

## Research Article

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

Grace Akanbi<sup>1</sup><sup>1</sup>. Emmanuel Alayande University of Education Oyo, Oyo, Nigeria

The root of all knowledge is history, and to have a deeper understanding of any field of study, you must know its history, and that is the extent of usefulness of history. Therefore, a lack of awareness of the history of a nation by its citizens may spell doom, even for the unborn generation. History education was not taught or learned for 36 years in Nigeria's primary schools between 1982 and 2018, and it was optional at the senior secondary schools. However, some intellectuals fought and won the battle to reinstate its teaching at the basic levels of education. Unfortunately, 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. Why should another field in history be subsumed when the government just reinstated history education in the curriculum? It is from victory to war again, which is the focus of this study. The researcher did a comparative status of history education in other nations and looked at the content of the history of education as a compulsory course, comparing it with the CCMAS content. Recommendations are made for inclusive participation in curriculum revision and reinstating the history of education as a mandatory course for all students.

Corresponding author: Grace Akanbi, [ayo4remi@gmail.com](mailto:ayo4remi@gmail.com)

## Introduction

Because of its importance, whether a subject or applied to other fields, as in the history of education, curriculum developers should handle it with caution in developing school curricula. Knowing and

learning about the history of anything guarantees a compelling connection between its past and its present, as this will enable laying a solid foundation for the future. Any nation that toys with history may be playing with its destiny. Worldwide, people learn a lot from the past, the lessons learnt are to the extent the past is known, taught and applied, and the lessons learnt serve as a springboard for development in all spheres of life. For instance, learning from the past, institutional leaders in the United States of America stepped up to support voter engagement initiatives and action plans when they discovered that student turnout during elections was always low. After the action plans, and for the first time in modern history – students turned out at rates commensurate with those of all voters – 66% (Harris et al., 2023). If we do not know our history, where we are coming from, and where we are, how can we know where we are heading?

It is necessary to note that this research discusses two (2) different subjects – history education and the history of education. It is unlikely that in Nigeria alone, history has not been given the pride of place in the teaching and learning process; therefore, the researcher will search the literature for its status in other nations. The search will enable the researcher to compare notes and give relevant recommendations to enhance the teaching and learning of history education and the history of education. Since history education has been reintroduced into the curriculum, more attention will be given to subsuming the history of education into a general education course. In the contextual framework of Khislavski's (2023) submission that "forgetting history is a social phenomenon that contradicts the ideal of a living commemorative culture" (p.1), and subsuming the history of education into another course in the Core Curriculum and Minimum Academic Standards (CCMAS) for the Nigerian University System is rather tragic. Therefore, this paper focuses on how historical societies won the 'war' on delisting history education (1982–2018) and discusses a new war brewing by not including the history of education in the new CCMAS, even for students studying education. Apart from some conceptual clarifications, the researcher focuses on answering the following and the research questions raised under the statement of the problem, namely:

- What is the situation globally and in the African region?
  1. (a) for history education
  2. (b) for the history of education

## Statement of the problem

History education was not included in the primary and junior secondary school curricula at the inception of the implementation of the National Policy on Education (N.P.E.) in 1982; it was replaced with social studies but retained as an elective subject in senior secondary school. The removal led to a kind of war between the policymakers and various historical societies, and the clamour for its reintroduction into the school curricula using newspapers, open debates, conferences, and workshops to drum for its reintroduction as an independent subject at all levels of schooling. Apart from the two prominent Historical Associations – the Historical Society of Nigeria (HSN) and the Historians of Education Development Society of Nigeria (HOEDSON), other stakeholders, including Ikime (1987), Omolewa (2012, 2016), Esogbue (2008), Oluwatoki (2012), Adesina (2012); and *Daily Post [Staff]* (2015), joined in expressing the implications of delisting of history. The clamour for the reintroduction of history education and rejection of social studies was premised on the fact that adopting and sustaining democracy would only work when people were well grounded in their history, especially their modern political history, which cannot be achieved through social studies (Akanbi & Jekayinfa, 2021). The intellectuals eventually won this seeming war in 2018, and the government reintroduced history education into the school curriculum, which the researcher refers to as a victory.

