

Educational policy in Nigerian: Challenges of Implementation and Ways Forward

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Abstract

This paper examines the challenges facing the implementation of educational policies in Nigeria. Secondary data were used in the papers. The secondary data were sourced from print materials and online journal and articles. The paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. To address these challenges, the papers recommends the following; adequate funding of education, provision of adequate infrastructural facilities, fight institutional corruption, ensure adequate security in educational institutions, political officeholders should have positive political will towards implementation of educational policies, employment of more professional teachers, positive relationship between policy designers and policy implementer and political officeholders should have political will to continue with educational policies.

Keyword: Challenges, Education, Implementation, Policies, Programme

1.0 Introduction

Nigeria is the largest Africa country in time of population, one in every four Sub-Saharan people reside in Nigeria by its population, making it Africa's most populous country. Nigeria is also ranked the seventh most populous country in the world. Nigeria population at independence was estimated to be 42.5 million in 1960, Nigeria's population has grown in quadrupled to 186,988 million people in 2016 according to the United Nations projection. By 2050 Nigeria is anticipated to be 399 million people by the United Nations and Nigeria will become the third largest country in the world. Nigeria system of government is a federal system with the Federal Capital Territory of Abuja and 36 states. In states, there are 744 local government area councils. Nigeria is multilingual country and home to more than 250 different ethnic groups. The official languages is English language but has three largest groups, the Ibo, the Hausa and the Yoruba. These languages are used for instruction in the earliest years of basic instruction (WENR, 2017).

The Nigerian educational system is administered and managed by the federal, state and local governments. Education is on the concurrent list. Federal Ministry of Education handles national policy formation and ensuring quality control in all the educational system. It is also responsible for federal higher education. The state government are responsible for the administration of secondary school education and the local government handles the basic education in their domain.

There three levels of educational system in Nigeria, the primary school education (nine years), the post-basic/senior secondary education for three years, and the higher education which lasted for four to six years depending on the program of study.

In order to realize the objectives of the National objectives on education in Nigeria and to meet the various international protocols that Nigeria is signatory to like UN Convention on the Rights of the Child (CRC), Convention on the elimination of all forms of Discrimination against women (CEDAW), The African Charter on The Right and Welfare of the African Child (ACRWAC) and Child Rights Act (CRA) et.c, the Nigeria government keeping developing educational policies and programme to ensure the realization of education for all. Formulating of educational policies and developing educational programme is the sole responsibilities of the government at the federal, states and local government level. Educational programme are designed for the masses to benefit. Educational programme are formulate to solve a particular identified problem. Educational programme and policies are also developed to meet the various United Nations conversions on issues regarding educational development and access. Some of the educational policies and programme include; the Child act law (2003), Universal Basic Education Act (2004), National Policy on HIV and AIDS for the Education Sector in Nigeria (2005), National Gender Policy (2006), National School Health Policy (2006), the Safe School Initiative (SSI) in Nigeria (2014), National Policy on Inclusive Education in Nigeria (2016) and National Home Grown School Feeding Programme (2016).

The Child Rights Act Policy

The Child Rights Act codifies the rights of children in Nigeria. The Act was designed to incorporate into its laws all the rights guaranteed in the United Nations Convention on the Rights of the Child adopted in 1989. It defines a child as a person below the age of 18 years, consolidates all laws relating to children into a single law and specifies the duties and obligations of government, parents and other authorities, organizations and bodies. The Act gives full protection to privacy, honor, reputation, health and prevention from indecent and inhuman treatment through sexual exploitation, drug abuse, child labor, torture, maltreatment and neglect to a Nigerian Child. It declares that every child has a right to life, to be allowed to survive and develop. The Act also confers responsibilities on children, which include working towards the cohesion of their families, respecting their parents and elders, contributing to the moral well-being of society, and strengthening social and national solidarity. The Act mandates parents, guardians, institutions and authorities to provide the necessary guidance, education and training to enable the children to live up to these responsibilities. To support the principle of creating institutions for servicing the needs and welfare of children living in difficult circumstances, like orphans, street children and children with physical disabilities, the Act contains provisions for the establishment, registration, regulation and monitoring of those institutions (World Bank (2017)).

