

CURRICULUM EDUCATION FOR VALUE RE-ORIENTATION, POVERTY ERADICATION AND NATIONAL DEVELOPMENT

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Abstract

The environment we live in cannot be enjoyable if we don't give room for value re-orientation, which can help in eradicating poverty leading to sustainable National Development. So many poverty eradication policies and initiatives have been employed to tackle this pending issue to no avail. Fortunately, it is a well-known fact that curriculum education is a major tool to help in eradicating poverty in Nigeria by value re-orientation and fostering the cause of National Development. This paper focused on curriculum for value re-orientation, poverty eradication and National development. The introduction explains the effect of poverty on the masses in Nigeria before the knowledge and impact of curriculum, value re-orientation, and National Development was clarified and expatiated. The effect and causes of poverty as it affects the national economy was later discussed. Thereafter the implementation of a well-structured curriculum has been established in helping to curb this societal menace. The following were among others recommended, the introduction of informal and non-formal curriculum to boost and empower the economy through value orientation, the application of Curriculum Indicators for Poverty Eradication (CIPE) and the need for curriculum enlightenment through a unique approach.

Keywords: Curriculum, Economic Growth, Poverty Eradication, National Development.

Poverty is one of the major problems of mankind that has attracted concerns both in Nigeria and internationally. It destabilizes the poor and affects National Development. The effect of poverty are most severe in developing countries like Nigeria. As a result, it is expected that such developing countries should strive to become developed. Despite several intervention by the government of Nigeria for example, the effect of poverty on the economic and National is still strong. A lot of proofs show that the level of poverty in the country is very high and has negative effect on the populace and National Development. This is really a big concern considering the massive benefits from oil, gas and mineral resources in the Country (Dappa and Tamuno-Omi, 2009). Poverty has readily deprived the poor in Nigeria of their basic amenities and thus affected the economic growth and National Development of the country. To eradicate poverty, we need value re-orientation and education to know the steps to take in tackling this issue (Awoyele and Akinsoto, 2010). Education through its curriculum and the non-formal and informal processes has a great role in equipping interested and competent people to eradicate the menace of poverty. The National Development of any country is linked to a very active and functional curriculum.

The implementation of curriculum in the country is in the willingness to adapt to the changes it brings. This is because the curriculum inside and outside the classroom must be synonymous to be able to help in eradicating the challenge of poverty in a continuous way. This paper clearly explained how Education curriculum can be used as a tool for value re-orientation, poverty eradication and thus sustaining and improving the development of the country.

The Concept of Curriculum

Curriculum is from the Latin word 'currus' meaning a 'race course'. Currus also means currere which means to run. Therefore curriculum refers to a race course or runway. The educative experience helps individuals to function and adapt in their various endeavours. Curriculum therefore, is a medium for preparing individuals to become productive through Education (Informal, non-formal and formal) to develop the individual to be equipped to fight poverty on every side.

The Concept of Poverty

Poverty has so many definitions; For instance, in economics poverty is defined as a condition of low income (Owoeye and Atoyebi, 2008). According to Ajuzie (2000) poverty is a condition of living without the availability of basic amenities such as; food, clothing, shelter, etc. Poverty brings about oppression of the poor in the society. According to (Aworawo, 2000) and (Zakaria, 2006) there is a relationship between poverty and violence as proved by the various crises caused by the crave of power. According to (Okemakinde, 2010), the poor are those who can't afford the basic amenities of life and are unable to meet up with family and related obligations.

The World Bank also describes poverty as the inability to attain a minimum standard of living. Poverty can be classified into relative and absolute poverty. Relative poverty is used to describe a situation where the individuals struggle to cope or meet up with the basic standard of living. While absolute poverty describes those who live below the poverty line. These people cannot take care of themselves and family members in providing the very basics of livelihood. Absolute poverty can also be sub divided into two; primary absolute poverty and secondary absolute poverty. Primary absolute poverty falls below the poverty level and secondary absolute poverty falls very far below the poverty level thereby putting the victim of this category in a despicable state. Absolute poverty therefore, according to (Ogunmuyiwa and Okuneye, 2009), is a condition in which the individual experiences re-occurring pattern of the lack of basic human needs, lack of food, mal-nutrition, illiteracy, high death rate etc. poverty can therefore be summarized as a state of being poor, lack, suffering and living a substandard life. The effect of poverty should be tackled by adopting education for the survival and development of the country.