However, in unveiling the new Core Curriculum Minimum Academic Standards (CCMAS) for universities in Nigeria", in 2022, another war seems to be brewing, as another field in history, the history of education, was subsumed into a course titled *Introduction to Teaching and Foundations of Education* (EDU 101) as shown in Table 1. Why would a nation that regretted not teaching history education for 36 years, as reflected in the Federal Ministry of Education (F.M.E.) (2017) observation that "Learners went through schools without having an adequate understanding of the history of their own country: how it evolved through time and space; and the nature, character and dynamics of intergroup relations, among others" (p. vi), reclined into dropping the history of education? The central issue this paper focuses are the following research questions, namely:

- Who should be aware of curriculum modification before it takes place?
- Were the historians of education represented in the processes of the new curriculum formulation?
- Are the policymakers aware of the importance of the history of education?

## The Core Curriculum and Minimum Academic Standards (CCMAS)

Interestingly, the emergence of CCMAS is historical, as reflected in the preface by the Executive Secretary of the National University Commission (NUC), Professor Abubakar Adamu Rasheed. He traced the History of CCMAS to Section 10 (1) of the Education (National Minimum Standards and Establishment of Institutions) Act, Cap E3, Laws of the Federation of Nigeria 2004, which:

Empowers the National Universities Commission to lay down minimum standards for all universities and other degree-awarding institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards. The earliest efforts at giving effect to this legal framework in the Nigerian University System (N.U.S.) started in 1989 following the collaboration between the Commission and Nigerian Universities, which led to the development of the Minimum Academic Standards (M.A.S.) for all programmes in Nigerian universities. (Rasheed, 2022, p. 4).

After approval by the Federal Government, the M.A.S. documents became an instrument for quality assurance and accreditation of programmes in the Nigerian University System (N.U.S.). Realising that M.A.S. documents were content-based and prescriptive and the necessity for outcome-based benchmark statements, the NUC, in 2001, initiated a process to revise the M.A.S. Subsequently, in 2004, the Commission organised a workshop to allow for exhaustive deliberations by relevant stakeholders and develop outcome-based benchmark statements for all the programmes. The comments and feedback from the universities reflected the inadequacy of Benchmark-style Statements for meaningful guidance in the development of curriculum and accreditation purposes. Therefore, a mechanism was put in place in 2007 to merge the Benchmark-style Statements and the revised Minimum Academic Standards, eventually leading to the birth of the Benchmark Minimum Academic Standards (BMAS). One of the mandates of NUC is to make "university education in Nigeria more responsive to the needs of the society" (Rasheed, 2022, p. 6). To fulfil this, the Commission initiated the restructuring of the BMAS in 2018 and place introduced the **Core Curriculum and Minimum Academic Standards (CCMAS)** "to reflect the 21st Century realities in the existing and new disciplines and programmes in the Nigerian University System" (Rasheed, 2022, p. 6). After all necessary consultations with all the stakeholders, the Federal Ministry of Education (F.M.E.) and the NUC approved CCMAS. They presented it officially on December 6, 2022, to the university communities for implementation.

However, the (Academic Staff Union of Universities) ASUU noted that:

The communication on CCMAS to the universities suddenly came from Facilitator/Consultant in a manner that undermines the functions of the Senate of each university, suggesting that the NUC was possibly not seriously involved in the process ab initio and that the regulator brought it into the process to validate its product (CCMAS documents) (Ogundare, 2023, para. 9).

