
DEMOCRATIZATION, GOOD GOVERNANCE AND EDUCATION: A COMPARATIVE STUDY OF POLITICAL AND SOCIAL ISSUES IN EDUCATION IN TWO (2) LOCAL GOVERNMENT COUNCILS IN BRITAIN AND NIGERIA

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ABSTRACT

This paper focuses attention on a theme that is as old as mankind, as current as today's pre-occupation and as relevant to our future as a people. It is universal in the sense that the theme is not peculiarly Nigerian or British, but something that is the preoccupation of the whole world. Democratization, the process of becoming a "democracy", is spreading its wave throughout the world in a slow, gradual, long-term historical process. It is a broad phenomenon, which is not only political, but also economic and social. Good governance is also of paramount importance the world over because it has to do with the welfare, happiness and good life for the citizens, maintenance of law and order, freedom and human rights, sovereignty and territorial integrity and relating with regional and international communities on the level of mutual respectability among a host of other characteristics. In the same vein, throughout the world, education is seen as an investment that can help speed up national development. The paper compares and contrasts political and social issues in education in two Local Government Councils in Britain and Nigeria. As a substantial piece of work, this study makes a significant and original contribution to an understanding of politics and education in the Nigerian and British societies. In a lively and original way the paper demonstrates how political and social pressures become the predominant determinants of how education is administered and raises issues of fundamental importance to an understanding of politics and education in the Nigerian and British society, especially at the local government level. The paper combines facts discovered by the author during his research in Britain and practical role as a British Local Councillor for many years and chair of Southwark London Borough Council Committees on Licensing, Secure Accommodation Review Panel and under 8'S Committees on Education Leisure and Social Services. London Councillor Dr. Olayiwole also served on Committee on Planning, Regeneration and Economic Development, Equalities Social Services, Education, Housing, Community Development and chaired Borough and bankside Community Council in London to mention just a few . The author also conducted researches in the Egbeda Local Government of the Pace Setter State of Oyo in the South West Geo-political zone of Nigeria as an indigene of Elelu village in the area with insights which add to an understanding of the role of political and social issues in education in the two councils of the two countries compared. The paper concludes that as it obtains in Britain, the Nigerian constitution needs to be amended to make education free and compulsory especially at primary and secondary school levels. It further recommends that the issues of inadequate funding; defective school education institutions premises and environment; the limitation to the use of English as the only language of education; the non-challant indifferent family, private sector and non-governmental organizations' inputs in education, and the ubiquitous role of the mass media of communication in education need to be addressed urgently. The process by which quality

of education is sacrificed at the altar of politics receives attention in the paper. The paper critically examines the trends and direction of research in the field of politics, education and society and identifies critical areas for future research including comparative cross national researches in the field. It is the author's contention that there is a substantial gulf between the theory and practice of politics, education and society. The author examines a number of other equally important inter-related factors which consist of poor training facilities and methodologies; improper and inadequate resource materials; under-qualified teachers, and unsympathetic or hostile school authorities and government officials. To achieve better education for all, the citizen's right to free and compulsory education must be legitimized while promoting equal opportunities, social justice, equality and socio-politico-economic human rights in all ramifications in politics, education and society.

INTRODUCTION

This study on Democratization, Good Governance and Education compares and contrasts political and social issues in education in two Local Government Councils in Britain and Nigeria. The paper considers and examines the relationships between politics, education and society in the two countries compared. In view of the potential and real 'powers' of the political and social issues on education, democratization and good governance.

Definition of Terms: Theoretical Conceptualization and Conceptual Clarifications. It is pertinent to attempt definitions of the following terms used in the study – Democratization; Good Governance, Education, and Politics. Democratization refers to the process of becoming a "democracy". The word was first used by Bryce in 1888 (McLean and McMillan, 2003). As a concept itself, 'Democracy' is pervasive in modern value systems but elusive in definition. Lip service to democracy is almost universal, even while it is being misunderstood. Nevertheless, democracy can be described as a system of government which is representative of all peoples and interests within a state. (Olayiwola, 1974, 1980, 1984, 1986, 1987, 1987^a, 1987^b, 1988, 1989, 1991, 1991^a, 1992, 1993, 1995, 1996).

Democracy is also a political system which meets three essential conditions: (1) meaningful and extensive competition among individuals and organized group for the major positions of government power; (2) a highly inclusive level of political participation in the selection of leaders and policies; and (3) a level of civil and political liberties. (Dahl, 1971; Benn, 1975; Schumpeter, 1942; Appadorai, 1940; Sartori, 1962). Good governance is defined as a governmental action that fulfils the terms of its social contract with people (Onuoha, 2005). Education is designed to guide a person in learning a culture, moulding his behaviour in the ways of adulthood and guiding him towards his eventual role in society (Bolarin, 1994). Education is a major element in manpower development as well as being a major means of effecting change in a society (Kayode and Usman, 1983). Education is seen as an investment that can help speed up national development throughout the world (Okedara, 1984). Politics is about the acquisition, sharing and shaping of power; politics is about the authoritative allocation of resources, the determination of who gets what, when and how, it is about rule-making, rule-application, participation, legitimacy and choice. (Olayiwola, 1987, 1988, 1990, 1991, 2009; 2010;

Qualter, 1962; Edelman, 1971; Pickles, 1972; Laski, 1974; Ball, 1971; King, 1977; Stewart, 1972, Smith, 1980; Ayoade, 1997, 2010).

