

CITIZENSHIP EDUCATION AND JOB CREATION

Babatunde Olaoye-Williams

Social Studies Department,

College of Education,

Warri.

Abstract

The paper looks at citizenship education and job creation. It identifies key words in definition of citizenship education and emphasis of the National Policy on Education on citizenship education and self reliance. It looks at importance of job creation as bedrock of economic empowerment and panacea to negative development such as youth restiveness, poverty, crime, disease and other social ills and the necessity of tackling unemployment in Nigeria running at around 19.7 percent despite human and natural endowments of Nigeria. It assumes that Hallmark of citizenship education in job creation and sustenance is in enhancing favourable conditions, such as responsive governance and accountability, electoral education, political literacy, democratic accountability, as well as ethical and moral uprightness, desirable values, social and moral responsibility and national ideals of integrity, honesty and practical patriotism.

Introduction

A write up on citizenship education and job creation requires conceptual clarity of some key words such as citizenship education, self reliance, development and job creation. These are interrelated words, citizenship education has been defined variously by different scholars and authorities based on their perception or perspective. Citizenship education in the view of Ugbodulunwa in Odhe and Williams (2002) is primarily concerned with enunciation of the rights and responsibilities of individuals who are nationals of a country by birth or naturalization, while to Okam (1998) citizenship education is intrinsically committed to ethical and moral issues

which enable any society to realize its set goals and objectives.

According to Dubey and Barth (1980), citizenship education is a process of inculcating the basic values of society into an individual, while Barth and Sharmis in Oganwu (2002) saw citizenship education as the internalization of significant cultural behaviours, knowledge and values in the individual members of society.

Williams and Odhe (2002), averred that citizenship education is generally concerned with the production of good citizens in a country or society. It can be pointed out that the rationale for citizenship educational basically include

political literacy, social and moral responsibility and community involvement. Key words in various definition of citizenship education can be itemized as:

Rights and responsibilities
 Ethical and moral issues
 Basic values of a society
 Internalization of significant cultural behaviours, knowledge and values in the individual
 Production of good citizens
 Political literacy
 Social and moral responsibility
 Community involvement

The Longman Dictionary of Contemporary English (2003) defines self reliance as “able to do things by yourself, without depending on the help or advice of other people”. While development implies the complete modernization of a society, it entails the conversion of a peasant society into an individual one; it means a change in the whole way of life, in expectation, and motivation as well as increased capacity to carryout more complicated tasks and functions.

Besides, job creation programs are programs or projects undertaken by a government of a nation in order to assist unemployed members of the population seeking employment. (<http://www.google.ca/seaven.jobtcreation>).

The interrelatedness of the concepts is part of the focus of the paper.

National Policy on Education and Citizenship Education

The importance of education to national development cannot be over

emphasized. That is the reason why education is a serious concern in Nigeria’s National Policy on Education, Education is seen as instrument per excellence for effecting national development. There is emphasis on citizenship education in Nigeria’s National Policy on Education (2004).

Generally, curricular provision for tiers of the educational system was provided for in line with National Goals of Nigeria seen as foundation for the National Policy on Education which in Section 1 (3) of the policy include building of:

- a. A free and democratic society
- b. A just and egalitarian society
- c. A united, strong and self-reliant nation
- d. A great and dynamic economy
- e. A land full of bright opportunities for all citizens

It can be pointed that in Section 4 (19b-vii) curriculum for primary education includes Social Studies and citizenship education. Also in Section 5 (24a-vii) of secondary education (Junior Secondary School) Social Studies and citizenship education is among Group A core subjects, while in tertiary institutions like Colleges of Education, citizenship education is a core subject approved by the National Commission for Colleges of Education (N.C.C.E).

National Policy on Education and Self-Reliance

The paper posits that self reliance and job creation are closely related terms. Emphasis on self reliance also manifest in the National Policy of Education (2004). In

the philosophy and goals of education in Nigeria, Section 1 (3c) outline strong and self reliant nation as one of the five main national goals.

In addition, applied self reliance cannot be divorced from Nigeria's philosophy of education which is concerned with:

- a. The development of the individual into a sound and effective citizen
- b. The full integration of the individual into the community and
- c. The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system.