Universal Basic Education Programme (2004)

The Universal Basic Education Act provides the legal framework for the implementation of the UBE Program, which makes basic education not only free but also compulsory. Subsequently, the UBE Commission (UBEC) was established as a way of ensuring the proper implementation of the UBE Program. The commission is responsible for the coordination of the activities of the program (World Bank (2017)).

National Policy on HIV and AIDS for the Education Sector in Nigeria (2005)

The Policy acknowledges that HIV&AIDS is a critical national issue that must be addressed as a matter of priority, if Nigeria is to achieve Education for All and MDGs. The Policy provides the basis to address issues and complications from the epidemic as well as strategies to respond to them. For orphans and vulnerable children, the Policy requires the education sector to: (i) ensure that the HIV status of a child or parents is not used as a criterion for admission or exclusion from school activities; (ii) enforce the principle of nondiscrimination and non-stigmatization of such children; (iii) sensitize all staff and learners to the special physical and psychosocial needs of such children and provide medical, psychosocial support and counselling services for them; (iv) ensure that such children have free access to education and advocate for the removal of all barriers that prevent them from obtaining quality education; and (v) ensure that such children have access to bursaries, loans and scholarships for higher education (World Bank (2017)).

National Gender Policy (2006)

The Government of Nigeria adopted the National Gender Policy in 2006 as a substitution of the Women's Policy adopted in 2000. The goal of the National Gender Policy includes the following: (i) eliminate cultural/ religions gender-based biases and harmful cultural and religious practices which rise to inequalities in gender-role relations in the Nigerian society; (ii) in order to tap the potential of women for development, a gender policy which entrenches equity between men and women for development is key. All forms of genderbased violence must be eliminated; (iii) women education is a priority because it is the key to gender equity, justice and poverty reduction, improved skills and technological knowledge, as well as the general socio-economic development of the nation. A major policy goal is to ensure equal access to women, boys and girls to both formal and informal education; (iv) women empowerment is a key entry point to gender equality in the society (World Bank (2017)).

National School Health Policy (2006)

In 2001, the Federal Ministry of Health and the Federal Ministry of Education in collaboration with WHO conducted a Rapid Assessment of School Health System in Nigeria to ascertain the status of school health. The assessment noted the several health problems among learners, the lack of health and sanitation facilities in schools, and the need for urgent action in school health. The National School Health Policy is aimed at promoting the health of learners to achieve the goals of Education For All, outlining roles of relevant line ministries like Education, Health, Environment, Water Resources, Information and other stakeholders. The Policy and its implementation guidelines promote School Health Programme that comprises of all projects and activities in the school environment for the promotion of the health and development of the school community. It includes (i) Healthful School Environment; (ii) School Feeding Services; (iii) Skill-Based Health Education; (iv) School Health Services; and (v) promotion of School, Home and Community Relationship (World Bank (2017)).

The Safe School Initiative (SSI) in Nigeria (2014)

The Safe Schools Initiative (SSI) is a response to children and schools affected by militants in the North Eastern States of Nigeria. The program was launched by the Government of Nigerian and the UN Special Envoy for Global Education,

Gordon Brown, alongside with the Nigerian Global Business Coalition for Education and private sector leaders in Abuja in May 2014. The Safe School Initiative entails a combination of:

1. transfer of secondary students to other states
2. support to education in IDP camps
- 3 pilot safe schools models including community mobilization.

The initiative was initially implemented in Adamawa, Borno and Yobe states, already in a declared state of emergency. The Government of Nigeria has established a national Safe Schools Fund to accommodate capitalization from the Federal Government, Private Sector, and grants from donors. This national fund is to be complemented by the establishment of the Nigeria Safe Schools Initiative Multi-Donor Trust Fund (Nigeria SSI MDTF) also for donors for matching co-financing and implementation of activities pertaining to the initiative.

