

## **Government education policies and rural educational Development: A Study of Yenagoa L.G.A, bayelsa State.**

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**ABSTRACT:** *This study investigates “government educational policies and rural educational development”. The study was carried out in Yenagoa Local Government area. The poor state of the rural schools and their predicament accompanied by unfavourable government education policies towards the rural area was the sole purpose that motivated this study. Relevant literatures reviewed showed that the rural schools in Nigeria are in a ‘sorry’ state. The urban bias theory was the theoretical framework adopted for the study. The study made use of an exploratory and survey design. A Population of 226 was the number of persons sampled for the study. The mean, standard deviation and Chi square ( $X^2$ ) were the tools used for the data analysis. The study revealed that Government Educational policies are not geared towards the development of the rural education sector as almost all the rural human and materials education resources are poor and unattended to. The study recommended an urgent need of special educational policy to be formulated for the development of the rural education sector.*

**KEYWORDS:** *Education, Education Policies, Rural Education, Educational Development, Rural School.*

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### **I. INTRODUCTION**

Whereas the problems of education in Nigeria is perceived to be general, it is said to be more severe in the rural areas. Anyaebu et al (2004) noted some of these challenges as;

- Lack of zeal and interest by teachers due to poor and delayed salary and poor condition of work.
- Frequent strike action by teachers
- Lack of curricular and other materials such as textbooks, libraries, instructional materials and at times classrooms, desk and chairs. According to Dike (2004), about 2000 (mostly primary) schools existing in the rural areas in Nigeria are said to have no classrooms, lessons are received under trees or (thatched houses).
- Instability of the government institutions and infrastructure that is transportation, communications, and utilities. Many primary schools in the rural areas are not even connected to the power supply grid and are therefore unable to take advantage of new development in educational technologies.
- Low community participation in education planning and policy implementation.

Due to this situation and personal reasons, many teachers reject posting into rural areas while those that do not, treat their presence in such areas as a part time assignment. Yet, effectively educating the rural population that make up over 60% of the country is a necessary precondition for national development. Education is one of the key strategies for rural development since it propels that development of desirable attitudes that are favourable to change and for technical progress. Anyaebu et al (2004) thus opined that rural education is key to rural development and an essential building block of national development; that poverty cannot be eradicated without eliminating illiteracy among the rural populace and without finding a systematic way to raise their level of knowledge. According to Olayide et al (cited in Fabunmi 2003), there is the general consensus that the rate of agricultural development and rural transformation is directly related to the educational standard of the rural communities. Such rural education programme will widen the rural populace’s horizon and predispose them to greater receptivity of new ideas.

The need thus arises for appropriate reforms and policies to address pertinent issues affecting the development of our educational system especially as it concerns education in the rural areas. Noting this need for reform, the World Bank (2003) asserted that;

*'over time, as the political economy of the country worsened, much of the educational system of Nigeria appeared to stagnate and, during some periods, contract. Teachers have few materials with which to complement their skills, and there is no produce and distribution of additional materials'.*

It went further that between 1994 and 2001, the allocation for instructional materials across 26 states of the federation, was equal to just 1.5 percent of total expenditure on primary schooling, that there were significant problems in of instruction, (ii) the use of instructional time, and (iii) very little opportunity for in service training for which less than 0.2 percent of total primary expenditures are devoted.

It is on the above problems that this research work is being carried out to look at the situation in Bayelsa state using rural schools in Yenagoa local government area as our focal point of study.

## II. EDUCATION IN RURAL NIGERIA

There are various forms of formal educational facilities in rural Nigeria. These include (a) informal out-of-school education offered to rural families by experts in agriculture, home economics, health, small-scale industries, etc. This type of education is often known as *extension education*. (b) Semi-formal literacy education organized for adults who had no opportunity to acquire formal education at earlier age. This is known as *adult education*. (c) Formal education offered at the primary and secondary levels to rural children and adolescents. At the primary level, two main types of education can be identified in Nigeria. These are the western type of education and the koranic type of education with the later being more prevalent in the Moslem areas of the country. Since Nigeria had grown up under the influence of the western world, there has been the tendency for people to underrate koranic education generally. Thus for instance, 4 years of western education is equated with 15 years of koranic education. Until recently, most parts of rural northern Nigeria had only koranic schools whereas western-type schools have always predominated in the south Aghenta (2001).

Extension Education is an informal non-school based education. It is often directed to rural people with the aim of upgrading their competence or skills in specific areas such as agriculture, health or home management. In Nigeria, the Ministry of Agriculture hires and trains agricultural extension agents to carry out agricultural extension work with farmers. Ideally, it is expected that farmer-extension agent's ratio in the country should be 750 farm families or less to 1 full-time extension agent. However, this ratio remained at an average of 2500:1 as at 2000. This compares unfavourably with 200:1 in India or 250:1 in Kenya. As a result of this insufficiency of extension agents, extension education in rural Nigeria is not a continuously sustained programme which could have generally upgraded farmers' knowledge, skills and productivity Obanya(2003). Other forms of extension education in the areas of health care, home management and the establishment and management of small-scale industries are faced with the same problems of insufficiency of specificity staff, sporadic contacts and emphasis on rendering specific service rather than on general education.

