

REPOSITIONING TERTIARY EDUCATION CURRICULUM FOR SUSTAINABLE YOUTH EMPOWERMENT AND NATIONAL DEVELOPMENT

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Abstract

Education remains one of the fundamental factors of development as it has the potential of enriching people's understanding of themselves and the world. Repositioning of Tertiary Education Curriculum requires an understanding of the main features of education. The essence of education is the development of an individual's capacity for harmonized transformation of him/herself, other and environment. It is suggested that, the direction of policies in tertiary education should be towards the development of more competitive and productive institutions supported by one or more public or private services, with increasing autonomy in determining the composition of the student body and curriculum. This paper, therefore, examines the concept of Tertiary Education, Curriculum, Youth Empowerment and National Development. Problems militating against tertiary education, its implications for youth empowerment & national development were highlighted. This paper, emphasizes the need to repositioned Tertiary Education Curriculum, so that Nigerian Youth graduates are trained on entrepreneurship skills and knowledge through well planned and executed entrepreneurship education. Once this is done Nigerian Youth graduates will be happy, empowered and be fulfilled. They will be productive and committed.

Keywords: *Tertiary Education, Curriculum, Youth Empowerment and National Development*

Introduction

Nigeria as a developing nation cannot but strive to meet with the fast pace of technological advancement and the challenges of globalization. The various challenges in the educational sector must be tackled head-long if the country must make any headway in economic advancement and sustainable development process. Highly industrialised nations have at one time or the other identified technical and vocational education as a

transformational and key index policy thrust for technological growth, economic performance and general development. The current trends in the Nigerian educational sector portend danger for present and future generations, and as a matter of urgency require serious and concerted efforts by all stakeholders to salvage the system. No sane country can afford to toy with its education and youth development. Technical and vocational education facilitated rapid development in most countries of the world particularly, the developed countries. No nation can achieve development and advance technologically without trained individuals with relevant skills, knowledge, attitudes and abilities required to build efficient workforce in all sectors of the economy.

In order to revitalize and reposition the Nigerian educational sector it is germane to suggest that emphasis should be placed on sound technical and vocational educational programmes at all levels. The nation needs competent manpower to design and install improved equipment and technically skilled personnel who can help in the production of quality products. Through this development, Nigeria would cease to be a consumer nation and a dumping ground for second-hand goods like cars, computers, clothing materials and equipment rejected by their producers; and therefore, compete favourably in the production and export of products demanded in the developed world. The inability of the education system to produce the needed manpower for the country's technological development is a huge problem. The failure of government to effectively implement educational policies and programmes has degenerated to general apathy in the system. Fakorede (2013) feels that there is a strong need to invent truly Nigerian technology for the production and consumption of made in Nigeria products, including foods and services that the country would be proud of. Nigeria should not only be able to export her products but should also sell her technological know-how to other countries. Nigerians cannot hope to improve upon their standard of living under the present economic regime that depends greatly on foreign markets.

The education system and curricula should be reviewed to emphasise entrepreneurial orientation in all sectors of the economy to eliminate gross unemployment, youth restiveness, political violence, corruption, poverty and culture of mediocrity in the society. Strategies should be designed to effectively implement entrepreneurship programmes at all levels of our educational system.

Concept Clarifications

Tertiary Education: refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools. Tertiary education is instrumental in fostering growth, reducing poverty, and boosting shared prosperity. A highly skilled workforce, with lifelong access to a solid post-secondary education, is a prerequisite for innovation and growth: well-educated people are more employable and productive, earn higher wages, and cope with economic shocks better. Tertiary education benefits not just the individual, but society as a whole. Graduates of tertiary education are more environmentally conscious, have healthier habits, and have a higher level of civic participation. Also, increased tax revenues from higher earnings, healthier children, and reduced family size all build stronger nations. In short, tertiary education institutions prepare individuals not only by providing them with adequate and relevant job skills, but also by preparing them to be active members of their communities and societies. The economic returns for tertiary education graduates are the highest in the entire

educational system – an estimated 17% increase in earnings as compared with 10 % for primary and 7% for secondary education. These high returns are even greater in Sub-Saharan Africa, at an estimated 21% increase in earning for tertiary education graduates.

Today, there are around 220 million tertiary education students in the world, up from 100 million in 2000. In Latin America and the Caribbean, for example, the number of students in tertiary education programs has doubled in the past decade. This is critical because, according to a World Bank Group (WBG) report, a student with a tertiary education degree in the region will earn more than twice as much as a student with just a high school diploma over a lifetime.