## History and History Education

History connotes the entire human past as it did happen in all spheres of life. It is a record of the significant past that may be interpreted to discover the essential things that may influence or affect the future. The Council of Europe (n. d.) defines history as "ties that form human, linguistic or other ties, as a result of historical interactions (including colonial relationships) support present-day collaborations" (p. 15). Mafela (2021) also believes that "history has the potential to unify and is often used to inculcate a sense of national identity to foster nation-building" (p. 54). The colonialists' propaganda of making the people of Botswana despise themselves and their ways of life made them believe that they had no past to speak of or history to boast of. Only the present mattered, which they had little control over has spurred them to be intentional about proving that they did have a past that was worth writing and learning about as any other. They are doing this because "a nation without a past is a lost nation, and a people without a past is a people without a soul" (Mafela, 2021, p. 60). Therefore, Mafela (2021) submitted that "ostensibly, history teaching in Botswana is aligned with wider national development objectives, through a carefully crafted curriculum framework that is geared towards equality of educational provision" (p. 60).

Quoting Carr, 1961, Adu-Gyamfi & Anderson (2021) agreed that history is "a continuous process of interaction between the historian and his facts, an unending dialogue between the past and present" (p. 19). Carr's definition is in tandem with Fafunwa's (1974) submission that "a people with no knowledge of their past would suffer from collective amnesia, groping blindly into the future without guide-posts of precedence to shape their course" (p. 13). Fafunwa's observation becomes more relevant now than ever before because society is becoming more complex daily, and there is a need to sustain some essential values that are part of our culture. Therefore, Brett and Guyver's (2021) submission that "history can be used for building social identity, especially if in a postcolonial situation", implying "deliberately avoiding the sharing of a single uniform identity" (p. 7), is an

essential factor for advocating making history education compulsory at all levels of education. Awareness of our History can stir up a sense of patriotism, awaken national consciousness, and a sense of social responsibility that will affect national development as people internalise and institutionalise common beliefs and values without prejudice (Akanbi, 2018).

On the other hand, the history of education is the systematic study of the educational development of society from the past to the present. It aims to know what was done in the past to appreciate the present and plan for the future. It studies and explains how society uses education as an instrument of problem-solving activity from age to age. History of education studies how societies have transmitted their culture from generation to generation, explaining how education became an instrument of problem-solving activity in the community. Therefore, we may look at the history of education as past efforts at solving man's socio-economic problems to improve the present and future.

As an academic discipline, the history of education is the application of historical methods or skills in studying and improving the education process of society. It tries to review past educational practices by examining the strengths and weaknesses to build a better system for the present and future generations. It gives a starting point to the educational practices of a people. It tries to defend some misconceptions and misinterpretations in the educational system, leading to understanding some significant trends and developments in our educational system. History of education allows us to study other people's educational ideas and programmes to develop ours; It can lead a nation to project an effective education system to build a self-reliant country, thereby minimising wastage.

## **History Education in Nigeria**

After independence, there was a clamour for the overhaul of both the educational system and the curriculum. Therefore, a national curriculum conference organised by the Nigeria Educational Research Development Council (NERDC) was held in 1969. It was held mainly "to review old and identify new national goals for education in Nigeria at all levels (primary, secondary, tertiary) and provide guidelines on what the system should be accomplishing with respect to the needs of youths and adults individuals in our society" (Adaralegbe, 1972: xiii). The conference was a culmination of expressions of general disaffection with the existing educational system, which had become irrelevant to national needs, aspirations and goals (Federal Republic of Nigeria, 2011: 14).

The report of the 1969 Curriculum Conference titled "A Philosophy for Nigerian Education" was published in 1972. The report eventually led to the first indigenous education policy – National Policy

