

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL
FACULTY OF BUSINESS ADMINISTRATION
IMO STATE UNIVERSITY
NIGERIA**

VOL. 8 NO. 1 MARCH 2019

**THE REVISED 9 – YEAR BASIC EDUCATION CURRICULUM (BEC) IN NIGERIA:
IMPERATIVES FOR ETHICAL IMPLEMENTATION**

ADOKIYE ADOLPHUS OKUJAGU, PhD.

**Department of Early Childhood & Primary Education (ECPE)
Ignatius Ajuru University of Education Rumuolumeni
Port Harcourt**

Abstract

Revision of any curriculum is a reflection of changes or exigencies in the society, thus, curriculum change is akin to societal changes. In Nigeria, the 9- year Basic Education Curriculum (BEC) has been revised to accommodate certain emerging issues and challenges of both local and global concern. Implicit in this curriculum revision is that more potent and viable ways or strategies must be devised to implement it effectively after the cause or causes of the revision have been well understood and digested. Understanding causes that necessitated revision in the curriculum is the key to its implementation. It is in the light of the above that this paper presented a review of the concepts 'curriculum' and 'curriculum change'. Certain drivers of curriculum change were discussed as well and some factors for ethical implementation of the revised curriculum were proposed. The paper also stated a paradigm shift of attitude to positivity, robust improvement in instructional infrastructure, and holistic human capacity development, among others, as recommendations.

Key words: Basic Education, Curriculum, 9 years Basic Education Curriculum, Curriculum Change, Structure.

Introduction

The world over, education has been regarded as an instrument of progress, prosperity and transformation. It holds the key to sustainable growth and development in the socio – economic life of any nation. In this wise therefore, countries are seriously transforming their educational systems by strengthening them to conform to global best practices and to accommodate emerging issues in the society. Society is culture- laden, that is, the growth, development, challenges, values and aspirations of the people are all situated in the culture of society. This makes society a primary source of curriculum content. With the introduction of formal education in which cultural values are transmitted from one culture to another, the curriculum therefore must be a reflection of the society. Curriculum has been variedly conceived by authors, experts and scholars in the field. Wiles and Bondi (2011) noted that the import of these various definitions is that they structure the boundaries of responsibility used by school planners.

A few definitions of curriculum are instructive at this point in time. Caswell and Campbell (1935) saw curriculum as composed of all the experiences children have under the guidance of the school. For Taba (1962), it is all of the learning of students which the school plans and directs in order to attain the goals of education. In a very simplistic way, Saylor & Alexander (1974) defines curriculum as a plan for learning. It is the planned and guided learning experiences and intended outcomes, formulated through systematic reconstruction of knowledge and experiences, under the auspices of the school, for the learners' continuous and willful growth in personal – social competence. (Tanner & Tanner, 1995). In all of these, the concept of curriculum can be summarized as all the experiences to which the learner is exposed during his sojourn in a formal learning environment (the school). Implicit in the above stated summary is that curriculum offers learners the opportunity to acquire knowledge, skills, attitude and values which is facilitated by the teacher in his use of a variety of instructional methods, materials and activities including assessment. As aptly remarked by Maduwesi, Aboho & Okwuedei (2010), a good curriculum is one that develops skills in the tools by which learners can acquire knowledge and skills as well as developing their ability to understand and adjust themselves to the environment they find themselves.

The above is suggestive of the fact that there is a correlation between society and curriculum. Hence, curriculum is required not only to transmit cultural values but also to empower individuals for meaningful interaction and adjustment in the society they live. It is this nature of curriculum that makes it stand out prominently among other documents /instruments used to dispense formal education.

This paper will be articulated in the following sequence:

- Curriculum Change
- Drivers of Curriculum Change
- Structure of the new 9 – year Basic Education Curriculum (BEC)
- Basic features of the new revised 9- year Basic Education Curriculum (BEC)
- Imperatives for implementation of the New 9 – year Basic Education Curriculum (BEC)
- Conclusion
- Recommendations
- **Curriculum change**

Change is a continuous process for it is one constant law of nature that initiates improvement. Thus, it is often seen and regarded as a constant phenomenon. On a general note, curriculum change as a concept means doing something different in some way about the curriculum in order to give it a new direction. This could be in form of alteration of the philosophy, aims and objectives of the curriculum, reviewing curriculum content, revising instructional strategies, materials, activities and even re-thinking evaluation procedures.

