

MANAGING POLICY FORMULATION AND IMPLEMENTATION INNOVATIONS IN EDUCATION AND SECURITY IN THE DEVELOPMENT OF NIGERIA

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Abstract

This paper examined the process of what is expected of stakeholders such as learners, teachers, accounting heads of schools, parents, ministry of education officials, quality assurance officials from Universal Basic Education Board among others in the education sector. They are to manage policy formulation and implementation innovations in education and security in the development of Nigeria. This development is for them to be enhanced with options of right policy formulation and implementation approaches. This evolved because of the fact that education portend the global instrument for the growth of the entire citizenry for effective and efficient service-delivery in educational administration towards achievement of goal. The paper specifically addressed the following sub-themes: managing education for innovation and development; education policies, formulation and implementation blueprint; national policy of education versus innovation in retrospect; education innovation for managing security; likely innovative educative/ programme in the education policy formulation for national development; challenges of managing education for innovation and security; and the 6-3-3-4, 9-3-4, and 1-6-3-3-4 and Universal Basic Education policy structures of education. The paper concluded and recommends among others, that, federal, state and local government education authorities in the 774 local government areas of Nigeria should infuse innovation of educational management information systems during implementation of policy.

Keywords: *Innovation and Security; Development; policy formulation; policy implementation; and Educational Administration.*

Introduction

Education portend the global instrument for the growth of the entire citizenry to achieve effective and efficient performance in the individual, community and overall development and advancement of every nation involved. It is meant for the promotion of economic and development of the sovereignty of Nigeria and Nigerians. It is stipulated in National Policy on Education(2014), education is a weapon per see for social and economic development of citizens. Education also develops in individuals those values which make him or her good citizens with attributes of honesty, selflessness, tolerance, dedication, hard work and personal

integrity, all of which provide the rich resources from which good leadership potential is built on after graduation from schools (Anyawu, 2019).

On this note, government has invested so much funds on it at the federal, state and local government educational levels. The complexity of school population is high at the basic, postbasic and tertiary institutions of educational administration and management. Managing policy formulation and implementation innovations in education and security in the sector is expected to be planned, organized, coordinated, directed, and budgeted for very well (Harbau & Egbebi, 2019).

The planning and implementation stages of the school curriculum ought to be monitored for the training of younger generation to balance justification for the promotion of teacher quality; learners' access and quality education service delivery; implementation of drafted curriculum to include where necessary concerned stakeholders (learners, teachers, accounting heads of schools, parents, ministry of education officials, quality assurance officials from Universal Basic Education Board etc) activities during planning stage till completion stage. These are to be processed in line with the nature of the environment and nature of learners anyway.

From 1842 till today, several education policies were formulated and implemented in the systems of educational administration and management at different times in Nigeria. The colonial masters from Europe came with the education policy that favour their own continent (Amusan, 2010). Innovation usually come to life through interpretation of policy statements and interactions between players of curriculum formulators and implementers through step by steps ideas as generated in the process. Such players are expected to identify areas that could lead to innovative educational practice. This may develop into the protection of security education.

Innovation doesn't occur in a vacuum, but requires open interactions between systems and their environments, for instance the school and its society/community people (Organization of Economic Cooperation and Development, OECD, 2016). This is also usually much the case for education sector. Schools transformation efforts needed support of re-sounding policies from actors and other stakeholders such as parents, community leaders, scholars, nongovernmental organization among others. The actors and other stakeholders are agents of innovative and security education in the system.

In recent years, the education industry has taken on a very important role bringing innovation that may lead to security education in schools and colleges from basic to tertiary education levels. The African traditional setting formulated an informal policy of school governance without written. For instance Islamic education, it was reading and writing of Arabic letters and lessons of holy Quran for better living standards in the Islamic and Arabic Education entrenchment (Arikehuyo, 2016). The Christian western education surfaced at its time and season to facilitate evangelism of the gospel of Jesus Christ and to promote trading activities of the white men in Africa and most especially in Nigeria. With it, the idea of reading, writing and arithmetic (3 Rs.) systems of education was fashioned out (Egbebi, 2019). The white collar jobs were given to people and they worked as interpreters, clerks among others (Amusan, 2010). All these put together promoted foreign education policy

The era of taking over of schools by the colonial government that employed series of ordinances regarded as policies of educational administration came on board: the Luggard constitution of 1900; Clifford constitution of 1946; Macpherson constitution of 1951 among others. The dispensation of Nigeria government taken over the educational administration developed at a time in retrospect when the first Premier of Western region in person of Chief Obafemi Awolowo launched the free education systems of educational administration in the year 1955; Eastern regional government launched its own in 1957 and Northern region in 1959 respectively.