Definitions of politics are legion. Politics is the exercise of power; it is communication; the resolution of conflicts; politics is consciousness formation; it is social mobilization; it is contestation; it is institutionalized struggle, politics is transcendence, the bringing about of change both at the level of the person and at the systemic and sub-systemic levels. Dudley, 1975; Weber, 1948; Easton, 1953; Lasswell, 1936 and Fegan, 1966).

The Significance of Comparative Methodology

This paper employs a comparative methodological approach in analyzing and explaining the phenomena of political and social issues in education. It is argued that a lot can be gained in the examination of the significant similarities, regularities and differences in the historical, political, economic and social structures of the countries being compared as these factors relate to education in those areas, as well as the working of political, educational institutions and behaviours. Lessons from comparative, cross national researches, discussions of the methodologies implemented, modes of policy – planning, and the prevailing ideology in educational systems are capable of shedding more lights into how, why, when and where political and social issues affect education positively and/or negatively. Some of the aspects that are useful and researchable in comparison include: relationships between pedagogy and politics; efficiency of the systems; connections between education and productive work; and interaction between formal education and non-formal education. It is argued that changes in management styles, teaching techniques, curriculum design, learning materials, etc will depend on the new political and social planning rationale in education. Educational reform would also be affected by the contradictions in the power structure.

In addition, at least, four other distinct objectives can be realized from an analysis of two or more polities; objectives that could not be realized if analysis were confined to a single polity. First, cross-polity comparison makes possible the construction of classifications, typologies and rankings. Second, cross-polity comparison can yield a panoramic description of the universe of polities. To what extent do certain traits prevail? What overall qualitative generalizations can be made? What trends can be discerned. A third objective is the identification of uniformities of polity characteristics. In what ways do certain polity characteristics cluster together, thus defining the type of polity and distinguishing it from another type? Are there certain process regularities and certain behavioural regularities that recur from polity to polity? These are questions to which comparative analysis can provide answers. The fourth and final objective of comparative analysis is explanation and this is the highest objective. If a comparison of two or more polities reveals differences, the analyst must attempt to explain these differences. (Scarrow, 1968; Roberts, 1972; Almond, 1956; Apter, 1958; Heckscher, 1957; Macridis, 1955; Neuman, 1957). In addition to our utilization of comparative methodological analysis, this study also uses a multi-layer approach. The paper is based on:

- a. review of extant literature on the flash points in politics and education in Nigeria and Britain

- b. government records, gazettes and/or documents in the two Local Government Councils being compared;
- c. memoranda on politics and education submitted to the governments;
- d. local council committees and workshop reports;
- e. informal discussions with local councilors, directors of education, school headteachers and students of the two local councils being compared;
- f. the case studies of the two local government councils relied on a combination of approaches, including the use of:
 - a. focus group discussions (FGD)
 - b. participant observation;
 - c. desk research; and
 - d. interviews;
 - e. questionnaires

THE HISTORY OF POLITICS AND EDUCATION IN NIGERIA

Regardless of the several ideological positions which political and social scientists have employed to describe, study, analyse and explain political and social issues in education in Nigeria, from the colonial period, to post-colonial era, the military interregna, the first, second, third, fourth, fifth and the sixth Republics in Nigeria, the country's situation is a product of its geo-socio-politico-economic and cultural history. In other words, the observable seemingly insurmountable problems of education have their foundations in those political, economic, cultural, social issues and non-educational factors that have structured the historical development of the Nigerian state. Nigeria is a good example of an unstable country in Africa especially as far as politics and education are concerned. Politically, the country has witnessed a series of coups, counter coups, rumours of coups, abortive coups, demands for coups, civil war, political, ethnic, religious disturbances, intermittent military and democratic governments (Olayiwola, 1991, 1996). These contradictions and campaigns in the Nigerian political system (Sklar, 1965) are also exacerbated by inter-state rivalry between the current 36 states of the federation, as well as by social, political, economic, mass media and educational inequalities. In the words of Kirk-Greene, 1971, "

In the final analysis the Nigerian tragedy has been bedeviled by a set of oppositions – generalized, stereotyped, not necessarily of the same order and maybe imaginary, yet each widening the wound and reducing the hopes of healing it; North vs South, Islam vs Christianity, alleged feudalism vs assumed socialism, federal vs unitary preferences, traditional authority vs achieved elitism, haves vs have-nots, each with sinister undertones of tension, irreconcilability and threatened withdrawal. None was quite entirely accurate. Nevertheless, each opposing set had sufficient seeds of truth within it to permit, and even fertilize the growth of feared fact from the semi-fiction of its existence. (Kirk-Greene 1971, 5).

