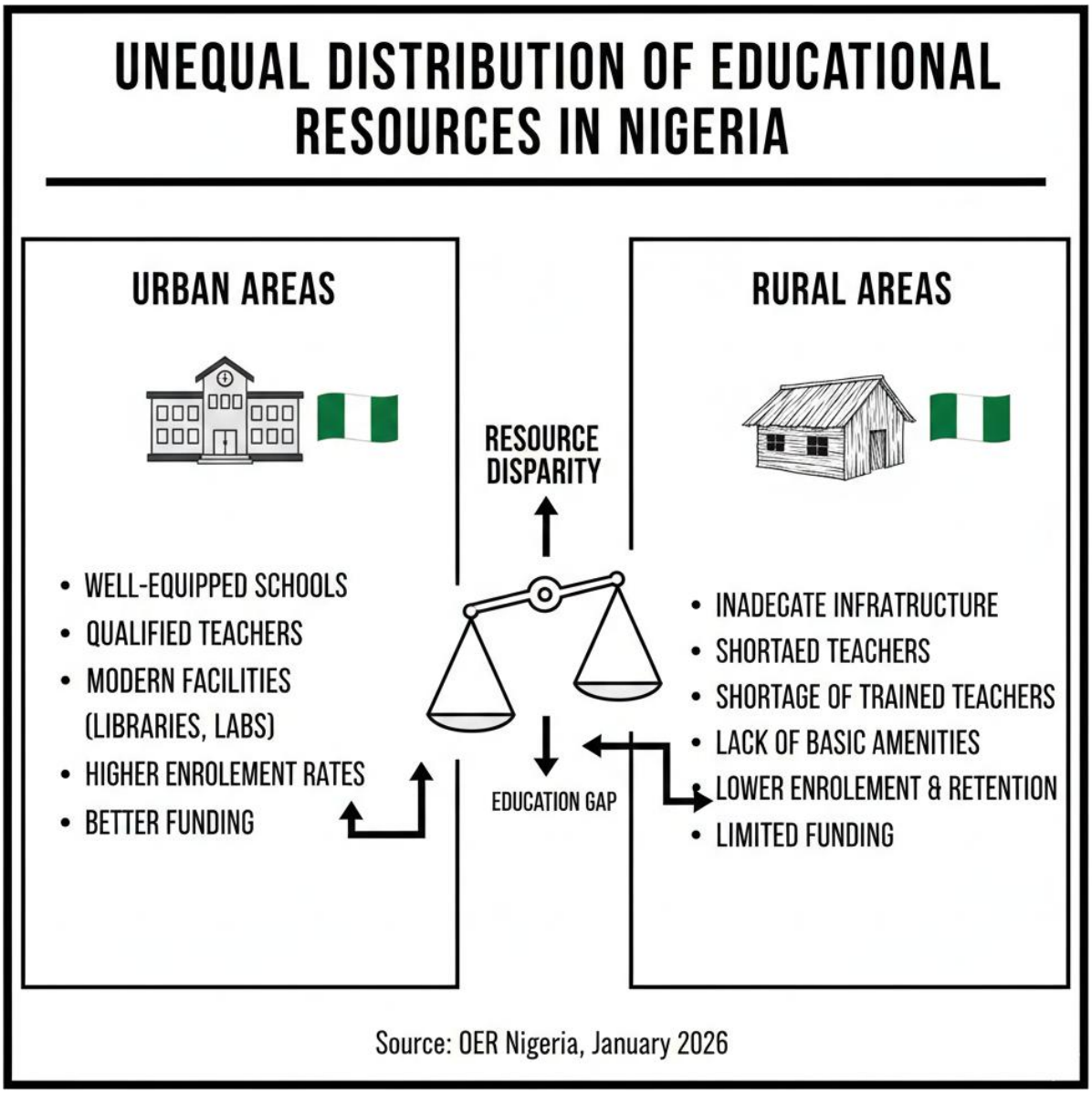


Diagram showing unequal distribution of resources: rural areas with limited schools and teachers, urban centres with better facilities. Caption: Figure 4.6 Persistent inequalities in access and quality of education

4.4.2 Funding and infrastructure challenges

Funding has remained a major obstacle to effective educational management. Government allocations are often insufficient, leading to overcrowded classrooms, poor infrastructure, and inadequate teaching materials. Communities and international agencies provide support, but funding gaps continue to affect quality. Infrastructure challenges include dilapidated school buildings, lack of laboratories, and insufficient libraries.

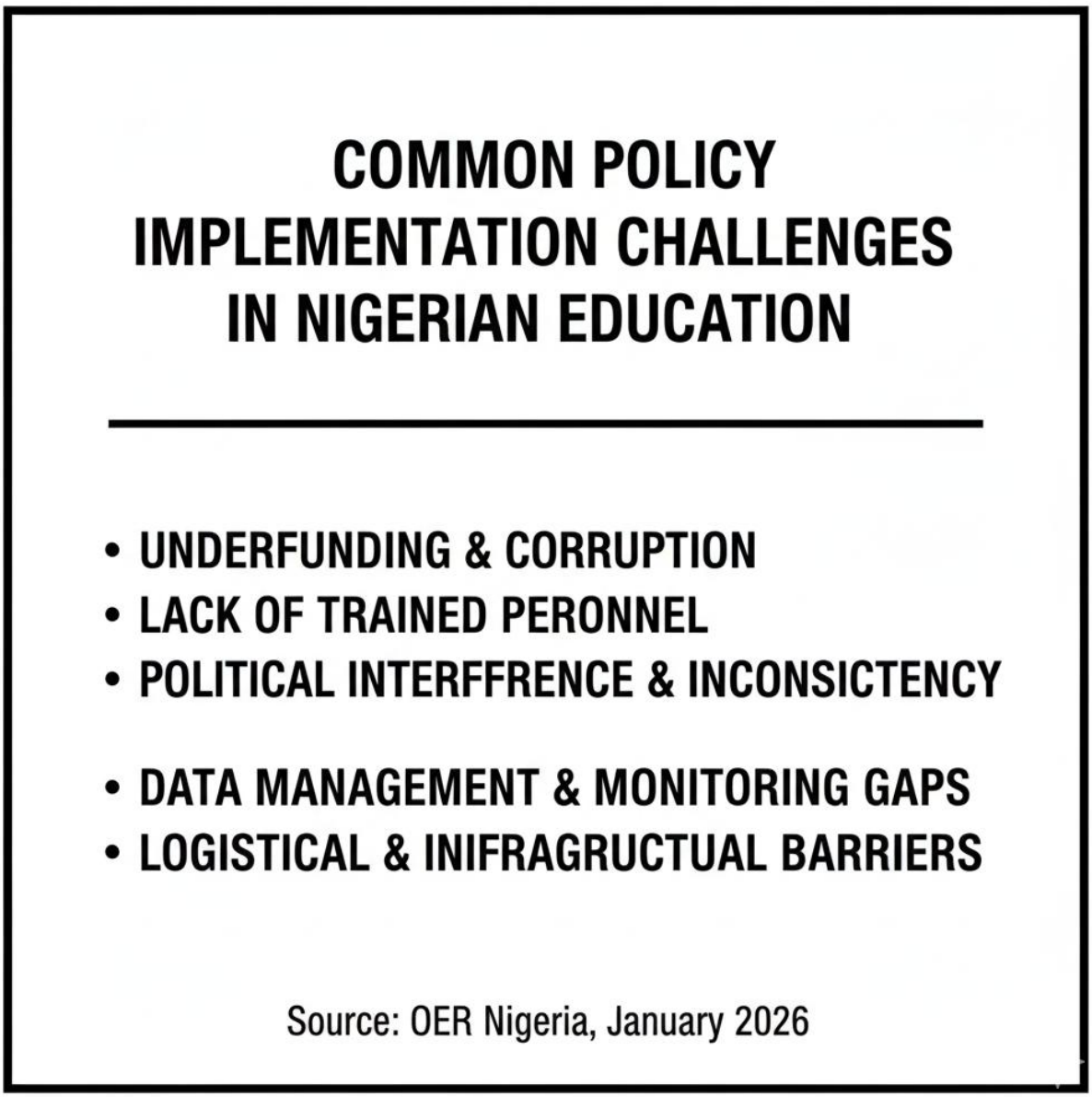
Fill in the blank: Government allocations are often insufficient, leading to overcrowded classrooms and poor _____.

Image of a dilapidated school building in Nigeria. Caption: Plate 4.4 Infrastructure challenges in Nigerian schools

4.4.3 Policy implementation gaps

While Nigeria has introduced several educational policies, **implementation gaps** remain a significant challenge. Policies such as the Universal Basic Education (UBE) programme have faced difficulties due to inadequate funding, poor monitoring, and lack of accountability. These gaps reduce the impact of reforms and hinder progress towards national goals.

Fill in the blank: Policy implementation gaps reduce the impact of reforms and hinder progress towards national _____.



