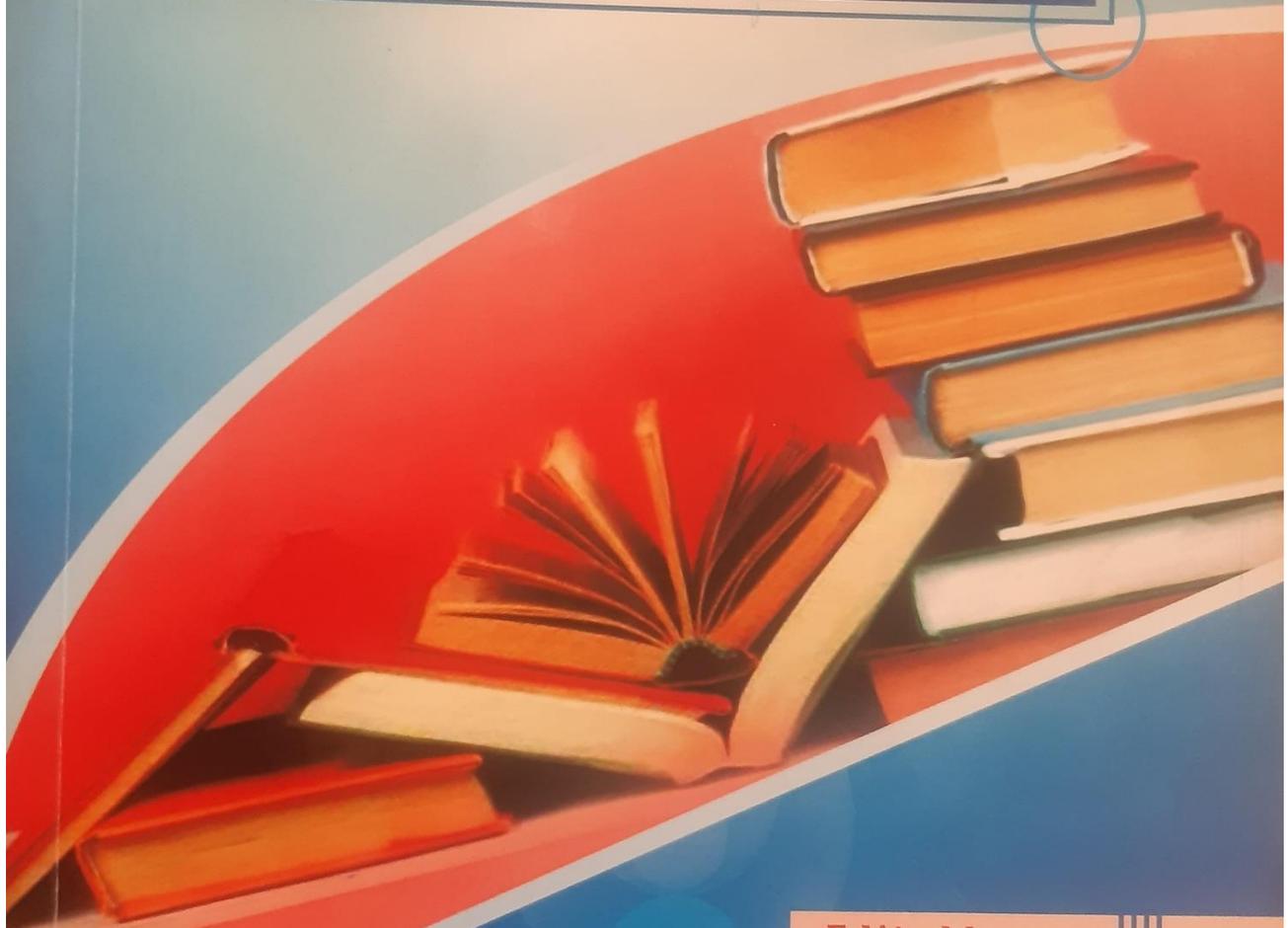


MANAGING EDUCATION FOR NATIONAL COHESION AND GLOBAL COMPETITIVENESS



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Section **SEVEN**

**MANAGING TEACHER EDUCATION
FOR NATIONAL COHESION AND
GLOBAL COMPETITIVENESS**

Effective Teacher Education as Panacea to The Challenges of National Cohesion and Global Competitiveness in Nigeria