However much difference there may exist between different ideological groups, or between a colonial or nationalist government, or between a civilian and military leadership, all affirm the central importance of education in solving economic, social and political problems, especially the problems of poverty and socio-economic inequality. Surely, different interest groups look at educational inequality from their philosophical standpoints. According to the left, the poor do not have access to good education because the upper class manipulate the economic and political structure in their own favour against the poor. Therefore, the educational poverty of the poor families is a product of the existing productive and social relations. On the other hand, the right opines that because of the lethargy of the poor, they have failed to seize opportunities for better education. Consequently, the position of the poor is their own creation. The centre-liberal thinkers argue that the bad education to which the poor have been exposed through poor funding, bad staffing and curricula as well as certain sociological and cultural factors have combined to perpetuate their existence within the poverty trap. It is argued further, that the process of modernization in emerging societies tend to create alternative avenues of mobility that are in competition with schooling. In times of rapid social change therefore, education may not necessarily be seen by the clientele as the most effective and perhaps most economically and socially functional avenue of mobility. Thus present day observable regional inequalities in education may be the result of the pattern of past differential responses to alternative avenues of mobility among which education was and is still one (Blackmore, Hinchliffe, 1970).

In spite of possible ideological differences, every government, civilian or military and each of the defunct or existing political parties in Nigeria agree that if they were the political authority in the country, education policy would constitute the centre piece of all their programmes to improve the conditions of the "wretched of the earth" (Fanon, 1967). This idea has had a great impact on public policy in the last few decades since independence. An understanding of the historical development process at the national level will serve as the political environmental background within which the education sector will be appraised. In other words, in order to appreciate the performance of any subsystem, its place within the total system dynamics must be understood, particularly since our main concern in this investigation is to provide an understanding of the problems generated by the structural relationship which exists between the educational system and the larger environment. A most important and common fact about all systems of education is that all the policies which affect the system and the way resources are allocated between education and other sectors of the economy do not occur in a political vacuum. Politics and social considerations often penetrate the educational decision-making processes; thus what we see happening to and within the educational system are manifestations of the responses of the system to the political and social changes within the environment. The pattern of these changes is, again, dictated by the values shared by those who control political power and ipso facto the educational system. The history of education in Nigeria from the colonial period, independence, post-independence era, the military regimes and subsequent democratic governments has been over-flogged and needs not detain us. The issue of our educational set up being a direct descendant of the English school system

needs no flogging (Kayode and Usman, 1983; Fafunwa, 1974; Obanya, 1985; Okedara, 1992).

Our concern is that political and social issues in education in Nigeria attest to the fact that the Nigerian education system is not devoid of class interest and lopsidedness. Cast within the framework of dependency theory, enhanced by class analysis approach, the educational system in Nigeria easily lends itself to the convincing fact that it fails to take due cognizance of some crucial factors, namely, the social class origins of primary school children and post-primary school students; the indisputable, differing standards of our schools at the first and second levels of education, and the unbridled regard for social stratification generally in Nigeria. In order to have a thorough understanding of it, one needs to situate the whole issue of education in Nigeria within the framework of dependency theory, which, in the words of Dos Santos (1970, p. 231), means:

...a situation in which the economy of certain countries is conditioned by the development and expansion of another economy to which the former is subjected. The relation of interdependence between two or more economies, and between these and world trade, assumes the form of dependence when some countries (the dominant ones) expand and can be self-sustaining, while other countries (the dependent ones) can do this only as a reflection of that expansion...

One merit of dependency theory is its claim regarding the externalisation of the causes of underdevelopment, with a critical eye on colonialism. Another is its attempt at highlighting the need to reconstruct the history of underdevelopment in terms of the geographical metaphorical concepts of the 'centre' (i.e. the coloniser) and the 'periphery' (i.e. the colonised). Nevertheless, what the dependency theory has done turns out to be grossly inadequate in the sense that it focuses merely on external factors without taking cognizance of the class(es) or group(s) in the underdeveloped countries. In other words, relations of exploitation in terms of social class are ignored. The point is that dependency theorists are concerned mainly or even exclusively with the objective, rather than the subjective, side of reality. That is, they do not bring their thoughts, feelings and opinions to bear on objects/factors existing outside their mind. They, therefore, seem to be so carried away by objective factors that they woefully fail to read between lines. Indeed, to make an historical reconstruction devoid of class analysis, as is the case with the dependency theorists, is to offer an explanation so incomplete as to be naïve. For the inadequate historical reconstruction, epitomized by the Nigerian educational system, is no more than a façade for the active existence of a higher category of power, i.e. a dominant class, itself fundamentally fostered by the prevailing capitalist-oriented socio-economic formation in Nigeria.

The Nigerian 6-3-3-4 educational system fits well into the dependency theory within the context of the uniting claim of all dependency theorists, namely, that the causes of underdevelopment are mainly ones external to the underdeveloped countries. Like such dependency theorists as Samir Amin, Gander Frank, Emmanuel Wallerstein, etc, the architects of the Nigerian education system sought to reconstruct the history of the relations between the 'centre' and the 'periphery', thus focusing on colonialism. Clearly

evident is this from the editorial of the *Nigeria Educational Forum* (June 1982, p. 1). The editorial runs thus:

It (the new system) is formulated as an answer to the gross imbalance inherent in the educational system inherited from our colonial past and perpetuated to date...