National Development

When we refer to National development, it is a development that brings about economic growth and its distribution among individuals in the society. It also involves resuscitating the environment and empowering them. This development centres on the poor and needy giving them opportunities to better their lives and become useful to themselves and the country at large (Atoyebi, Oweye&Adeoye, 2008). National development transforms the society and its environs with the aid of educational institutions and organizations that can make the society amenable for modern changes (Onyesam, 2005).

The Poor and Causes of Poverty

Poverty is relative in the sense that a poor man in a locality can be describe as a 'not poor' in another. (Adeola, 2000). Igeben (2001) reported that a poor person has so many deficiencies and lacks so many basic means of livelihood. The poor lives in tattered houses, no good food and cannot afford clothing and lack facilities. As a result of this, they often fall sick and even die. The poor have no voice and they are always looked down upon. A Nation is regarded as poor if they lack the basic amenities of livelihood and therefore lacks confidence among other nations. The poor can be found mainly in the rural and some urban areas. (Nweneazizi, 2011). In Nigeria, for example, despite the abundant natural resources, the world bank also showed that the poor cannot cater for themselves and family owing to their subsided income or cash flow. They are several reasons that lead to poverty. Some of these are:

1. Lack of employment opportunities
2. Poor education
3. Rural-urban dichotomy
4. Environmental disaster e.g. earthquake, flood etc
5. Overpopulation
6. Lack of education
7. Terrorism
8. Lack of funds
9. Poor infrastructural development
10. Poor power supply
11. Sickness etc. (ALADE, Ibiwumi A, 2015)

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Effects of Poverty in Nigeria

Poverty in its multidimensional manifestations has affected many livelihood system and nations at large. The social problem of poverty has devastating effect on the following obvious manifestations:

- It reduces the progress of the Nation
- Increase in terrorism
- Threat to life and property
- High rate of criminal acts
- Poor economic growth
- Kidnapping and other social vices etc.

Curriculum Education and Value Re-orientation as Strategies for Poverty Eradication and National Development

The importance of education and value re-orientation in curbing poverty in Nigeria cannot be over emphasised. The international community stressed the importance of eradicating poverty through education. Education should be geared towards helping the poor people and the nation at large to tackle and if possible eradicate this life threatening experiences. Education can best attend to poverty crisis through its curriculum. No country has succeeded if it cannot use curriculum as the means of educating or at least reducing extreme poverty.

Curriculum Education for national development is the process of changing global socio-economic, political and cultural environment (Chikondi, 2010). Therefore curriculum can be used especially at the post primary and tertiary level of education, as a source of enlightenment to the public due to the effect of poverty and the means of its eradication. In the developed countries, education through curriculum has played a great role and still the basis for their sustainable national development. Nigeria as a developing country needs to give special attention to curriculum and its value re orientation if poverty must be eradicated and development sustained.

Below are some strategies to be employed:

1. Formal Curriculum Enlightenment which involves

- (a) Giving attention to uppermost need during the planning of curriculum to ensure improvement in the economic and all round development.
- (b) Ability to access a broader view and knowledge of developed countries and comparative analysis established in order to improve the existing curriculum in a developing country like Nigeria.
- (c) curriculum education should be implemented in schools as courses, in relation to National Development. According to Osuji (2004), curricula courses implemented are:

- Population Education
- Family life/HIV – AIDS Education
- Civic Education/Citizenship Education
- Women (in development) education
- Environmental Education
- Capital Market studies.

In line with this, Nigeria in the past few years has focused on education to meet the aims and objectives for a progressive national growth towards poverty eradication through;

- Improved teacher education,
- Creating awareness for adequate implementation
- Provision of school facilities.
- Regular monitoring for quality assurance.
- Teacher improvement programmes
- Curriculum enrichment.
- Regular dialogue with all stakeholders.