As the youth population continues to swell and graduation rates through elementary and secondary education increase dramatically, especially in regions like South Asia, Sub-Saharan Africa, Latin America, and the Middle East and North Africa, there is an intensifying demand for expanded access to tertiary education of good quality. Tertiary technical and vocational education and training can provide an effective and efficient complement to traditional university studies in providing students with skills and knowledge relevant to the labor market. Governments are increasingly understanding that the entire educational system – from early childhood through tertiary education must reflect the new social and economic needs of the global knowledge economy, which increasingly demands a better-trained, more skilled, and adaptable workforce.

However, challenges remain even with the larger pool of graduates of tertiary education, many do not have locally relevant skills needed for a successful integration into the labor market. At the same time, larger numbers of students increase the strain on publicly-funded institutions of higher learning, and many countries with limited resources are struggling to finance the growing needs of a larger student body, without compromising the quality of their educational offerings. Tertiary education also remains out of reach for many of the world's poorest and most marginalized. In Latin America and the Caribbean, on average, the poorest 50% of the population only represented 25% of tertiary education students in 2013. In Sub-Saharan Africa, only 9% of the traditional aged cohort for tertiary education continues from secondary to tertiary education the lowest regional enrollment rate in the world.

Countries all over the world have undertaken major restructuring of their tertiary education systems to enhance their reach and effectiveness. However, progress has been uneven. All countries engaging in strategic reforms of their tertiary sectors benefit from ensuring that their national strategies and policies prioritize equitable access, improved learning and skills development, efficient retention, and considerations of the employment and education outcomes sought by graduates and the labor market. Both policies and academic degrees need to be strategically tailored to fit the needs of the local society and economy. Only then can governments realize the gains in primary and secondary school attainment through tertiary education access and progression and turn these successes into increased and sustained economic and social development.

Concepts of Curriculum

Curriculum is the outline of concepts to be taught to students to help them meet the content standards. According to Stotsky (2012) Curriculum is a plan of action that is aimed at achieving desired goals and objectives. It is also a set of instructions to reach specific aims

and objectives. Curriculum is what is taught in a given course or subject. Curriculum refers to an interactive system of instruction and learning with specific goals, contents, strategies, measurement, and resources. A modern curriculum is defined by lifelong learning, student success, digital dexterity, career readiness and new learning paradigms. University libraries are well placed to build national partnerships for innovation and to work with academics to lead the transformation of learning and teaching at their institutions. Innovation of curriculum involves the introduction of something new in curriculum that deviates from the standard practice, often because society has changed and so must the curriculum. To meet these changes, innovations are created. Curriculum repositioning makes collaboration easier. Students, teachers, and parents can communicate and collaborate more effectively. It helps to build technology-based skills, allowing students to learn, early on, to embrace and take advantage of the tools technology offers. The major challenges in the curriculum repositioning in tertiary education system as identified include shortage of specialized teachers, unconducive learning environment, poor infrastructural facility and lack of fund among others. Afanaideh (2019), sees the concept of curriculum implementation as the actual engagement of learners with planned opportunities.

Youth Empowerment

Youths play a catalyst role in nation building, FRN (2013). They are the greatest assets that the nation can have. Not only are they legitimately regarded as the future leaders; they are, potentially and actually, the greatest investment for a country's development. They serve as a good measure of the extent to which a country can reproduce as well as sustain itself" The extent of their vitality, responsible conduct, and roles in society is positively correlated with the development of their country. Obadan, (2010) submitted that our generation has empowered our youth with .schools without education; with rumours without facts; with facts without understanding; with theories without wisdom; with problems without solutions; with wounds without fulfillment; with corruption without righteousness; with greed without neighborliness; with hatred without love; with politics without development with religion without genuine fear of God, and with self-centredness without God centerdness. Youth empowerment in any development is imperative not only for national development hut because the transitional period from childhood to adulthood is quite a challenge. If the potential of these youth are not profitably harnessed and marshaled towards development, there is bound to be trouble (Ojikutu, 1998), Youth are tilled with vigour and fresh energies which need to be properly harnessed through empowerment. This will discourage them from engaging in social vices which constrain sustainable development. This study therefore seeks to examine youth empowerment and sustainable development in Nigeria.