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Introduction

Since the amalgamation of the Northern and Southern Protectorates named Nigeria by the colonial administration under Sir Fredrick Lugard in 1914 (Fafunwa, 1974) the competition for supremacy and self-determination among the various ethnic groups has continued till date resulting in violent political rivalry, bloody Biafra war, communal clashes, and calls for equitable sharing of political offices and true Federalism. Achieving national cohesion or integration has continued to be a major challenge especially among the elites and more so in politics. The challenge of poor national productivity which is a product of many factors such as over-reliance on oil revenue and neglect of other possible sources, can also be traced to absence of cohesion and unbridled rivalry among the various ethnic groups that constitute the entity Nigeria. It has been averred that” national cohesion is based on the fact that societies and individuals can only achieve their potentials when living and working together” (<http://www.must.ac.ke>, p.1). While national cohesion challenges are not peculiar to Nigeria and not unexpected in a country with over 350 languages and dialects (FGN, 2013), it is the failure to bridge the gaps that divide the peoples that constitutes the major setback. Schools can at least narrow the gap.

Attempts had been made in the past to bridge this gap. The National Youth Corps, federal institutions like Federal Government Colleges were designed to bridge this gap but appear they have never achieved the desired effects. The same elites are the ones who over-heat the political landscape with “personal issues” () and constitute the majority of the decision or policy makers,

giving the impression that Nigeria is divided and irreparable. The elites are part of the factors behind the current agitation for restructuring.

Some pertinent questions need to be raised on this perceived division in relation to cohesion in Nigeria:

- (i) Do the masses see, feel or carry these divisions in their heads as they move round the country buying and selling or engage in services or simply do business without hindrance?
- (ii) How has Nigeria prepared for the challenge of multi-ethnicity to avoid the possible pitfalls?
- (iii) How have the citizens, especially the young ones, been prepared to tackle the divisions from early age and thus create elites that understand and accept their differences as an asset rather than a boxing ring?
- (iv) If schools were established for character training and learning, are they not in the position to promote national cohesion and productivity?
- (v) Since teachers cannot give what they do not have, are they not expected to be trained to deliver that service to the nation (hence the need for effective teacher education)?

There had been reported cases of tribal skirmishes in the markets, they were usually settled and business continued. There was also the Biafra war of 1967 to 1970 but traceable to elite struggle and spreading into the communities with irreparable losses on both sides. The contention in this that teachers can do more than imparting knowledge and can do a lot to promote national objectives as important as national integration with properly packaged curriculum and appropriately trained teachers. Education has been used to propel countries into modernization. Communist countries, Soviet Union and China had used education to impart their ideology and to deliver modernization and prosperity to their citizens.

The Concept of National Cohesion and the Nigeria Challenge

National cohesion and global competitiveness are two basic indices of development that Nigeria has been grappling with unsuccessfully since the amalgamation of the various tribal communities by the British colonial administration under Lord Lugard in 1914 (Fafunwa, 1974). National cohesion described as “a process and an outcome of instilling and enabling all citizens in the country, engage in a common enterprise and facing shared challenges.” (<http://www.must.ac.ke>,

p.1). The words “instilling”, enabling” presuppose that national cohesion is not automatic or innate; it has to be taught and nurtured. It implies that others, especially teachers, have a role to play in fostering and facilitating national cohesion. While conflicts are inevitable and should be managed, achieving national cohesion should not be left to conflict management or resolution. There would be need for “regulation and reconciliation of differences, competing interest and demands (<http://www.must.ac.ke>, p.1) through enlightenment as well as critical appreciation of similarities (i.e. what binds groups together) rather than differences.

Nigeria's National Policy on Education (FGN, 2013, p. 13) explains the overall philosophy of the nation thus: “live in unity and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principles of freedom, equality and justice. Its philosophy of education also echoes national unity thus: “education is an instrument for national development and social change: education is vital for the promotion of a progressive and united Nigeria” (FGN, 2013, p. 13). However, the attainment of the desire as written here has not been impressive in spite of the measures put in place such as State creation, Federal Character Commission, National Youth Service Corps. Universities' admission quota, language policy, Unity schools (Federal Government Schools) (Alapiki, 2005). What therefore are the drawbacks? A major one is implementation strategies. Nigerian policy makers have a habit for making world class policies but they renege at implementation stage showing that, probably, the political will was not there. The 6-3-3-4 system is a typical example.

