



THE ROLE OF HISTORY EDUCATION IN FOSTERING PEACE AND SECURITY IN NIGERIA

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Abstract

Nigeria's history is replete with episodes of conflict, insecurity, and social unrest. This paper examines the role of history education in fostering peace and security in Nigeria. Among other issues this study critically analyses Nigeria's history curriculum and educational policies in Nigeria. This paper identifies the gaps and biases in the current history education system that perpetuates divisions and fuel conflicts. It argues that a reoriented history elucidation, emphasizing inclusive added narratives, can promote national unity, tolerance, and peaceful resolution of conflicts. Findings of this study reveals that Nigeria's colonial and post-colonial experiences have shaped the country's history education, often prioritize unity over diverse perspectives. It contended that a more comprehensive and representative history education can help Nigerians understand their shared experiences, appreciate their differences, and develop empathy and mutual respect. The paper recommends a revision of the history curriculum to include diverse perspectives, encourage critical thinking, and promote peaceful conflict resolution. By doing so, Nigeria can harness the power of history education to build a more harmonious and secure society.

Keywords: History education, Peace, Security, National integration, Historical approach.

Introduction

Nigeria, a country located in West Africa, is renowned for its rich cultural heritage and diverse population. With over 250 ethnic groups and more than 500 languages spoken, Nigeria is a microcosm of Africa's cultural diversity. However, despite its cultural wealth, Nigeria has been plagued by

episodes of conflict, insecurity, and social unrest. The country's history is replete with examples of violent conflicts, ethnic and religious tensions, and social inequalities.

The Biafran War (1967-1970), the June 12 crisis (1993), the Niger Delta militancy (2003-2009), and the Boko Haram insurgency (2009-present) are just a few

examples of the many conflicts that have ravaged Nigeria. These conflicts have resulted in the loss of countless lives, displacement of communities, and destruction of infrastructure. Moreover, they have undermined Nigeria's development, threatened its national unity, and compromised the well-being of its citizens. In the face of these challenges, there is a growing recognition of the need to foster a culture of peace, tolerance, and understanding among Nigerians. This requires a multifaceted approach that involves various stakeholders, including policymakers, educators, community leaders, and civil society organizations. One crucial strategy for achieving this goal is through education, particularly history education.

History education has the potential to shape national identity, promote social cohesion, and foster a sense of shared citizenship among Nigerians. By studying the past, Nigerians can gain a deeper understanding of their cultural heritage, appreciate the diversity of their experiences, and develop a sense of shared humanity. Also, history education can help Nigerians to identify the root causes of conflicts, develop critical thinking skills, and cultivate empathy and tolerance. Notably, Nigeria's history education system has been criticized for perpetuating divisions and fueling conflicts. The current history curriculum has been accused of being biased, incomplete (Fafunwa, 1974) and ineffective in promoting national unity and peaceful coexistence. Many Nigerians have expressed concerns that the history curriculum focuses too much on the colonial and post-colonial periods, neglecting the rich cultural heritage of Nigeria's pre-colonial past. Furthermore, the history curriculum has been criticized for perpetuating negative stereotypes and reinforcing ethnic and religious divisions. For example, some historians have argued that the curriculum portrays the Hausa-Fulani as the dominant ethnic group, while marginalizing the experiences of other

ethnic groups. Similarly, some have argued that the curriculum reinforces negative stereotypes about certain ethnic and religious groups, perpetuating divisions and fueling conflicts.

This study seeks to investigate the role of history education in fostering peace and security in Nigeria. By examining the current history curriculum, analyzing the perspectives of stakeholders, and exploring best practices from other countries, this study aims to identify strategies for reforming Nigeria's history education system to promote national unity, tolerance, and peaceful coexistence.

Conceptual Analysis

For the purpose of this study, several key concepts are defined to provide a clear understanding of the research focus and objectives.

History Education

History education is a multifaceted concept that plays a vital role in shaping our understanding of the past, its impact on the present, and on future generations. At its core, history education refers to the process of teaching and learning about historical events, figures, cultural heritage, and the complex interactions between them. This concept is broadly encompassed within the discipline of history, which seeks to reconstruct and interpret the past through various methods, sources, and perspectives. History education can also promote cultural understanding and appreciation, which is critical for building bridges between different cultural groups. By teaching students about different cultures and historical past. Education can promote empathy, tolerance, and understanding, which can help to break down cultural barriers and promote social cohesion.