National Home Grown School Feeding Programme (2016)

Federal government of Nigeria in 2016 launched the National Home Grown School Feeding Policy (NHGSFP) in public primary schools in Nigeria with the aim of ensuring one solid quality meal a day for children in order to increase enrollment, reduce dropout rate and ensure quality learning outcome. The Home Grown School Feeding Programme, which aims to provide free school meals with food procured from local smallholder farmers seeks to strengthen communities across the country by:

- (a) Increasing school enrolment and completion. Nigeria currently has a primary school dropout rate of around 30%
- (b) Improving child nutrition and health. Nigeria has the third largest population of chronically undernourished children in the world.
- (c) Strengthening local agricultural economies by providing a school feeding market in which farmers can sell their produce.
- (d) Create employment opportunities with jobs in catering, processing, farming, etc.

The management and administration of the programme is contained in the National Home Grown School Feeding Strategic plan which maps out how Federal, State and Local governments are to work together to deliver the programme over the next four years. To facilitate the implementation of this plan the Federal Government is working with key partners to capitalize upon global experience and evidence of good practice.

National Policy on Inclusive Education in Nigeria (2016)

The Nigerian government developed a policy document aimed to address the challenges associated with the inclusion of Nigerian children with disabilities and unmet learning needs into the school system. Under the Vision "A society with an inclusive education system with unhindered access to quality education and active participation of all learners in the same safe school environment," the policy sets out policy framework, monitoring and evaluation mechanism, and the implementation guideline.

Educational policies are designed and formulated to improve the quality of education. Educational policies are formulated to address educational challenges. Educational policies designed to provide access to quality education. The Nigerian government attached great importance to educational policies due to its relevance which include among others the provision of sound knowledge to the citizens for adaptation into the larger society. But despite this, and in spite of the fact that the United Nations categorized education as a public good that no child should be denied (Ibrahim, 2018; Dorathy et al., 2009)

Ibrahim (2018) submits that the development of any nation and its achieving greatness depends largely on the development and the effectiveness of implementing appropriate education laws. For this reason, most governments all over the world placed much emphasis on educational policies as instruments of national development. In the Nigerian context, despite the importance attached to education policy development, certain challenges affect the implementation of the education policies which adversely affects academic excellence.

The Federal Ministry of Education will coordinate annual joint review meetings to evaluate the degree to which key components of the Gender and Basic Education Policy are being implemented. Nigeria is a policy-rich environment but poor in implementation. The capacity and commitment of government to implement educational policies and processes has been limited due to inadequate resources and political will (UNICEF,2017). Nigerian government is good at making policies but lacks the political will to implement the educational policies. This paper discusses the challenges facing the implementation of educational policies.

2.0 Literature Review

Concept of Educational Policy

Ogbonnanya (2010) views educational policy as the specific goals arrived at that must be pursued through educational policies. It can refer to a proposal, an on-going programme, or the goals of a programme, or major decisions. Educational policy concerns the formulation of a decision, its implementation and evaluation. Policies are written or unwritten statements that guide present and future thinking, initiatives, actions and decisions of managers. They are written when there are documents somewhere for reference purposes and are unwritten when they are made in form of pronouncements i.e. policy statements by people in power or position of authority. Policies are guides that usually provide the latitude of operations of managers. It makes managers understand the extent to which they can go in the process of decision making (Noun,2011).

From the above definition of educational policy, educational policy can be sum to be the policies designed and formulated by the government for the administration and management of education in the local government, states and country. Educational policy is the policies approved by the government for directing the affairs of education.

Noun, (2011) submits that Educational Policy of Nigeria is a general statement containing principles, regulations and rules, that govern many of the decisions on how to educate children, where to get them educated, where to get them employed, who to teach them, how to finance their education, what to teach, how to impart skills, goals, objectives and even the philosophy. The National Policy on Education, revised in (1989; 1998; 2004,2013), contains every necessary ingredient for the achievement of the goals of the education system. The planning for the education system takes its root from the policy of the education. Alternative courses of action would then be taken with due cognizance of the objectives, philosophy and goals of each level of education to make comprehensive plans for the education system.