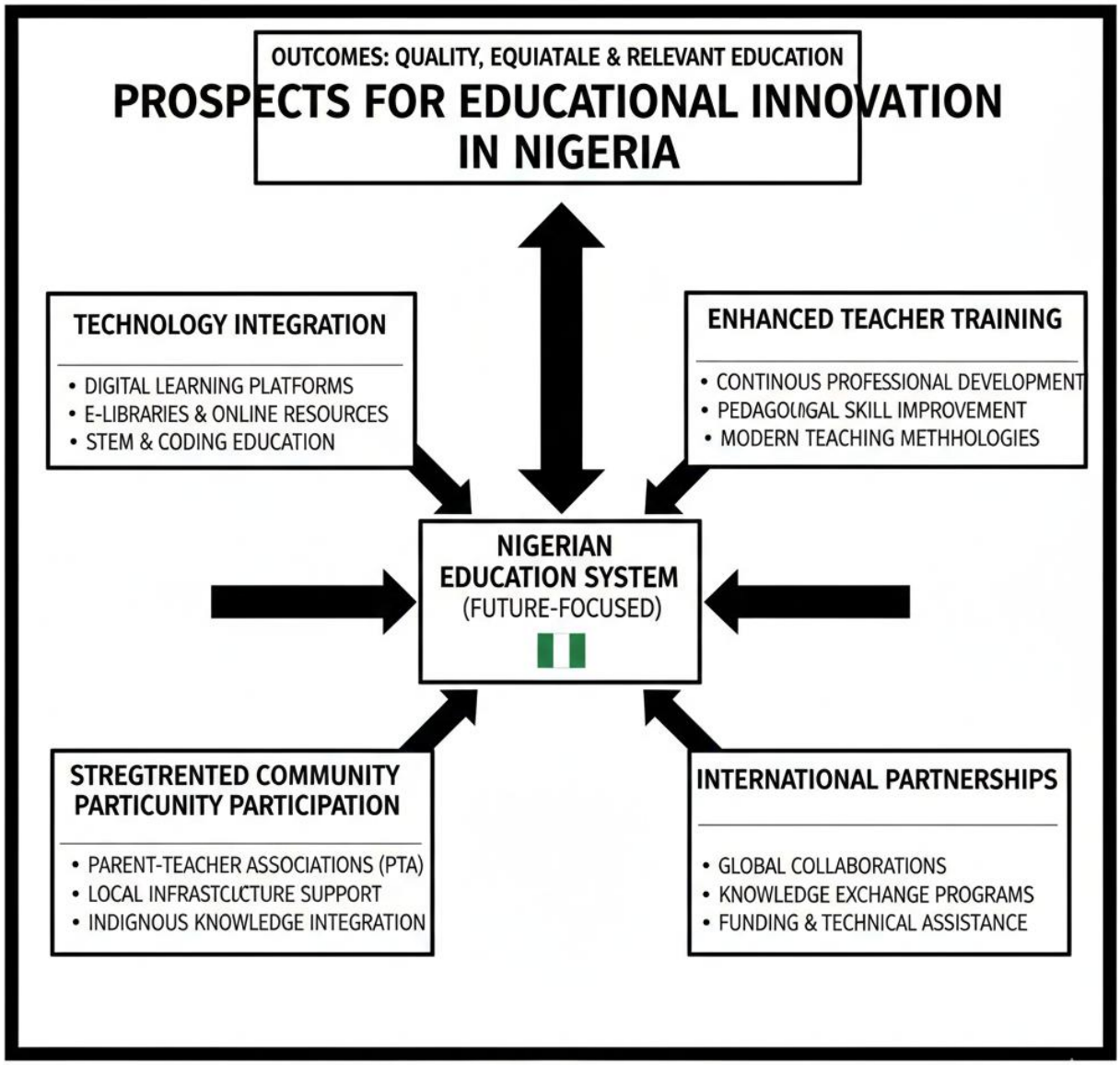
Box 4.4: Common policy implementation challenges

- Inadequate funding
- Poor monitoring and evaluation
- Lack of accountability
- Weak coordination among agencies

4.4.4 Prospects for innovation and sustainable reforms

Despite these challenges, there are promising **prospects** for innovation and sustainable reforms. The integration of technology in classrooms, teacher training programmes, and community participation can improve quality and access. International partnerships continue to support Nigeria's educational development, while government initiatives aim to expand infrastructure and modernise curricula. These prospects highlight opportunities for building a more inclusive and sustainable education system.

Fill in the blank: The integration of _____ in classrooms offers promising prospects for improving quality and access.



Source: OER Nigeria, January 2026

Diagram showing prospects: technology integration, teacher training, community participation, and international partnerships. Caption: Figure 4.7 Prospects for innovation and sustainable reforms in Nigerian education

Pilot Questions (for Part 4.4)

1. Explain the inequalities that persist in access and quality of education.
2. Describe the funding and infrastructure challenges facing Nigerian schools.
3. Identify two common policy implementation gaps in Nigerian education.
4. Discuss the prospects for innovation and sustainable reforms in education.
5. Evaluate how these challenges and prospects influence the future of educational management in Nigeria.

Series Summary

This Series has examined the trends in educational management in Nigeria after independence, highlighting how national control replaced colonial structures and how education became a central tool for development. We began by defining the meaning and context of post-independence educational management, then moved on to explore major reforms such as the expansion of access, the establishment of universities, the introduction of national policies, and curriculum localisation. Following that, we considered the roles of government, communities, and international agencies in shaping education, before concluding with an assessment of the challenges and prospects that continue to influence Nigeria's educational system.

By engaging with these discussions, you should now be able to define the meaning and context of post-independence educational management (SLO 4.1), explain the major trends and reforms introduced (SLO 4.2), analyse the roles of government, communities, and international agencies (SLO 4.3), and evaluate the challenges and prospects of educational management in Nigeria (SLO 4.4). These outcomes provide you with a clear understanding of how education has evolved since independence, equipping you to assess both its achievements and its ongoing challenges in building a sustainable and inclusive system.

Glossary of Terms

Community participation The involvement of local people in supporting education through land, labour, resources, and encouragement of enrolment.

Curriculum reforms Changes made to school subjects and content to make them more relevant to Nigerian culture, values, and developmental needs.

Educational management The planning, organisation, and coordination of educational activities to achieve national goals, especially after independence.

Equity Fairness in providing educational opportunities to all regions and social groups, regardless of background.

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Funding mechanisms Sources of money used to support education, including government allocations, community contributions, and international aid.

Implementation gaps Problems that occur when educational policies are not fully carried out due to issues such as poor monitoring or lack of accountability.

International agencies Organisations such as UNESCO, UNICEF, and the World Bank that support education through funding, training, and policy guidance.

National Policy on Education A government framework first introduced in 1977 to unify educational goals and ensure consistency across Nigeria.

Nation-building Using education to promote unity, identity, and social integration in Nigeria after independence.

Persistent inequalities Ongoing differences in access and quality of education, often between rural and urban areas or between genders.

Prospects Future opportunities for improving education, such as technology integration, teacher training, and sustainable reforms.

Universal Primary Education (UPE) A government initiative launched in the 1970s to expand access to primary schooling and reduce illiteracy.

Universities and higher institutions Post-independence establishments created to train skilled manpower and broaden opportunities for advanced education.

Concept Check Questions [Series 4]

Objective Questions

1. Educational management in the post-independence era shifted from colonial control to _____ ownership. (Linked to SLO 4.1)
2. The Universal Primary Education scheme of the 1970s was designed to reduce _____. (Linked to SLO 4.2)
3. The National Policy on Education was first introduced in _____. (Linked to SLO 4.2)
4. Communities contributed land, labour, and _____ to support schools. (Linked to SLO 4.3)
5. International agencies such as UNESCO and UNICEF supported Nigeria's education through funding and _____ assistance. (Linked to SLO 4.3)

Short-Answer Questions

6. Define educational management in the post-independence era. (Linked to SLO 4.1)
7. State two objectives of post-independence educational management. (Linked to SLO 4.1)

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8. Explain one major reform introduced in post-independence educational management. (Linked to SLO 4.2)
9. Identify two roles played by communities in supporting education after independence. (Linked to SLO 4.3)
10. Mention two challenges that hindered effective policy implementation in Nigeria's education system. (Linked to SLO 4.4)

Long-Answer Questions

11. Analyse the significance of the Universal Primary Education scheme in expanding access to education. (Linked to SLO 4.2)
12. Evaluate the roles of government, communities, and international agencies in managing education after independence. (Linked to SLO 4.3)
13. Discuss the challenges of post-independence educational management and suggest prospects for sustainable reforms. (Linked to SLO 4.4)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. National
2. Illiteracy
3. 1977
4. Resources
5. Technical

Short-Answer Questions

6. Educational management in the post-independence era refers to the planning, organisation, and coordination of education under national control to achieve development goals.
7. Nation-building and human resource development.
8. The establishment of universities to meet manpower needs and broaden access to higher education.
9. Communities provided land and labour, and encouraged enrolment in schools.
10. Inadequate funding and poor monitoring.

Long-Answer Questions

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11. **Basic response:** The Universal Primary Education scheme expanded access by enrolling millions of children, reducing illiteracy, and promoting social integration. **Value-added response:** Outstanding learners may highlight its limitations, such as overcrowded classrooms and insufficient resources, while connecting its legacy to later reforms like the Universal Basic Education programme.
12. **Basic response:** Government managed policy and funding, communities contributed resources and cultural legitimacy, and international agencies provided technical assistance and funding. **Value-added response:** Outstanding learners may analyse how these roles complemented each other, but also note tensions such as dependency on external aid and uneven community participation.
13. **Basic response:** Challenges included inequalities, poor infrastructure, and policy implementation gaps, while prospects involved technology integration, teacher training, and international partnerships. **Value-added response:** Outstanding learners may extend this by evaluating how sustainable reforms require accountability, innovative funding, and stronger collaboration between stakeholders to achieve long-term impact.