Much as the formulation and introduction of the new educational system sound as an attempt at highlighting the need to reconstruct the history of underdevelopment (which is a concern of dependency theory), the educational system is bedeviled by a number of limitations. Under the 6-3-3-4 educational system, pupils are required to spend 6 years in primary school (including pre-primary school) 3 years in junior secondary school, 3 years in senior secondary school and 4 years in post secondary institutions (i.e., university or such other institutions of higher learning as polytechnic, college of education, etc). It is important to note that the 6-3-3-4 educational system has been formulated and introduced in an attempt to remove the defects in the old 6-5-2-3 educational system by virtue of its provision for vocational education, expected to make its beneficiaries self-employed (and self-reliant) in the event of inadequate employment opportunities. Another rationale underlying the introduction of the educational system is that the imbalance between liberal arts on the one hand and science and technology on the other will be redressed. There are, however, a number of problems with which the educational system is confronted. The problems include funding of education. The major concern of people has been with such abstract problems as the training of new generation of teachers, counsellors and guardians, curriculum development, building and equipment of science laboratories and technical workshops, the day-to-day management and administration of the educational machinery, and so on. These, needless to say, are problems generated and encountered in the process of implementation rather than the fundamental problems inherent in the system itself.

The Nigerian Constitutional Provisions on Political, Social, Economic, Educational Issues etc.

As can be seen in the following socio-politico-economic and educational objectives enunciated/entrenched in the Nigerian constitution 1999 as amended, education is not a right but a privilege. In fact, in all the Nigerian constitutions from 1922 to 1999 as amended, education has not been conceived as a basic right of citizens. Although, primary school education has been declared free, it has not been made compulsory. In contrast, education is a basic right and it is free and compulsory at both primary and secondary school levels in Britain.

Chapter II of the Nigerian Constitution, 1999, as Amended Fundamental Obligations of the Government

It shall be the duty and responsibility of all organs of government, and of all authorities and persons, exercising legislative, executive or judicial powers, to conform to, observe and apply the provisions of this Chapter of this Constitution.

The Government and the People

- 14 -1. The Federal Republic of Nigeria shall be a State based on the principles of democracy and social justice
2. It is hereby, accordingly, declared that:
 - a. sovereignty belongs to the people of Nigeria from whom government through this Constitution derives all its powers and authority;
 - b. the security and welfare of the people shall be the primary purpose of government; and
 - c. the participation by the people in their government shall be ensured in accordance with the provisions of this Constitution.
3. The composition of the Government of the Federation or any of its agencies and the conduct of its affairs shall be carried out in such a manner as to reflect the federal character of Nigeria and the need to promote national unity, and also to command national loyalty, thereby ensuring that there shall be no predominance of persons from a few States or from a few ethnic or other sectional groups in that Government or in any of its agencies.
4. The composition of the Government of a State, a local government council, or any of the agencies of such government or council, and the conduct of the affairs of the Government or council or such agencies shall be carried out in such manner as to recognize the diversity of the people within its area of authority and the need to promote a sense of belonging and loyalty among all the peoples of the Federation.

Political Objectives

- 15 - 1. The motto of the Federal Republic of Nigeria shall be Unity and Faith, Peace and Progress.
2. Accordingly, national integration shall be actively encouraged, whilst discrimination on the grounds of place of origin, sex, religion, status, ethnic or linguistic association or ties shall be prohibited.
3. For the purpose of promoting national integration, it shall be the duty of the state to:
 - a. provide adequate facilities for and encourage free mobility of people, goods and services throughout the Federation;
 - b. secure full residence rights for every citizen in all parts of the Federation
 - c. encourage inter-marriage among persons from different places of origin, or of different religious, ethnic or linguistic association or ties; and
 - d. promote or encourage the formation of associations that cut across ethnic, linguistic, religious or other sectional barriers
4. The State shall foster a feeling of belonging and of involvement among the various peoples of the Federation, to the end that loyalty to the nation shall override sectional loyalties.
5. The State shall abolish all corrupt practices and abuse of power.

Economic Objectives

- 16 - 1. The State shall, within the context of the ideals and objectives for which provisions are made in the Constitution:

- a. harness the resources of the nation and promote national prosperity and an efficient, a dynamic and self-reliant economy;
 - b. control the national economy in such manner as to secure the maximum welfare, freedom and happiness of every citizen on the basis of social justice and equality of status and opportunity;
 - c. without prejudice to its right to operate or participate in areas of the economy, other than the major sectors of the economy, manage and operate the major sectors of the economy;
 - d. without prejudice to the right of any person to participate in areas of the economy within the major sector of the economy, protect the right of every citizen to engage in any economic activities outside the major sectors of the economy.
2. The State shall direct its policy towards ensuring:
- a. the promotion of a planned and balanced economic development;
 - b. that the material resources of the nation are harnessed and distributed as best as possible to serve the common good;
 - c. that the economic system is not operated in such a manner as to permit the concentration of wealth or the means of production and exchange in the hands of few individuals or of a group; and
 - d. that suitable and adequate shelter, suitable and adequate food, reasonable national minimum living wage, old age care and pensions, and unemployment, sick benefits and welfare of the disabled are provided for all citizens.
3. A body shall be set up by an Act of the National Assembly which shall have power:
- a. to review from time to time, the ownership and control of business enterprises operating in Nigeria and make recommendations to the President on same; and
 - b. to administer any law for the regulation of the ownership and control of the enterprises.
4. For the purposes of subsection (1) of this section:
- a. the reference to the "major sectors of the economy" shall be construed as a reference to such economic activities as may, from time to time, be declared by resolution of each House of National Assembly to be managed and operated exclusively by the Government of the Federation; and until a resolution of the contrary is made by the National Assembly, economic activities being operated exclusively by the Government of the Federation on the date immediately preceding the day when this section comes into force, whether directly or through the agencies of a statutory or other corporation or company, shall be deemed to be major sectors of the economy;
 - b. "economic activities" includes activities directly concerned with the production, distribution and exchange of wealth or of goods and services; and
 - c. "participate" includes the rendering of services and supplying of goods.