Omotoyinbo (2016) examined the prospect of language policy in Nigeria as panacea for national unity and observed that in spite of efforts by the Government, the desired aim has not been achieved due to poor implementation. There was no enforcement. Akpan (1990) examined the role of higher education in national integration in Nigeria and concluded that in spite of the measures put in place through admission quota and Federal Character Commission, higher educational institutions have not been able to solve the challenge of national integration. National unity is a difficult goal to achieve but even compounded in Nigeria due to selfish gains (Akpan, 1990). Pearl (2018) noted that past Nigerian leaders like Sir Ahmadu Bello, Chief Obafemi Awolowo and Dr. Nnamdi Azikwe believed in one Nigeria but that changed over the years due to problems associated with national integration such as:

- i. ethnic diversity;
- ii. language multiplicity;

- iii. structural imbalance;
- iv. revenue allocation;
- v. youth restiveness;
- vi. Nepotism; and,
- vii. corruption.

Pearl (2018) further made some suggestions for possible solution which included

- i. de-emphasizing tribe; ethnic origin and religion
- ii. emphasizing national symbols, national anthem, and pledge in schools;
- iii. making History a compulsory subject in schools with emphasis on the contributions of the founding fathers of the nation;
- iv. equal opportunities for jobs;
- v. youth empowerment;
- vi. true federalism;
- vii. resources control by states; and,
- viii. political fairness.

Currently, the unity of Nigeria is challenged by agitations and protests bordering on issues such as marginalization and ethnic and religious claims in the Niger Delta, as well as in the North, and other parts of Nigeria (Akindele, 2001). There are problems of kidnapping, 'Boko Haram' bombings in the North-east and herdsmen and farmers' killings in Benue, Kaduna and Delta States, among others. It is noteworthy that after the Nigerian civil war, education was planned to be a means of cohesion/integration through appropriate policies but failed hence the current debate on restructuring. Resource control has however been a major factor for the feeling of inequality, cheating and oppression in some parts of the country and hence the demand for secession. The greed of the elite to control the nation's earnings through over-bloated politics is another major divisive factor.

Paradoxically, the crude oil is probably the singular factor holding the country together till date.

Table 1: Some Educational Policies Geared towards National Cohesion in Nigeria and their Defects

Defects	Objectives	Policy
Introduction of the Universal Basic Education Scheme (FRN, 2004)	To provide free, universal and basic education to every Nigerian child between 6 and 15; to eradicate illiteracy, ignorance and poverty	Well planned but inadequate funding, personnel and infrastructure due to dwindling oil fortunes.
Unity Schools/Federal Institutions	Established by the Federal Republic of Nigeria (FRN) to foster National unity and cohesion by bringing pupils from different parts of the country together in a school.	Inadequate resources leading to uncondusive learning environment; security challenges preventing sending children to such areas; vision poorly communicated to parents, teachers, school managers, etc.
Language Policy (1977), multilingual and stipulated in the NPE)	For: teaching-learning process; protection, preservation and promotion of Nigerian culture; enhancement of human dignity, national unity and integration; and communication to the neighboring countries and the entire world.	Non-enforcement; negative attitude of the elites: inadequate trained teachers and poor teaching of the subjects, lack of motivation efforts,
National Youth Service Corps reconstruction and (Established in 1973)	To develop and encourage in youths: discipline; self-reliance; a sense of corporate existence and common destiny; exposure and adaptation to different cultures; and religious tolerance (common ties	Reason of post – war reconciliation no more tenable; underfunding and or mismanagement of funds, resulting in inadequate resources; acceptable flimsy excuses for reposting of Corpers and or insecurity in

	among the youths of Nigeria and promoting national unity)	some parts of Nigeria necessitating reposting
Quota Admission System (an offshoot of Federal Character);	Established to solve the problem of: inequality and marginalization; differential socio-economic development in parts of Nigeria	Admission and recruitment (federal character) not based on merit but on regional locations