Answers to Pilot Questions [Series 4]

Part 4.1

- Educational management in the post-independence era refers to the planning, organisation, and coordination of education under national control.
- It began in 1960 when Nigeria assumed full responsibility for its education system.
- Control of education transitioned from colonial authorities to national government.
- Nation-building and human resource development.
- Inclusiveness, relevance, and sustainability.

Part 4.2

- The Universal Primary Education scheme expanded access, reduced illiteracy, and promoted social integration.
- Universities and higher institutions were established to meet manpower needs and broaden opportunities for advanced education.
- Universal access to education.
- Curriculum reforms made education more culturally relevant by reflecting Nigerian history, values, and vocational needs.

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- Collectively, these reforms expanded access, improved relevance, and aligned education with national development.

Part 4.3

- Government managed policy formulation, funding, supervision, and regulation of schools.
- Communities provided land, labour, resources, and encouraged enrolment.
- UNESCO and UNICEF.
- They offered technical assistance and funding support.
- Collaborative funding mechanisms enabled expansion of infrastructure, teacher training, and improved quality.

Part 4.4

- Inequalities persisted between rural and urban areas, and gender disparities limited access.
- Funding shortages and poor infrastructure such as dilapidated buildings and overcrowded classrooms.
- Inadequate funding and poor monitoring.
- Prospects included technology integration, teacher training, and international partnerships.
- These challenges and prospects shaped the future of educational management by highlighting both obstacles and opportunities for sustainable reform.

References and Attributions [Series 4]

General References

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- Federal Republic of Nigeria. (1977). *National Policy on Education*. Lagos: Federal Government Press.
- Obanya, P. (2004). *Educating for the Knowledge Economy*. Ibadan: Mosuro Publishers.
- Adeyinka, A. A. (1992). *A Comparative Study of Educational Systems*. Ilorin: University of Ilorin Press.
- Open Educational Resources (OER Commons). (n.d.). Retrieved from https://www.oercommons.org

Illustrations

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Figure 4.1 Transition of educational management from colonial to national control

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing transition from colonial control to national ownership in Nigerian education after independence.”
- Suggested OER search string: “Nigeria education transition colonial to national OER diagram”.

Plate 4.1 Nigerian classroom in the early post-independence era

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of Nigerian students in a classroom shortly after independence in 1960.”
- Suggested OER search string: “Nigeria classroom post independence 1960 OER image”.

Box 4.1 Objectives of post-independence educational management

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing objectives of post-independence educational management in Nigeria.”
- Suggested OER search string: “objectives education Nigeria post independence OER text resource”.

Figure 4.2 Expansion of access to primary and secondary education in post-independence Nigeria

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing government policy leading to increased enrolment in primary and secondary schools in Nigeria after independence.”
- Suggested OER search string: “Nigeria Universal Primary Education expansion diagram OER”.

Plate 4.2 Expansion of universities to meet manpower needs

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a Nigerian university campus in the post-independence era.”
- Suggested OER search string: “Nigeria university campus post independence OER image”.

Box 4.2 Key features of the National Policy on Education

- AI-generated using Copilot image generation.

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- Prompt: “Create a simple text box listing key features of Nigeria’s National Policy on Education.”
- Suggested OER search string: “Nigeria National Policy on Education 1977 OER text resource”.

Figure 4.3 Curriculum reforms and localisation of content in post-independence Nigeria

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing curriculum reform in Nigeria after independence, moving from colonial models to Nigerianised content.”
- Suggested OER search string: “Nigeria curriculum reform post independence OER diagram”.

Figure 4.4 Government as the primary manager of education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing government at the centre with arrows pointing to policy formulation, funding, supervision, and regulation in Nigeria’s post-independence education.”
- Suggested OER search string: “Nigeria government role education post independence OER diagram”.

Box 4.3 Community contributions to education

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing community contributions to education in Nigeria after independence.”
- Suggested OER search string: “community role education Nigeria post independence OER text resource”.

Plate 4.3 International agencies supporting Nigerian education through training and partnerships

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of an international agency workshop with Nigerian educators in the post-independence era.”
- Suggested OER search string: “UNESCO UNICEF Nigeria education workshop OER image”.

Figure 4.5 Collaborative funding mechanisms in post-independence education

- AI-generated using Copilot image generation.

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- Prompt: “Create a diagram showing government, communities, and international agencies as funding sources for education in Nigeria after independence.”
- Suggested OER search string: “Nigeria education funding sources post independence OER diagram”.

Figure 4.6 Persistent inequalities in access and quality of education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing unequal distribution of educational resources between rural and urban areas in Nigeria.”
- Suggested OER search string: “Nigeria education inequality rural urban OER diagram”.

Plate 4.4 Infrastructure challenges in Nigerian schools

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a dilapidated school building in Nigeria representing infrastructure challenges.”
- Suggested OER search string: “Nigeria school infrastructure challenges OER image”.

Box 4.4 Common policy implementation challenges

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing common policy implementation challenges in Nigerian education.”
- Suggested OER search string: “Nigeria education policy implementation challenges OER text resource”.

Figure 4.7 Prospects for innovation and sustainable reforms in Nigerian education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing prospects for Nigerian education including technology integration, teacher training, community participation, and international partnerships.”
- Suggested OER search string: “Nigeria education innovation prospects OER diagram”.

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Suggested Outline for Series 5

5.1 Roles of Federal Government in Managing Education

- Policy formulation and national standards
- Funding and resource allocation
- Establishment of federal institutions
- Coordination with international agencies

5.2 Roles of State and Local Governments in Managing Education

- State governments: implementation of policies, management of secondary schools, teacher recruitment
- Local governments: administration of primary education, community mobilisation, monitoring enrolment
- Challenges of decentralisation and coordination

5.3 Roles of Boards and Agencies in Managing Education

- Functions of examination bodies (WAEC, NECO)
- Roles of regulatory agencies (NCCE, NBTE, JAMB)
- Ensuring quality assurance and compliance

5.4 Roles of Voluntary Agencies in Managing Education

- Missionary and faith-based organisations
- Non-governmental organisations (NGOs) and community groups
- Contributions to access, equity, and innovation
- Partnerships with government and international bodies

Introduction

In the last Series, we examined the trends and reforms in educational management during the post-independence era, highlighting how Nigeria sought to expand access, localise curricula, and address persistent challenges. Building on that foundation, this Series focuses on the specific roles played by different stakeholders in managing education. Understanding these roles is essential because education in Nigeria is not managed by a single authority but through a collaborative framework involving federal, state, and local governments, as well as boards and voluntary agencies.

The aim of this Series is to equip you with a clear understanding of how responsibilities are shared among these stakeholders, and to enable you to evaluate their contributions to the effective management of education in Nigeria.

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We shall commence this Series by exploring the roles of the Federal Government in policy formulation, funding, and coordination. Next, we will examine the responsibilities of State and Local Governments in implementing policies and managing schools at their respective levels. Following that, we will consider the functions of boards and agencies, including examination bodies and regulatory institutions, in ensuring quality assurance. Finally, we will wrap up by discussing the contributions of voluntary agencies such as faith-based organisations and NGOs, and how they complement government efforts in expanding access and promoting innovation

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** explain the roles of the Federal Government in policy formulation, funding, and coordination of education,
- **SLO 5.2** analyse the responsibilities of State Governments in implementing policies and managing secondary education,
- **SLO 5.3** describe the functions of Local Governments in administering primary education and mobilising communities,
- **SLO 5.4** evaluate the contributions of boards and agencies such as WAEC, NECO, NCCE, NBTE, and JAMB in ensuring quality assurance, and
- **SLO 5.5** assess the roles of voluntary agencies, including faith-based organisations and NGOs, in expanding access and promoting innovation in education.

5.1 Roles Of Federal Government In Managing Education

5.1.1 Policy formulation and national standards

The **Federal Government** plays a central role in **policy formulation**, which refers to the creation of guiding principles and frameworks for education across Nigeria. These policies ensure that education is aligned with national development goals and that standards remain consistent across states. For example, the National Policy on Education provides a unified direction for curriculum design, teacher training, and school administration.

Fill in the blank: The Federal Government ensures consistency in education by creating _____ that guide schools nationwide.