Social Objectives

- 17 - 1. The State social order is founded on ideals of Freedom, Equality and Justice.
2. In furtherance of the social order:
 - a. every citizen shall have equality of rights, obligations and opportunities before the law;
 - b. the sanctity of the human person shall be recognized and human dignity shall be maintained and enhanced;
 - c. governmental actions shall be humane;
 - d. exploitation of human or natural resources in any form whatsoever for reasons, other than the good of the community, shall be prevented; and
 - e. the independence, impartiality and integrity of courts of law, and easy accessibility thereto shall be secured and maintained.
3. The state shall direct its policy towards ensuring that:
 - a. all citizens, without discrimination on any group whatsoever, have the opportunity for securing adequate means of livelihood as well as adequate opportunity to secure suitable employment;
 - b. conditions of work are just and humane, and that there are adequate facilities for leisure and for social, religious and cultural life;
 - c. the health, safety and welfare of all persons in employment are safeguarded and not endangered or abused;
 - d. there are adequate medical and health facilities for all persons;
 - e. there is equal pay for equal work without discrimination on account of sex, or on any other ground whatsoever.
 - f. children, young persons and the aged are protected against any exploitation whatsoever, and against moral and material neglect;
 - g. provision is made for public assistance in deserving cases or other conditions of need; and
 - h. the evolution and promotion of family life is encouraged.

Educational Objectives

- 18 - 1. Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
2. Government shall promote science and technology.
3. Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide:
 - a. free, compulsory and universal primary education;
 - b. free secondary education;
 - c. free university education; and
 - d. free adult literacy programme.

Foreign Policy Objectives

19. The foreign policy objectives shall be:
 - a. promotion and protection of the national interest;
 - b. promotion of African integration and support for African unity;

- c. promotion of international co-operation for the consolidation of universal peace and mutual respect among all nations and elimination of discrimination in all its manifestations;
- d. respect for international law and treaty obligations as well as the seeking of settlement of international disputes by negotiation, mediation, conciliation, arbitration and adjudication; and
- e. promotion of a just world economic order.

Environmental Objectives

20. The State shall protect and improve the environment and safeguard the water, air and land, forest and wild life of Nigeria.

Directive on Nigerian Cultures

21. The State shall:
- a. protect, preserve and promote the Nigerian cultures which enhance human dignity and are consistent with the fundamental objectives as provided in this Chapter: and
 - b. encourage development of technological and scientific studies which enhance cultural values.

Obligation of the Mass Media

22. The press, radio, television and other agencies of the mass media shall at all times be free to uphold the fundamental objectives contained in this Chapter and uphold the responsibility and accountability of the Government to the people.

National Ethics

23. The National ethics shall be Discipline, Integrity, Dignity of Labour, Social Justice, Religious Tolerance, Self-reliance and Patriotism.

Duties of the Citizen

24. It shall be the duty of every citizen to:
- a. abide by this Constitution, respect its ideals and its institutions, the National Flag, the National Anthem, the National Pledge and legitimate authorities;
 - b. help to enhance the power, prestige and good name of Nigeria, defend Nigeria and render such national service as may be required;
 - c. respect the dignity of other citizens and the rights and legitimate interests of others and live in unity and harmony and in the spirit of common brotherhood.
 - d. make positive and useful contribution to the advancement, progress and well-being of the community where he resides;
 - e. render assistance to appropriate and lawful agencies in the maintenance of law and order; and
 - f. declare his income honestly to appropriate and lawful agencies and pay his tax promptly.

Political and Social Issues in Education: The Egbeda Local Government Council Example. Egbeda Local Government was created along with 17 other Local Governments in 1989, and is one of the thirty-three (33) Local Governments in Oyo State of Nigeria. Until 1989, what now constitutes Egbeda Local Government Area was carved out of the Old Lagelu Local Government Area (LGA). Egbeda Local Government Area is located to the East and North East of Ibadan City, the state capital: It is bounded on the West by Ibadan North East Local Government Area, on the North by Lagelu Local Government Area, on the south by Ona-Ara Local Government Area and on the East is the Irewole Local Government Area; which is now Osun State of Nigeria. It has Landmass of about 410 sqkm. Egbeda Local Government with its Headquarters at Egbeda, is divided into 11 wards. It has a fertile landmass with farming population scattered all over the rural areas.