Curriculum change is a deliberate action aimed at improving the quality of teaching and learning by devising and adapting active strategies of presenting instructional materials to learning in such a way that involves and encourages practical activities, students' effective feedback and human interaction (Annual Review of Applied Linguistics, 2016). Summarily, curriculum change can be said to be a systematic curriculum engineering process aimed at ensuring the relevance of learning for acquisition of the necessary knowledge, skills, attitudes and values for proactive functioning in the society.

- **Drivers of curriculum change**

A number of factors combine to cause, propel or initiate changes in the curriculum. Some of these can be discussed as follows:

Alignment with global best practices: Curriculum change could result from the desire and effort of nations' government to key into and compete with the world's best systems of education. In doing this, the national curriculum needs to be modernized by paying premium attention to the global happenings in education. It has become necessary to keep pace with the achievement of pupils in other countries. Countries initiate a lot of changes or reforms into their school systems in the areas of Information and Communication Technology (ICT), curriculum pedagogy, instructional materials / resources etc. with the aim of improving achievement of students. The world's most successful school system such as those found in Finland, Canada, Singapore, Australia, Hongkong and China have become global high performers in education, despite difference in the educational policies and practices, culture and political systems. The achievement of these global high performers can be attributed to long-term vision, ambitious standards for students, commitment to equity by leaders, high quality teachers and school managers, effective use of resources, global and future orientation and pupils' motivation and engagement (Stewart, 2012).

A combination of these variables re-design the curriculum in a fashion that its contents become rigorous, tough and yet engaging to provide factual knowledge required as building blocks for a more advanced ideas in the different subjects. Thus, a more demanding curriculum emerges.

Revolutionizing education: Revolutionizing the education subsector to the point of economic prosperity could be a major drive for a curriculum change. Countries facing very serious national challenges such as unemployment, poverty, hunger, non-empowerment of citizenry, security threats, militancy, kidnapping and de-orientation of values among others can use education to ameliorate, palliate and eventually cause a reduction in the occurrence of these challenges. The use of education expressly means that content of the national curriculum will have to be revised to soothe the challenges, by the inclusion of content and materials that will accelerate changes in desired direction.

It is in this regard that the Federal Government of Nigeria decided to review, restructure and re-align the 9 year basic Education curriculum to implement the National Economic and Empowerment Development Strategies (NEEDS), which include job creation, poverty eradication, and generation of wealth and empowerment of people through education. In addition, the Basic Education Curriculum (BEC) in Nigeria as in other developing countries is revolutionized to achieve high pupils' enrolment, retention and completion of basic education as well as to attain the achievement of objectives of international protocols and conventions of global concerns. FMOE (2007) asserts that the BEC have been re-shaped to pay premium attention to emerging issues, entrepreneurial skills and HIV/AIDS education as well as achievement of the Millennium Development Goals (MGDs) and the critical elements of NEEDS.

Institutionalizing enquiry: The desire to emphasize the acquisition of problem – solving and enquiry skills by students could be a primary driver of curriculum change in any education system. The way teaching and learning is conducted in public basic schools of developing countries put the teacher always at the centre of the entire process, without recourse to

what effort learners can put into the instructional process. By this singular action, children are rendered cognitively inactive. Thus, curriculum could be engineered to encourage children to be inquisitive and questioning. These increase their curiosity to know more about what they learn, and consequently query areas of doubt. This spirit of enquiry could also encourage the learners to be resourceful and independent in their learning. Children create opportunities to learn creatively for and by them without necessarily waiting for the teacher's teaching.

The implication is that opportunities for independent critical thinking and application of skills are provided for the children.