Furthermore, youth empowerment is a process whereby young people gain the ability and authority to make decisions and implement charge in their own lives Timieblk (2010). In Nigeria, youth empowerment occurs in homes, at schools, through youth organizations, government policy-making, reality TV Amos A. Omojowo and Benedict D. Ewemie Shows, and community organizing campaigns. Youth empowerment ranges from economic empowerment to social, ideological educational, technological and political empowerment. The term "youth empowerment" combines two important words ("youth and empowerment") which must be defined differently. The United Nations, for statistical purposes, defines 'youth", as those persons between the ages of 15 and 24 years. While the Webster Dictionary

(1998), defines empowerment in three ways"(1) to give official authority or legal power to; (2) enable; (3) to promote the self actualization or influence. The strategy prescribed by the first definition can be quite effective provided that the party is being empowered (that is, the "empoweree") already has the competencies needed to achieve the desired outcome. The strategy does not work well when it is plugged into a framework of youth development in which empowerment itself is being used as a strategy for developing competencies in youth. For youth development, the third definition is more suitable, Yemisi (2010). Youth empowerment therefore refers to a process through which adults begin to share responsibility and power with young people. However, it must be noted that youth empowerment in itself has been in practice in pre-colonial Nigeria. The trans-Atlantic slave trade and the colonization of African states eventually led to the impoverishment of African youths. The post independent African countries inherited the problem of youth unemployment and other social problem. Within the African context, youth, empowerment is a of encouraging young people to gain the skills and knowledge that will allow them to overcome obstacles in life.

In the words of Omotere (2011): since crude oil is the main stay of the Nigerian economy, the concept of youth empowerment in the Niger Delta area could be seen more as a negotiated relationship between government agencies and the 'restive youth?', born more out of fear of destabilizing the national economy, than by the need to develop the creative potentials of the Nigerian youth. In the 2010 budget, for instance, the National Assembly alleges that the utilization of the capital vote for education is less than 30 per cent. The net result is that Nigerian students suffer and are so badly oriented that the national student body -the National Association of Nigerian Students (NANS) has been in tatters for years, factionalized, with its leadership determined not by votes but by blows and arms. The very institutional machinery that should process and qualify our youth for governance has become a shadow of itself, In all these, the youths are either onlookers or are used as thugs to perpetrate electoral violence and crimes- The researcher dare to state that the electoral frauds are neither inspirational to our youths nor do they portray us as a nation, in good light to the international community. Our cherished ethical values, morals and respect for the sanctity of life have become tales by moonlight.

So we have very high levels of crimes perpetrated by youths. They emulate and perfect the seamless political violence and frauds by the political class. There has emerged from the North a group – the 'Yan dabas' and 'Boko Harams' who perpetrate crimes and kill in God's name. From the West, we have The Alaye Boys and ethnic militias, who send people to their early graves and confront authorities in the name of a futuristic Oodua Republic. Okonkwo (2010)

The East is not exempted. It has witnessed armed robbery, and other crimes, while kidnapping has been elevated to the level of a thriving industry. And as stated earlier, the situation was quite explosive in the Niger Delta area before the Amnesty programme came to remedy the situation. These regional groups are outlets that provide windows of expression for our youth. The cost of youth unemployment to economic and social development is extremely high. It perpetuates the Functional Education in Nigeria: Implications for Youth Empowerment and National Development inter-gene rational cycle of poverty and is associated with high levels of crime, violence, substance abuse and the rise of political extremism. For the young women, the dangers of trafficking and entrapment in the commercial sex work are commonplace. Apart from these, many of our youths have become

so frustrated, dejected and desperate that they try to get to the more prosperous 'greener pastures of the world by all means and at all cost, even if it entails dying under the scorching sun of the Sahara, drowning in the deep waters of the Mediterranean or crushed in the landing gears of an aircraft. Yet, our youths are not inferior to youths in other parts of the world; we meet some of them in the streets and offices of Europe and America and we know that our professionals excel -n those countries. The researcher observed that Nigerian leaders do not provide our professionals and youths the enabling environment to blossom and excel. Our leaders need to give them the chance and opportunity otherwise these bundles of energy will explode in ways that our national security and unity will be threatened!