Furthermore, history education can teach critical thinking and problem-solving skills, which are essential for addressing the complex security challenges of the 21st century. By teaching students to analyze complex historical events and processes, history education can promote critical thinking, creativity, and innovation, which can help to develop effective solutions to security challenges. The process of history education involves not only the transmission of knowledge but also the development of critical thinking, analytical skills, and empathy. By engaging with the past, students can gain a deeper understanding of the complexities and nuances of historical events, as well as the diverse perspectives and experiences of individuals and groups. Effective history education can foster a sense of shared humanity, promote cultural awareness and understanding, and encourage active citizenship.

History education encompasses various dimensions, including:

The curriculum: This refers to the content and structure of history education, including the selection of historical events, figures, and cultural heritage to be studied.

Pedagogy: This involves the methods and approaches used to teach history, such as lectures, discussions, debates, and experiential learning.

Assessment methods: These are the tools and techniques used to evaluate student learning and understanding, such as exams, essays, projects, and presentations.

The significance of history education extends beyond the academic realm, as it can have a profound impact on individuals, communities, and societies. By studying the past, we can gain insights into the complexities of human experience and the forces that shape societies. Develop critical thinking and analytical skills, which are essential for navigating the complexities of

the modern world. Foster empathy, tolerance, and understanding, which are critical for building inclusive and harmonious communities. Promote active citizenship and engagement with the world around us. In the context of Nigeria, history education is particularly important, given the country's complex and multifaceted past. By engaging with Nigeria's history, students can gain a deeper understanding of the country's cultural heritage, its struggles and achievements, and its place within the global community. Effective history education can promote national unity, foster a sense of shared citizenship, and encourage active engagement with the challenges and opportunities facing Nigeria today.

Peace

Peace is a complex and multifaceted concept that is essential for creating a stable, secure, and harmonious society. At its core, peace refers to a state of being that is characterized by the absence of violence, conflict, and social unrest. However, peace encompasses more than just the absence of negative factors; it also involves the presence of positive elements such as social justice, equality, and human rights.

In the context of history education, peace is a critical objective that enables individuals and communities to live together in harmony and mutual respect. By studying the past, individuals can gain a deeper understanding of the complexities and nuances of historical events, as well as the diverse perspectives and experiences of different groups. This, in turn, can foster empathy, tolerance, and understanding, which are essential for building peaceful and harmonious communities. The concept of peace is closely tied to the idea of social cohesion, which refers to the bonds that hold a society together. Social cohesion is built on a foundation of shared values, norms, and institutions that promote social justice, equality, and human rights. History

education can play a critical role in promoting social cohesion by providing individuals with a shared understanding of their collective past and its impact on the present.

Furthermore, peace is not just the absence of war and violence, but also the presence of positive peace, which involves the creation of social, economic, and political systems that promote human well-being and dignity. Positive peace requires the presence of institutions and structures that promote social justice, equality, and human rights, as well as the absence of structural violence, such as poverty, inequality, and discrimination.

In the Nigerian context, peace is a critical concept that has been elusive for many years. The country has experienced numerous conflicts, including the Nigerian Civil War, ethnic and religious violence, and the Boko Haram insurgency. These conflicts have resulted in the loss of millions of lives, displacement of communities, and destruction of infrastructure. (Afigbo, 1970)

Therefore, promoting peace and social cohesion is critical for Nigeria's development and stability.

Security

Security is a fundamental concept that is intricately linked to peace, as it refers to the protection of individuals, communities, and nations from various threats to their safety, well-being, and prosperity. This concept is multifaceted, encompassing various dimensions that are critical to human existence and societal stability. Physical security is a critical dimension of security, referring to the protection of individuals and communities from physical harm, violence, and coercion. This includes the protection from war, terrorism, and other forms of violence that can threaten human life and dignity.

Economic security is another vital dimension of security which refers to the protection of individuals and communities from economic threats, such as poverty, inequality, and unemployment. This includes the protection of economic rights, such as the right to work, the right to fair wages, and the right to social security.

Cultural security is also an essential dimension of security, which refers to the protection of cultural identities, traditions, and values. This includes the protection of cultural heritage, cultural diversity, and cultural expression.

History education can play a critical role in promoting security by fostering a sense of shared identity and citizenship. By teaching students about their collective past, history education can promote a sense of belonging and shared values, which can help to build stronger, more cohesive communities.