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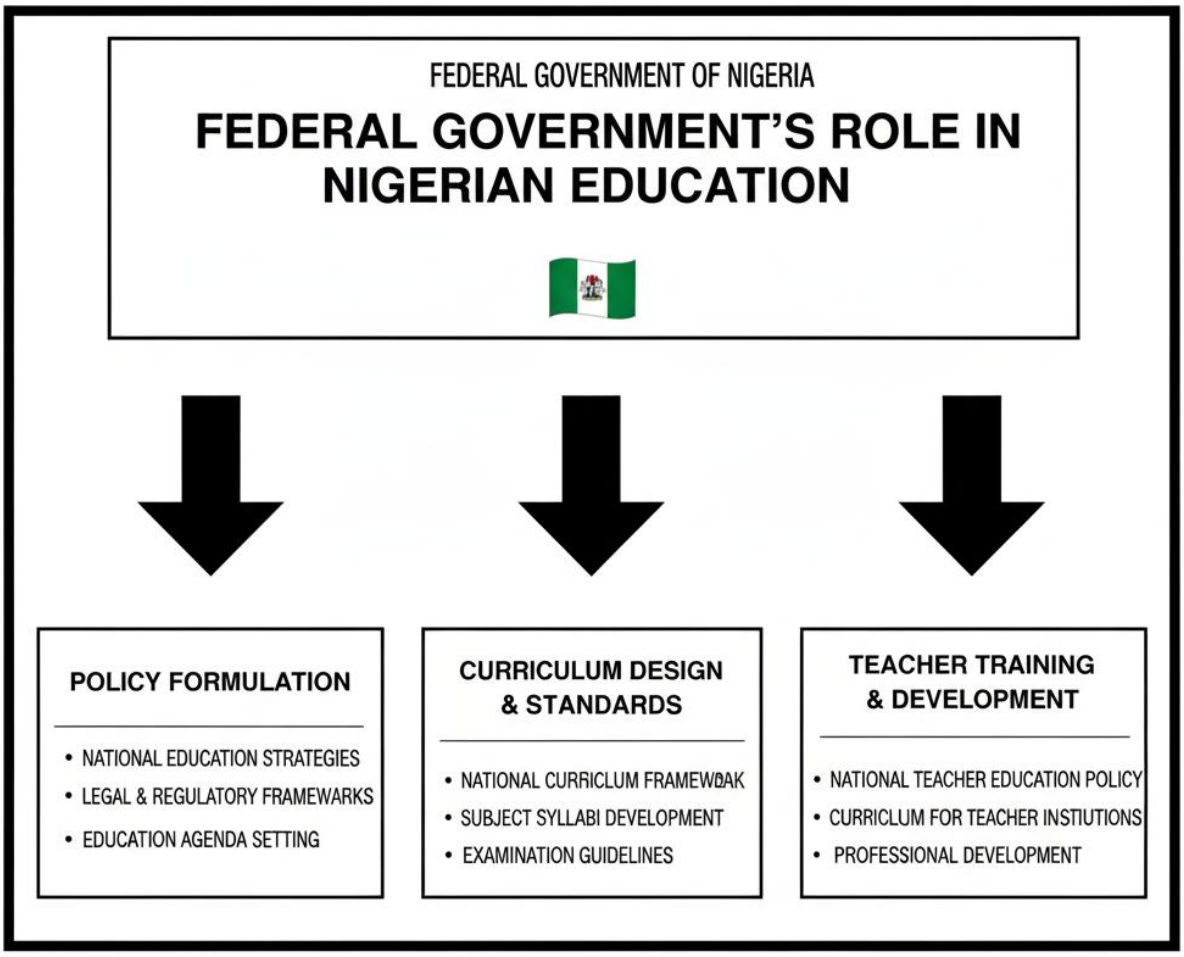

Source: OER Nigeria, January 2026

Diagram showing Federal Government at the top, with arrows pointing to policy formulation, curriculum design, and teacher training. Caption: Figure 5.1 Federal Government's role in policy formulation and national standards

5.1.2 Funding and resource allocation

Another major responsibility of the Federal Government is **funding and resource allocation**, which involves providing financial support for schools, universities, and educational programmes. Federal funding helps to reduce disparities between states, ensuring that poorer regions have access to resources. It also supports infrastructure development, teacher salaries, and provision of learning materials.

Fill in the blank: Federal funding helps to reduce _____ between states by supporting schools in poorer regions.

Image of a Nigerian classroom receiving new learning materials funded by the Federal Government.
Caption: Plate 5.1 Federal Government funding supporting classroom resources

5.1.3 Establishment of federal institutions

The Federal Government is responsible for establishing and managing **federal institutions**, including universities, colleges of education, and unity schools. These institutions serve as models of excellence and promote national integration by admitting students from diverse backgrounds. Federal institutions also provide specialised programmes in science, technology, and professional fields to meet manpower needs.

Fill in the blank: Federal institutions promote national _____ by admitting students from diverse backgrounds.

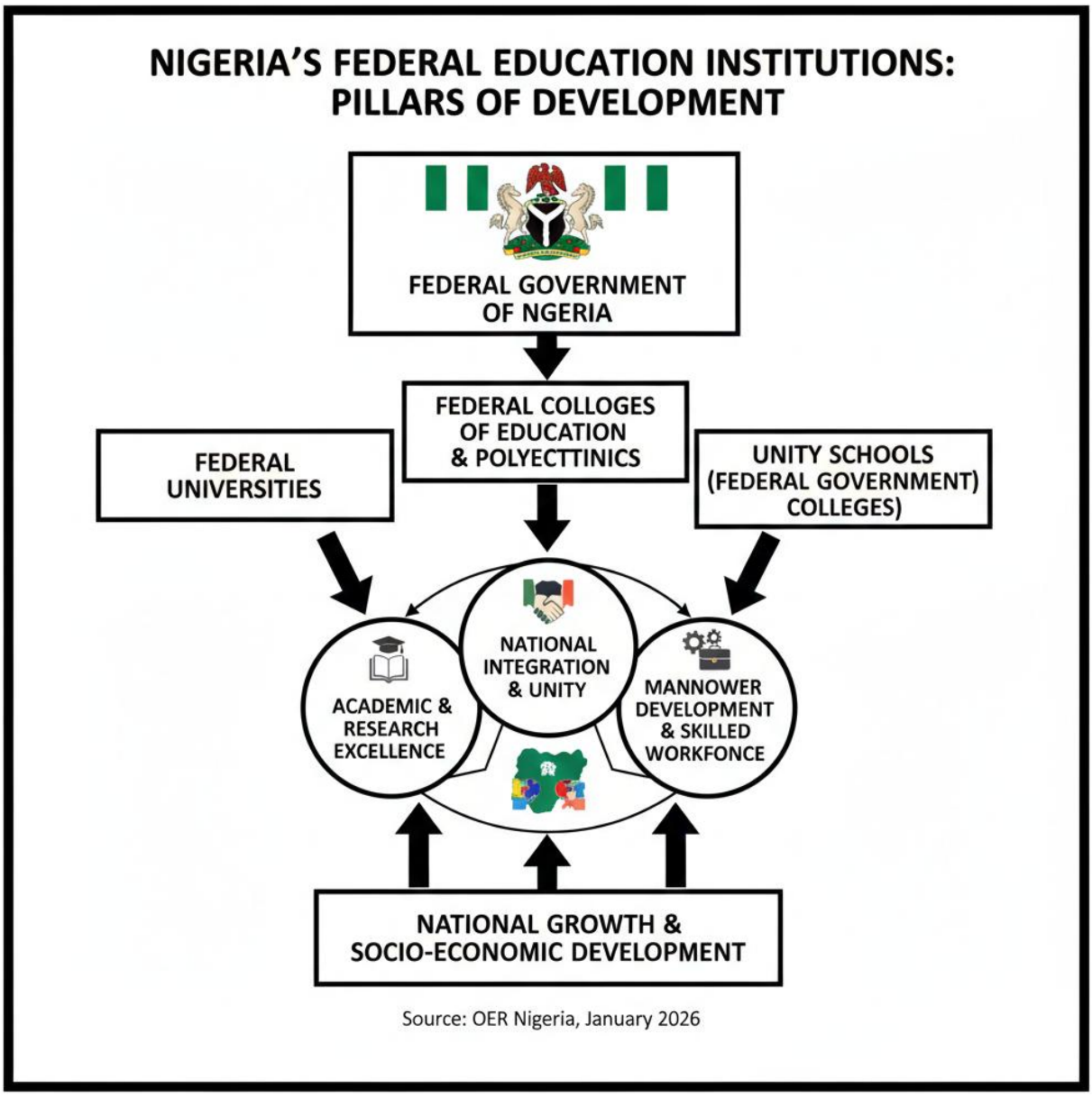

Diagram showing federal institutions (universities, colleges, unity schools) linked to goals such as excellence, integration, and manpower development. Caption: Figure 5.2 Federal institutions and their contributions to education

5.1.4 Coordination with international agencies

The Federal Government also coordinates with **international agencies** such as UNESCO, UNICEF, and the World Bank. These partnerships provide technical assistance, funding, and policy guidance. By working with international agencies, Nigeria aligns its educational goals with global

standards while addressing local challenges. This collaboration strengthens teacher training, curriculum reforms, and universal access initiatives.

Fill in the blank: International agencies such as UNESCO and UNICEF provide technical assistance and _____ guidance to Nigeria's education system.

Box 5.1: Examples of international agency contributions

- UNESCO: Curriculum development and teacher training
- UNICEF: Child-centred education and universal access
- World Bank: Funding for infrastructure and policy reforms

Pilot Questions (for Part 5.1)

1. Explain the role of the Federal Government in policy formulation and national standards.
2. Describe how Federal funding supports education across different states.
3. State one way federal institutions contribute to national integration.
4. Identify two international agencies that collaborate with Nigeria in education.
5. Analyse how the Federal Government's roles collectively strengthen educational management in Nigeria.

5.2 Roles Of State And Local Governments In Managing Education

5.2.1 Roles of State Governments

State Governments are responsible for implementing national education policies within their territories. They manage **secondary education**, recruit teachers, and provide funding for schools under their jurisdiction. States also adapt national policies to suit local contexts, ensuring that education reflects regional needs while maintaining national standards. By supervising examinations, curriculum delivery, and teacher development, State Governments act as a bridge between federal directives and local realities.

Fill in the blank: State Governments manage _____ education and recruit teachers to serve schools under their jurisdiction.

