

COMMUNIQUÉ OF THE 3RD BIENNIAL INTERNATIONAL CONFERENCE OF THE FACULTY OF ARTS AND EDUCATION, LEAD CITY UNIVERSITY, IBADAN

The Faculty of Arts and Education, Lead City University, Ibadan held its Third Biennial International Conference titled: 21st Century Education: Innovations and National Development, between the 26th and 30th of November, 2018. The conference was attended by notable scholars in the fields of security, education, health, economics, politics, linguistics, science, sports, media and culture, gender studies, entrepreneurship, information science and law. Some of them included Prof. Wole Akinsola, Dr. O. A. Abimbade, Dr. A. I. Atanda, Prof. A. O. Fadoju, Dr. Lanre Junaid, Dr. Noel Ihebuzor and Emeritus Prof. Pai Obanya, among others.

The participants discussed the different innovations that could be integrated into the Nigerian educational system to give it a 21st century educational status and the ability to compete with the educational systems of the developed nations which, in turn, will lead to national development. In this context, the participants put forward some recommendations for stakeholders in education and the Nigerian government.

For Stakeholders in Education

- 1) Practical teaching should be adopted by teachers across all levels of education in Nigeria.
- 2) An entrepreneurial mindset should be inculcated in the students so that they can be self-reliant after they had graduated from school.
- 3) Principals and school administrators should be creative and innovative in their leadership styles, according to the situation.
- 4) Teachers should be innovative in the choice, development and use of their teaching aids as this promotes an interesting and co-operative teaching-learning process.

- 5) A safe working environment should be provided by employers to reduce injuries, illnesses and loss of lives at work.
- 6) Teachers should be encouraged to attend computer-oriented workshops and seminars to update their knowledge in computer-based instructions in order to meet up with the changing trends in the global society.
- 7) Mobile learning technologies used by teachers should be well monitored by stakeholders.
- 8) School administrators should structure time appropriately to enhance academic and administrative effectiveness in schools.
- 9) Principals of secondary schools should set up administrative priorities at the right time for both administrative officers and teachers to improve effectiveness and efficiency.
- 10) School administrators should better develop their libraries by giving priority to e-library systems, which are essential for national development.
- 11) Teachers, especially science teachers, should engage in the use of card games during their lessons because it makes the lesson interesting and realistic.
- 12) Administrators should encourage a cordial workplace environment which will encourage women to participate in in-service training programmes.
- 13) Curriculum developers should develop more practicable curricula that will make teaching and learning outcomes realistic and doable.
- 14) Stakeholders in education should encourage the utilization of functional education across all levels of education in order to promote national development.
- 15) Administrators should foster self-efficacy and academic buoyancy of University students through therapeutic interventions so that their attitude towards research will improve.
- 16) Teachers should include differentiated instruction in their methodologies to encourage equal learning for all students.
- 17) Stakeholders in education should put into consideration the essentials of education in the 21st century during curriculum development and school supervision.

Prominence should be given to the ‘Essentials of Schools’ including student centeredness, collaborative learning, context and relevance and integration between the school and the society. Priority should also be given to ‘the Four Cs of Learning’ which include critical thinking, creativity, communication and collaboration. Other important factors to be considered are internet literacy, mind education, hands-on learning, functional degrees, and acquisition of deep and broad knowledge.

- 18) Examination bodies should avoid ‘item noise’ which could cause bias in gender performance during examinations.
- 19) Educational stakeholders should work hand-in-hand to enhance teachers attitude to work by constructing more classrooms, providing and maintaining adequate infrastructural facilities and creating conducive environment for teachers to work in.
- 20) Educational stakeholders should encourage academic freedom at all levels of education in the country. It shouldn’t be a mere statement of policy but should be made the essence of the academic institution.

For the Government

- 1) Government should financially support new educational facilities and innovative instructional materials which are essential in developing the skills of the students, technically and vocationally.
- 2) Government should amend the language-in-education policy by including code switching as a medium of instruction from basic 1 to basic 6 in public primary schools in Nigeria.
- 3) Government should invest in the health sector by providing state-of-the-art equipment for hospitals. The imperative of this is that national development stems from a healthy citizenry.

- 4) Government should formulate policies that will sustain entrepreneurial education, which will reduce the rate of unemployment in the country and consequently promote national development.
- 5) Government should make the teaching profession more attractive by improving the salaries of teachers, paying salaries as at when due and giving them all necessary incentives regularly.
- 6) Government should encourage and improve the quality of students industrial training, students industrial work experiences and internship, and encourage partnership with Nigerian industries.
- 7) Government should adopt conditional research in solving educational problems in Nigeria.
- 8) Government should use scholarship schemes to help poor students through school.
- 9) Governments at all levels should develop calibrated mathematical achievement test item banks, which should be made available to students in schools.
- 10) The Federal and State governments should collaborate with the National University Commission (NUC) and National Commission for College of Education on formulating more entrepreneurial programmes to help reduce graduate unemployment rate in the country.
- 11) Government should provide adequate instructional materials to enhance the teaching and learning of Physical and Health Education.
- 12) Government should re-vitalise technical institutions for tertiary education in Nigeria.
- 13) Government should include funding of research in their yearly budget and that quality researches can be carried out within the country in order to promote and sustain national development.

COC, Chair,
FACAEC, 2018.