In the Nigerian context, security is a critical concern, given the country's history of conflict, violence, and instability.

Historical Context of Nigeria's History Education System

Nigeria's history education system has undergone significant transformations since the colonial era. The country's strategic location in West Africa made it an attractive location for European colonizers, particularly the British. The British colonization of Nigeria had a profound impact on the country's education system, including the way history was taught.

The Introduction of Western-Style Education in Nigeria

During the colonial era, the British introduced Western-style education to Nigeria, with a focus on producing local elites who could assist in the administration of the colony (Anene, 1966). This marked a significant shift in the country's education

system, as traditional Nigerian education systems were largely informal and focused on practical skills and cultural values.

The colonial education system was designed to promote British values and culture, rather than to celebrate Nigerian heritage. The colonial authorities established schools and curriculum that emphasized British and European history, with little attention paid to Nigerian history and culture (Afigbo, 1970). This bias in the curriculum reflected the colonial authorities' desire to promote British values and culture, rather than to promote Nigerian heritage. This had a profound impact on Nigerian culture and identity. Many Nigerians were forced to abandon their traditional ways of life and adopt Western customs and values (Coleman, 1958). This led to a loss of cultural heritage and a sense of disconnection from traditional Nigerian values.

The legacy of colonial education can still be seen in Nigeria's education system today. Many Nigerian schools continue to follow a curriculum that is based on British and European models, with little emphasis on Nigerian history and culture. This has led to calls for education reform, with many Nigerians advocating for a more inclusive and culturally relevant education system. (Fafunwa, 1974).

Post-Colonial Era (1960-1979)

After Nigeria gained independence in 1960, the country's education system underwent significant reforms (Federal Republic of Nigeria, 1977). The new government sought to promote Nigerian culture and history, and to use education as a tool for national development (Fafunwa, 1974). This marked a significant shift in the country's education system, as the government sought to move away from the colonial-era curriculum that had emphasized British and European history and culture. The government

introduced a new curriculum that emphasized Nigerian history and culture, and encouraged the study of indigenous languages and customs (Nigeria Education Sector Analysis, 2013). This curriculum was designed to promote a sense of national identity and pride among Nigerians, and to provide students with a deeper understanding of their country's history and cultural heritage.

However, the implementation of this curriculum was often hindered by a lack of resources and inadequate teacher training. Many schools lacked the necessary textbooks and materials to teach the new curriculum, and many teachers were not adequately trained to teach Nigerian history and culture (Afigbo, 1970). This led to a lack of consistency in the implementation of the curriculum, and many students did not receive the education they deserved. Despite these challenges, the government remained committed to promoting Nigerian culture and history through education. In the 1980s, the government introduced a new education policy that emphasized the importance of Nigerian studies in the curriculum (Federal Republic of Nigeria, 1981). This policy led to the development of new textbooks and educational materials that focused on Nigerian history and culture.

Military Rule and Democratization (1980-1999)

During the period of military rule, Nigeria's education system suffered significant setbacks. The quality of education declined, and there was a lack of investment in education infrastructure (Ogunnubi, 2015). Many schools were left without basic facilities, such as classrooms, libraries, and laboratories. The lack of investment in education infrastructure made it difficult for schools to provide quality education to students. The military government's education policies were often focused on promoting national unity and stability, rather

than on promoting academic excellence or critical thinking (Fafunwa, 1974). This led to a focus on rote memorization and regurgitation of facts, rather than on critical thinking and problem-solving skills.

The return to democratic rule in 1999 brought new opportunities for education reform. The new government introduced a number of initiatives aimed at improving the quality of education and promoting civic education and human rights. One of the key initiatives was the introduction of a new curriculum that emphasized civic education and human rights. (Federal Republic of Nigeria 2004) National Policy on Education Federal Ministry of Education

The new curriculum was designed to promote critical thinking and problem-solving skills, as well as to promote values such as democracy, human rights, and tolerance (Nigeria Education Sector Analysis, 2013). The curriculum also placed a strong emphasis on Nigerian history and culture, in an effort to promote national identity and pride. In addition to the new curriculum, the government also introduced a number of other initiatives aimed at improving the quality of education. These included the establishment of new schools and universities, the training of new teachers, and the provision of scholarships and other forms of financial assistance to students (Federal Republic of Nigeria, 2004). Despite these efforts, Nigeria's education system continues to face significant challenges. Many schools still lack basic facilities, and there is a shortage of qualified teachers (Ogunnubi, 2015). Additionally, the education system is often plagued by corruption and mismanagement, which can make it difficult for students to access quality education.