Challenges identified with the series of educational administration policies whether formal or informal led to the 1969 national policy of education conference. This was done to arrive at a master template to administer education sector plan for innovation and security education for development in the country. From those stages of unique educational development up till present, questions that has to do with innovation and security for development ought to be asked. This paper therefore, addressed the process of managing formulation and implementation innovations education and security in Nigeria.

Managing Education for Innovation and Development

Managing education for innovation connote the formulation and implementation of contents of education policy to pin-point innovative statements that could bring about innovation in the systems, not just of new ideas, knowledge and practices. Innovation signify the tool to improve ideas, knowledge to refines teaching and learning process for best attainment of the reason for establishing schools (Kostoff, 2003; Mitchell, 2003). The ultimate attraction is to bring improvement in the methods of teaching and learners' academic performance, cost efficiency, equity or public satisfaction through effective policy making process (Kostoff, 2003; Mitchell, 2003).. Innovation is thus different from reform or change, which do not necessarily mean the application of something new, nor does it imply the application of improved ideas or knowledge (King & Anderson, 2002). Huerta Melchor (2008) suggested that reform is only one way of arriving at the right changes in the system; it implies a special approach to problem solving through reform of the systems.

At some point in time, changes in school organizations are key parts of a reform for the innovation needed, but other reforms may produce little or no change. Change may be an intended or unintended phenomenon, whereas reform to produce innovation is structured and programmed as it has been experienced in the stages of educational administration and management in Nigeria. This cropped up right away from traditional era to the present dispensation in the systems of educational management. Reforms can occur in political, economic, social and administrative domains and contain ideas about problems and solutions and are typically understood as initiatives driven from the top of a system or organization. This will develop in school administration when stakeholders in their strength were able to identify elements of innovation in the existing educational policy. They are not supposed to be reviewing, re-editing and re-publishing education policy over and over.

Innovation is defined as “the implementation of a new or significantly improved product (good or service) or process, some new instructional management strategies, or a new organizational method in school business practices, workplace organization or external relations”. This could be attributed to the ideas incorporated in the national policy on education on how school should

be administered around human and non-human resources for innovation and security education attainment. In this definition, implementation refers to the introduction of a school product to the sector, or the actual use of processes, various methods of teaching by the classroom managers to achieve objectives easily with results.

Education systems are running up against serious problems which, if left untouched, could result in serious risks not only for education itself but also for future economic growth, social progress and well-being of stakeholders. According to OECD (2016), since the mid-20th century, education systems have expanded enormously and human populations have never been more highly educated than today. Emerging economies and developing countries are now also relentlessly expanding their education systems, seeing education as an indispensable ingredient of innovation for modernization and progress. Indeed, the benefits to individuals and societies remain very impressive. Yet, although many policy makers may consider the continued expansion in numbers as the best route forward.

The 1969 education conference in Nigeria is an advance of innovation to get a best master plan to administer education systems at the three levels of educational administration nationwide. UPE in 1976 came as an innovation to improve practice and standards in primary education systems; Universal Basic Education as launched by Chief Olusegun Obasanjo in 1990 and implementation of such began in the year 2000 to promote innovation of access, equity and fair play for all children of school going age to be in classroom. This development supported the 6-3-3-4 programme of education. Learners are to spend six years in primary school, three years in junior secondary schools; three years in senior secondary schools and finally four years in tertiary institutions. Like Universities, other levels of tertiary institutions like colleges of education, polytechnics and many more fall under the last four years of educational pursuit in the ranking.

Education Policies and Formulation and Implementation Blueprint

National policy on education was revised in 1977, 1998, 2013 and 2014 respectfully as an instrument of innovation for best educational implementation package. During the formulation stages of development, steps for implementation were so stated. Human and materials resources to be provided are stipulated for smooth running of stages of educational development and growth in basic, post-basic and tertiary institutions. At implementation stage, the goal of managing education for innovation are in most cases thwarted by players. The major challenge of education has to do with productivity and efficiency.