In this state of mental or cognitive activity of children an active learning strategy like collaborative learning could be developed among learners, and this encourages them to 'taking risks' while learning. Institutionalizing enquiry via the curriculum can be a good way of nurturing problem- solvers. In addition to the academic benefits of curriculum, it is drawn upon to support learners' individual development as it contributes to enhance pupils' confidence, motivation, aspiration and self concept.

Need to streamline concept of the curriculum: Oftentimes, curriculum change is carried out to eliminate content overload, repetitions and/ or duplications found within and across school subjects. The aim is to reduce the content of the curriculum in almost all subjects offered in schools while leaving the essentials. The idea is that the new curriculum does not dictate for teachers 'how to teach' but focuses more on the essential knowledge and skills every learner should acquire. In this way, the curriculum is tailored to the needs of the pupils. In line with this, the 2010 Presidential Summit on Education recommended that the number of subjects offered at the primary and the junior secondary school levels be reduced. Additionally, Igbokwe (2015) opined that repetition and duplication of concepts (via integration of subjects), need to encourage innovative instructional approaches and need to infuse emergent issues of national and global concerns could initiate change in curriculum. It is in response to these contemporary concerns that the government of the Federal Republic of Nigeria revised the 9 year Basic Education Curriculum (BEC) in line with international best practices (Obioma, 2012).

Technology: The entire world has been transformed or compressed into a global village, and this has become possible through the use of Information and Communication Technology (ICT). This technology is such that private and government businesses can be conducted at both local and international levels without the key players being physically present at the scene of business. In education, e-learning has also been introduced as a way of expanding access to quality education as well as avenue for learners/ students to acquire knowledge, skills, attitude and value to maintain effective functionality in the society they live in. Teaching and learning is becoming increasingly improved and interesting with ICT facilities. ICT in itself has brought about global competitiveness in governance, education, healthcare, agriculture, transportation and so many other sectors.

In order not to be left behind, it becomes imperative to key into this global competition so as to bring about improvement and gains in the critical sectors of a nation's economy. This desire for globalization and sectoral improvement and gains can initiate change in curriculum.

Credibility: Government shall eradicate illiteracy, to this end; government shall as and when practicable provide a free and compulsory universal primary education, free secondary school education and free adult literacy programmes (FRN, 1999: Sect. 18). In like manner, the Universal Basic Education (UBE) Act (2004) proposed a 9 year basic education programme which is free, compulsory, Universal and qualitative. These are intents of government to ensure that the citizenry has unfettered and seamless access to quality education, as the provision of public education is considered the responsibility of government. The people, especially tax payers, whose money is used to fund public education could propose and insist that new knowledge, skills, attitudes and values that would make their children / ward to be more pro-active and responsive to the demands of society be incorporated in the school system. Curriculum change could be initiated to justify spending of the tax payers' money as well as making public education credible by infusing more viable concepts, skills and elements of positive attitudes and value re-orientation contents which can make graduates of public education more functional in the environment they find themselves.

These could result to a more robust curriculum for acquisition of all attributes by children living in a society that is politically, socially and economically challenged.

Structure of the New 9- year Basic Education Curriculum (BEC)

The new 9 year BEC has been structured into three levels of:

- Lower Basic Education Curriculum (Primary 1-3) a.k.a junior primary
- Middle Basic Education Curriculum (primary 4-6) a.k.a senior primary
- Upper Basic Education Curriculum (junior secondary school, JSS 1-3)

1. Lower basic education curriculum i.e. Primary 1-3 is composed of minimum of 6 and maximum of 7 subjects as follows:

1. English studies
2. Mathematics
3. Nigerian language
4. Basic Science and Technology (BST)
5. Religion and National Values (RNV)
6. Cultural and Creative Arts (CCA)
7. Arabic language

This Lower Basic Education Curriculum (LBEC) is for the age bracket of 6 -8 years.

2. Middle basic education curriculum i.e. primary 4-6 comprises a minimum of 8 and maximum of 9 subjects as indicated below:

1. English studies
2. Mathematics
3. Nigerian language
4. Basic Science and Technology (BST)
5. Pre-vocational Studies
6. Religion and National Values (RNV)
7. Cultural and Creative Arts (CCA)
8. Arabic language
9. French language

This Middle Basic Education Curriculum (MBEC) is for 9 -11years age bracket.

