

## EDUCATION FOR SUSTAINABLE WEALTH CREATION AND DEVELOPMENT IN THE 21<sup>ST</sup> CENTURY NIGERIA: IMPLICATION FOR AGRICULTURE

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### Abstract

The paper focuses on education for sustainable wealth creation and development and the implication for agriculture in Nigerian in the 21 century. The paper attempts to define education and also stress its importance to individual, society, and the nation at large. It highlights the failure of the present system of education which cannot address the twenty first century problems and so the need to adopt new strategies in education for wealth creation. The paper relates education to development of a society or nation, define wealth and the role of education as a strategy in wealth creation. Finally the paper concluded by establishing that Nigerian agriculture has huge potential for wealth creation for the benefit of the nation and came up with the following policy recommendations. Building and shaping education curriculum in agriculture at the national level that is focus on production lesions of productivity at secondary schools, monotechnics, polytechnics and universities; Irrigation projects should be privitised and mechanized for wealth creation nation wide; Establish and boost agricultural specific training on short duration period (4 weeks) for wealth creation ventures in fishery, livestock, horticulture, crop production, mush room production etc; Research and sustainable development in all aspects of agriculture should be handled seriously at both national and State levels; Nigerian Government should facilitate access to fertilizer, pesticides, herbicides at affordable prices while youth and farmers must be properly trained on the use of these inputs that required specific skill; Government at the Federal and State levels should ensure promotion of employment in modern agriculture for the young school leavers of secondary

And tertiary level; devise specific support for affordable finance for farmers specifically small holders, women, youth and graduates. Promote research at the academic levels on the following linkage; agricultural growth, global economic growth, food security, social safety, national security/ health; Ensure reduction in post harvest losses maintained through better storage and transport infrastructure.

Keywords: *Education, Sustainable, Wealth-Creation, Twenty-First Century, Agriculture, Nigeria*

### Background to the Study

Education is the instrument by which the society is able to reproduce itself ideologically, socially and culturally (Okwadiba, 2001). It provides knowledge of all aspect of life of society in such a way as to enable the population to understanding how the society has worked in the past, how it is presently working, how it can better work in the future and the lessons that may be learned from other societies, their past and their future prospects. John Dewey (1959) interpreted education to be “The scientific method of which man studies the world, acquired cumulative knowledge of meaning and values.

”In the national policy on education, the federal republic of Nigeria (1981) asserts that, no nation can achieve economic, social, and technological progress and self-sufficiency without a good system of education to sustain its achievement and hence defines education as that “process that helps to develop the whole man, physically, mentally, morally, socially, and technologically to enable him to function effectively in any environment he finds himself”

Most people today adhere to a paradigm of educations is strictly 19<sup>th</sup> century, but like a Queen, growing numbers of educators are believing in and accomplishing “the impossible.” Technically we have arrived in the 21<sup>st</sup> century but our schools are not here and our challenge is to reinvest in schools for the 21<sup>st</sup> century for the sake of our children our students and the welfare of our world (Gliter, 1967). Schools should be managed base on new objectives that we want to achieved. This can be accomplished with a curriculum that targets productivity and jobs creation in the 21<sup>st</sup> century. Therefore, it is necessary we have to make the paradigm shift to 21<sup>st</sup> century education. The recognition of the failures in our schools and the important of correcting these problems have led to the call of unique strategies that will result in sustainable production and development. Baikie (1999) decried the wastage of fund allocation to education. This observation therefore call for the efficient utilization of this scarce resource been injected into education. This paper therefore,

is to address the following research questions:

1. What is the twenty first century education?
2. What is the relationship between education and development?
3. What is wealth creation?
4. What is the implication for agriculture?

#### What is the Twenty First Century Education

The new millennium was ushered in by a dramatic technological revelation. We now live in an increasingly diverse, globalised and complex, media-saturated society. The 21<sup>st</sup> century education is noted to be flexible, creative, challenging and complex. It addresses rapidly changing world filled with fantastic new problems as well as exciting new possibilities (Aliu 2001).

Emerging technology and resulting globalization also provides unlimited possibilities for exciting new discoveries and development such as new forms of energy, medical advanced, restoration of environmentally, ravaged areas, communication and exploration in space and into the oceans, the possibilities are unlimited as we march ahead in the 21<sup>st</sup> century education. Authentic education which is problem solving or creative education addressing the “whole child” the “whole person” and the “whole world” and does not limit our professionals development and curriculum design to work place readiness. The 21<sup>st</sup> century skills learned through development of curriculum which is interdisciplinary, integrated, and project-based.

#### Relationship between Education and Development

Education is central to development, it empowers people and strengthens nations. It is a powerful “equalizer” opening doors to all to lift themselves out of poverty. It is critical to the world attainment of the Millennium Development Goals (MDGs). Two of the eight MDGs pertain to education- namely, universal primary education and gender parity in primary and secondary schools (Schultz 2002). Moreover, education especially, girls education has direct and proven impacts on goals related to child and productive health and environment sustainability (Ladele 2005). Education also promotes education growth, national productivity and innovation and values democracy and social cohesions.