Sources: Extracts from

1. Adejimola, A. S. (2010). Language policy provisions and curriculum issues: The challenges for secondary schools in Nigeria. *US-China Education Review*, 7(11). Retrieved from https://archive.org/stream/ERIC_ED514803/ERIC_ED514803_djvu.txt on 29/09/2018.
2. Bianco, J, L. (2010). The importance of language policies and multilingualism for cultural diversity. *International Social Science Journal*, 1(199), 37-67. Retrieved from <https://www.scribd.com/doc/102432688/NIGERIAN-GOVERNMENT-POLICY-ON-QUOTA-SYSTEM>
3. Obiche, B. (). History of Universal Basic Education in Nigeria Retrieved from <https://www.naija.ng/1133381-history-universal-basic-education-nigeria.html#1133381>

Concept of Global Competitiveness and Nigeria's Ranking

Most perspectives on global competitiveness, according to Cann (undated), relate it to productivity, how it actually promotes our wellbeing” (<https://www.weforum.org>, p.1). Cann (undated) postulated that “a competitive economy is a productive one” (p.1). Competitiveness is thus equated with productivity in terms of economic growth and development of a country. The World Economic Forum (2014) defined global competitiveness as the set of institutions, policies and factors that determine the level of productivity of an economy. The level of economic growth, in turn, sets the level of prosperity of the country and determines its position in global ranking. Global Competitiveness Index (GCI) is an annual assessment of drivers of productivity carried out the World Economic Forum (WEF). It identified three sub-indexes namely:

1. Basic requirements, which include
 - a) institutions
 - b) Infrastructures
 - c) Macro-economic environment, and
 - d) Health and primary education

2. Efficiency Enhancers i.e. market- This according to WEF incorporate “functioning of goods labour or financial markets, higher education and training and technological readiness, which measures how well economics are prepared for transition into more advanced, knowledge- based economics” (Cann, undated, p.1).

3. Innovation and sophistication i.e. business sophistication and innovation. These require that economy should be able to access world class businesses as well as research establishments plus an innovative, supportive government” (p.1). Such a country would have high Gross Domestic Product per capital. According to WEF, an emerging picture from the reports of 2016-2017 indicates that even though the basic drivers as mentioned earlier would continue to be critical in competitiveness, how a nation performs in the aspects of technological readiness, business sophistication and innovation in engendering growth and competitiveness is also critically demanded (Cann, undated,). technology and innovations are the main drivers of the emerging fourth industrial Revolution (Schwan and X-i-Martin, 2016).

How then does Nigeria fare in global competitiveness? The Nigerian economy has maintained poor ranking continuously in global competitiveness survey conducted by the World Economic Forum for more than ten years. For instance, out 138 countries sampled, Nigeria was ranked 124th position in the WEF 2016-2017 Report. Compared with other nations, Table 2 showed the position of Nigeria

Table 2: Nigeria's ranking among other Nations in Global Competitiveness

Country	Position
Switzerland	1 st
Singapore	2 nd
United States	3 rd
Netherlands	4 th
Germany	5 th
Sweden	6 th
United Kingdom	7 th
Japan	8 th
Hong Kong SAR	9 th
Finland	10 th
Malaysia	18 th
Saudi Arabia	25 th
Israel	27 th
China	28 th
South Africa	59 th
Brazil	75 th
Ghana	119 th
Nigeria	124 th

Source: Swehwab, K & X-i-Matin, S. (2016) The Global Competitiveness Report 2016-2017

The picture that one can deduce from Table 1 and WEF reports is that the quality of education driven by technology plays significant role in the development of a nation and its global competitiveness. The first to tenth countries like Saudi Arabia, Malaysia, Singapore, etc. that invest adequately in their educational systems attract foreign students even from Nigeria. Finland,

ranked tenth, has been rated to have the best educational system globally. Tables 3 and 4 give Nigeria's rankings globally and with other African countries, respectively.

Table 3: Nigeria's Ranking among Nations in Global Competitiveness (2007-2017)

Year	Position	Number of Countries
2007	95	131
2008	94	134
2009	99	133
2010	127	139
2011	127	142
2012	115	144
2013	120	148
2014	127	144
2015	124	140
2016	12	138
2017	125	137
Average	116	139

Sources: Extract from

1. Agu, A. G., Merenini, G. O. & Aja, E. E. (2017), Accelerating the global competitiveness of Nigerian economy: The role of polytechnic education. *Advances in Social 1Sciences Research Journal*, 4(17), 120-130. Retrieved from <http://scholarpublishing.org/index.php/ASSRJ/article/downon> 06/09/2018
2. World Economic Forum: *The Global Competitiveness Report 2014-2015*. Retrieved from http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2014-15.pdf on 11/09/2018

3. World Economic Forum: The Global Competitiveness Report 2017-2018. Retrieved from <http://www3.weforum.org/docs/GCR20172018/05FullReport/TheGlobalCompetitivenessReport2017%E2%80%6932018.pdf> on 11/09/2018

In comparison to other African countries, Nigeria did not fare well in ranking. This is evident from Table 4.