The policy for education in Nigeria is embedded in the National Policy on Education. So also other issues approved from time to time by the National Council on Education (NCE) which is the highest decision making body on education related matters. Again, are the other policies legislated and passed into law in respect of higher education operations and management in the country. The policy for education in Nigeria is based on what the government approves as the practice to be promoted in Nigeria or what the government of the day legislates within the overall goal of higher education.

Ibrahim (2018) observed that in the Nigerian context for instance, the National Policy on Education which is the nation's education policy document, explicitly lay down the guiding principles for effective implementation, management and administration of education policies from basic education up to tertiary education at the federal, state and local tiers of government (National Policy on Education, 2013). The education policies outlined the government's expectations, standards, aims and objectives as well as the requirements that are necessary in order to ensure quality service delivery. The quality of educational policies depends on the capacity of the designer or planners, the available of resources and the level of involvement of the educational stakeholders

2.2 Concept of Implementation

Ogunode, & Ahaotu (2020) Implementation is the systematic ways of executing programme, policies and project. Implementation is the act of carrying out a planned actions and programme. Implementation is the stage by stage of carrying out a defined and planned programmes. Implementation means carrying out an assigned task.. Manafa, (2011) policy implementation is said to be carrying out of the policy formulated in concrete terms. Implementation becomes possible when resources have been committed to it. Implementation stage is the stage where the preparations made earlier, the plans, the designs and analyses proposed are tested to see how really they are (Manafa, 2011, Egonmwan, 1991). Ogbonnanya (2010) defines policy implementation is said to be carrying out of the policy formulated in concrete terms. From the definition from above, implementation is the systematic process of carrying out policies, programme or projects as planned. The implementation of educational policies is determine by the following factors: the capacity of the implementer, the numbers of teachers available, the numbers of infrastructural facilities available, the funds available, the political will and the level of monitoring and evaluation system available.

3.0 Challenges Facing the Implementation of Educational Policies in Nigeria

There are many challenges facing the implementation of educational policies in Nigeria. Some of the challenges include: The paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria.

3.1 Inadequate Funding

Inadequate funding is one of the major problem facing the implementation of educational policies in Nigeria. The budgetary allocation for education is very poor that it cannot be used to implement the various educational policies in the educational sector. Inadequate funding is one of the greastest challenges facing the ministry of education in Nigeria. A breakdown of

budgetary allocation for the ministry of education for one decade shows that the budgetary allocation for the entire ministry of education have been below the recommended UNESCO 20% of the total annual budget for a year. A break-down of Nigerian education budget for decade revealed the following:

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	8.43 N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Where by other developing country like Ghana; in the last 10 years, they have never budgeted less than 20 per cent for education. There is South Africa, Egypt, among others. This implication of this is that majorities of agencies and commissions that depends on the ministry of education are also underfunded. All evaluating agencies and commissions operates directly under the ministry of education. The poor funding of all these institutions directly and indirectly affects the programme and activities of the agencies reducing the impact of evaluation in the country. Inadequate funding of evaluating agencies in the country is affecting the programmes and activities of the agencies. The poor funding of education in Nigeria is responsible for poor implementation of educational policies.

3.2 Inadequate Professional Teachers

Teachers are very important in the implementation of educational policies. No meaningful educational policies can be effectively implemented without the availability of adequate professional teachers. At the basic and junior secondary school independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation. Manafa, (2011) cited Emenanjo (1998) who reported the dearth of trained teachers affects the implementation of language programmes in school, federal government colleges inclusive. The small developing languages have no trained teachers. In the major languages, Hausa, Igbo, Yoruba, English and French, the practicing teachers are poorly motivated, ill-trained, overworked, unevenly distributed, and abysmally insufficient in numbers. The shortage of professional teachers is among the key challenge facing the implementation of educational policies in Nigeria.