2. National Development Strategies

Implementation of informal and non-formal curriculum

In Nigeria as an African country, poverty is common in the rural areas among low income earners such as the small scale farmers and petty traders (Atoyebi, Owoeye & Adeoye, 2008). As a result, informal and non-formal curriculum plays a major role in economic empowerment. Although, informal curriculum is done informally, it should be able to help the people acquire skills for self-employment, training in arts and crafts, marketing, agricultural products processing etc. which will foster the growth of the Nigerian economy. Teaching and practical training should be focussed on entrepreneurial and skill acquisition. Informal curriculum should be aligned with the modules operandi of the people e.g. in Nigeria, careful observation can be a means of assessment of the kind of informal education given. The documentation of informal curriculum, no doubt, would lead to acquisition of personal skills, enlightenment of the poor resulting in economic empowerment and national development. This can be done in collaboration with the local or state governments as a form of training to the people in skill acquisition under thorough supervision outside the class using a well-defined curriculum platform. This informal approach will definitely reduce the burden of formal curriculum.

3. The Application of Curriculum Indicators for Poverty Eradication (CIPE)

The curriculum that not only eradicate poverty or generate National Development, but also enlightens people by inculcating the values needed for self-empowerment must have the following indicators
Poverty Eradication Indicators (ALADE, Ibiwumi, 2015)

INFORMAL CURRICULUM	NON FORMAL CURRICULUM	FORMAL CURRICULUM
Apprenticeship training Handcraft practicals Partnership enterprise Rural development curriculum approach	Programme initiative curriculum e.g. Family Support Programme (FSP), Operation Feed the Nation (OFN), National Poverty Eradication Programme (NPEP), Capacity Acquisition Programme (CAP), Capacity Enhancement Scheme (CES) e.g. kokenapepe, gabage truck and farm tractors. Micro-credit programs Resource Enhancement programmes, National open apprenticeship scheme, waste to wealth, e.g. converting waste product like snail shell, bamboo, hair fibres into useful products etc.	Transmission and instructive approach-participatory and collective curriculum action. Creative-problems-solving skills Curriculum empowerment, Critical thinking Dialogue Negotiation Collaboration Entrepreneurship etc.

The curriculum indicator for poverty eradication in table 1 shows that informal, non-formal and formal curriculum are vital tools for the value re-orientations, poverty eradication and National development in Nigeria. This approach goes beyond schools and exploring other areas of interest such as businesses and handwork with expertise by the knowledgeable approach of the formal, non

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formal and informal curriculum implementation achieved through partnership with necessary authorities. This partnership gives a boost to the national development especially by collaborating with Non-Governmental Organizations, Institutions, industries e.t.c to foster the common goals of sustainable national development and poverty eradication.

Conclusion

Poverty is a common malady especially in developing countries like Nigeria. In order to have a well-balanced and robust economy, eradication of poverty through value re-orientation for sustainable National Development by curriculum educational implementation must be fully harnessed and constantly improved upon. Education through formal, non-formal and informal curriculum can be geared towards human empowerment and establishment through partnership and collaboration to produce more results as discussed in this paper.

The poverty eradication indicators shown in this paper are potent means of achieving poverty eradication by value re-orientation for National Development. It explained that as formal curriculum indicators are applicable, the non-formal and informal indicators should not be kept aside as their combination not only eradicate poverty but inculcate values which re-orientate their thinking towards achieving a progressive national development within and outside the school sector.

Recommendations

In the light of the discourse, the following recommendations are made:

1. Poverty eradication policies and initiatives should be employed to tackle the effect of poverty to the masses thereby leading to national development.
2. Curriculum developers should ensure the implementation of a well structured curriculum to curb societal menace.
3. There should be introduction of formal and non-formal curriculum to boost and empower the economy through value orientation.
4. The government should ensure the application of curriculum indicators for poverty eradication (CIPE).
5. The government should provide funds for seminars, workshop and programmes for enlightenment through a unique approach.

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