

# **Citizenship Education for Sustainable National Development**

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## ***Abstract***

This paper examines the concepts of citizen citizenship and citizenship education as a sustainable national education programme, It identifies the ways a citizen can secure the-citizenship of Nigeria, either by birth or by registration or by naturalization It goes further to look into the reasons for the deprivation if citizenship. The need for, and relevance citizenship education art also critically education should he taught from the primary school to the senior secondary, citizenship education and should be given prominence on the Nigeria School curriculum at both primary, secondary and tertiary levels of education

## **Introduction**

The importance given to citizenship education on the curriculum in recent years is enough evidence that no country. For a country to meaningfully gain from citizenship education for all her citizens. For a country must be clearly understood and deliberately pursued in the school.

A citizen is legal member of the community or a state or a nation (Fedeiye, 1997). Citizenship, according to Hornby (1989) relates to being a citizen and enjoying the rights of duties of a citizen.

In addition, a citizen is a person who owes allegiance to and in turn receives protection from the state. A citizen owes unqualified allegiance to his subject to certain limitations imposed by age, sex or other conditions. A citizen possesses complete civil and political rights. His rights and duties are thus usually more extensive than those of other persons within the jurisdiction of his state, such as aliens (Halsery, Blackburn and Frances. 1963). Thus, citizenship connotes the dynamic relation between a citizen and his or her nation, the concept involves rules a citizen rules a citizen must observe, such as casting a vote, paying taxes, and pledging allegiance (Abimbola, 1998).

Citizenship is made up of formal and informal methods of educating the citizens of Nigeria about the behavior expected of an individual in the society to enable him/her to be a good and functional member of the society. In addition, citizenship education can be defined as 'he type of education the individual **in** the state receive, for the positive development of ideas, belief, habits and attitudes cherished by the society to enable them lives as useful and effective members of the society (Okwenu and Anyacho. 1995). though Dubey and Barth (1980) refers to values of the society. In the same vein, Bar, Barth and Shrimis (1977) also stated that citizenship education is a conceived it as the inculcation of significant cultural behavior, knowledge and values of the society. The development and growth of the whole men are the values of the society. It aims at the totality of human development, the development of the humanness in man to equip him with the skill not only necessary for social, economic and political development, but that of his country at large (Olapade, Bola and Aderibigbe 2002).

Citizenship education the actual initiation of the people into the values of the society It further encourages all the efforts geared towards making every member of the society recognize his or her rightful duties and responsibilities to the nation, it encourages every Nigerian to be patriotic, nationalistic, honest and desirous of peaceful co-existence in the society.

There is a need to include citizenship education on the curriculum because it involves both formal and informal methods by which citizens are prepared to understand and contribute to the effective work of their society The Federal Government through the Ministry of Education has taken a necessary bold step by including citizenship education on the school curriculum Schools are to be used to bong about efficient and effective citizenship The school management should make sure that citizen education is taught right from the primary school to the tertiary institution Better understanding, assimilation and comprehension of the subject lead to peaceful co-existence among.

Ogunsanya (1997) observed the children's attitude to certain basic concepts will help to promote democracy and good governance. It ;s important to known that the Nigerian constitutions (Federal Republic of Nigeria 1979, 1989 and 1999) specify ways and means of acquiring Nigerian citizenship though

citizenship can also be acquired through the process known as registration and naturalization.

### **Ways of Acquiring Citizenship**

Citizenship can be acquired through the following ways

**Citizenship by Birth** - Anybody born in Nigeria before and after independence or any person born outside Nigeria whose parents or grand-parents are citizens of Nigeria can acquire Nigerian citizenship. A person can not become a citizen of Nigeria if neither of his parents nor any of his grand-parents was born in Nigeria (Federal Republic of Nigeria, 1999)

**Citizen by Registration:** - This applied to foreigner or non-Nigerians willing to acquire Nigerian citizenship. They can do this by registration after they have fulfilled all necessary and approved conditions. The conditions; he has shown a clear intention of his desire to be domiciled in Nigeria; and he taken the oath of allegiance described in section 28 of Nigerian constitution.