Our environment is in a sorry state, in some pails of the country, filth is piled up like the pyramids. The level of degradation is taking its toll on us all as we breath in the polluted and foul air. Taking care of the environment will be a worthwhile investment as it is capable of generating opportunities for mass jobs, thereby guaranteeing a healthier society. We must immediately start massive aforestation programmes from the mangroves to the Desert. We must deal with the different types of erosion in the country. There are indeed many sustainable mass unemployment schemes. And providing a social security scheme or more specifically, paying unemployment benefits is one scheme Nigeria should be able to afford. But to simply abandon the unemployed to their fate is an invitation to disaster. We do so at our peril. There is an increasing level of bitterness and hopelessness protracted Lack of jobs and the attendant high unemployment.

The researcher also suggested the need for a societal re-orientation where hard work is rewarded and crime punished, we cannot fight corruption in a country where u public officer found to have embezzled 25 billion Naira is fined N750000 in the name of a plea bargain. What example is this to our youths? Every now and then we are invited to series of award and chieftaincy ceremonies, Awardees flaunt crass material wealth and nine and dine in opulence in the midst of want and penury. Society is not curious about the source of such stupendous wealth. Our rebranding effort should target the correction of this lifestyle.

Concept of National Development

Development is basically an economic concept that has positive connotations; it involves the application of certain economic and technical measures to utilize available resources to instigate economic growth and improve people's quality of life. National development: Is the capacity of the country to raise the standard of living of its residents. It can be achieved by providing individuals with basic livelihood requirements and supplying them with employment, etc. Development is a process that creates growth, brings in progress and positive change. National development is a comprehensive term which includes improvement in living standard of the people, increase in per capita income, providing social amenities like education, medical care, social services, etc. to the citizens of the country. National development, measured by proxies for three of its components GDP per capita, State Capability, and Democracy⁵ is a strongly necessary and sufficient condition for achieving high levels of human wellbeing measured on these indicators. The main objectives of national development includes rapid growth of incomes of the population in general, poverty alleviation/reduction (rapid growth of the incomes of the poor), satisfaction of basic social amenities, economic needs, sustainment of a democratic values and fully participatory in society activities.

Problems Militating against Tertiary Education Curriculum in Nigeria

According to Webometrics, a respected authority in the ranking of universities globally, no Nigerian university is in the top 1,000 in the world. In fact, the highest ranked Nigerian university, the University of Ibadan, is placed 1,258 globally and number 18 on the continent of Africa, far behind universities from South Africa, Egypt, Ghana, Kenya and Uganda. This is not a compliment for a country touted as the giant of Africa and the enormous resources it has been endowed with, Higher Education Academy (2012). To say the Nigerian education sector is suffering and gasping for breath is saying the obvious. The recent outbreak of COVID-19 really exposed how terrible the situation in the sector is. While many countries found means of averting a total shut down of the sector, Nigeria is still groping in the dark. The primary and secondary levels are a bit better off in one aspect – they don't experience incessant strikes that plague the higher education sector.

Inadequate Funding

While the United Nations Educational Scientific and Cultural Organization, UNESCO, recommended that between 16-25 per cent of the budgets of developing nations like Nigeria be devoted to education, federal allocations to education in Nigeria rarely go beyond 6 per cent, a far cry from internationally recommended standard. In the 2021 Budget proposal dropped last week by President Muhammadu Buhari at the National Assembly, a mere N197 billion was earmarked for education out of a budget estimate of over N13 trillion. The breakdown shows that education generally would get N127 billion and the Universal Basic Education Commission, UBEC, would get N70 billion. With such paltry sum, how would facilities and other things be provided in the universities? Starting from lecture rooms to accommodation for staff and students and basic facilities for teaching and learning in a conducive atmosphere, the nation's universities are deeply in want. For instance, at the University of Lagos, UNILAG, there are 8,000 bed spaces for a student population of over 40,000. While preparing for the botched graduation ceremony early this year, the Vice-Chancellor (now asked to recuse himself of official duties), Prof. Oluwatoyin Ogundipe, said at a media parley that even less than 30 per cent of staff have accommodation on campus. Similarly, the National President of the Academic Staff Union of Universities, ASUU, Prof. Biodun Ogunyemi, recalled that while on assessment tour of some universities some years back, his team was stunned to see how dilapidated the laboratories of a university were, Samuel (2012).