There are about 195 settlements in the Local Government Area, over 60% of these settlements are urban in nature, the urbanized ones are found along the Ibadan-Ife Road as far as Adeggbayi and on the Ibadan-Iwo Road as far as Olodo. Also included in the urbanized section of the Local Government Area is the Old-Ife Road Area, the New-Ife Road Area, the New Gbagi Market and Agugu-Ogbere Road which have formed a huge urban sector ending at the New Airport Area. Apart from these parts which may be seen as part of the Metropolitan City of Ibadan, and which form the main urban section of the Local Government Area, other semi urbanized settlements include ERUNMU, OWOBAALE and EGBEDA, which is the Local Government Area Headquarters. Obviously, the urbanized part of the Local Government Area is the most populated, about 75% of the population live in the urban area. These include the Old-Ife and New Ife Roads Areas; and the Iwo Road Area. The rate of acquired land in Egbeda is very high. Hardly can one go through any direction in the Local Government without interjection of either Federal or state acquisition. On Iwo Road, there is the Muslim Pilgrim acquired land and Ajoda Extension, on Ife Road is the New Gbagi Market, Olubadan Housing Estate, Airport and Ajoda land extending close to the boundary at Asejire Water Works.

Education

The Local Government Area is well catered for in terms of Primary Education, (40) Forty Primary Schools scattered all over the entire Local Government Area apart from several private Nursery and Primary Schools that were established within the Local Government Area. There are also eight (8) public secondary institutions and some few private secondary schools within the local government area. Adult education centres are located in various parts of the local government area. As of the time of this study, there was no university, no technical college, no polytechnic, no college of education, and no school of nursing etc.

The Political Functionaries of the Local Government Area

The political functionaries of Egbeda Local Government can be viewed from two main perspectives, there are, the elected functionaries and the appointed functionaries. The Apex of the political functionaries of the Local Government is the Executive Chairman, who is the political head of the council. The Chairman is responsible and accountable for the day to day administration of the council and also presides at the meeting of the

Council. He controls all the proceedings of the whole executive and the Legislative arms of the councils government. Next in the political hierarchy is the Vice Chairman, who takes charge of the council in the absence of the Chairman. The Secretary of the Council comes next in the hierarchy of the political head of the local government area. Next are the leader and deputy leader of the legislative council. Next in hierarchy are the supervisors, who are appointed by the Chairman of the Council from the general populace. At the time of this study, the political structure is not yet in place as there is a new government in the state.

Problems of Egbeda Local Government

Human Problems

The most common human problem faced initially by the administration of Egbeda Local Government on assumption of office was that of the negative attitude of the people (i.e. the workers of the Local Government)) to work. As at the time, most of the workers, like some of the civil servants in other government establishment in most third world countries considered their jobs as governmental jobs into which one needs not put in his or her best. As a result of this, most of the workers couldn't care less about their level of productivity, and this in turn led to a very low level of activities as regards the relationship of both outsiders and indigenes of the Local Government Area with the Local Government Secretariat.

Lack of Infrastructures

Prior to the advent of the administration of Egbeda LGA, the various administrations that ruled the council since its creation in 1989 were not able to do much in the area of infrastructural provision for the overall development of the LGA.

Financial Problems

As at the time the administration came into office, the financial position of the LGA was nothing to write home about and it thus constituted a very serious problem to the then incoming administration.

Political Problems

Political instability was a major problem the administration in Egbeda Local Government has had to contend with.

Political and Social Issues in Education: The London Southwark Borough Council Experience

The London Boroughs

The Local Government Act 2000 triggered some fundamental changes to the way councils are run. It set out three possible models, and left it to each individual local authority (and its residents) to choose which system to implement. The three options are:

- A directly-elected mayor and cabinet: The mayor, once elected (for a four-year term), selects his or her cabinet from among the councillors. The cabinet members need not all be from the same political party. A directly-elected mayor has much more power than the traditional, largely ceremonial, mayor.

- A leader and cabinet: The leader is elected annually by the council, and the cabinet members are either appointed by the leader or elected by the council. Again, the cabinet can be either single—party or a coalition.
- A mayor and council manager: The mayor is directly elected for four years to guide and influence the day-to-day work or a professional officer, who plans policy and takes decisions.

Whichever structure is chosen, all councils must have at least one overview and scrutiny committee, made up of councilors who are not cabinet members. Such committees, which have to reflect the political balance of the council, can make policy and budget proposals, monitor and review performance, and call in or review decisions made by the executive.

In London, 29 of the 32 boroughs are run by a leader and cabinet, while three (Hackney, Lewisham and Newham) have a directly-elected mayor and cabinet system. All the cabinets in London have between seven and 10 members.