on Education (N.P.E.) – published in 1977. The N.P.E. adopted a 6-3-3-4 system of education (6 years of study for Primary, 3 for Junior Secondary, 3 for Senior Secondary, and 4 for Higher education). Though the N.P.E. was revised in 1981, its implementation did not take off until 1982, and when it did take off, it started with only the Federal Government colleges; all state-owned secondary schools took off at different times depending on the availability of funds. It should be noted, however, that at the take-off of the N.P.E., the status of history changed. Social Studies replaced its study at the primary and junior secondary school levels and became an elective subject at the senior secondary school level. The implication was that in Nigeria, between 1982 and 2018, for 36 years, history education was not taught at the basic school level. Not teaching history education negates Brett and Guyver's (2021) submission that "one of the core purposes of history education in most nation states was as a unifying mechanism to prop up national identity and inculcate a common, shared national story" (p. 4). It was a period of 'war' between policymakers and historical societies in Nigeria, which was won by the latter leading to reintroducing history education into the school curriculum. This victory characterises the images of intellectuals and scholars in Nigeria as resilient in their roles. Unfortunately, the euphoria of the achievement of reintroducing history as a subject seems short-lived as another field in history; the history of education has been subsumed into a general course in education in Nigeria's new curriculum for tertiary education.

## History Education in Other Nations

History education in schools is handled differently across nations; in some, it is an essential subject in the curricula, while in others, its study is not necessary because they do not have a proper understanding of its importance. The differences occur because "there are often conflicting expectations among politicians, the general public, history teachers or educators, and historians, about what the purposes of history education are" (Guyver, 2013, p. 3). Zadjia (2011) observed that public and political debates across nations, including Russia, in understanding nation-building and national identity have pointed to parallels between the political significance of school history, thus making history education a high-profile national and global significance topic in Russia and Europe.

Gonzalez (2011) submitted that in Argentina, history education is vital as its teaching "was a privileged conduit for the memory of the homeland, the construction of a national homogenous identity and the development of a patriotic citizenship" (p. 2). Reflecting on the cessation of History teaching in Ireland, Whelan (2018, p.1) observed that Irish people "... are confronted with the prospect

of an Ireland in which a great number of pupils leave school with next to no knowledge of the history of their nation and the wider world, and without the faintest impression that history is worthy of study in one's own time (p. 1).

The position of teaching and learning history education in the Federal Republic of Germany is exciting but "ambiguous" (Khislavski, 2023, p.1). This ambiguity stemmed from assigning a pivotal role to history in political education in the core curricula of the federal states, and yet, in the actual teaching of history education, enough period of lessons are not allocated to it as "social studies is taught in lower secondary schools as a unifier of history, politics and economics under one roof" (Khislavski, 2023, p. 1).

The evil of the absence of history education was presented by Gestsdóttir (2013) when she reported that it was shocking to a prime minister of Iceland that students visiting his official residence were unable to name former prime ministers, and this could happen anywhere if history is not taught in schools. The above situation was similar to what was obtained in Nigeria before history education was reintroduced into schools in 2018.

In Algeria, history education is essential at all levels of education. According to Durham (2020), historical articles encouraged newly-literate adults and adolescents to reinforce their budding literacy. Through didactic and leisure texts, "short articles accompanied by simple illustrations covered topics such as the history of writing and printing, the history of home heating—from cave fires to central electric radiators and gas stoves—as well as Algeria's booming oil and gas industry in the Sahara" (Durham, 2020, p. 73).

Adu-Gyamfi & Anderson (2021) submitted that "for many years, there was an absence of a bridging narrative connecting the past with the present in debates about history education in Africa – particularly in Ghana" (p. 19). Like in Nigeria, "history was also replaced with Social Studies because the curriculum of Social Studies was meant to be an interdisciplinary subject encompassing History, Geography, Economics and Government" (p. 26). However, not much history content was included in the social studies.

Interestingly, History in America is not limited to the basic or secondary school; no matter the course you offer in the university, the American History and Institutions (AH&I) are part of the graduation requirements, emphasising the importance of history. In the University of California, Berkeley, admission guide, 2023–24;



A knowledge of American History and of the principles of American Institutions under the federal and state constitutions is required of all candidates for the degree of A.B., B.Arch., and B.S. This requirement may be met by passing an examination or examinations under the direction of the appropriate committee or by passing any course or courses of instruction that may be accepted as satisfactory by that committee (para. 17).