3.3 Inadequate Infrastructural Facilities

Infrastructural facilities are required for the implementation of educational policies to implement teaching, learning and research programme. Infrastructural facilities include classrooms, laboratories, workshops, staff offices and libraries. Others include hostels (in residential institutions), staff quarters, students and staff recreational facilities, sports and games facilities. They also include roads, electricity and water supplies. Infrastructural facilities is one major problem preventing effective implementation of educational policies in Nigeria because no meaningful teaching and learning can take place without adequate infrastructural facilities available. It is have been observed by many researchers that inadequate infrastructural facilities is a common problem affecting the entire educational system in Nigeria. Manafa, (2011) observed that inadequate personnel leads to inadequate science practical lessons, inadequate personnel in some areas brings about dearth of teaching staff, lack of effective teaching and learning, poor maintenance of physical structures, quota system leads to denial of admissions to the merited candidates, insufficient office accommodation for teachers and inadequate personnel leads to lack of supportive staff in ITC training unit.

3.4 Institutional Corruption

Institutional corruption is another problem preventing the full implementation of educational policies in Nigeria. Funds allocated for the implementation of educational policies and programme are been diverted by some of officials in the ministries of education into private pocket. According to Ogbonnaya (2010), some heads of educational institutions receive 10% gratification for the execution of any project in their institution. Some parents even give bribes to secondary school principal to have their children admitted in the school. Teachers also give bribes to officials in the school board, so that they will not be transferred. School proprietors give bribes also to officials of education board for them to approve their private schools. There is even sexual harassment among students and teachers in schools. With this, the implementation of educational policies is jeopardized. Ogbondah (2010) submitted that in spite of the inadequacy of allocations to the public university system, any fund made available often go down the drain through the corrupt practices of those entrusted with the implementation of university programmes due to inadequate monitoring of university income and expenditure, such is

the grim state of affairs, thus the future will need a paradigm shift. The report *Teaching and Learning: Achieving Quality for All* indicates that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. This thisday (2019) quoted Atiku said: "When we were in office, we passed the compulsory education from Primary to Secondary school law. We also imposed taxation on education. "I would appeal to you, members of the National Assembly, to look at that law again because there is a disconnect in the sense that monies or funds being given to states to develop education are being diverted. Osunyikanmi, (2018) opines that Nigeria has been experiencing underwhelming development amidst overwhelming corruption. Education is not insulated from this malaise. Corruption allows a high percentage of the funds allocated to the sector to get diverted into the private accounts of public officials. Hence, the amount being spent on education is much lower than the figure in the budget. The Corruption Perception Index 2016 revealed that Nigeria had a score of 28. The score ranges from 0 for the highly corrupt to 100 for the least corrupt. The country occupied the 136th position among the 176 countries ranked. Concerted efforts are required to tackle corruption so that development will not elude Nigeria. Olobube, (2016) revealed that the declining quality of Nigerian higher education is as a result of inadequate funding. Similarly, education funds misappropriation and mismanagement is a major reason for the deteriorating quality of Nigerian higher education. The study recommended that adequate funds should be made available for public institutions of higher learning, corruption and embezzlement should be reduced to the barest minimum. The educational funds diverted is among the problem facing the implementation of educational policies in Nigeria

3.5 Lack of Political Will

Lack of political will to implement the educational policies in Nigeria is another problem facing the implementation of educational policies in Nigeria. The Child act right bill signed and passed into the law by the federal government of Nigeria have not been signed by many states government because they don't have to sign the bill into law for implementation in their various states. Independent (2019) revealed that twelve states in the northern part of Nigeria are yet to pass the Child Rights Law despite its obvious benefits for children. UNICEF Child Protection Specialist, stated this during a two-day media dialogue on the Convention on the Rights of the Child (CRC). She identified the states as Bauchi, Yobe, Kano, Sokoto, Adamawa, Borno, Zamfara, Gombe, Katsina, Kebbi, Jigawa and Kaduna. The inability of the state governor to sign the Child act right bill that covers every aspect of the lives of children and adolescents. They are broken down into the following: survival rights, development rights, participation rights, and protection rights. The lack of political will to implement or sign the bills into law is affecting the implementation of educational policies in Nigeria