Besides, section 1(8) of the national policy on education observes

Consequences and quality of instruction at all levels has to be oriented toward inculcating the following values:

- a. Respect for the work and dignity of the individual
- b. Faith in man's ability to make rational decisions
- c. Moral and spiritual principle in inter-personal and human relations
- d. Shared responsibility for the common good of society.
- e. Promotion of the physical, emotional and psychological development of all children and
- f. Acquisition of competencies necessary for self-reliance

The relatedness of the National Policy to self reliance is further enhanced in Section 1 (9b, e and f) which states that:

1. Educational activities shall be centered on the learner for maximum self- development and self-fulfillment.
 2. Universal Basic Education in a variety of forms, depending on needs and possibilities, shall be provided for all citizens
 3. Efforts shall be made to relate education to overall community needs:
- From the above, it can be deduced that self reliance is self fulfillment and self-development; a vital part of job creation.

Job Creation

The importance of job creation for National development cannot be over emphasized. The importance can be looked at from many dimension be it as drive towards self reliance and National development, solution to youth restiveness and harnessing appropriately manpower in a country. Job creation is always a concern for any serious government.

Also adequate and effective job creation is a spur towards National development and harnessing of full productive capacity of a country. Job creation is a panacea to negative developments such as youth restiveness, poverty, crime, diseases and other social ills. It is the bedrock of economic empowerment.

It can be pointed that in observations and recommendations of the all party parliamentary group on Nigeria (2006), the group averres that:

“Youth and the education and opportunities open to them are issues of

critical importance across Africa. There need to be a focus on job creation in Nigeria, of crime and corruptions are to be effectively combated”.

Source:- Report of the all Party Parliamentary Group on Nigeria (Observation and Recommendations on the November 2006 APPG Visit to Nigeria) Shell International and the British High Commission Abuja.

A similar focus on job creation is the report by Okulaja (2010) of Nigeria's Finance Minister's concern on reducing unemployment and enhancing economic productivity. The Minister observed that, “unemployment in Nigeria is running at around 19.7 percent on average, according to statistics from the Nigeria Directorate of Employment (NDE) and that almost half of 15-24 year olds living in urban area are jobless”.

Citizenship Education and Job Creation

To Soludo (2007), endowments of Nigeria include abundant resources, human and material resources, largest black nation in the world, 8th largest oil producer and 6th largest deposit of gas, 34 solid minerals, 44 exportable commodities and huge available land. The above is complemented by a huge active population. This shows favourable conditions for utilization of resources and manpower. However, current situation is at variance with the huge potentials.

Some conditions can be seen as favourable for job creation. This includes a responsive government/leadership; prudence in government spending; right prioritizing and proper implementation of

policies and existence of the rule of law. It can be pointed that these conditions hardly exist in Nigeria. Prevalent job creation constraints in Nigeria can be seen in low political/electoral education; problematic democratic accountability culture of impunity; disempowerment of the population all leading to economic stagnation. Also, is the issue of attitudes and values of the citizens devoid of national ideals of dignity, integrity, honesty, dignity of labour and patriotism. The shortcomings cannot enhance adequate and sustainable job creation in Nigeria. The place of citizenship education is in making input in governance and development of the citizenry.

Also is the place of citizenship education in the area of awareness of the citizens to enhance political literacy. This is vital for citizens to know not only their duties but also the duties of the government and enhancing accountability, monitoring effectiveness of rule of law, creating a responsive government and democratic accountability. A government that is close to the people and not imposed will interact with the people, know pressing problems, create needed and relevant jobs and initiate policies that will promote self reliance. This will be lacking when there is a disconnect between the government and the people. Citizenship education provides the necessary connection.

In addition, sustaining jobs created is tied to ethical and moral issues; knowledge of values in individuals, social and moral responsibility and community involvement. These are hallmarks of

citizenship education. Citizenship education thus, provides the balance in enhancing job creation between the people and the government. Vital is enlightenment and awareness and active participation in governance by the people, a core area of citizenship education that is the main ingredient in producing responsive governance on which enhanced job creation rests. This is a solution to wastes and misuse of funds by the government.

Conclusion

From the above issues, it is clear that job creation is the bedrock of economic empowerment as well as panacea to negative developments such as youth restiveness, poverty, crime, disease and other social ills. However, prevailing job creation constraints in Nigeria is in terms of low electoral education, low accountability in governance, problematic democratic accountability and culture of impunity in addition to attitudes and values of the people. Job creation and sustenance is anchored on responsive government and democratic accountability, involvement of people actively in the electoral process; ethical and moral uprightness, desirable values; social and moral responsibility, national ideas of integrity, honesty and practical patriotism. These are hallmarks of citizenship education.

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