Notwithstanding the different situations above, historians across nations, Zadjia (2011), Guyver (2013), Omolewa (2016), Durham (2020), Adu-Gyamfi & Anderson (2021), and Akanbi & Jekayinfa (2021) advocate the importance of history education. This is encapsulated in a submission that history should be reinstated as a core subject so that learners are exposed to it at some point in their educational careers. Otherwise, continuing its relegation as an optional subject would appear to defeat its stated purpose as a unifier for nation-building purposes" (Mafela, 2021, p. 65).

## **The History of Education in Other Nations**

In a Special Working Group led by Somogyvári (2022), involving Hungary, Norway, South Africa, and Ukraine, historians of education presented differing pictures of the status of the history of education. The history of education is disappearing increasingly from the curricula, training, and discourses.

In Norway, the history of education has decreased in contrast to ex-military history or medical history. Before now, the history of education was traditionally considered to improve the teachers' professional or moral qualities, especially in the nation-building processes. The history of education allowed the teachers to compare their attitudes and practises with historical examples and forerunners. However, the history of education fell out of the compulsory curriculum of future Norwegian teachers, which had been an essential part of the first seminars of the 19th century. Like in Nigeria, the history of education also disappeared from the compulsory part of the academic pedagogical curriculum of the University of Oslo; it was merged into a more extensive combined subject of pedagogy at the Department of Education, University of Oslo. History of Education had no longer a dedicated academic subject, allowing the professorship not to be reoccupied upon retirement. According to the report, this is one of the recent tragedies of the discipline of the history of education in Norway, in the most prominent university in the country as of today without a professor of history of education.

Earlier in South Africa, the history of education and philosophy formed important curriculum components; however, an investigation of the Prospectuses and Handbooks of 11 institutions shows that hardly any of them signal the teaching of the history of education in any of their degree or professional programmes including B. Ed., PGCE, B.Ed. (Hons) and M.Ed. This signals that the history of education may no longer exist in South African universities.

In Ukraine, there was a transition from the "history of pedagogy" to the "history of education" and turning to the history of education as a source of restoration of national memory and turning to the history of education as a source of restoration of national memory. According to the report, the history of education before now is a tool of Soviet propaganda in the Soviet Union, which included Ukraine as a Soviet republic and prohibited certain periods and personalities of the history of Ukrainian education, who sought to revive the Ukrainian school, the independence of Ukraine, to create a national education system; prohibition of published sources and archives. However, that has been improved and Ukraine has a history of education with Ukrainian content.

## **The New War on the History of Education**

On December 6, 2022, the National Universities Commission (NUC) unveiled a new curriculum - Core Curriculum Minimum Academic Standards (CCMAS) for universities in Nigeria. Unfortunately, the history of education was subsumed under a general course in education. For 36 years, intellectuals fought for the reintroduction of history education when it was replaced with social studies in 1982, and it was just reinstated as a stand-alone subject in 2018. It seems unbelievable that any field of history could still be tampered with in the CCMAS. One may then be spurred to ask the following questions namely:

- Are those involved in the development of CCMAS not aware of the prolonged battle to reintroduce history education into the school curricula?
- Are those who developed CCMAS unaware of the funds expended to develop the new history education syllabus for primary and secondary schools by the Federal Ministry of Education?
- Are there no people in the Federal Ministry of Education who could remember the efforts to reintroduce history education in schools?
- Are some intellectuals willing to learn from history?