THE REVISED 9 – YEAR BASIC EDUCATION CURRICULUM (BEC) IN NIGERIA: IMPERATIVES.....

3. Upper Basic Education Curriculum i.e. Junior secondary school, JSS 1-3 consists of a minimum of 9 and a maximum of 10 school subjects as shown in the following:

1. English studies
2. Mathematics
3. Nigerian language
4. Basic Science and Technology (BST)
5. Pre-vocational studies
6. Religion and National Values (RNV)
7. Cultural and Creative Arts (CCA)
8. Business studies
9. French language
10. Arabic language

The Upper Basic Education Curriculum (UBEC) is 12 -14 years age bracket.

Major highlights of the 9 year BEC

- As an official national language, English should be a medium of instruction in the basic schools, and should include literature –in-English.
- Schools are at liberty to select the Nigerian language to teach, from the major ones.
- Emphasizes availability of computers in basic schools.
- Separate classes to be run for Christian Religious Studies (CRS) and Islamic Studies (IS)
- Arabic language is optional at all the levels of the 9 years Basic Education curriculum (BEC)
- More importantly, the new 9 year BEC emphasizes that instructional activities must be creative, innovative and practical.

Basic Features of the Revised 9- Year Basic Education Curriculum (BEC)

- a) **Core subjects** are English studies, one Nigerian language, mathematics, Basic Science and Technology, Religion and National Values, Cultural and Creative Arts, Pre-vocational Studies, French and Business Studies.
- b) **Electives (optional) subject:** Arabic Language
- c) French and Pre-vocational Studies are introduced in primary 4 as core subjects. While Business Studies is introduced as a core subject at the Junior Secondary School level.
- d) Basic Science and Technology, Religion and National values and Pre-vocational Studies are **composite subjects**.
- e) Composition of the composite subjects
 - i. **Basic science and technology** consists of the following as themes:
 - Basic science
 - Basic technology
 - Physical and health education
 - Information technology
 - ii. **Prevocational studies themes:**
 - Agriculture
 - Home economics

- Entrepreneurship
- iii. **Religion and national values themes:**
- Christian religious studies
 - Islamic studies
 - Social studies
 - Civic education
 - Security education
- f) The revised curriculum pays particular attention to the teaching of Reading. Consequently, the English Studies curriculum 1-3 is focused on the teaching of the following reading skills: Concepts of Print, Phonological Awareness, Phonemic Awareness, Phonic, Fluency, Comprehension and Vocabulary Acquisition.
- g) The infusion of Drug Abuse Education, Road Safety Education, Disaster Risk Reduction and Management, Climate Change, Consumer Education and Relevant Elements of the National Economic Empowerment and Development Strategy (NEEDS) into relevant contents of the curriculum.
- h) Teaching and learning emphasis is on skill development creative thinking skills, entrepreneurial and works skills.
- i) The systematic connection between Primary, Junior and Senior Secondary Schools curriculum contents.

Imperatives for Ethical Implementation of the New 9 Year Basic Education Curriculum (BEC)

As developed by the Nigerian Educational Research and Development Council (NERDC), the BEC focuses on needs of the learners and that of the society. Basic education students/learners have limited choice in their subject offerings and study due to the universality of the curriculum. Therefore, the curriculum works on the psyche of learners and aids their broad development. The aim is to provide a structural platform which empowers every child with equal opportunity to excel in terms of creativity, intelligence and practical activities as well as other wholesome academic ventures. Nigeria has had lofty policies or program reforms which are very effective on the pages of papers that contain them. In like manner, Danmole (2011) expressed fears that implementation may be the bane of the new BEC in terms of attainment of achievement of its objectives. However, in order to chart the way forward in the attainment of objectives of the new BEC, some fundamental ethical imperatives must be given a very serious thought and these include the following:

- Holistic capacity building: This is a human capital development exercise which in digital parlance can be equated with the term 'software upgrade'. There exist a number of human resources who work (individually or collaboratively) to bring about achievement of curriculum objectives. These include teachers, laboratory, library and workshop attendants, computer operators and quality assurance officers to mention a few.