Corruption in the System

Corruption is not only a monster, it is becoming the norm and part of the culture in this part of the world. Despite the fact that meager resources are allocated to the sector, they are mostly not judiciously used. It was in the bid to stem the tide that the government introduced the Integrated Personnel and Payroll Information System, IPPIS, but it is like creating a bigger monster while trying to tame a small one. Not minding university workers' reservations that the platform does not take into account the peculiarities of the university system, the hiccups trailing it are too many. Workers cannot say this is what they earn as salaries. A worker may be paid N5 this month and get N2 as salary the next month. Mismanagement of scarce resources is at unimaginable level.

Brain drain

In the 1960s to early 1980s, a number of foreigners were in the nation's universities as teachers and students, now the story is different. Recently, the Minister of State for Education, Chief Chukwuemeka Nwajiuba, said the bulk of government's finance in education is used to pay about 10,200 lecturers in federal universities. Is the figure even adequate for the universities? Because of dearth of teachers, a number of courses have been cancelled or not accredited. The few lecturers available are always transiting between their primary places of assignment and some private universities where they work part time. For foreign students, Nigeria is no longer a player in that market that generates over \$200 billion annually. Who will send his ward to a place where the academic calendar is never stable.

Incessant strikes

With the gradual reopening of the education sector after nearly six months of closure due to the outbreak of COVID-19, students in tertiary institutions in Nigeria, especially those owned by the Federal Government, may still spend some time at home doing nothing, no thanks to ongoing strike and threats of strike by different staff unions.

Strike is a great hindrance militating against the provision of unhindered quality higher education in the country.

For instance, the ongoing strike by ASUU would have been on for 215 days by October 15, 2020, but the closure of schools because of COVID-19 has not made its impact felt as expected. The strike is the longest in the history of the union. Already, the Senior Staff Association of Nigerian Universities, SSANU, and the Non-Academic Staff Union of Universities, NASU, are on a 14-day warning strike. They also said they would commence an indefinite one if their demands are not met. This is just as the Academic Staff Union of Polytechnics, ASUP, and the Senior Staff Association of Nigerian Polytechnics, SSANIP, have also issued strike notices.

Repositioning Tertiary Education Curriculum for Sustainable Youth Empowerment and National Development

Repositioning Education in Nigeria for Sustainable Development Goals Why is the sustainable development goals taken a crucial position today in spite of the progress that is claimed to have been made in millennium development goals? Why do we require quality education, formal and non-formal, in promoting the SDGs? Why is it necessary for the developing countries to attend to the crucial ones such as ensuring an end to poverty and hunger, promote life-long education, ensure healthy lives and well-being, and promote sustainable use of the ecosystems, in spite of the universal nature of the goals? It was claimed that the SDGs are universal in nature and were meant to apply to all countries (Leadership for Environment and Development, [LEAD], 2016). The adoption of sustainable development goals is meant to consolidate on the achievement of MDGs. In spite of the essential nature of all the goals, their achievements may prove very difficult for the developing countries.

Countries whose economy is run on aid and whose education does not promote the 21 education competencies are not likely to achieve most of these SDGs. (Bloom 2005) If education in the developing countries fails to align with the demands of the 21 century education to meet the challenges in the workforce and to ensure the well-beings of the workers, how do we use such education to promote sustainable development? Bokova (2017),

The Director General, UNESCO, avers A fundamental change is needed in the way we think about education's role in global development education has a responsibility to be geared with 21 century challenges and aspirations, and foster the right types of values and skills that willlead to sustainable and inclusive growth, and peaceful living together. (p. 7)It is necessary to say that education, in this sense, is not meant to push economic growth alone, education has now been tailored to assist in social justice, global citizenship, and sustainability (Laurie, et al 2016). This is the form education for sustainable development (ESD) takes. ESD now promotes competencies that empower individuals to reflect on their own actions and see the impacts of such actions on the environment (UNESCO, 2017). The problem of poor access to quality education by Nigerian children may stall their ambition to achieve meaningful lifestyles and well-being. The problem also spilled into how the country prepares to meet the SDGs. Thus, poor access to quality education is likely to prevent the country from participating in the current global drive to achieve the sustainable development goals. This is one of the problems the country is facing today. Verspoor (2008) uses Cameroon, Kenya and Niger to illustrate his point while explaining the problem of poor access to education in Africa. According to him, no children from the poorest income quintile, in these countries, are enrolled in tertiary institutions, yet Berthelem (as cited in Verspoor, 2008) believes that crossing the human capital threshold and moving to higher levels of economic performance will require 'ambitious investment in education'. Berthelem's study seems to suggest that countries in Africa affected by poor budgetary allocation to education risk further deprivation in human capital development.