Challenges of Nigeria's History Education

In recent years, Nigeria's history education system has continued to evolve, with a

growing emphasis on promoting national integration and cohesion. The government has recognized the importance of history education in shaping national identity and promoting social cohesion, and has introduced a number of initiatives aimed at strengthening the teaching of history in schools. One of the key initiatives has been the establishment of the National Council on Education (NCE), which is responsible for developing and implementing education policies at the national level. The NCE has played a crucial role in promoting history education in Nigeria, and has worked to develop a new curriculum that emphasizes critical thinking and problem-solving skills.

The new curriculum is designed to promote a deeper understanding of Nigerian history and culture, and to encourage students to think critically about the past and its relevance to contemporary society. The curriculum also places a strong emphasis on civic education and human rights, and aims to promote values such as democracy, tolerance, and respect for diversity. Despite these efforts, Nigeria's history education system continues to face significant challenges. One of the main challenges is a lack of resources, including textbooks, educational materials, and technology. Many schools in Nigeria lack basic facilities and teachers often have to rely on outdated textbooks and materials. Another challenge facing Nigeria's history education system is inadequate teacher training. Many teachers in Nigeria lack the necessary training and qualifications to teach history effectively, and may not have the necessary subject matter expertise. This can make it difficult for students to receive a high-quality education in history. Furthermore, Nigeria's history education system has been criticized for its bias towards Western culture and history. The curriculum has traditionally focused on European and American history, with little attention paid to African or Nigerian history. This has led to calls for a more inclusive and diverse curriculum that

reflects the experiences and perspectives of Nigerians.

In addition, there are concerns about the politicization of history education in Nigeria. The government has been accused of using history education to promote its own ideology and interests, rather than to promote a nuanced and balanced understanding of the past. This can make it difficult for students to receive a critical and independent education in history.

Overall, Nigeria's history education system faces a number of significant challenges, from a lack of resources and inadequate teacher training to a biased and politicized curriculum. However, the government has made efforts to address these challenges, and there are signs of progress and improvement in the teaching of history in Nigerian schools.

Analysis of the Current History Curriculum in Nigeria

The current history curriculum in Nigeria has been a subject of debate and criticism among educators, historians, and policymakers. Despite efforts to revise the curriculum, it remains largely focused on European and American history, with little attention paid to African or Nigerian history (Nigeria Education Sector Analysis, 2013). This has led to a lack of relevance and connection to the experiences and perspectives of Nigerian students. One of the major criticisms of the current history curriculum is its lack of relevance to Nigerian students (Fafunwa, 1974). The curriculum was developed during the colonial era, and has not been significantly revised since then (Anene, 1966). As a result, the curriculum does not reflect the experiences and perspectives of Nigerians, and does not provide students with a nuanced understanding of their country's history and culture. This has led to a

disconnection between the curriculum and the lived experiences of Nigerian students.

Another criticism of the current history curriculum is its bias towards Western culture and history (Afigbo, 1970). The curriculum places a strong emphasis on European and American history, while ignoring the histories and cultures of other regions of the world (Coleman, 1958). This bias can perpetuate negative stereotypes and attitudes towards non-Western cultures, and can limit students' understanding of the diversity of human experiences. Furthermore, this bias can also perpetuate a Eurocentric view of history, which can be damaging to the self-esteem and identity of Nigerian students.

In addition, the current history curriculum has also been criticized for its lack of attention to the histories and experiences of marginalized groups in Nigeria (Ogunnubi, 2015). The curriculum largely focuses on the experiences of the dominant groups in Nigerian society, while ignoring the histories and experiences of minority groups. This can perpetuate inequality and injustice, and can limit students' understanding of the diversity of human experiences.

The Nigerian History Project

In addition to developing a comprehensive curriculum, the project has also provided training for teachers and has developed educational resources, including textbooks and multimedia materials (Ogunnubi, 2015). The teacher training program is designed to equip teachers with the necessary skills and knowledge to effectively teach Nigerian history. The educational resources developed by the project include textbooks, workbooks, and multimedia materials such as videos and interactive CDs. One of the key successes of the project has been its ability to promote a sense of national identity and pride among Nigerian students (Fafunwa, 1974). By learning about their

country's rich cultural heritage and its contributions to world history, students are able to develop a deeper understanding and appreciation of their national identity. This, in turn, fosters a sense of pride and patriotism among students, which is essential for national development and progress.