Members of the Council

Leader:

Other group leaders:

Mayor

Executive

Leader

Deputy Leader

Environment & Transport

Education & Culture

Communications & Performance

Regeneration & Economic Development

Housing

Resources

Social Services & Health

Community Safety, Social Inclusion & Youth

WARD	MEMBER	PARTY
Brunswick Park	Aalison Moise	LAB
	Vicky Naish	LAB
	Ian Wingfield	LAB
Camberwell Green	Dora Dixon-Fyle	LAB
	John Friary	LAB
	Tony Ritchie	LAB
Cathedrals	Daniel McCarthy	LIBDEM
	Catriona Moore	LIBDEM
	Mark Pursey	LIBDEM
Chaucer	Abdur-Rahman Olayiwola	LIBDEM
	Richard Thomas	LIBDEM
	Lorraine Zuleta	LIBDEM
College	Kim Humphreys	CON
	Lewis Robinson	CON
	William Patrick Rowe	CON
East Dulwich	Norma Gibbes	LAB

	Charlie Smith Sara Welfare	LAB LAB
East Walworth	Margaret Ambrose Catherine Bowman Neil Watson	LIBDEM LIBDEM LIBDEM

Schools

	Schools	Pupils
All maintained primary	72	23,920
Community	44	16,376
Voluntary aided	24	6,403
Voluntary controlled	0	0
Foundation	4	1,141
Maintained secondary	13	10,555
Community	7	6,311
Voluntary aided	6	4,244
Voluntary controlled	0	0
Foundation	0	0
City Technical Colleges	1	

Statistical Profile

Political Composition		
Liberal Democrat	25	
Labour	35	
Conservative	3	
Budget (2003/04)	€379,400,000	
Council tax (band D)	€1,034	
Area	2,885 hectares	
Population	244,866	
Under 16	49,658	20.29%
Over Pensionable age	29,687	12.12%
White		
White British	127,752	52.17%
White Irish	7,674	3.13%
White Other	18,890	7.71%
Mixed		
White and Black Caribbean	3,350	1.37%
White and Black African	1,954	0.8%
White and Asian	1,343	0.55%
Mixed other	2,499	1.02%
Asian or Asian British		
Indian	3,655	1.49%
Pakistani	1,118	0.46%

Bangladeshi	3,642	1.49%
Other Asian	1,536	0.63%
Black or Black British		
Caribbean	19,555	7.99%
African	39,349	16.07%
Black other	4,512	1.84%
Chinese or other		
Chinese	4,492	1.83%
Other ethnic group	3,545	1.45%
Born in Ireland	5,577	2.28%
Total unemployed	9,571	8.9%
Males	6,921	11.7%
Female	2,650	5.5%

Southwark's Wards

- Cathedral
- Riverside
- Dockyard
- Abbey
- Chaucer
- Bricklayers
- Browning
- Newington
- Faraday
- Rotherhithe
- Burgess
- Friary
- Liddle
- Consort
- Brunswick
- St. Giles
- The Lane
- Barset
- Bellenden
- Waverley
- Lyndhurst
- Alleyn
- Rye
- Ruskin
- College

Southwark wards are situated in the three (3) constituencies of Camberwell and Peckham; North Southwark and Bermondsey Dulwich and West Norwood.

Population Ethnicity

Southwark's population is ethnically diverse, with 24 main languages, other than English, spoken by Southwark school children. In total, over 100 languages are spoken by Southwark pupils (DFE ethnic monitoring survey, Southwark Schools Report 1997). Over the last six years, the numbers of schoolchildren speaking Yoruba (mainly from Nigeria) have doubled to just under eight per cent. In general Southwark's black and minority ethnic communities are younger than the rest of the borough's population. By the year 2011 it is anticipated that one third of Southwark's residents will be of black or other minority ethnic origin with relatively more older Black Caribbeans and Black Africans.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This study has focused attention on the political and social issues in education with special references to Egbeda Local Government Council in Oyo state of South West Geo-Political Zone of Nigeria and London Southwark Borough Council in the constituencies of Camberwell and Peckham, Bermondsey and North Southwark and Dulwich and west Norwood, in London Britain. The following represents a summary, conclusion and recommendations of the study

SUMMARY

1. Like Local Authorities in Britain, Local Governments in Nigeria have been historically and traditionally associated with the provision and maintenance of basic social services such as education, health, housing and other welfare services (Olayiwola, 1987, 1987^a, 2011; Balogun, 1980).
2. Primary education is the pivot around which other levels of education revolve and this should be the major preoccupation of Local Government Authorities;
3. Political instability, social problems, administrative inefficiency and the tyranny of poverty have had a debilitating effect on education thus leading to poor academic performance of pupils.
4. The callous neglect of public schools by governments and the uncontrolled proliferation of private, commercial-profit oriented nursery, primary, secondary schools and universities in Nigeria do not augur well for the future of education in the country;
5. The poor state of learners and the hostile and defective learning environment bedevil the education system in Nigeria today whereas educators have always stressed the importance of the nature of the learner and the learning environment as two key factors that make teaching-learning process, planning and administration of educational institutions effective in the realization of educational goals
6. There has been a drastic reduction in both actual and proportion of funds going to the education sector;
7. Inequality of opportunities, poor training facilities and methodologies, improper and inadequate resource materials, under-qualified teachers and unsympathetic or hostile school authorities and government officials have all combined to be the bane of education in Nigeria

8. Comparative methodological analysis as employed in this study has helped tremendously our ability to identify significant regularities, similarities, uniformities and differences in the two educational and politico-social systems compared. This has complimented and supplemented our ability to explain the achievements and failures of the political and educational systems of the two councils.
9. The constitutions of Nigeria have been consistently inconsistent in their provisions for educational objectives in the country.
10. The use of the English Language as the main means of communication in education, the inadequate support of the mass media for educational promotion and the ineffectiveness and inefficiency of local councillors in Nigeria on many matters especially educational matters that affect the interest of their constituents have been alarmingly destructive to education in Nigeria.