Teachers remain a major factor in the development of any educational system. Teachers have the primary role in educating and training learners and to produce competent professionals who are equipped with adequate knowledge required for a good career and worthwhile living in the society. Teachers function to assist students gain good character and wholesome academic competence. Therefore teachers determine the quality of any system of education. Accordingly, teachers must be exposed to capacity building exercises

on a regular basis, where they are not only refreshed but also acquire new and worthwhile skills that are viable enough in the implementation of the new BEC. These skills include those for instructional planning, preparation and delivery as well as assessment of instruction. Through professional development teachers are provided opportunities to collectively share responsibility for student learning expand their teaching practice and develop new insights about their teaching. Professional developments also serve as a platform for renewed energy toward practicing teaching and create opportunities to develop and implement curriculum (Gallo-Fox & Scantleburg, 2016).

Laboratory attendant can be described as the eye and ear of the laboratory due to the vital role of his responsibility. The lab attendant supports the work of teachers who conduct practical activities in their respective subjects. In the laboratory, the lab attendant performs routine and semiskilled work such as collection, preparation and distribution of materials and samples as well as maintenance of laboratory equipment.

A school library attendant is one who ensures the smooth and effective functioning and day to day operations of a school library. The attendant who requires little formal education functions primarily to monitor students' use of library resources and assisting teachers in finding material in the library as well as assisting to run the daily routine of the library. Workshop attendants in schools have become indispensable because of the introduction of pre-vocational subjects in the BEC, this introduction heralds the formal commencement of equipping learners with knowledge and skills required to function proactively in the society and offering opportunities for training students practically in skill acquisition in preferred technical trade areas for future development of critical sectors of the economy. (Manabete & Makinde, 2016 and Umar & Ma'aji 2010). The workshop attendant can be said to be one who supports students and teachers in the workshop through his daily routine organization and management of the school technical or vocational workshop.

Computer laboratory attendant functions to support students and staff making use of Information and Communication Technology (ICT) facilities and services. The attendant ensures that the computer laboratory is congenial and appropriate for users to commence, continue and complete academic work or activities related to computer. As part of his duties, he opens and closes the ICT lab according to schedule, ensures that machines are in good working conditions, that ICT services rules are observed and that ICT users are aware of the presence and availability to render help among other functions.

Implicit in any revised curriculum is the fact that modes and means of instructional management, supervision and assessment will be equally revised to reflect the new curriculum. It is in line with this that the need to build the capacity of quality assurance agents arises. School administrators, supervisors, inspectors and others entrusted with the responsibility of assuring quality in basic schools should be encouraged by supporting them to acquire skills that will enable them monitor and evaluate the mechanisms put in place to ensure that curriculum and instructional practices are consistent with and leading to the attainment of set objectives of basic education (Okujagu, 2012).

- Instructional infrastructure: Provision of instructional infrastructure has a direct impact on curriculum implementation. Curriculum document can be drawn, developed or revised with little or no input from the use of instructional infrastructure. However, the absence or paucity of instructional infrastructure could mar implementation of curriculum at any level or stratum of education. Instructional infrastructure are equipment, materials and facilities (both moveable and immovable), designed for use, either individually or in combination by an instructional agent in an instructional environment for attainment of instructional objectives. These include conducive and well-furnished/well-lit classrooms, libraries, laboratories, workshops, and ICT laboratory and demonstration gardens. For effective instructional transaction to thrive curriculum implementation must be executed in conducive and well-furnished and well-lit classrooms. Classrooms must have child-appropriate furniture as well as teacher- appropriate tables and chairs, shelves for books, lunch boxes and pupil's/ students' bags should not only be provided but also made accessible to learners. In addition to good ventilation, classroom should be fitted with good lighting system and other electrical appliances that are capable of inducing comfort for learners in the classroom. The library is a centre for knowledge acquisition through information gathering and sharing. Learners, including teachers, go to library to enrich their knowledge, do assignments and gather materials for projects and prepare for lessons. This is one place apart from the classroom that aids effective curriculum implementation. Curriculum implementation consists of two components: theory and practical. The theoretical aspect is often executed in the classroom and the practical in the laboratories and workshops. Therefore, for comprehensive effective curriculum implementation, the need for up-to-date laboratories for science practicals and modern workshops for prevocational subjects and their allied facilities cannot be over-emphasized. In line with global best practices, establishment of ICT laboratories in schools has become fashionable. ICT has aided classroom instruction through computer assisted learning and virtual fields trips. Another basic instructional infrastructure worthy of mention is demonstration garden. Agriculture as a prevocational subject is a core subject in the new BEC. This is in line with introducing learners to the tenets of food security and diversification of the economy. Since agriculture is more of practical activities, it becomes necessary that demonstration gardens be established in basic schools to facilitate students' choice of agriculture as a career.
- Instructional materials: Instructional materials are at the heart of curriculum implementation. These range from print to non-print, low technology to high technology and projected to non projected materials. These materials make the instructional process interesting and natural as they are used to concretize concepts which appear vague and abstract for learners.