Despite its successes, the Nigerian History Project faces several challenges, including inadequate funding, lack of resources, and poorly trained teachers (Anene, 1966). To address these challenges, the project needs to secure more funding and resources to support its activities. Additionally, the project needs to continue providing training for teachers and developing educational resources to support the teaching and learning of Nigerian history

History Education and Promotion of Peace and Security in Nigeria

Nigeria, a country with a complex history and diverse cultural heritage, has experienced numerous conflicts throughout its existence. Understanding the historical context of these conflicts is essential for resolving them and promoting peace and stability. The country's colonial past, complex ethnic and religious landscape, and historical events have all contributed to its current state of insecurity. Nigeria's colonial past has played a significant role in shaping its current conflicts. The artificial boundaries created by colonial powers led to the forced amalgamation of diverse ethnic groups, sowing seeds of tension (Afigbo, 1970). This forced amalgamation has resulted in ongoing tensions between ethnic groups, as they struggle to assert their identities and interests.

The country's complex ethnic and religious landscape has also been a source of conflict. Historical events, such as the Biafran War, have exacerbated these tensions, leading to ongoing conflicts between ethnic and

religious groups (Anene, 1966). Understanding the historical context of these conflicts is essential for resolving them and promoting peace and stability. Historical knowledge can provide valuable lessons on how to avoid similar mistakes in the present, promoting conflict resolution. By studying Nigerian history, individuals can gain a deeper understanding of the country's complex cultural heritage and the historical context of its conflicts (Fafunwa, 1974). This can facilitate conflict resolution, promote cultural understanding and appreciation, and encourage national cohesion. In Nigeria, national integration is challenged by the country's complex ethnic and religious landscape. With over 250 ethnic groups and multiple religions, Nigeria is a deeply divided society. These divisions have often led to conflict and violence, undermining the country's stability and development.

History education can play a critical role in promoting national integration in Nigeria. By teaching students about the country's shared history and cultural heritage, history education can foster a sense of shared identity and citizenship. This can help to break down ethnic and religious divisions, promoting unity and cooperation among different groups. Moreover, history education can promote cultural understanding and appreciation, which is critical for building bridges between different cultural groups. By teaching students about different cultures and historical experiences, history education can promote empathy, tolerance, and understanding. In addition, history education can teach critical thinking and problem-solving skills, which are essential for addressing the complex challenges of national integration. By teaching students to analyze complex historical events and processes, history education can promote critical thinking, creativity, and innovation.

To promote national integration, history education in Nigeria should focus on the following key areas:

- Fostering a sense of shared history and identity among different ethnic and religious groups.
- Promoting cultural understanding and appreciation through the study of different cultures and historical experiences.
- Teaching critical thinking and problem-solving skills to address the complex challenges of national integration.

By focusing on these key areas, history education can play a critical role in promoting national integration in Nigeria, fostering a sense of shared citizenship and promoting unity and cooperation among different groups.

Furthermore, historical knowledge can promote national unity by highlighting Nigeria's shared history and cultural heritage. By emphasizing the country's shared experiences and common humanity, historical knowledge can foster a sense of national identity and pride (Barton & Levstik, 2004). This can help to promote a sense of shared citizenship and common purpose, reducing tensions between ethnic and religious groups.

In addition, historical knowledge can help to address the root causes of conflict in Nigeria. By understanding the historical context of conflicts, policymakers and stakeholders can develop more effective strategies for conflict resolution and prevention (Ogunnubi, 2015). This can involve addressing issues such as poverty, inequality, and lack of access to education and healthcare, which can all contribute to insecurity. Moreover, historical knowledge can promote intergenerational understanding and dialogue. By studying Nigerian history, young people can gain a deeper understanding of the country's

complex past and its implications for the present (Haydn & Counsell, 2003). This can help to promote a sense of shared history and cultural heritage, reducing tensions between different generations and promoting a sense of shared citizenship. Meanwhile, history plays a crucial role in conflict resolution in Nigeria. By understanding the historical context of conflicts, Nigerians can learn from past mistakes, promote cultural understanding and appreciation, and encourage national unity. Historical knowledge can provide valuable lessons on how to avoid similar mistakes in the present, promoting conflict resolution and promoting peace and stability.