CONCLUSION

1. Education in the British Local Government Council studied is free and compulsory at primary and secondary levels with free school meals and free school uniforms being provided to pupils and students.
2. Education in the Nigerian Local Government Council studied is theoretically free but practically unfree; also, it is not compulsory and free school meals free school uniforms are not provided
3. Changes in the political and administrative structures do not adversely, affect education in the British Local Council compared
4. Changes in the political and administrative structures in the Nigerian Local Council compared adversely affect education in no small measure
5. The quality of teachers in the British system is monitored, regulated and controlled, while teachers are also paid regularly, school administration is effective, and basic facilities and conducive environment are provided and maintained
6. In the Nigerian case, there is inadequacy of qualified teachers, poor and irregular remuneration of teachers, school administration is defective and full of dangerous political interference, the education environment is not conducive to meaningful learning and teaching while basic facilities are absent thus demoralizing the teacher and the learner.
7. In British London Local Council studied, Yoruba and other ethnic languages are used in education, information dissemination and in imparting knowledge in the educational institutions even though, English is the official language
8. In the Nigerian Local Council studied, Yoruba is not used as a language of instruction; this is tantamount to linguistic and cultural self imposed colonialism.
9. Political leaders value the importance of education in the British London council studied while the reverse is the case in the Nigerian educational setting
10. Other agencies of socialization – the family, the mass media, the government as well a private individuals/groups support public schools in the British London council studied. Such support from such agencies and groups is lacking in the Nigerian case

RECOMMENDATIONS

1. The Nigerian constitution needs to be amended urgently to entrench education as a right of the citizen. Education must be made genuinely free and compulsory especially at the primary and secondary school levels with the provision of free meals and free school uniforms.
2. Adequate funding of education must be made the government priority with encouragement of private sector, individuals, national and international organizations to assist in contributing regularly to educational funding
3. Yoruba, Hausa and Igbo Languages must be used to impart knowledge to pupils in primary and secondary schools and must be made compulsory in addition to English
4. The legislative, executive and judicial arms of government at all levels, federal, state and local must use their powers to improve, promote, elevate and support education in all its ramifications and not to wreck it.
5. Adequate education resources – buildings, qualified teachers, furniture, arts and science equipment, well—equipped libraries, computers, health care and medical facilities as well as other basic infrastructure must be provided at all levels of our educational systems and institutions;
6. A system of school governors and functional parents teachers association, non-governmental organizations and voluntary community groups need to be established to assist our educational institutions
7. It must be made mandatory for Local Councils to hold regular ward surgeries at least every week to assist their constituents in all areas of council services including education. Also, council information dissemination should be translated into Yoruba and other non English languages as it is done even in London Britain
8. Religious and moral education should be made compulsory in our schools to instil discipline in pupils/ students. Strict maintenance of discipline by students is a sine qua non if they wish to achieve the purpose of education

First and foremost, students must concentrate on their studies, and avoid everything that can divert their attention from the studies. Secondly, they must always avoid unwholesome criticism of the authority, be it university or government authority. Thirdly, they should strive to make meaningful and rewarding contribution to societal affairs only up to their capacity for the time being, without causing any jeopardy to their primary responsibilities for learning and research. They should constantly realize that their education is a preparatory ground for them for their future service and usefulness to society. More often than not, particularly in this country, do we experience that most student activists who were most vociferous against established authorities while they were in the school completed their education and went into obscurity, retiring into their shells, as it were, when they were faced with the reality of life outside the walls of the educational institutions. Finally, students should cooperate meaningfully with those in authority for the overall advantage and benefit of the nation.

9. Governmental policies should be designed for the benefits of the underprivileged and not for the benefit of the ruling class only. Nigeria must convene a

constitutional conference based on the collective national resolve to make Nigeria work. An association must be beneficial to all its members before it can be worthwhile, and power – holders must stop regarding the groaning of its poor victims as ingratitude or mere complaints. The application of the principle of federal character must be revised. It must give succor to the poor, the weak, the marginalized, the down – trodden, the wretched of the earth, and limit the power of the strong.

10. There should be protection of fundamental human rights for all citizens irrespective of one's social status. This calls for emphasis on the rule of law and equality before the law. There is need for discipline, self-examination, self-reliance and positive action.

The mass media must continue to play their role of informing, educating, enlightening the people and exposing the ills of the society and any governmental arbitrariness and exercise in futility. In performing these functions, the press should observe and adhere strictly to the professional journalistic ethics of objectivity impartiality, socio-politico-economic responsibility and balancing. The protection of citizens against hunger, lack of shelter, food, housing, education, ill-health, joblessness, illiteracy, and other forms of poverty and insecurity should be our concern. We must admit the fact that we are running a race against time. That time is running out. But the choice is still ours. We must do everything to save Nigeria. Who saves his country saves himself, saves all things and all things saved do bless him! Who lets his country die lets all things die, dies himself ignobly, and all things dying curse him!

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