Subsuming the history of education as a course of study is seen as another affront against historians of education who have just registered their association with the Corporate Affairs Commission (C.A.C.) in Nigeria as a standard and recognise association in conformity with the ideals of International Standing Conference for the History of Education (ISCHE), an umbrella body for the historians of education worldwide. ISCHE demanded the formation of the Association of Historians of Education Worldwide as it aims to:

- Foster research in the field of the History of Education;
- Facilitate international contact, intellectual exchange and cooperation between all those who work in the field of the History of Education;
- Develop an appreciation of the History of Education and its contribution to an understanding of Education;
- Encourage the teaching of the History of Education;
- Arrange and promote sessions, including the ISCHE Periodical Sessions (annual conference), seminars, study groups, meetings, working groups, networks, websites and publications towards achieving these aims. (<https://www.ische.org/about-ische/>)

Why the reason for the removal is not yet known, a significant problem may be that policymakers are unaware that "every situation has its roots in the past, and the past survives in the present; the present is indeed the past undergoing modification" (Omolewa, 2016, p. 2). Also, a people not prepared to face its history cannot face its future (Jekayinfa, 2014).

Forty-three professors were involved in anchoring the CCMAS development, but no history of education professor was invited or involved, as shown in Table 1.

S/N	STATUS	PROGRAMME/SPECIALISATION
1.	Professor Emeritus	Chair
2.	Professor	Co-Chairman
3.	Professor	Adult and Continuing Education
4.	Professor	Adult and Continuing Education
5.	Professor	Adult and Continuing Education
6.	Professor	Agricultural Science
7.	Professor	Arabic
8.	Professor	Biology
9.	Professor	Business Education
10.	Professor	Chemistry
11.	Professor	Christian Religious Studies
12.	Professor	Computer Science
13.	Professor	Creative Arts
14.	Professor	Early Childhood Education
15.	Professor	Economics
16.	Professor	Educational Management/Education Administration and Planning
17.	Professor	Efik
18.	Professor	English Language/Literature in English
19.	Professor	Entrepreneurship Education
20.	Professor	Environmental Education
21.	Professor	French
22.	Professor	Geography
23.	Professor	Guidance and Counselling
24.	Professor	Hausa
25.	Professor	Health Education

S/N	STATUS	PROGRAMME/SPECIALISATION
26.	Professor	History
27.	Professor	Home Economics
28.	Professor	Human Kinetics
29.	Professor	Igbo
30.	Professor	Integrated Science
31.	Professor	Islamic Studies
32.	Professor	Language and Communication Arts
33.	Professor	Library and Information Science
34.	Professor	Mathematics
35.	Professor	Music
36.	Professor	Physics
37.	Professor	Political Science
38.	Professor	Primary Education
39.	Professor	Social Studies
40.	Professor	Special Needs Education
41.	Professor	Sustainable Development
42.	Professor	Technology Education
43.	Professor	Yoruba

**Table 1.** Status and Field of Specialisation of CCMAS Anchors

Looking at the table above, three (3) Adult and Continuing Education professors were involved, which makes the researcher wonder why the subject attracted so much attention, and the history of education could not attract any. Can politics be insinuated in the composition of the committee members? The researcher is not sure.

Before the introduction of the CCMAS, the history of education is a general course compulsory for all students in any field of education. The content is robust with relevant historical topics, as shown in Table 2 below. The content of EDU 101 in CCMAS, under which the history of education is subsumed, is far from reflecting the history of education. The bolded topics in CCMAS learning outcomes (item 5) and course contents (lines 3-5) are the only ones relevant to the history of education.

SOURCE	COURSE CODE AND CONTENTS
UNIVERSITY	<p>EDU 201 HISTORY OF EDUCATION</p> <p>Section A - Definition &amp; Needs for the History of Education</p> <p>1. Conceptual Clarifications &amp; the Significance of History of Education</p> <p>a. Definition of History</p> <p>b. Meaning of Education</p> <p>c. Definition of History of Education</p> <p>d. Values of History</p> <p>e. Relevance of History of Education in Teacher Preparation</p> <p>Section B - Historical Origin of Modern Education</p> <p>1. Evolution of Modern Education</p> <p>f. Education in Ancient Egypt and the Beginning of Writing</p> <p>g. Greek Education</p> <p>h. Roman Education</p> <p>i. Educational Characteristics of the Different Eras/Epochs &amp; the Dispersal</p> <p>i. Medieval</p> <p>ii. Renaissance and the Theorists of the Era</p> <p>iii. Reformation</p> <p>iv. Enlightenment and the Theorists of the Era</p> <p>v. Expansion of Europe and the dispersal of modern education to Africa</p> <p>2. Selected Education Thinkers of the 19th and 20th Centuries.</p> <p>Section C - History of Nigerian Education</p> <p>1. Traditional Education</p> <p>2. Islamic Education</p> <p>3. Western Education (Missionaries)</p> <p>4. Colonial Educational Involvement</p> <p>a. Financial - Educational Grants-in-Aid</p> <p>b. Education Policies – Ordinances and Code</p>