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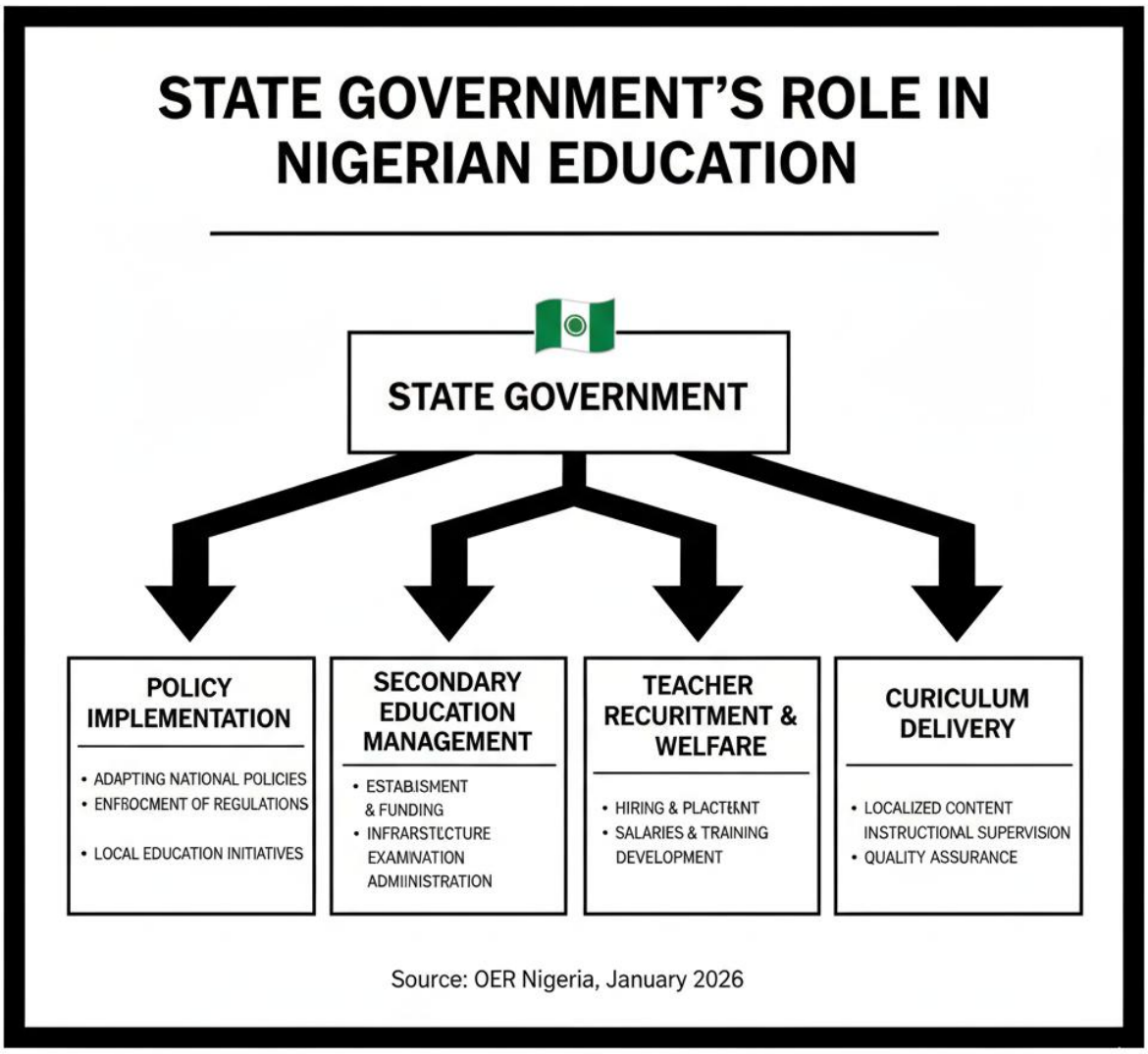


Diagram showing State Government responsibilities: policy implementation, secondary education management, teacher recruitment, and curriculum delivery. Caption: Figure 5.3 Roles of State Governments in managing education

5.2.2 Roles of Local Governments

Local Governments play a crucial role in administering **primary education**. They are responsible for building and maintaining primary schools, mobilising communities, and monitoring enrolment. Local Governments ensure that children in rural and underserved areas have access to basic education. They also collaborate with communities to encourage school attendance and promote literacy campaigns.

Fill in the blank: Local Governments administer _____ education and mobilise communities to support school enrolment.

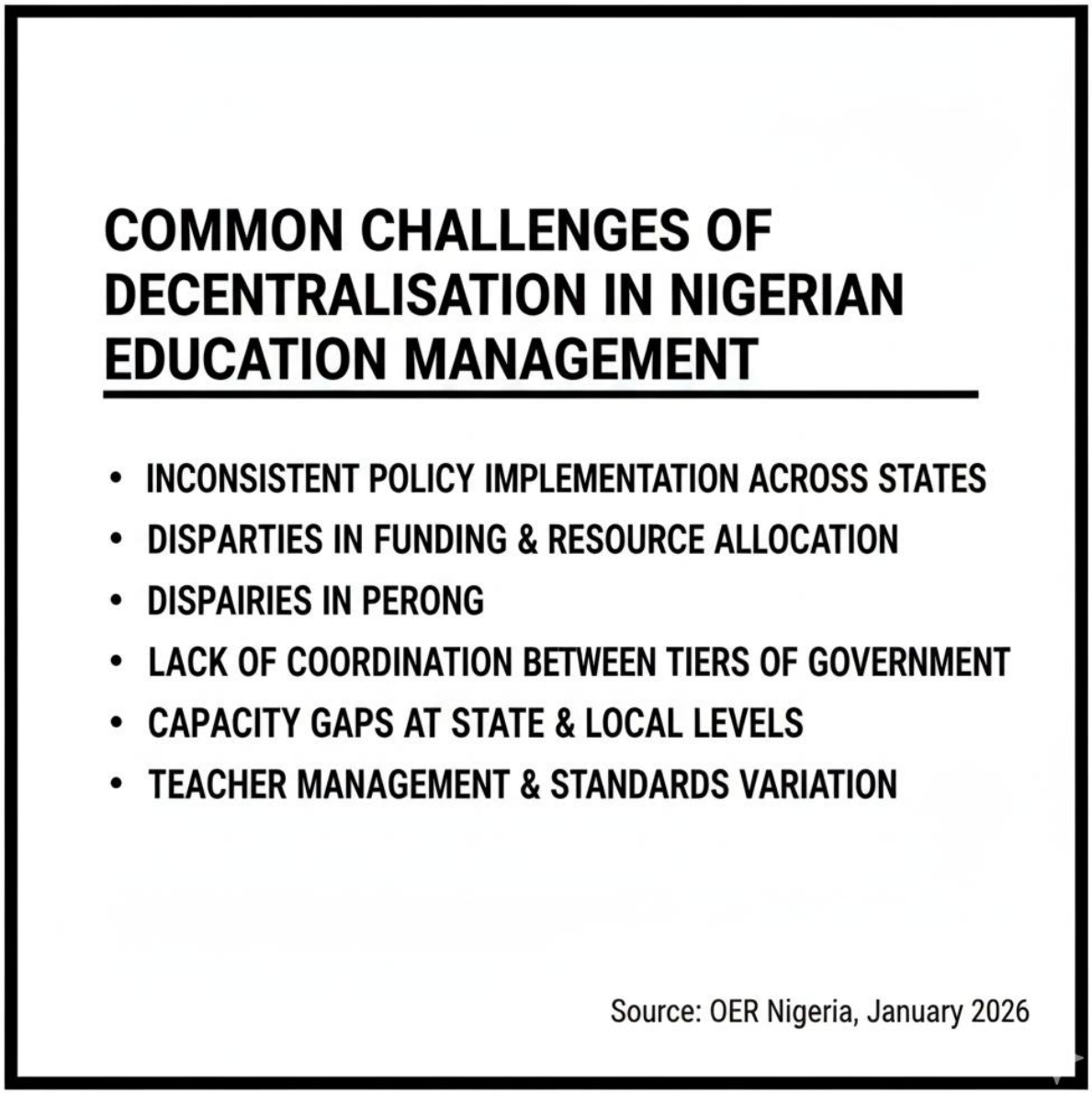
Image of a rural Nigerian primary school supported by Local Government initiatives. Caption: Plate 5.2 Local Government support for primary education in rural areas

5.2.3 Challenges of decentralisation and coordination

While decentralisation allows State and Local Governments to manage education more closely, it also presents challenges. Issues such as uneven funding, duplication of efforts, and weak coordination with the Federal Government can hinder progress. Some states struggle with inadequate resources, while local governments may face difficulties in sustaining infrastructure.

Effective coordination is therefore essential to ensure that decentralisation leads to improved access and quality.

Fill in the blank: Decentralisation can lead to duplication of efforts and weak _____ with the Federal Government.



Box 5.2: Common challenges of decentralisation

- Uneven funding across states
- Duplication of efforts
- Weak coordination with federal authorities

- Resource limitations at local levels

Pilot Questions (for Part 5.2)

1. Explain the responsibilities of State Governments in managing education.
2. Describe the role of Local Governments in administering primary education.
3. State one way Local Governments mobilise communities to support education.
4. Identify two challenges of decentralisation in educational management.
5. Analyse how State and Local Governments complement Federal efforts in managing education

5.3 Roles Of Boards And Agencies In Managing Education

5.3.1 Examination bodies

Examination bodies such as the West African Examinations Council (WAEC) and the National Examinations Council (NECO) are responsible for conducting standardised assessments at the secondary school level. These bodies ensure fairness, credibility, and comparability of results across Nigeria and other West African countries. Their work provides learners with recognised certificates that enable progression to higher education or employment.

