

# Review of: "From Victory to War: a Case of History Education and History of Education in Nigeria, 1982-2022"

M.P. Meneses<sup>1</sup>

<sup>1</sup> Universidade de Coimbra

**Potential competing interests:** No potential competing interests to declare.

1. The article "From Victory to War: a Case of History Education and History of Education in Nigeria, 1982-2022" is an original contribution to the studies on the history of education in African contexts, providing important insights on the Nigerian experience. In parallel, by addressing critically the long absence – over three decades - of the history of education in Nigeria, the text helps understanding the reasons behind several political educative options that the country has gone through (including attempts failed and successes), identifying some of the lessons learned.

As the author underlines, the recently introduced Core Curriculum and Minimum Academic Standards (CCMAS) for the Nigerian University System by the National University Commission (NUC) subsumed the history of education into a general course titled Introduction to Teaching and Foundations of Education (EDU 101), in times when the history education was reinstated in the curriculum. The results are the various attempts to subsuming the history of education into a general education course.

2. This approach will contribute to situate the problems face by Nigeria in a broader African perspective. This article tackle the education in Nigeria both as history education and the history of education. The topic is addressed in detail, although suggest the author to envisage, in future publications, a comparative analysis with other African contexts (ex. Kenya, South Africa, etc.). This is serious scholarship, but would benefit from stating more clearly the methodological options followed by the author.

3. The article is well structured and present its arguments logically and appropriately. It would benefit from a critical review of the education system and curriculum reforms in Nigeria from independence in 1963 to date, as a key to strengthen the argument, as well as to contribute for future curriculum reforms (this critical document analysis could include education acts, commission reports, documents from the Ministry, etc.).

4. The references are adequately cited.