National Policy of Education versus Innovation in Retrospect

Prior to the 1969 education policy formulation and implementation and other years of reviewing the policy in Nigeria as stipulated earlier, the 6-5-4 education programme in schools did not allow innovation of administering school programme of studies in line with our culture in the tropical region that favours agricultural practice and vocational education that may lead to self-reliance and hands-on learning. It allow book knowledge alone. Then, the innovation there present in it is for the students to get white collar job in the long run (Egbebi, 2019). As a matter of fact, efficiency signify the balance between resources invested in education and the outcomes in terms of students' enhanced performance and equity.

Over the past years, more resources have been invested in education, but up today, in most countries the percentage of top performers has declined and while the PISA data show some progress in equity, huge gaps is still in equality of opportunity and education outcomes between various social groups (OECD, 2013). The innovation for security education expected from programme of studies, then refused to yield the appropriate results despite the fact funds have been disbursed towards school resources. Ibraheem., Umar., & Ajoke (2013) noted that the innovation brought by the Southwest governors by bringing education resources to promote self-reliance and vocational education did not yield results because all the teachers to use the equipment procured were not trained. In the long run, such education resources melted in the labouratories and buildings where they were stored. Innovation that can sustain security education are embedded in the formulated policy to guide educational administration but the ability of the stakeholders to identify the tune of innovation in the policy are the key factors to bring about such.

Furthermore, if all pupils right from primary schools to university level will be encouraged to practice agriculture, there will be more food for export and local consumption, if not for exportation. Some questions rightly come to mind here: do teachers have the methodology on practical agriculture? Is there landed properties to implement the skills gotten by the teachers if there is any knowledge, skill and cognate experience on agricultural training programme? School leavers and graduates from tertiary institutions possesses just skills for white collar jobs as stipulated by researchers (Amusan, 2010). Most students find it difficult to show skills in the world of work on the courses studied by themselves. The labour market is now full of these crops of students that cannot perform on their own volition coupled with unemployment saga in the nation. As a result, most graduates have now resolved to look for alternatives of survival through yahoo-yahoo; book-haram etc that have affected security atmosphere in schools and colleges and the country at large (Bello, 2012).

Education Innovation for Managing Security

Education innovation for managing security in the promotion of development of education in Nigeria is an indispensable tool in the hand of educational administrators. Nwagboso, (2012) stipulated security terminology as the act of being safe from harm or danger, the defense, protection and preservation of values, and the absence of threats to lives and properties. Security as a concept is all about survival and the condition of human existence to enjoy maximum safety wherever. This development exists when people live together in a certain environment without disturbance or violent. In the same vein, Adejumo (2011) mentioned that security is the act of keeping peace within the governing territories. This is usually done by upholding the national law and defending the internal security threats in different areas of the country, this time around in school organizations. Adebakin, (2012) also viewed security as freedom from danger or threats, and the ability of a nation to protect and develop itself, promote and cherish values and legitimate interests and enhance the well-being of its citizenry.

The weapon of innovation is used to sustain hitch-free atmosphere in the school system to achieve education objectives. Anyawu (2019) carried out a research on the best factors to maintain adequate security in school organization and she reported that improper management of education system in term of resources allocation, corruption, poor leadership corruption is albatross to national development in Nigeria. Most importantly, emphasis on vocation and

technical education to inculcate in the students' skills of self-reliance that will take them off the street and away from social crime related behavior that inhibit adequate maintenance of security in school environment for smooth administration are not implemented well.

At present, there are existence of threats against security in schools in the like of activities of gunmen, bandits, kidnappers, Boko Haram/ISWAP who occasionally and without notice endangered the security virtues of citadel of learning most especially at basic and post basic institutions today (Bello, 2012). A number of students have been denied their fundamental human right of free access to education; equity and fair play. The instance of Chibok girls; etc are living witness of attack against the peace of the colleges due to insecurity challenges that is prevalent in the country up till now.

Security education entails the mechanism put in place by school organization through the enabling instrument in the policy by the government to avoid, or ameliorate, prevent, or resolve violence through conflicts, and threats that originated from people, other states, non-state actors, or structural socio-political and economic conditions in the community, state or nation. Likely Innovative Educative/ Programme in the Education Policy formulation for National Development.

The federal government through relevant organs and agencies have established the following statutory bodies as channels of innovation. There was a placement for such in the national policy of education, FRN, (2014) and Universal Basic Education Act of 2004 (UBEC, 2008).