Fill in the blank: WAEC and NECO are responsible for conducting _____ assessments at the secondary school level.

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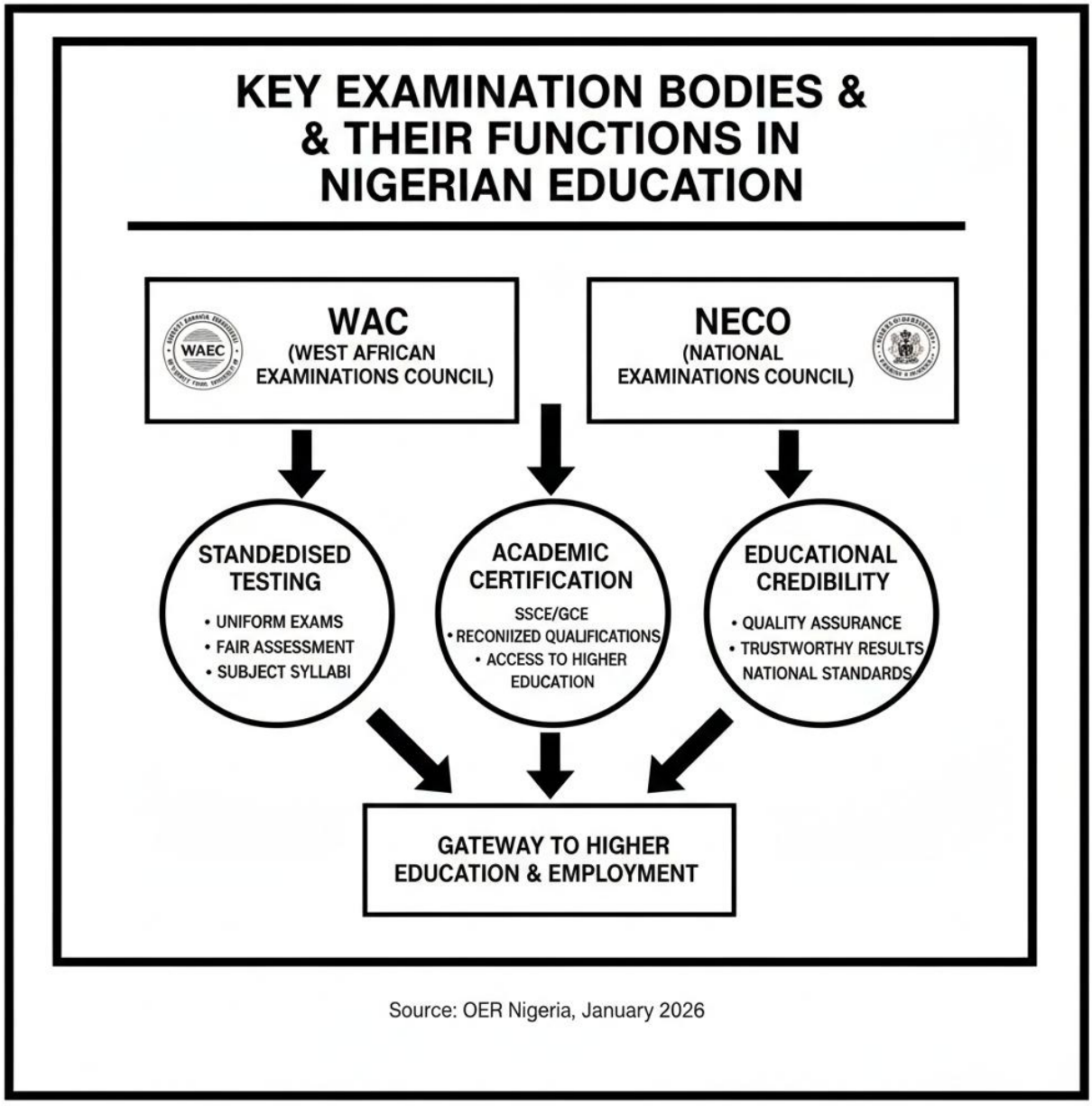

Diagram showing WAEC and NECO linked to functions such as standardised testing, certification, and credibility. Caption: Figure 5.4 Examination bodies and their functions in Nigerian education

5.3.2 Regulatory agencies

Regulatory agencies such as the National Commission for Colleges of Education (NCCE), the National Board for Technical Education (NBTE), and the Joint Admissions and Matriculation Board (JAMB) oversee specific aspects of education. NCCE regulates teacher education, NBTE supervises technical and vocational institutions, while JAMB manages admissions into tertiary institutions. These agencies ensure compliance with standards, maintain quality, and promote accountability.

Fill in the blank: JAMB manages _____ into tertiary institutions in Nigeria.

Box 5.3: Key regulatory agencies and their functions

- NCCE: Regulates teacher education
- NBTE: Supervises technical and vocational institutions
- JAMB: Manages admissions into tertiary institutions

5.3.3 Quality assurance and compliance

Boards and agencies also play a vital role in **quality assurance**, which means monitoring and evaluating educational institutions to ensure they meet required standards. They conduct inspections, accredit programmes, and enforce compliance with national policies. This process

helps to maintain credibility, improve teaching and learning, and safeguard the integrity of Nigeria's education system.

Fill in the blank: Boards and agencies maintain credibility by enforcing _____ with national policies and standards.

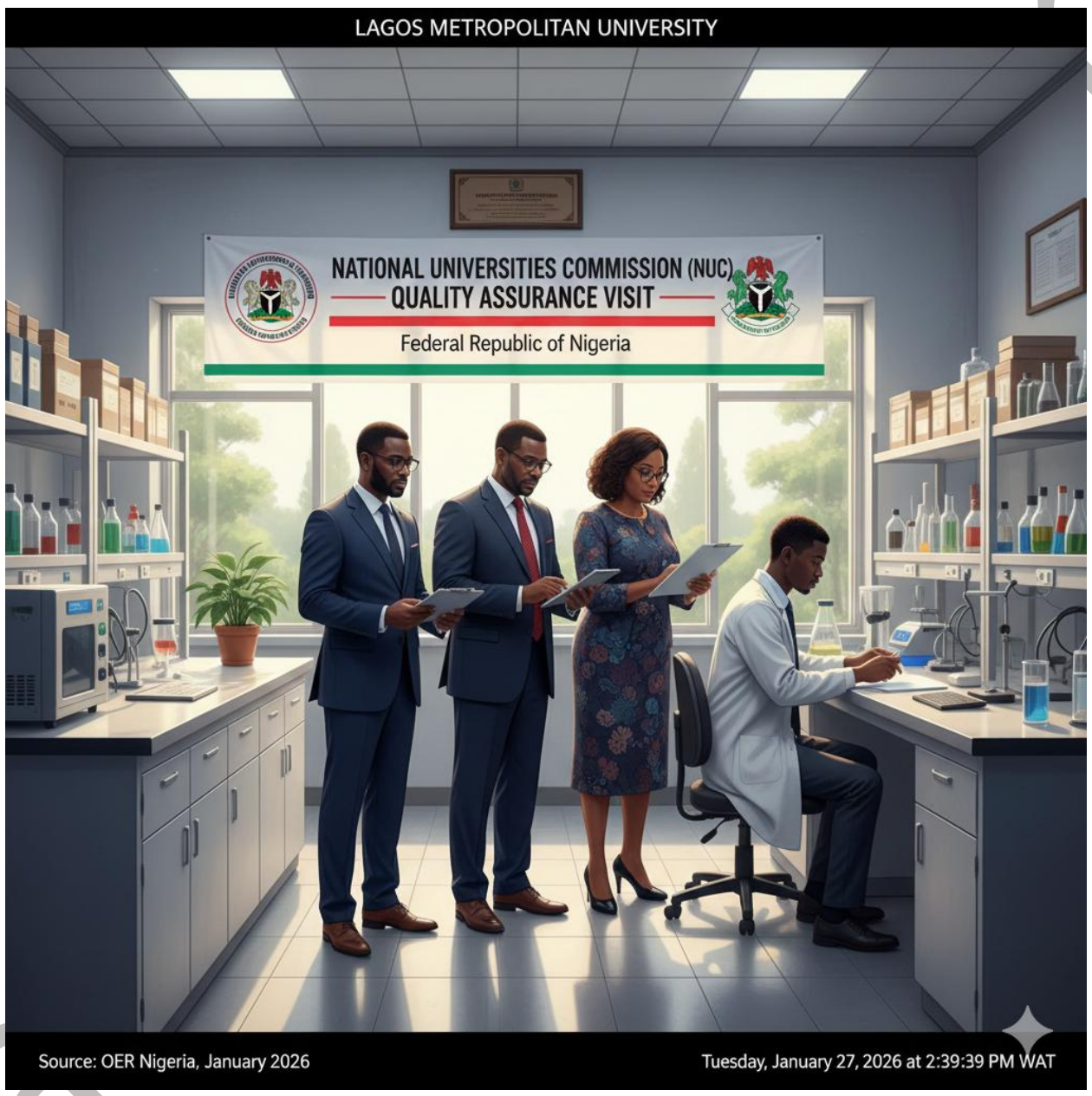

Image of inspectors evaluating a Nigerian tertiary institution for accreditation. Caption: Plate 5.3 Quality assurance inspection in Nigerian education

Pilot Questions (for Part 5.3)

1. Explain the role of WAEC and NECO in Nigerian education.
2. Describe the functions of NCCE, NBTE, and JAMB.

3. State one way regulatory agencies promote accountability in education.
4. Identify two processes involved in quality assurance.
5. Analyse how boards and agencies collectively strengthen the credibility of Nigeria's education system.