3.6 Insecurity

Insecurity challenges is another major challenge facing the implementation of educational policies in Nigeria. Many educational policies designed and formulated to improve the access to education and improve the quality of education have been frustrated due to the insecurity problem in the country. Many educational programme like safe school initiative, girl child education, women education and universal basic programme have been slow down by the various forms of insecurity problem facing the country. According to the thisday (2018) the United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO global education monitoring report (GEM), the UN agency said 19,000 teachers have been displaced in the region, affecting access to education. "In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009 (UNOCHA, 2017b)," the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers (HRW, 2016). Reports indicated it had killed almost 2,300 teachers by 2017 (UNOCHA, 2017a). "The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity." The insecurity challenges is preventing effective monitoring and evaluation of educational institutions across the country. Osunyikanmi, (2018) the insurgency masterminded by Boko Haram has persistently taken peace away from north-eastern Nigeria. The problem singly accounts for over 60 percent of 10.5 million out-of-school children in Nigeria. Majority of the affected children live in the hotbed of the crisis.

3.7 Lack of Continuity in Commitment to Policy Implementation

Lack of continuity in the implementation of educational policies in Nigeria is another factors preventing effective implementation of educational policies. Many sound educational policies have been suspended because of changes in government. According to Manafa, (2011) the constraint to the implementation of educational policy in Nigeria is lack of Continuity in Commitment to Policy. This affects the smooth implementation of policy. Nigeria's educational system has witnessed a series of changes in policies and programmes. Some of the changes seem to be desirable while some will make one to wonder why some of the other changes were ever initiated.

3.8 Political Instability

Political instability is another major problem preventing effective implementation of educational policies in Nigeria. Political instability is one of the features of third world countries like Nigeria. Many educational policies have been put to

hold due to changes in government or administration from one political party to another political. Manafa, (2011) submits that is, constant change in power or system of government in the past has contributed to the problem of ineffective implementation of the policy statement of Education For All (EFA). Variation in non-uniformity in the system of primary education, instability which characterized the Nigerian Political Scene has always led to changes in educational policies, most especially the primary school level. Each government rationalized the policy on education on its own accord. Odukoya (2011) observed that politics and frequent changes in government tend to negatively affect the implementation of the National Policy on Education. He opined that the instability in the system of governance, coupled with constant changes in ministers and commissioners led to the level of the crises the national education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices.

3.9 Poor Policy Formulation

Poor policy articulation or formulation is another problem responsible for the poor implementation of educational policies in Nigeria. Due to poor capacity of educational policy designers and lack of exposure to new approaches and methods of formulating policies. Ogunode (2020) observed that Federal Government is poor in articulating its educational policies. If the educational policies is not properly formulated or articulated, it will be difficult to implement the policies.

3.10 Poor Relationship Between Policy Designer and Policy Implementer

The poor relationship between the educational policy designer and policy implementers is another factors responsible for poor implementation of education policies in the Nigerian educational sector. Educational policy designer formulated the education policies without the involvement of the implementers. The implementers lacks the technicality and methodologies and approaches adopted in developing the educational policies. So, the implementation of such educational policies will be very difficult since they are out of the plan actions.

Many researchers have identified problems facing the implementation of educational policies in Nigeria. These observable constraints, according to the Manafa, (2011); government making over-ambitious policy goals, inadequate personnel in some areas, lack of physical plant, problem of record keeping, inadequate fund by the government, lack of continuity of policy, lack of amenities (electricity), poor monitoring and supervision of schools, bribery and corruption in the system, incessant political changes, pressure on politicians to satisfy their constituencies in return for continued political support, quota system makes qualified students not to get admission, educationally advantaged and disadvantaged states denies students admission into schools, complete neglect of teaching profession, over population of students in Federal Government College, lack of commitment to duty among teachers, inadequate provision of instructional materials, mismanagement of funds, inadequate provision of science laboratories equipment and facilities and lack of adequate motivation of teachers.

According to (1, p-12) report, the following gaps were identified:

- UBEC program implementation has been hindered by poor project supervision, poor funding and lack of capacity, and in some cases, lack of commitment from state governments and insufficient community involvement.
- The complex institutional framework comprising federal, state and local governments has hampered coordination.
- Accountability mechanisms along the service delivery chain are inadequate. Existing monitoring and evaluation systems are incomplete and unreliable. Based on this report, this article is aimed to discuss the various challenges militating against effective evaluation of educational programmes in Nigeria and to suggest some ways forward for sustainability of evaluation programme in Nigeria.