1. Universal Basic Education of 6-3-3-4. This was created to bring about free education and entrepreneurial and vocation education for innovation of self-reliance and not book knowledge. Students are to spend six years in primary school; three years in junior secondary school; three years in senior secondary schools' and four years in tertiary institutions (Universal Basic Education Commission, 2008). This systems of education translated into 9-3-4 unimplemented in the year 2009; and now 1-6-3-3-4 structure of practice (UBEC, 2008)⁹. The system of education was back up by Universal Basic Education Act of 2004 with stated laudable objectives that could lead to innovation and security for educational development.
2. Educational Management Information Systems: This aspect was packaged by the Federal Ministry of Education and the support of relevant agencies like United Nation International Children Education Fund, etc to gather data on every form of school activity and process them to become information for the aid of easy decision making in the sector. Necessary information on students' enrolment; repeating rate; graduation rate; promotion rate among others will be got with minimum effort of the operators. This may promote innovation as well
3. Technical Education: This aspect of education policy programme encourages technical education after secondary education. The courses of studies include: woodwork; welding; art work; catering and hotel management and a host of others. As of today, there are limited technical schools around

Challenges of Managing Education for Innovation and Security in Nigeria

Policy formulation and implementation has series of challenges of managing education for innovation and security in the development of education in Nigeria. This came as a result of

missing-link between the government and the public user of policy and also the government and its agencies. In most cases policy formulators usually failed to involve implementers during process and this development accounted for failure at implementation stage. Dahida & Peter postulated the following as challenges of managing education for innovation and security.

1. Multiplicity of agencies involved
2. Lack of or inadequate coordination of the players
3. Bureaucratic orders of actors regarding when agencies could implement the policy with what terms.
4. The duration of the programme to promote continuity as planned.
5. Corruption in the systems of formulation and implementation of policy by stakeholders
6. Lack of continuity in government policies.
7. Inadequate human and non-human resources sometime.

All these put together created gaps between stated policy, goals and the realization of such as planned for initially (Makinde, 2016).

Conclusion

The paper concluded among others that, education policy blueprint may not actually be the issue in its formulation as there are inputs and statements for a particular level of educational administration that possesses elements of innovation for security education development in Nigeria. It is the ability and capability of stakeholders to identify such areas of innovation for development in the programme and then implement the policy to achieve objective. Several educational policy structures/programmes such as 6-3-3-4; 9-3-4 in 2009; and now 1-6-3-3-4 curriculum have been implemented. The examination of trade and vocational education subjects in 6-3-3-4 could be seen as a package to bring about innovation for security education. The challenges of these programme include: personnel; funding; capacity building of staff; supervision of programme of studies; infrastructures among others during curriculum implementation (Harbau & Egbebi, 2019). More so, there are about 35 trade subjects in the Federal Republic of Nigeria, FRN, (2014) which promote entrepreneurial education for learners. Constraints against all these are equipment and material for the teaching and practice of all these. If students should choose agriculture, there ought to be farmlands provided by schools and trained teachers to teach and guide the students to become a mechanized farmer. As a result, the problem may not be with the education policy formulation but the implementation strategies and plan that will bring about innovation for security education. Insecurity abound today in most schools, most especially in the Northern part of Nigeria. Most students are not in schools, the case in point of the almajeris; some learners are out of schools. Devil usually finds jobs for an idle hands and it is the categories of these out-of-school children that will grow up to become boko-haram, bandits, gunmen, and many more. The chibok girl in Maiduguri and Dasi experience are reference points in which so many learners were abducted and taken away as security threats to school administration and educational development in Nigeria.

Recommendations

1. The federal, state and local government education authorities in the 774 local government areas of Nigeria should infuse innovation of educational management information systems during implementation of policy.

2. The goal of Universal Basic Education as an innovation should be to promote self-reliant learners with technology-driven classes.
3. Physical objects on which innovative ideas are required in schools should be supplied to all schools in the right order to make teaching and learning practical.
4. Teachers should bring about innovative ideas in the school curriculum for security education and also sent abroad for training on the know-how on best classroom instructional management strategies.
5. All stakeholders in the education sector in Nigeria vis a vis the federal, state, and local government must partner with private investors including Non-governmental organizations to bring in all participants during formulation and implementation of school curriculum for innovation and security education..

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