At the basic school level, instructional materials include books, the curriculum document, teachers guide for instruction in each school subject as well as other instructional aids for both teachers and pupils. These materials must be developed to reflect the desired changes in the curriculum and be made available in adequate quantity to all basic schools across the nation. This idea is to ensure quality and universality of education at the basic level. These packages facilitate, to a very large extent, curriculum implementation and

attainment of curriculum objectives. Lack or inadequate provision of these materials can militate against the intentions of the new 9 year basic education curriculum.

- Institutionalizing a feeding support initiative: Just like the case with developing countries in Africa and elsewhere, Nigeria is currently facing economic challenges which have threatened food security. Due to depression in the economy, there is hike in the prices of food items across markets in the country. This development has negatively impacted on the citizenry to the effect that many families can hardly afford quality or nutritious three square meals.

A basic or fundamental sign of good curriculum implementation is that the curriculum must be consumed and assimilated by learners without any friction. Otherwise will mean that implementation is not successful. For pupils/students to assimilate what is taught to them during instructional delivery means that they have some reasonable level of mental alertness and good health. These variables among others primarily result from consumption of nutritious food. Researches abound that good nutrition has a positive relationship with the development of brain cells, especially in children. It is in this respect that institutionalizing a feeding support initiative has become an imperative for curriculum implementation. By this arrangement, an agency charged with the responsibility of providing at least one nutritious meal per day for pupils/ students at the basic level of education should be established and backed by legislation to discharge its functions. This will guarantee learners wellbeing and development and further make them well disposed to consume the curriculum.

Conclusion

Curriculum implementation especially that of basic education in Nigeria has been fraught with impediments. Most of these impediments arise from failure to provide the basics for curriculum implementation. The curriculum implementation atmosphere does not lend itself to a smooth implementation corridor, hence, the implementation of basic education curriculum is seated on an undulating terrain. Factors arising from inadequate qualified manpower, instructional infrastructure, facilities and materials, and finance constitute a cog in the wheel of BEC implementation. This calls for a paradigm shift on the issue of curriculum implementation in Nigeria. It is in the light of the above that the following recommendations are made.

Recommendations

- Since curriculum implementation transforms learners into individuals who are knowledgeable and skilled persons, it, therefore, follows that government and policy makers, well-meaning individuals and indeed all stakeholders in basic education should genuinely shift their strategy and thinking about BEC implementation and focus on techniques and strategies to turn around curriculum implementation in Nigeria.
- A holistic capacity building should be regularly done for not only teachers, but also for other allied and support staff in the basic education enterprise. This will expose them to modern techniques and strategies of easing their duties, and this will automatically translate to improved instructional systems with higher academic achievement.
- Infrastructure such as conducive and well-furnished/well-lit classroom, library, laboratories, workshops, ICT laboratories and demonstration farms/gardens, alongside

their attendant facilities should be adequately provided for the use of teachers and allied staff as well as students/pupils. The availability of this instructional infrastructure will, to a large extent, maximize instructional outcomes.