**Citizen by Neutralization:-** This refers to non-Nigerians who have lived in Nigeria for more than fifteen years and are of good character, willing to taken the oath allegiance after fulfillment the laid down rules and regulations guiding naturalization. It is an offence in Nigeria for naturalized persons to retain another country's citizenship; when discovered by the immigration department, such a foreigner will forfeit his or her Nigerian citizenship. Addition, the president may deprive people other than Nigerians their citizenship if he or she is satisfied that such persons have, within a period of seven years after becoming naturalized, been sentenced to imprisonment for a term of not less than three years or they have shown themselves by act or speech to be disloyal to the Federal Republic of Nigeria. Also, where, during any war in which Nigeria is engaged, a naturalized person unlawfully trades with the enemy at the detriment of Nigeria, it is compulsory for the non-Nigerian to leave the country (Abimbola. 1998).

**Dual citizenship:-** A naturalized person shall forfeit his other citizenship if, not being a citizen of Nigeria by birth, he or she acquires or retains the citizenship or nationality of a country other than Nigeria, of which he is not a citizen by birth.

**Renunciation of citizenship:-** Any citizen of Nigeria of full age who wished to renounce his Nigerian citizenship shall made her declaration prescribed manner for the renunciation.

The president may withhold the renunciation if the declaration is made during any war in which Nigeria is physical involved or his opinion, it is otherwise contrary to public policy.

### **The Relevant of Citizenship Education in the Curriculum at all levels of Education,**

It is necessary for all students to be taught social moral responsibility. Every student is supposed to know and imbibe the types of value that would contribute to the progress of the society. Thus, citizenship education aims at

teaching the knowledge and skills necessary for responsible living. Further, citizen education contributes to community involvement. Every citizen is supposed to be active and supportive in terms of contributing to neighborhood and community development.

In addition, citizenship education is political literacy. Political literacy requires an understanding of key political and social issues, and the possession of the necessary skills and values for effective political participation in the broadest sense (Oladape, Bola & Aderibigbe, 2002).

The broad aims of secondary education within the Nigerian overall national objectives, according to the national educational policy, include the preparation of learners for useful living within the society and preparation for higher education.

According to the National Policy (1998), secondary education in Nigeria should among other things to "raise a generation of people who can respect the view and feelings of other, respect the dignity of labour, and appreciate those values specified under our broad national aims and live as good citizens" (P10). It is the responsibility on individual parents to inculcate good values and norms of the Nigerian society in their children.

Experience, however has shown that much still has to be done in order to realize these laudable objectives of citizenship education for a democratic and peaceful Nigeria. People do not allow the virtue of education to guide their behavior in all facets of life in the country. This is why there are chronic and complex problems that often retard educational development in Nigeria.

The problems are so serious that they warrant the attention of all and sundry. The Federal Government, as far back as 1977, held a Conference on Disciplines in schools in Lagos from the 2<sup>th</sup> to the 13<sup>th</sup> of July, 1977. As remarked by the Head of State then not a day passes without some media report of either examination leakage's, student unrest, cases of indiscipline and unsatisfactory state of our institution (AbdulKareem. 1999) This is another reason that government has emphasized the need to include citizenship education as a course in the general studies programme the Nigerian higher institutions.

### **The Urgent need for citizenship Education in Nigeria**

Nigeria, being a very country, has differences in cultures, attitudes and interest, which make effective and difficult. There are endemic for corruption, bribery, violent crimes, drug and human, drug addiction and spiritual and ritual killings in the country.

The lack of moral and integrity is reflected in the rampant cases of fraud, stealing and robbery, nepotism, forgery, examination malpractice's etc. (Okwenu and Ayocha, 1995).

The civilian administration of Alhaji Sheu Shagari introduced Ethnical Revolution in 1979-83 while when the Buhari / Idiagbon military administration, (1984 to 1985) instituted war against indiscipline. Babangida's Military Administration also instituted the Mass Mobilization for Self-reliance, social Justice and Regime introduced the National Orientation agency in 1995 All these schemes were meant to sensitize the citizens to their civic responsibilities.