4.0 Ways Forwards

Manafa, (2011) recommended the following measures for effective implementation of educational policies: provision of adequate fund by the Federal Government, regular maintenance of school plant, providing materials and equipments in adequate quantity and in time, the Federal Government to provide adequate facilities for adequate supervision and monitoring of schools, Federal Government colleges should be provided with steady electricity supply, posting of permanent teachers to schools, uninterrupted democracy rule in Nigeria, reduction of in take of student to avoid over population, using the “mismanagement of fund act” on defaulting staff and motivation of teachers accordingly.

Other measures to address these challenges as recommended by the researchers includes; provision of adequate funding for education, provision of adequate infrastructural facilities, fight institutional corruption, ensure adequate security in educational institutions, political officeholders should have positive political will towards implementation of educational policies, employment of more professional teachers, positive relationship between policy designers and policy implementer and political officeholders should have political will to continue with educational policies.

4.1 Adequate funding of education

The government should increase the funding of education. Ibrahim (2018) submits that the government should as well ensure adequate funding being critical to education policy implementation. Going by the indices of education funding in Nigeria, a lot need to be done. The amount allocated to the education sector should at least conform with the

recommendation of UNESCO of allocating at least 26% of a country's budget to education. Not only this, the personnel responsible for utilizing such funds should be trained to have fiscal discipline so that the funds will not be mis-appropriated.

4.2 Provision of Adequate Infrastructural Facilities

The government should provide more infrastructural facilities in all the educational institutions in the country.

4.3 Fight Institutional Corruption

There should be an effective monitoring of the management of fund being allocated to the sector. Reliable accounting system should be established in each Nigerian university to guarantee accountability, honest, and transparency.

4.4 Ensure Adequate Security in Educational Institutions

The government should provide adequate security to all the educational institutions in the country to enable a peaceful teaching and learning environment.

4.5 Political Will towards Implementation of Educational Policies

The political officeholders in the country should develop the attitudes of implementing the various educational policies in the country.

4.6 Employment of Professional teachers

For effective management of education in Nigeria, the government should employ more professional teachers and post them to all educational institutions where is shortage of teachers. Manafa, (2011) The Federal government should address the problem of inadequate teaching staff for an effective implementation of the educational policies. She should employ well qualified staff in all subject areas.

4.7 Positive Relationship between Policy designers and Policy Implementer

The government should ensure educational policy designers and policy implementers are brought together with the purpose of working together in designing plan action document. This will lead to a smooth implementation of educational policy by the implementers.

4.8 Political will to continue with Educational policies

The government and especially the political officeholders should develop positive attitudes towards the policies continuity and implementation in the country. Ibrahim (2018) recommends that government should ensure that the issue of politicizing education as well as un-ethical behaviors among the personnel is minimized as much as possible or even completely eradicated. Frequent revision of education policies manifesting from political instability brings about a gap between formulation and implementation of the education policies. This is because every government that comes into power will want to make some amendments or even change the education policies to suit its own purpose. This adversely affects education policy development. The scenario should therefore be stopped and the policies should be left to be fully implemented. In addition to this, the personnel charged with education policy implementation that violates the ethics of their profession through corrupt practice should be brought to book.

5.0 Conclusion

This paper examines the challenges facing the implementation of educational policies in Nigeria. Secondary data were used in the papers. The secondary data were sourced from print materials and online journal and articles. The paper identified inadequate funding, inadequate infrastructural facilities, inadequate professional teachers, institutional corruption, lack of political will, insecurity challenge, lack of continuity in commitment to policy implementation, political instability, poor policy formulation, poor relationship between policy designer and policy implementer as challenges preventing effective implementation of educational policies in Nigeria. To address these challenges, the papers recommends the following; adequate funding of education, provision of adequate infrastructural facilities, fight institutional corruption, ensure adequate security in educational institutions, political officeholders should have positive political will towards implementation of educational policies, employment of more professional teachers, positive relationship between policy designers and policy implementer and political officeholders should have political will to continue with educational policies.

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