5.4 Roles Of Voluntary Agencies In Managing Education

5.4.1 Missionary and faith-based organisations

Missionary and faith-based organisations have historically played a significant role in Nigerian education. They established some of the earliest schools, focusing on literacy, moral instruction, and religious values. Today, they continue to manage schools that provide quality education, often supplementing government efforts. These institutions are known for instilling discipline and offering holistic learning experiences that combine academics with moral development.

Fill in the blank: Missionary organisations were among the earliest providers of _____ in Nigeria, focusing on literacy and moral instruction.

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Image of a faith-based school in Nigeria with students in uniform. Caption: Plate 5.4 Missionary and faith-based organisations supporting education

5.4.2 Non-governmental organisations (NGOs) and community groups

Non-governmental organisations (NGOs) and community groups contribute to education by addressing gaps in access, equity, and innovation. They often focus on vulnerable populations, such as girls, children in rural areas, and learners with disabilities. NGOs provide scholarships, build schools, and run literacy campaigns. Community groups mobilise local resources and encourage enrolment, ensuring that education reaches those who might otherwise be excluded.

Fill in the blank: NGOs often provide _____ to learners from disadvantaged backgrounds to improve access to education.

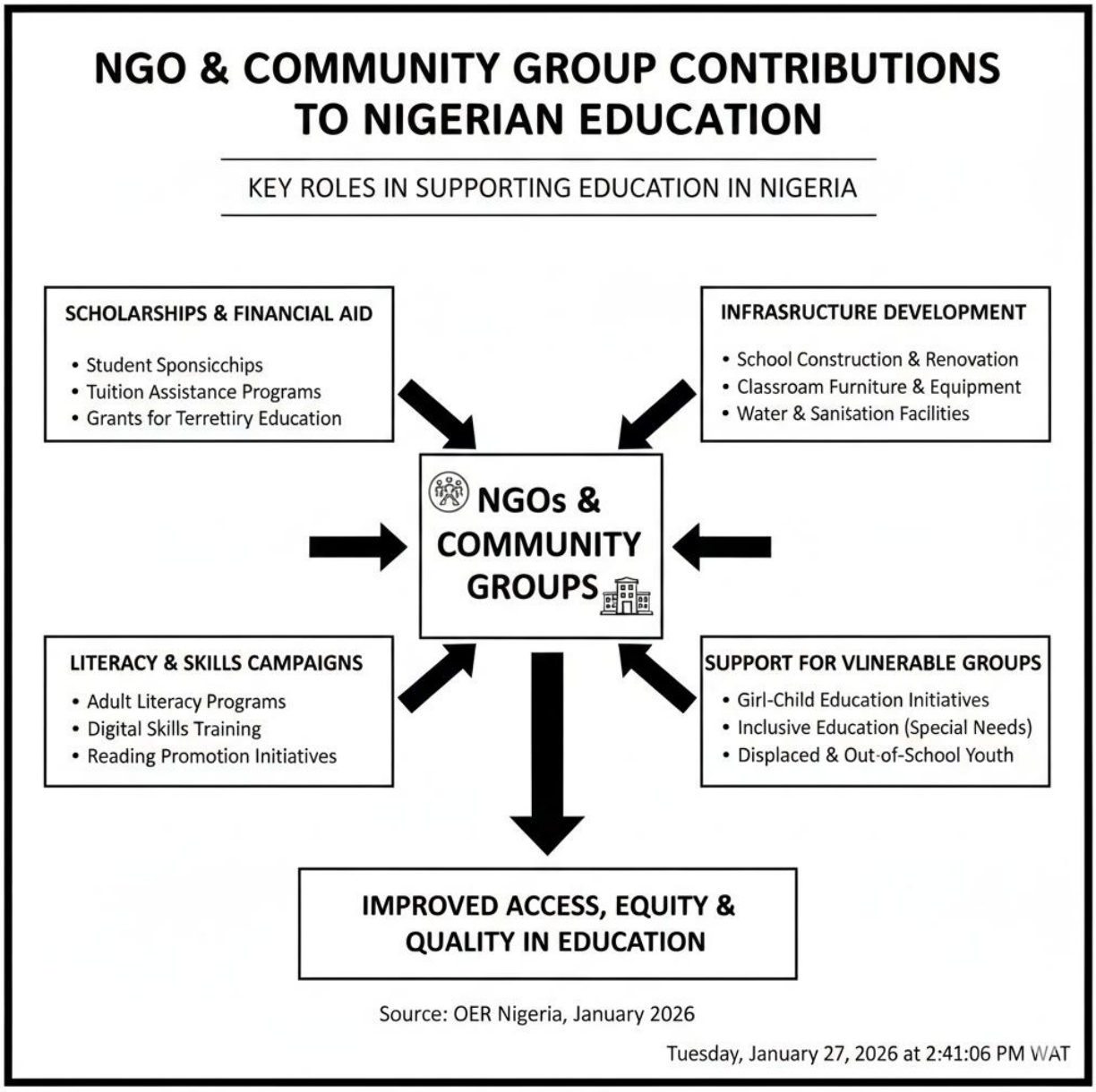

Diagram showing NGO contributions: scholarships, school construction, literacy campaigns, and support for vulnerable groups. Caption: Figure 5.5 NGO and community group contributions to Nigerian education

5.4.3 Partnerships with government and international bodies

Voluntary agencies frequently form **partnerships with government and international bodies** to expand their reach and impact. These collaborations include joint projects in teacher training, curriculum development, and infrastructure provision. By working together, voluntary agencies and government institutions can pool resources, share expertise, and promote innovation. Such partnerships strengthen the education system and ensure that reforms are sustainable.

Fill in the blank: Voluntary agencies collaborate with government and international bodies to promote _____ and sustainability in education.

VOLUNTARY AGENCY PARTNERSHIPS IN NIGERIAN EDUCATION

COLLABORATION FOR EDUCATIONAL DEVELOPMENT

- **FAITH-BASED ORGANIZATIONS (FBOs:** Partner with goverıment for management, infrasfrcture development, and moral instruction integration.
- **Dreatir Opallop:**
- **COMMUNITY-BASED ORGANIZATIONS (CBOs:** Collaborate with local and authorities on school-feeding programs, gratims, grastheiss, grasthests infrrasstucture maintenance.
- **PROFESSIONAL ASSOCIATIONS** (eNUT, STAN): Work with governent and campiiment, and education maintenante.
- **PROFESSIONAL ASSOCIATIONS (e.g.**, NUT, STAN with goverrmnal bodies on teacher training curricllum development, and education advocacy.
- **INTERNATIONAL & LOCAL NGOS:** Partner in gourrment and global agencies (UNICEF, (e. , UASIED) on policy implemetation, funding, and support for vuluerable children.

Source: OER Nigeria, January 2026

Tuesday, January 27, 2026 at 2:41:52 PM WAT

Box 5.4: Examples of voluntary agency partnerships

- Joint teacher training programmes
- Curriculum development initiatives
- Infrastructure provision projects
- Literacy and enrolment campaigns

Pilot Questions (for Part 5.4)

1. Explain the role of missionary and faith-based organisations in Nigerian education.
2. Describe how NGOs and community groups contribute to access and equity in education.
3. State one way NGOs support vulnerable learners.
4. Identify two examples of partnerships between voluntary agencies and government.
5. Analyse how voluntary agencies complement government efforts in managing education.

Series Summary

This Series has focused on clarifying the distinct roles of various stakeholders in managing education in Nigeria, highlighting how responsibilities are shared to ensure effective governance and delivery. Its purpose was to show learners how federal, state, local governments, boards, and voluntary agencies contribute to the system, and why understanding these roles is essential for evaluating educational management.

We began by examining the Federal Government's responsibilities in policy formulation, funding, establishing institutions, and coordinating with international agencies. Then we explored how State Governments manage secondary education and how Local Governments administer primary education, noting the challenges of decentralisation. Following that, we considered the functions of boards and agencies such as WAEC, NECO, NCCE, NBTE, and JAMB in maintaining standards and accountability. Finally, we discussed the contributions of voluntary agencies, including missionary organisations, NGOs, and community groups, and their partnerships with government. By completing this Series, you should now be able to explain federal roles (SLO 5.1), analyse state responsibilities (SLO 5.2), describe local government functions (SLO 5.3), evaluate the contributions of boards and agencies (SLO 5.4), and assess the impact of voluntary agencies (SLO 5.5).

Glossary of Terms

Community mobilisation The process of encouraging local people to participate in and support education, often by providing resources, promoting enrolment, and sustaining literacy campaigns.

Decentralisation The transfer of authority and responsibility for managing education from the Federal Government to State and Local Governments, allowing decisions to be made closer to the communities they affect.

Examination bodies Organisations such as WAEC and NECO that conduct standardised assessments and issue certificates recognised for progression to higher education or employment.

Federal institutions Schools and universities established and managed directly by the Federal Government, including unity schools, colleges of education, and federal universities.