The increasing rate of juvenile crimes and armed robbery, hard drug peddling and examination malpractice make citizenship make citizen education desirable in Nigeria. The Federal Government introduced formal citizenship education together with population education in the secondary schools and colleges of education in 1993. The principal aim of NOM was "to produce a state of mind, a consciousness in them the civil virtues of self-regulation, commonly found in all mature and responsible civil societies" (MAMSTER Handbook, 1988).

### **The objectives of NOM, included.**

- (a) To restore and sustain discipline in our nation life;
- (b) To inculcate the spirit of nationalism and patriotism in all Nigerian;
- (c) To restore respect for our culture and encourage its development;
- (d) To instill the populace a sense of absolute loyalty to the fatherland;
- (e) To ensure and uphold leadership by example;
- (f) To foster respect for constituted authority,
- (g) To revamp the economy through hard work, through the intensification of Agriculture so as to ensure self-sufficiency in food production.

However, all the organizations established by the government had tackled the problems of nation building, so that every Nigerian can be a useful member of the society. They have been meant to ensure that the citizens learn about the political institutions, issues, problems and practices of our democracy as well as how the citizens can effectively and efficiently contribute to the society both locally and nationally. Every citizen is expected to accept and guard the right, which the country bestows upon him. However, rights and run in conflict. Hence, citizenship education aims at teaching people how to deal with conflicts, and resolve conflicts and contradictions.

Furthermore, it aims at production national, and not sectional, citizen. Citizenship education is to ensure that every individual shows emotional commitment to, or identification with, the country by displaying nationalism, patriotism, dutifulness rather than destruction and favouritism. Obasanjo (1999) at the launching of the National Rebirth, apathy summarized the relevant of citizenship education:

It will not help our nation if people just sit and demand for their rights and privileges without thinking of their own responsibility to others, their community, their state, their neighbor, and even the families If every parent would conscientiously should his/her responsibilities towards his/her children's; if every teachers will treat his neighbor as he would like his deliberate efforts towards upliftment of hid community, Nigeria will certainly be a much happier place for us all (p 6).

Thus, every citizen is expected to be able to think rationally and be responsible to Nigeria as a nation, the country needs peaceful co-existence among her citizens, for sustainable educational development to the place.

#### Citizenship Education in the NCCE syllabus

Citizenship education is anchored and hinged on harmonious living peaceful coexistence therefore means to co-exist as equal partners working harmoniously in a system in a system for a noble cause.

In addition, one of the objectives of primary education in Nigeria is given of citizenship education as a basis for effective participation in and contribution to the life of the society.

Citizenship education is taught at all levels although with different approach and focus. However, the end will always be to create functionalism in the citizenry (Olapada, Bola and Aderibigbe, 2002).

The relevance of citizenship education in the syllabuses all the levels of the educational system in the country can be seen as a furtherance of the National objectives of having articulate, versatile and conscious functional citizenry of important concern is the inclusion of citizenship education in the programme of the national commission for College of Education (NCCE).

The NCCE, like other bodies aim at producing graduates who will be equipped with relevant knowledge and skills of effective and functional citizenry have appreciated the great need to include courses on citizenship education as reflated in its syllable. The course content for NCE citizenship education is for all round balanced individuals who should be stable enough to adopt to the ever-changing world to the every-changing world initial good ideas that will enhance national development. (Olapada, Bola and Aderibigbe 2002).

#### Conclusion and Recommendations

Citizenship education is now recognized as essential ingredient of transforming and establishing a lasting democratic system in Nigeria

The government should make the individual student whether Christian or Muslim to learn both Christian religious studies and Islamic Studies at the primary and junior secondary schools and beyond.

In addition, in 1987, the political bureau constituted by the Babangida government strongly recommended a comprehensive coherent, well-articulated and sustained approach to tackling the problems of nation building; hence, it introduced the programme of Social Mobilization and Political education, which led to the establishment of MAMSER.

Teachers are shouldered with the responsibility of setting the tone for effective citizenship development in school as such they should try as much as possible to live an exemplary life for learners to emulate.

Citizenship education should be made a course at all the levels of education in Nigeria. For instance, a critical look at the course content of citizenship education for NCE students, would reveal that the course has been designed to have all-round developed individuals who would be emotionally stable enough to adapt to the ever-changing would, and initiate good Ideas that will enhance national growth and development.

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