5. External Influence on African Education – Phelps Stoke's Commission
6. 1942 Morris Ten-Year Plan and the Colonial Development Welfare Fund
7. History, Development & Characteristics of Teacher Education
8. Origin & Development of Higher Education in Nigeria
  - a. Colonial Period
  - b. Post-Colonial Period
- c. Liberalisation & Privatisation of Higher Educational Institutions
9. Technical and Vocational Education and Training (TVET)
10. Education in the Self-Determination Era
- a. Characteristics of Colonial Constitutional Development and Education
  - b. Universal Primary Education Scheme in the West
  - c. Universal Primary Education Scheme in the East
  - d. Universal Primary Education Scheme in the Lagos
  - e. Universal Primary Education Scheme in the North
- f. National Curriculum Conference and the National Policy on Education
  - g. Nation-wide Universal Primary Education
11. Disparities in Educational Development in Nigeria
  - a. Causes and Effects of Disparity
  - b. Post-Civil War Efforts at Eliminating Disparity
- i. Establishment of Unity Colleges and Federal Universities in all States
  - ii. Quota System of Admission
  - iii. Federal Character
  - iv. Nomadic Education
12. Globalisation and Education
  - a. Education for All (E.F.A.) & Universal Basic Education (U.B.E.)
    - b. Inclusive Education
  - c. Millennium Development Goals (M.D.G.s)
  - d. Sustainable Development Goals (S.D.G.s)



<p>CCMAS – CORE CURRICULUM AND MINIMUM ACADEMIC STANDARDS FOR THE NIGERIAN UNIVERSITY SYSTEM</p>	<p><b>EDU 101: Introduction to Teaching and Foundations of Education Learning Outcomes</b></p> <p>At the end of the course, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. state the important roles of teaching as a profession;</li> <li>2. raise and judge some ethical issues in education;</li> <li>3. list the intellectual and practical competencies required by the teacher;</li> <li>4. justify the need for education in the development of a nation;</li> <li>5. <b>give an account of the history of education from ancient times to the present-day modern education in Nigeria;</b></li> <li>6. present an overview of the National Policy on Education;</li> <li>7. identify the stages of child and adolescent development;</li> <li>8. state the behaviourist, cognitive and socio-cultural perspectives of learning;</li> <li>9. enumerate historical and current developments in the sociology of education; and</li> <li>10. highlight the historical and current developments in the philosophy of education.</li> </ol> <p><b>Course Content</b></p> <p>Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. <b>Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria.</b> Brief treatment of learning from the behaviourist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.</p>
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**Table 2.** Course Code and Course Contents for the History of Education in Nigerian Universities and the New CCMAS

A critical look at the CCMAS EDU 101 contents will show an apparent difference between the old and the new contents for the history of education, which is insufficient to understand the development of the history of education in Nigeria. The presentation of the CCMAS leads the researcher to answer the first research question, namely:

**Who should be aware of curriculum modification before it takes place?**

In any society, content development for education should not leave educators out since they are the end users. Each subject or course should have a specialist to contribute to the modification. If there is the need to subsume one course under another, there must be understanding between all the specialists before it happens. Apart from this, before the modification, there must be a 'public' notification within the institutions involved, and everyone should be aware that modifications are coming. In the case of CCMAS, Olorode's (2023) observation may be accurate after all, that:

Although the National Universities Commission ostensibly anchors this alleged innovation, the real lever is being activated directly by Peter Okebukola (a former Executive Secretary of NUC), who is also communicating directly with the universities and their accredited officials and faculty members, especially the CCMAS accredited Professors from various universities (para. 7).