Investment in education benefits the individual, society and the world as a whole. Broad based creative education of good quality is among the most powerful instrument known to reduce poverty and inequality, with proven benefits for personal health. It also strengthens nation economic health thereby laying foundation, for sustained economic growth for individuals and nations. It is key to creating, applying and spreading knowledge and thus to the development of

dynamic globally competitive economies and it is the fundamental for the construction of democratic societies (Ranson, 1994). Education for sustainable development is education that prepares learners to enter the workforce as well as handle crisis, be resilient, be responsible citizens, adapt to changes, recognize and solve problems with respect and create peaceful and sustainable society.

#### Wealth Creation Defined

Wealth is the abundance of valuable resources or materials possession (Njoke, 2001) the word wealth is derived from the old English weal, which is from Indo-European world stem. An individual, community, region or country that possess and abundance of such possessions or resources is known to be wealthy. Adam Smith saw wealth creation as a combination of materials, labour and technology in such a way as to capture as profit (excess above the cost of production).

Wealth is principally generated in many factoring. In primary economies, we utilize wealth from mother nature. In secondary economies we manufacture for value addition. In tertiary economies wealth are moved around. In quarterly economies we are preparing the manufacturing section to make more wealth. Wealth is principally generated in manufacturing sector of the economy. The principle of wealth creation by manufacturing is the basis of many large fortune.

The word industrialist originally referred to some one who had successfully created wealth through manufacturing for a nation to benefits from the principle, (the critical success factor is finding the right product(s) one that is valuable and that is in demand), and then developing the right combination for transformation process and being able to market what you manufactured by uniquely positioning it.

Wealth creating education should focus the attention and attitude of the participants towards the principle of production of goods for immediate the society and the world at large.

If a society is going to have a net increase in wealth, it must control the manufacturing of the products. If a nation will increase her wealth significantly, it must control the steps that the consumer perceives to be value added. If Nigeria is going to maximize her wealth through creative and productive education, it must control as many of her four economic levels as are relevant and many steps within each level as possible.

### The Implication for Agriculture.

Agriculture is the mainstay of the Nigerian economy with over 80% of the population engaged in it and contributing about 31.1% to the nations GDP (FAO,2009). Agriculture also provides about 70% employment of the labour force coupled with the fact that 70% of Nigerians are living below the poverty line. Increasing agricultural productivity is one of the pre-requisites for economic progress. Rising agricultural productivity is very necessary in developing countries like Nigeria. This is because agriculture is linked to many of the Millennium Development Goals (MDGs), especially food security, poverty and employment. Agriculture as business for wealth creation in Nigeria is having great possibilities through educational reinvestment that is based on creativity, innovation and entrepreneurship. This will be achieved through the following measures:

1. Total rural transformation that ensure provision of drinking water, quality health care and productive education, good environment, specific access to electricity, irrigation system, storage facilities, integrated transport network that encompasses railways, roads, waterways and airways.
2. Mechanization of agricultural production processes.
3. Achieving national economic growth whereby the resources will be channeled in agricultural production, manufacturing and distribution. Creation of more business opportunities in agriculture through manufacturing by value added to agro-products, production of prolific breeds of livestock and raising the crops yield per hectare of land thereby resulting in efficiency and sustainable profit. Environmental management and sustainable production and economic growth and development.

### Policy Recommendations

Building and shaping education curriculum in agriculture at the national level that is focus on production lessons of productivity at various levels of education should be pursued.

1. Irrigation projects should be privatized and mechanized for wealth creation nation wide
2. Federal and State governments should establish and boost agricultural specific training on the short duration period (4 weeks) for wealth creation ventures in fishery, livestock, horticulture, tree crops, grain crops, mushroom production etc.
3. Research and development in all aspects of agriculture should be pursued at both National and State levels.

4. Nigerian Government should facilitate access to fertilizer, pesticides, herbicides at affordable prices while youth and other categories of farmers must be properly trained on the use of these inputs that required specific skills for increase output per hectare.
5. Government should ensure promotion of employment in modern agriculture for the young school leavers of secondary and tertiary levels
6. Government should devise specific support to enable them access to affordable finance by farmers specifically the small -holders, women, youth and graduates.
7. Government should promote research at the academic levels on the following linkages; agricultural growth, global economic growth, food security, social safety, national security/ health.
8. Federal Government should ensure reduction in post harvest losses maintained through better storage and transport infrastructure.

#### Conclusion

Nigerian agricultural potentials is huge due to still untapped natural resources such as land, waters, sunshine etc and under specialized young human capital that deserves refocusing towards productive agriculture that creates wealth for the nation and the West African sub- region. That strategy will result in better high food and energy prices, food and nutritional security and sustainability of critical natural resources such as land and water. Therefore, Nigerian education needs to be fine-tuned for wealth creation through the agricultural industry.

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