Conclusion

In conclusion, reforming Nigeria's history education system is a crucial step towards promoting a deeper understanding and appreciation of Nigerian history and culture. The current system, criticized for its lack of relevance, inadequate resources, and poor teaching methods (Ogunnubi, 2015), necessitates urgent reform to equip future generations with a strong sense of national identity, critical thinking, and analytical skills. The revised curriculum, introduced by the Federal Ministry of Education, aims to address these challenges by making History a compulsory subject and integrating it with Civic Education. This reform has the potential to: Foster a sense of shared history and culture among Nigerians, inspire patriotism and responsible citizenship and also develop critical thinking and analytical skills. History education has the power to shape the minds of future generations and promote national identity and pride (Afigbo, 1970). It also has the potential to promote critical thinking, analytical skills, and problem-solving abilities (Barton & Levstik, 2004). To ensure the success of this reform, it is essential to address the challenges ahead, including inadequate resources, teacher training, and effective implementation. By working together, Nigeria can develop a

history education system that promotes a deeper understanding and appreciation of its rich history and culture, ultimately contributing to national development and progress.

Recommendations

Nigeria's history education system is in dire need of reform. The current system has been criticized for its lack of relevance, inadequate resources, and poor teaching methods (Ogunnubi, 2015). To address these challenges, the following recommendations are proposed:

1. The curriculum should be revised to make it more relevant and inclusive. The current curriculum focuses mainly on European and American history, with little attention paid to African or Nigerian history (Afigbo, 1970). A revised curriculum should prioritize Nigerian and African history, and should include topics such as the pre-colonial period, the colonial era, and the post-independence period (Anene, 1966). This would help to promote a sense of national identity and pride among Nigerian students.

Moreover, the revised curriculum should also include topics that are relevant to the lives of Nigerian students, such as the history of Nigerian cultures, the impact of colonialism on Nigerian society, and the role of Nigeria in African and global affairs (Fafunwa, 1974). This would help to make history more engaging and relevant to Nigerian students.

2. More resources should be allocated to support the teaching and learning of history. This includes textbooks, educational materials, and technology (Nigerian History Project, 2010). The government should also

provide funding for teacher training and professional development, to ensure that teachers are equipped with the necessary skills and knowledge to teach history effectively.

In addition, the government should also establish a national resource center for history education, which would provide teachers with access to educational materials, technology, and other resources (Barton & Levstik, 2004). This would help to support the teaching and learning of history in Nigerian schools.

3. Teaching methods should be improved to make history more engaging and interactive. This can be achieved through the use of multimedia materials, role-playing, and field trips (Ogunnubi, 2015). Teachers should also be encouraged to use critical thinking and problem-solving approaches to teach history, rather than relying solely on rote memorization.

Furthermore, teachers should also be encouraged to use innovative and creative approaches to teach history, such as debates, simulations, and project-based learning (Haydn & Counsell, 2003). This would help to make history more engaging and interactive, and would help to promote critical thinking and problem-solving skills among Nigerian students.

4. Assessment methods should be reformed to prioritize critical thinking and analytical skills. The current assessment system focuses mainly on rote memorization and regurgitation of facts (Ogunnubi, 2015). A reformed assessment system should prioritize essays,

projects, and presentations, which allow students to demonstrate their critical thinking and analytical skills.

The current history curriculum in Nigeria has several limitations and biases that need to be addressed. The curriculum needs to be revised to make it more relevant and inclusive, and to place a stronger emphasis on critical thinking and problem-solving skills. Furthermore, the curriculum needs to be expanded to include the histories and experiences of marginalized groups in Nigeria, and to promote a more nuanced and balanced understanding of Nigerian history and culture.

5. The government should establish a national body to oversee the teaching and learning of history in Nigeria. This body should be responsible for developing and implementing the curriculum, providing resources and support for teachers, and monitoring and evaluating the effectiveness of history education in Nigerian schools.

Implementing these recommendations, Nigeria's history education system can be reformed to make it more relevant, inclusive, and effective. This will not only improve the quality of history education in Nigerian schools, but also promote a deeper understanding and appreciation of Nigerian history and culture.

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