Should a single person determine who participates in the modification, or should the universities be in charge? This may portray the cold war between science educators and educators in the humanities. In the same vein, ASUU has reacted to NUC's 70 per cent imposition of curriculum on the universities, stating its displeasure with this action. This indicates that not all the faculties supposed to be involved in formulating the CCMAS were involved. ASUU noted the critical role of NUC in setting academic standards and assuring quality in the Nigeria University system, but "the process and the inputs of generating the standard are solely the responsibility of the universities" (Ogundare, 2023, para. 1). ASUU observed further that the CCMAS documents are full of shortcomings and gross inadequacies, with growing concerns and dissatisfaction about the development as it has "confined the University Senates to spectators in their affairs" (Ogundare, 2023, para. 11).

The second question raised in this research is: **Were the historians of education represented in the processes of the new curriculum formulation?**

It is evident from Table 2 that no historian of education was involved in the formulation of the CCMAS, and this is very tragic. If the history of education is left out of the CCMAS content, its implication may be grievous; as a nation, we may not be able to trace the historical development of our educational system, how it started and all that we have done to improve it, which is part of what the history of education is all about.

The third question that this research focuses on is: **Are the policymakers aware of the importance of the history of education?**

According to the Scripture Union (2017), the German Philosopher Friedrich Hegel's observation that what history teaches us is that we learn nothing from history has come to play in subsuming the history of education into another course. The curriculum innovators exhibited traces of not knowing the importance of history education and the history of education in the constitution of the CCMAS committee. Before the introduction of Western education, there was traditional indigenous education which was relevant to the needs and aspirations of the people. The wholesale acceptance of Western education and culture made Nigerians jettison indigenous education. This is counterproductive because Western education led to disorientation in society. A predominantly agrarian society was no longer interested in improving agricultural production for exportation but rather in importing finished goods that depleted the economy. Historically, this was part of what led to the 1969 curriculum conference.

This disdain for history may also be traced to the revised N.P.E. (Federal Republic of Nigeria (F.R.N.), 2013), where the sciences are prioritised and given a higher percentage of admission into the universities in Nigeria. Paragraph 91b states that "not less than 60% of places shall be allocated to science and science-oriented courses in the conventional universities and not less than 80% in the universities of technology and agriculture" (F.R.N., 2013, p. 42).

## Conclusion and Recommendations

The importance of history to a nation cannot be overemphasised and should not, for any reason, be handled with levity. National consciousness, patriotism and total commitment to the ideals and values of any nation cannot be enhanced by the people without a history education. In the same vein, the history of education as a course further exposes citizens to where education started, where it is now and where a nation is heading in developing its education. Subsuming the history of education into another course will do many disservices to understanding the progressive development of education

in Nigeria. It will also jeopardise national interest in scholars' involvement in ISCHE, a body of Historians of Education worldwide.

The fact that some intellectuals fought for 36 years to reinstate history education into the school curriculum should send a message to all quarters on the importance of any field of history. The subsuming of the history of education into another course is a pointer that some academics are not conversant with what is going on in the world of education in Nigeria or are not interested in any other field apart from theirs. The researcher, therefore, recommends reinstating the history of education into the CCMAS, if at all it will be acceptable to the university communities.

Most of the comments so far on the CCMAS point to the fact that it was an individual/consultant that determined what goes into the curriculum and who was involved in the process, which is counterproductive to higher education in Nigeria; therefore, in the future, curriculum restructuring must involve all the faculty stakeholders so that all will have their inputs in the process.

Curriculum innovations should not remove the history of education from the curriculum; instead, the researcher recommends making the history of education compulsory for all students.

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