Table 4: Comparative Competitiveness Ranking of Nigeria with Selected African Countries

Year	Rank				
	Nigeria	Ghana	Kenya	South Africa	Cote d'Ivoire
2013	120 th	114 th	96 th	53 th	126 th
2014	127 th	111 th	90 th	56 th	115 th
2015	124 th	119 th	99 th	49 th	94 th
2016	124 th	119 th	99 th	49 th	91 th
2017	125 th	111 th	91 th	61	NA
Average Rank	124 th	115 th	95 th	54 th	106 th

Sources:

1. World Economic Forum Reports 2013-2014; 2014-2015; 2015-2016;2016-2017;2017- 2018
2. Bianco, J.L. (2010) https://www.researchgate.net/publication/229594821_The_Importance_of_Language_Policies_and_Multilingualism_for_Cultural_Diversity
3. <https://nigerianfacts.com/unity-schools-in-nigeria/> Apart from the global ranking, there are other visible indicators within the country that show poor productivity:
 1. Growing number of beggars, men, women, and children who are hardly contributing anything to the economy but are rather parasites. They are visible on the street and are illiterates;
 2. The rising number of unemployed youths who make do with motor cycle popularly called 'Okada' business throughout the country;

3. A recent criticism of Nigeria's foreign trade indicates that most ships that deliver goods to Nigeria's shores return empty for lack of export goods to take back;
4. Many goods produced in Nigeria such as shoes and bags are poor in quality due to lack of modern equipment and/or technical know-how. They are mainly for local consumption; and
5. The non-oil sector is still not contributing substantially to the economy (e. g. Agriculture solid minerals). It is important at this point to critically examine Nigeria' s economy and this may reveal behind its low competitiveness. Nigeria's economy can be broadly divided into two: the economy of the masses comprising of local farmers (men, women and children farmers) who with traditional and archaic implements feed the nation, local business men and women who transverse the and cranny of the nation in search of small businesses and profits. For this group, business operations within Nigeria and some other neighboring West African countries are satisfying. Many of the local producers are not even educated enough about foreign trade or external channels for their products, hence a lot of wastage is incurred annually. The elites, who should lead, are more interested in oil, earnings, the second economy. It is a well-known fact that Nigeria is over-dependent on crude oil earnings and its economy is import-driving. With about 170 million populations (FGN, 2013), the country is contributing very little to world trade in the non-oil sector. Talking about other indices of global competitiveness, the country still ranked low in performance. The quality of education is dwindling, power and water supply is erratic, and the institutions of governance are riddled with corruption.

Meaning of Education

In order to underscore the importance of teacher education to national cohesion and global competitiveness, it is important to understand its basic assignment which is education. Thus, how has education been perceived? What seems to emerge is that education has been seen from two perspectives: the narrow one acquired in the classroom and the broad one that is acquired around and out of school. Both ways, education is a potent weapon of change. The picture that seems to emerge from the literature is that education is positive. Mandela (1995) described it as a great “engine of personal development” through which the son of a peasant can become the President of a nation (p.166). What one makes of the education acquired according to him is0 what

distinguishes one person from another. Ojerinde (2011) also affirmed that “education is an instrument of development” and “nations, communities and individuals develop at the pace of their levels of education” (p.83). Alufohai (2011) equally concurred that education is a “tool of social reconstruction and national development...and for bringing about desirable changes”. (Pp. 251-252).

Parihar (2014) concluded that education is “a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings about the development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity “(p. 1). In short, education is about bringing about positive best in individual learner for his benefit and that of the society. That is the good side of education. The negative side is how the skills and knowledge acquired by individuals are being utilized. That borders on the moral aspect of education. The history of mankind (wars, coups and counter-coups, armed robbery, nuclear weapons, etc.) continues to show that education or the acquisition and utilization of knowledge is not always positive. It depends on how it is used and for what purpose. The development of Information and Communication Technology (ICT) and its use by fraudsters is a typical example of the positive and negative consequences of knowledge. This underscores the fact that it is not automatic that education would deliver happiness or maximum development in the society. The experience of most third world countries shows that the society has hardly leveraged on education for development. In other words, education, whether formal or non-formal, needs good intervention to deliver those qualities. That is where the teachers' role and their training become significant as means of achieving the positive goals of education, particularly, national cohesion and development.