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Funding and resource allocation The provision of financial support and distribution of educational resources by the Federal Government to ensure equity and reduce disparities among states.

International agencies Organisations such as UNESCO, UNICEF, and the World Bank that collaborate with Nigeria to provide technical assistance, funding, and policy guidance in education.

Local Governments Administrative units responsible for managing primary education, maintaining schools, and mobilising communities to support enrolment and literacy.

Missionary and faith-based organisations Voluntary agencies that established some of Nigeria's earliest schools and continue to provide education combining academics with moral and religious instruction.

Non-governmental organisations (NGOs) Independent organisations that support education by offering scholarships, building schools, and running literacy campaigns, especially for disadvantaged groups.

Policy formulation The process by which the Federal Government develops guiding principles and frameworks for education to ensure consistency and alignment with national goals.

Quality assurance The monitoring and evaluation of educational institutions by boards and agencies to ensure compliance with standards and maintain credibility.

Regulatory agencies Bodies such as NCCE, NBTE, and JAMB that oversee specific aspects of education, including teacher training, technical education, and admissions into tertiary institutions.

State Governments Regional authorities responsible for implementing national policies, managing secondary education, recruiting teachers, and adapting education to local needs.

Voluntary agencies Non-governmental organisations, missionary groups, and community associations that contribute to education by complementing government efforts and promoting innovation.

Concept Check Questions [Series 5]

Objective Questions

1. WAEC and NECO are examples of _____ bodies responsible for conducting standardised assessments. (Linked to SLO 5.4)
2. Local Governments are primarily responsible for managing _____ education. (Linked to SLO 5.3)
3. The Federal Government collaborates with international agencies such as _____ and _____ to strengthen education. (Linked to SLO 5.1)

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4. JAMB manages _____ into tertiary institutions in Nigeria. (Linked to SLO 5.4)
5. Missionary organisations were among the earliest providers of _____ in Nigeria. (Linked to SLO 5.5)

Short-Answer Questions

1. Explain one way Federal funding reduces disparities among states. (Linked to SLO 5.1)
2. Describe how State Governments adapt national policies to suit local contexts. (Linked to SLO 5.2)
3. Identify two challenges of decentralisation in educational management. (Linked to SLO 5.2)
4. State one contribution of NGOs to education in Nigeria. (Linked to SLO 5.5)
5. Outline one process involved in quality assurance by boards and agencies. (Linked to SLO 5.4)

Long-Answer Questions

1. Analyse the collective roles of the Federal Government in shaping educational management in Nigeria. (Linked to SLO 5.1)
2. Evaluate how State and Local Governments complement Federal efforts in managing education, highlighting both strengths and challenges. (Linked to SLO 5.2 & SLO 5.3)
3. Discuss the contributions of voluntary agencies to Nigerian education and assess their impact compared to government initiatives. (Linked to SLO 5.5)

Answers to Concept Check Questions [Series 5]

Objective Questions

1. Examination (bodies)
2. Primary (education)
3. UNESCO and UNICEF
4. Admissions
5. Education

Short-Answer Questions

1. Federal funding reduces disparities by supporting schools in poorer regions with resources such as infrastructure and teacher salaries.
2. State Governments adapt national policies by tailoring curriculum delivery and teacher recruitment to meet regional needs.

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3. Two challenges are uneven funding across states and weak coordination with the Federal Government.
4. NGOs provide scholarships, build schools, and run literacy campaigns for disadvantaged groups.
5. One process is accreditation of programmes to ensure compliance with national standards.

Long-Answer Questions

1. **Basic response:** The Federal Government formulates policies, allocates funding, establishes institutions, and coordinates with international agencies to ensure consistency and quality in education. **Value-added response:** Beyond these roles, the Federal Government also sets national priorities such as universal access, integrates global best practices, and provides leadership in addressing emerging challenges like technology integration and inclusive education.
2. **Basic response:** State Governments manage secondary education and recruit teachers, while Local Governments administer primary education and mobilise communities. Together, they implement federal policies at grassroots levels. **Value-added response:** Their complementary roles strengthen decentralisation, but challenges such as uneven funding and duplication of efforts highlight the need for stronger coordination mechanisms and equitable resource distribution.
3. **Basic response:** Voluntary agencies, including missionary organisations and NGOs, provide schools, scholarships, and literacy campaigns, thereby expanding access and promoting equity. **Value-added response:** Compared to government initiatives, voluntary agencies often innovate faster, target vulnerable groups more effectively, and foster community ownership, though their reach depends on partnerships and sustainability of resources.

Answers to Pilot Questions [Series 5]

Part 5.1

- The Federal Government formulates policies and sets national standards for education.
- Federal funding supports schools across states, reducing disparities and providing infrastructure, salaries, and materials.
- Federal institutions contribute to national integration by admitting students from diverse backgrounds.
- UNESCO and UNICEF.

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- Collectively, the Federal Government strengthens educational management through policy, funding, institutions, and international collaboration.

Part 5.2

- State Governments manage secondary education, recruit teachers, and implement national policies.
- Local Governments administer primary education, build schools, and mobilise communities.
- Local Governments mobilise communities by encouraging enrolment and supporting literacy campaigns.
- Uneven funding and weak coordination with the Federal Government.
- State and Local Governments complement Federal efforts by implementing policies at grassroots levels and expanding access.

Part 5.3

- WAEC and NECO conduct standardised assessments and issue recognised certificates.
- NCCE regulates teacher education, NBTE supervises technical institutions, and JAMB manages admissions.
- Regulatory agencies promote accountability by enforcing compliance with standards.
- Accreditation and inspection.
- Boards and agencies strengthen credibility by ensuring quality assurance and compliance.

Part 5.4

- Missionary and faith-based organisations established early schools and continue to provide quality education with moral instruction.
- NGOs and community groups provide scholarships, build schools, and run literacy campaigns.
- NGOs support vulnerable learners by offering scholarships and targeted programmes.
- Joint teacher training programmes and curriculum development initiatives.
- Voluntary agencies complement government efforts by expanding access, promoting innovation, and supporting equity.

References and Attributions [Series 5]

General References

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Illustrations

Figure 5.1 Federal Government's role in policy formulation and national standards

- AI-generated using Copilot image generation.
- Prompt: "Create a diagram showing Federal Government at the top with arrows pointing to policy formulation, curriculum design, and teacher training in Nigeria."
- Suggested OER search string: "Nigeria Federal Government education policy formulation OER diagram".

Plate 5.1 Federal Government funding supporting classroom resources

- AI-generated using Copilot image generation.
- Prompt: "Generate an illustration of a Nigerian classroom receiving new learning materials funded by the Federal Government."
- Suggested OER search string: "Nigeria Federal Government education funding classroom OER image".

Figure 5.2 Federal institutions and their contributions to education

- AI-generated using Copilot image generation.
- Prompt: "Create a diagram showing federal institutions such as universities, colleges, and unity schools linked to excellence, integration, and manpower development."
- Suggested OER search string: "Nigeria federal institutions education unity schools OER diagram".

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Box 5.1 Examples of international agency contributions

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing examples of international agency contributions to Nigerian education.”
- Suggested OER search string: “Nigeria international agencies education UNESCO UNICEF World Bank OER text resource”.

Figure 5.3 Roles of State Governments in managing education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing State Government responsibilities including policy implementation, secondary education management, teacher recruitment, and curriculum delivery in Nigeria.”
- Suggested OER search string: “Nigeria State Government roles education OER diagram”.

Plate 5.2 Local Government support for primary education in rural areas

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a rural Nigerian primary school supported by Local Government initiatives.”
- Suggested OER search string: “Nigeria Local Government primary education rural school OER image”.

Box 5.2 Common challenges of decentralisation

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing common challenges of decentralisation in Nigerian education management.”
- Suggested OER search string: “Nigeria decentralisation challenges education OER text resource”.

Figure 5.4 Examination bodies and their functions in Nigerian education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing WAEC and NECO linked to functions such as standardised testing, certification, and credibility in Nigeria.”
- Suggested OER search string: “Nigeria WAEC NECO roles education OER diagram”.

Box 5.3 Key regulatory agencies and their functions

- AI-generated using Copilot image generation.

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- Prompt: “Create a simple text box listing key regulatory agencies in Nigerian education and their functions.”
- Suggested OER search string: “Nigeria NCCE NBTE JAMB roles education OER text resource”.

Plate 5.3 Quality assurance inspection in Nigerian education

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of inspectors evaluating a Nigerian tertiary institution for accreditation.”
- Suggested OER search string: “Nigeria education quality assurance accreditation OER image”.

Plate 5.4 Missionary and faith-based organisations supporting education

- AI-generated using Copilot image generation.
- Prompt: “Generate an illustration of a Nigerian faith-based school with students in uniform.”
- Suggested OER search string: “Nigeria missionary faith-based schools education OER image”.

Figure 5.5 NGO and community group contributions to Nigerian education

- AI-generated using Copilot image generation.
- Prompt: “Create a diagram showing NGO contributions such as scholarships, school construction, literacy campaigns, and support for vulnerable groups in Nigeria.”
- Suggested OER search string: “Nigeria NGOs community groups education roles OER diagram”.

Box 5.4 Examples of voluntary agency partnerships

- AI-generated using Copilot image generation.
- Prompt: “Create a simple text box listing examples of voluntary agency partnerships with government and international bodies in Nigeria.”
- Suggested OER search string: “Nigeria voluntary agencies partnerships education OER text resource”.

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