- The use of instructional materials is at the core or centre of curriculum implementation. Therefore, instructional materials relating to execution of the BEC should be made available in adequate quantity and quality. This will ensure quality and universality in the implementation of BEC across the country.
- Other stakeholders in the basic education sector, apart from teachers, should also be sensitized about the revised/new curriculum. This is to place them on a pedestal that is capable of assisting implementation of the new curriculum and also to propagate its gains.
- An agency solely responsible for providing nutritious means for basic education learners should as a matter of urgency be established to help or contribute to well disposition of pupils/ students to effective consumption and assimilation of the BEC.

References

- Annual review of Applied Linguistics (2016). Cambridge: Cambridge university press.
- Caswell, H.L. & Campbell, D.S. (1935). Curriculum Development. New York: American books
- Danmole, B.T. (2011). Emerging issues on the Universal basic education curriculum in Nigeria; Implication for the Science and technology component. Pakistan Journal of Social Sciences 8(1)(62-68).
- Dike, S. (2014). Opening remarks presented at the train-the-trainers workshop on the use of the revised 9 year Basic Education curriculum, held at Abuja, July 5th -9th.
- FMOE (2007). 9 year basic education curriculum, Abuja: NERDC.
- Federal Republic of Nigeria (1999). Constitution of Federal Republic of Nigeria, Abuja; Federal Ministry of Information.
- Federal Republic of Nigeria (2000). Implementation guidelines for the UBE programme. Abuja: Federal Ministry of Education.
- Federal Republic of Nigeria (2013). The 9 year Basic Education curriculum structure (Revised 2012) at a glance. Abuja: NERDC.
- Federal Republic of Nigeria (2004). Universal Basic education Act. Abuja.
- Gallo-fox, J. & Scantleburg, K. (2016). Co-teaching as professional development for co-operating teachers. Journal of teaching and teacher education, Vol. 60 (191-202).
- Igbokwe, C.O. (2015). Recent curriculum reforms at the Basic Education level in Nigeria aimed at catching them young to create change. America Journal of Educational research 3(1)(31-37).
- Maduwesi, B.U., Aboho, D.A. & Okwuedei, C.A. (2010). A practical guide to curriculum development (3rd edition), Onitsha: West and Solomon publication Coy Ltd.
- Manabete, S.S. & Makinde, A.A. (2016). Availability and utilization of facilities of electrical installation and maintenance works programme of technical colleges in North-East geo-political Zone of Nigeria. International Journal of Vocational and Technical Education Research 2(1)(11-31).

ADOKIYE ADOLPHUS OKUJAGU, PhD.

THE REVISED 9 – YEAR BASIC EDUCATION CURRICULUM (BEC) IN NIGERIA: IMPERATIVES.....

- Obioma, G.O. (2012). An address delivered at the critique workshop on teachers' guides for the revised 9 year Basic Education Curriculum (BEC), held at NERDC conference centre, Lagos November 26th – 28th.
- Oehlberg, B. (2012). Ending the Shame: transforming public education so it work for all students. Pittsburg: Rosedog Books.
- Okujagu, A.A. (2012). Quality Assurance (QA) in Primary Education in Nigeria. Academic discourse 4(1) (85-92).
- Orji, S.N. (2012). The new 9-year Basic education curriculum. Paper presented at a sensitization and advocacy workshop for teachers in Taraba State, August 23rd -24th.
- Saylor, J.G. & Alexander, W.M. (1974). Curriculum planning for schools. New York: Holt, Rinehart & Winston.
- Stewarts, V. (2012). A world Class Education: learning from international models of excellence and innovation. Alexandria: ASDC Publication.
- Taba, H. (1962). Curriculum development: theory and practice. New York: Harcourt Brace Jovanovich.
- Tanner, D. & tanner, L. (1995). Curriculum Development: Theory into practice (3rd edition), New York: Macmillan.
- Umar, I.Y. & Ma'aji, A.S. (2010). Repositioning the facilities in technical college workshops for efficiency: A case study of North Central Nigeria. Journal of STEM Teachers Education 47(3) (50-63).
- Wiles, J.W. & Bondi J.C. (2011) Curriculum development: A guide to practice (8th edition). New Jersey: Pearson Education.