Evolution, Growth and Challenges of Teacher Education in Nigeria

What then is teacher education and what would make for effective teacher education? Teacher training institutions abound in all countries. The difference is in quality but that is dependent on effective planning and implementation especially in relation to the nation's aspirations. Teacher education is a process during which teacher trainees are prepared to learn the knowledge, skills and disposition that distinguish them as qualified or professional teachers. Isyaku (2002) averred that an effective teacher education would produce teachers that possess intellectual, social and professional competences and high integrity. If education is key to individual and global

development, then teacher education and what happens in the classroom are the heartbeat of global development.

Formal training of teachers in Nigeria started from the pre-colonial period under the various Christian missions operating in the country. It began informally with apprenticeship system/on - the- job-training to produce teacher-preacher for both the schools and the church (Fafunwa, 1974). The candidates were homeless boys and converted children of village heads. The teacher trainers were the 'master teacher /pastor.

The first of the training colleges was opened in 1859 in Abeokuta (later moved to Lagos in 186/, Oyo in 1896 as St Andrew's College) by the Church Missionary Society. The Baptist Training College, Ogbomosho was opened in 1897 while the Wesleyan Methodist Missionary Society came on board in 1905 at Ibadan, which became Wesley College. The entry requirements for the two-year training or the early teacher training institutes that later came on board were Standard I, pass in pupil-teacher examination, two years post qualification service as pupil teacher as well as serving as assistant teacher, according to Fafunwa (1974). In spite of the training, the quality of the early teachers was considered unsatisfactory by the Phelps-Stroke Report of 1925. The reasons advanced were: work overload, poor conception of the school curriculum, poor supervision of teachers and the missions' failure to grasp the goals of African education (Fafunwa, 1974). In 1929, the two Departments of Southern and Northern Provinces were amalgamated, which led to the central control of education. Two types of teacher training institutions emerged namely the Higher Training Centres (H.T.C.), a two years course to produce Grade II lower primary school teachers and the Higher Elementary Training Colleges (H.E.T.C.), another two years' course for Grade II Teachers' Certificate. A three-year Diploma course for teacher education was added at the Yaba Higher College with emphasis on Science subjects. The college was later transferred to the University of Ibadan (Fafunwa, 1974, p.213).

A quantum leap in teacher education in Nigeria took place in 1959 as a result of the recommendation of the Ashby Commission's Report, set up by the Nigerian Government. Among other issues, the report, like that of its predecessors, lamented the poor quality of teachers in the country leading to the low quality of elementary and secondary education. The report noted that "Most of the 80,000 teachers were 'pitifully unprepared for their task'; some three-quarters of them were uncertified and from those who were trained, two-thirds had no more than a primary school education" (Fafunwa, 1974, pp.163 - 164). The Ashby report then recommended the setting up of

Grade I teachers colleges to produce well trained non-graduate teachers for secondary schools. That led to the establishment of four Advanced Teachers Colleges in Nigeria (at Kano, Zaria, Ondo and Alvan Ikoku in the East), which have metamorphosed to numerous Colleges of Education, both public and private- owned, producing Nigeria Certificate in Education (NCE) teachers (Fafunwa, 1974). In order to overcome the challenge of unqualified teachers in the system, the Federal Government set up the National

Training Institute to train and upgrade the unqualified and Grade II teachers to NCE level. Today, the following institutions produce teachers for Nigeria:

- i. Colleges of Education
- ii. The National Teachers Institute
- iii. Institutes of Education training part time/Sandwich students
- iv. Faculties of Education in the conventional Universities
- v. Teachers' Centres in Continuing Education (Isyaku, 2002, p.26)

The curriculum of teacher education includes both theoretical (sociological, psychological and philosophical components) and practical components.