The issue of quality education in sustainable development programme entails providing adequate learning experience for the young people. UNESCO (2012) declared in chapter 36 of Agenda 21 four goals of education to be provided.

- To promote and improve the quality of education- to refocus lifelong education on knowledge, skills and values which the citizens need to improve the quality of their life.
- To reorient the existing education programmes from primary to university to serve as a vehicle of knowledge, thought patterns and values needed to build a sustainable world.
- To raise public awareness and understanding of the concept of sustainable development to develop enlighten, active and responsible citizenship locally, nationally and internationally.
- To train the work force continuing technical and vocational education involving directors and workers to enable them to adopt sustainable modes of production and Consumption.

In order to promote the four goals, Nigeria may have to adopt a policy reform option. The basic policy reform option may be to make teacher education rigorous enough to emphasize adequate knowledge of the content area and mastery of teaching methods. The emphasis should be to prepare students adequately for the contemporary challenges in the global community, and to make the teaching of fundamental skills and competencies teacher's teaching/learning paradigm. The quality dimension in education implies that students are adequately prepared for their future. It implies that the needs of individual students are considered and addressed in both content and methods to be used in schools (UNESCO, 2005, as cited in UNESCO, 2012). It may be recommended that attempts should be made to discouraged rote memorization; while participatory learning should be encouraged. School managements must ensure that a strict adherence to policy implementation is followed

especially the one that exposes students to skills and competencies. There is a need to monitor the implementation of a policy of this sort to ensure that it does not create a vacuum in the system. The National Policy on Education, either in its earlier form or in its present form, has never reflected what Imam calls “its social and political environment to fashion its educational system.” Its root has been America's, hence foreign in spirit. In order to Africanize its content and structure, the policy should incorporate the input of teachers, community, experts in different fields so that in methods, contents, and principles it can reflect the need and aspirations of the people.

Conclusion and Recommendation

The level of development of education is said to determine the level of development of a nation's economy (Obanya, 2004). This is only possible if a nation is ready to address itself to various demands related to personal and societal survival and development (Obanya, 2004). There may be need to re-examine the curriculum content and delivery methods in Nigerian schools, shifting the emphasis from textbook-oriented learning to competence-related learning that can guarantee sustainable future for our children. Such an orientation is imperative given the demands of the 21 century society. This orientation involves a conscious acceptance that education is a preparation for life, hence educating people to question, criticize, and analyze issues bordering on the environment, and society and economy is a desirable exercise to do. There is a need to de-formalize the existing education system to provide the local community the opportunity to see the connection between the impacts of their activities on the environment.

Solutions to Problems

According to the National Secretary of the Nigeria Union of Teachers, NUT, Mike Ene, it is just a matter of priority. “From cradle to death, life is full of struggles and if you structure your life, you will find out that in the face of scarce resources, some ambitions are better forgotten. That will lead to giving priority to some areas. If we want the best for ourselves and country, education is a top priority.

“No nation can rise above the level of its education and if we don't want to be left behind, we must begin to fix the sector, as the future of the country is at stake,” Ene opined. For the National President of ASUU, Prof. Biodun Ogunyemi, government and its policies on education are to blame. “Look at the amount allocated to education in next year's budget, as usual, it is below expectations. For years now, the government has not allocated more than 6 percent of the budget to education and that doesn't show us as a serious nation. Even the slight increase in the figure pales to nothing when you consider the value of the naira.

“What the government seems not to understand is that if adequate funding is given to the sector and attention focused on it, it can be a great source of revenue to the country. Foreign students would come and pay in foreign exchange and that is what can be used to finance the education of locals. That is what other nations do when they attract foreign students.

“On strikes, government is fond of making promises it cannot fulfill. They will promise something now and renege on it. Everything boils down to lack of seriousness and we are just toying with our future,” he said. The South-West Coordinator of the National Association of Nigerian Students, Kappo Samuel Olawale, urged the government to be

serious about education and called on the workers to be considerate too. “The government should do the needful by giving the necessary attention and support for the sector. We must know that our youths are going to compete in the global market and whatever we did not inculcate in them, they cannot show it.

“As students, we are appealing to workers in the sector to also be considerate and be ready to make sacrifices and shift ground where necessary. Corporate bodies too should help fix the sector. Interventionist agencies such as TETFUND must be supported to discharge their obligations” he noted.

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