However, in spite of the annual production of teachers running to thousands by these institutions same cannot be said of the quality of the teachers and their students. There has been open condemnation of the two groups publicly in recent time. Some citizens have called for emergency on education. The poor performance of Nigerian students in West Africa Examination for years is one example (Ijaiya, 2012). Other indicators include poor reading skills among students at all levels, lukewarm attitude to schooling and the teaching profession, increase in crime rate, readiness to serve as political thugs, among other behavioural deficits. Teachers are considered poorly train poorly motivated, and deficient in knowledge and pedagogy. In addition, the country continues to grapple with the challenges of insecurity perpetrated mostly by the youths and school products, separatists' feelings (e.g. agitation for Biafra, call for resource control, State Police, calls for true federalism, etc.). The Nigerian economy continues to be oil-dependent and so unpredictable.

Unemployment continues to rise especially among University graduates mostly due to lack of creative thinking on positive alternatives to dwindling white collar jobs. Even with the inclusion of entrepreneurial training in the school curriculum, the inadequate access to funds to start a

business remains a critical challenge. It is important for the young citizens to understand these challenges and be able to discuss their implications and possible solutions in class.

Repositioning Nigerian Teacher Education for National Cohesion and Global Competitiveness

If teacher education is to contribute to national cohesion and global competitiveness, there would be a need for total overhauling of the system. It has to produce teachers that can develop citizens that would be active participants in the transformation of the society. Such citizens would rise above pettiness, ethnicity, parochialism, greed and selfishness. They would be critical thinkers, adventurous and patriotic. The country's overall philosophy and educational philosophy are clear but need to be linked to the school curriculum for teachers and students to digest and key into. A first step would be a review of the NPE and the language policy to make provision for training of language teachers of Igbo, Yoruba and Hausa. Scarcity of such teachers is a bane to that policy's success. To ensure that, a six-year language development plan can be adopted to produce NCE and graduate teachers in those subjects. To stimulate interest, the training should attract scholarship and bond especially for beneficiaries to be ready to work in any part of the country. Those working outside their areas should also receive special allowance. Language is key to effective communication, while the latter can promote cordiality. It can solve the problem of suspicion and promote greater understanding among ethnic groups. The best approach is to catch them when young like in Finland where children study three languages (Finnish, Swedish and the lingua franca) before age seven years.

Another amendment to the policy is that from age 4 to 6 years, that is, from Nursery one to Basic one, only the three national languages should be taught with adequate supporting teaching aids and play materials. This should be carried to the end of Middle Basic. At least one local language should be studied up to the Senior Secondary (SS) examination. The early years are said to be the best time to learn languages and mastery can improve academic performance. It is done in Finland. The teacher education curriculum at all levels would also need to be amended along the line suggested above.

In addition, to promote global competitiveness, teacher education curriculum should be repositioned to modernization issues with emphasis on agriculture, business education, science and technology while history should be made a compulsory subject at SS level.

Conclusion

The contention of this paper is that Nigeria's low performance in global competitiveness and the crisis of national disunity is traceable to the low quality of the education borne out of equally poor quay teacher education, both being products of lackluster implementation of the national policies and aspirations. Going by how developed countries have leveraged on education, it is believed that a re-positioning of the teacher education programmes along national aspirations may bring about a turn-around in the nation's fortune. Effective management of the educational system is vital to the attainment of any vision, not mere statement.

Recommendations

To achieve effective teacher education programmes towards attainment of national aspirations and global relevance, it is recommended that:

1. There is the dire need for adequate funding for provision of necessary educational resources. This funding can be sourced through an establishment of Teacher Education Trust Fund (Similar to Tertiary Education Trust Fund) specifically for provision of human, material and physical resources necessary for teacher education in all the designated institutions.
2. There is the need for enforcement of language policy in Nigerian education system in addition to English Language. This will make for easy integration in all major regions of the country, thereby making policies such as National Youth Service Corps (NYSC) and Unity Schools achieve their objectives.
3. Motivation needs to be provided for teachers and teacher educators. This motivation can take the forms of rewards in cash and kind for effectiveness, and provision of training and development opportunities especially outside the country for exposure to alternatives.
4. There is a need for the national vision on both national cohesion and global competitiveness to be well communicated to Nigerians, the schools at all levels, and backed by appropriate curriculum and adequate resources as well as good teacher education that can deliver intellectual citizens and statesmen.
5. Better management of teacher education is equally necessary, with enriched curriculum, well-funded and focused on both national cohesion and global competitiveness.

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