Furthermore, Abidogun (2012) pointed out that Primary school education in Nigeria can be obtained in western-type schools or in koranic schools. Nearly all villages in the present day Nigeria has a western-type primary school as a result of the Federal Government's Universal Free Primary Education Scheme instituted in 1976 and the UBE in year 2000. This consists of a graded system of education which starts with the teaching of basic literacy at the lower primary levels (1-2) to the teaching of other specialized subjects like history, geography, civics, integrated science etc. Nigeria prepares the pupils for entry into post-primary institutions. Those who cannot enter post primary schools drop out and either learn some trade, migrate to urban areas in search of jobs, or remain on the farms. The inability to go on to the secondary schools in most states is free-paying and is often located outside the village. Although there is no reliable statistics to show the drop-out rate from rural primary schools, it is estimated that in the southern part of the country this may be 40 per cent while in the northern part of the country it might be up to 60 per cent. In the north however, drop out is not mainly a direct result of inability of parents to pay school fees since generous scholarships are often available for those who want to go beyond the primary school level, but a reflection of the lingering resistance of some rural parents against westernization. Also rural Fulani children particularly, assist their parents to herd cattle right from the age of 7. This fact coupled with the unsettled nature of their lifestyle account for the unwillingness of parents to encourage their children to remain in school to the extent that in 1977, the Governors of some states in the northern part of Nigeria had to issue threats on parents who withdraw their children from school. Nomadic education system was introduced in Nigeria in the late 80's to afford Cow Fulani children in the north

and riverine area dwelling children in the south the opportunity and facilities to have some basic literacy (Ijaduola (1998).

Still, Okoh (2002:14) stated that, generally, pupils attend primary schools from home hence the distance of school from home may also affect attendance. Moreso, he stressed that according to a 1981 Rural Infrastructures Report in Nigeria by Idachaba, there are great variations from state to state and rural to urban area within states with respect to the number of primary schools, proportion of trained teachers, size of class per trained teacher and average walking distance to school.

Koranic schools are found mainly in the northern part of Nigeria and some Muslim areas of the south. Generally, the school holds either in Mosques, private homes of the teachers or in open spaces under tree sheds. It might have 10 to 40 pupils and is strictly privately owned and run by the teacher (Umma). The instruction itself consists mainly in memorizing verses of the Koran, learning Arabic alphabets, reading and writing Arabic. Usually, the pupils can memorize verses of the Koran and can write Arabic, they hardly understand the meaning of what they are reciting at the primary stage of the curriculum. Also, when the child is old enough to go and learn a trade, the hours of schooling are reduced and afternoon sessions cancelled. The teacher charges small fees at regular intervals and also receives gifts such as grains, meat, and food, pieces of cloth or prayer mat and free labour from his pupils. Although steps have been taken to upgrade Islamic education in the country generally, the Koranic schools in rural areas are not controlled by the Ministry of Education. Adamu (2003).

In the south, efforts have been made to retrain some of the Islamic teaches so that they can incorporate subjects like English and Arithmetic in their curriculum. However, since the country uses western standards, koranic school education is hardly recognized as useful beyond the Moslem community.

Secondary School is the intermediate step on the educational pyramid in Nigeria. Although they offer a variety of subjects they are not structured to train pupils in specific skills but to prepare them for entry into higher institutions of learning. Most secondary schools in southern Nigeria were originally founded and run by Christina missions, other voluntary agencies and private proprietors hence they were often located close to rural areas. On the contrary, most secondary schools in the northern parts of the country were government owned and were located in urban centres (Adamu Ibid).

This fact accounts for the staggering variation in average walking distance between home and school in northern and southern state of the country. However, in recent times, many state governments have phased out boarding facilities in secondary schools to reduce cost thereby making it mandatory for pupils to attend school from home. In Oyo and most other southern states, quite a number of new secondary schools have been established in order to reduce the walking distance entailed as a result of this policy. Nevertheless, secondary schools are unevenly distributed between rural institutions; most rural areas may have none. The rural infrastructure report showed that as of 1980, Kano State had 13 of its 25 post-primary schools in Kano Metropolitan LGA while 7 Local Government Areas of the state had no secondary school at all Adamu (2003).

On the whole while the UBE schemes are aimed at eliminating illiteracy in the country eventually, rural Nigeria is still largely populated by people with very low levels of education. Studies involving farmers from different parts of the country consistently show that an average of about 60 per cent is non-literate. This proportion is even higher for women. In addition, as noted by Adewole (2003:64), literate children do not tend to affect the general level of education in rural areas as these invariably migrate to towns thereby leaving the proportion of non-literate persons almost unchanged over the years. The 1991 population census figures confirm this observation.

In a similar vein, Arikewugo (2002:32), opined that the structure of primary and secondary education in Nigeria has consistently betrayed the unnamed objective of selecting the best from the rural areas to join the elite class in urban area after these must have gone through the university which is so far the apex of the Nigerian educational pyramid. This urban elite class is largely made up of white collar job holders. The subject taught are largely not founded on the indigenous culture neither does the curriculum take cognizance of the varied talents of the students. It is still largely a system of education that seeks to instill and perpetuate deference toward all that is European, American or generally foreign to Nigeria. There is the tendency to underrate technical education and to overemphasize the 'grammar' school. In this way, education offered up to the secondary level could not be said to have effectively equipped Nigerians to participate in the process of change.

### **III. HISTORICAL ANALYSIS OF EDUCATIONAL POLICY FORMULATION IN NIGERIA**

Certain historical antecedents have impact on how educational policies are formulated and implemented in Nigeria. The Lagos Colony, Southern and Northern protectorates were British colonies, which were amalgamated in 1914 and named Nigeria. The territory remained a British colony till 1960 when it attained independence. The colonial administrators introduced an indirect rule policy. Indirect rule was an administrative system, which Lord Lugard introduced into Nigeria. It was a system of administration in which the tutelary power recognized the existing traditional administrative structure, and used such for the administration of the Lagos Colony, and the Southern and Northern Protectorates. The indirect rule policy recognized the Islamic education in the Northern Protectorate; hence the Christian missionaries were restricted from spreading both Christianity and Western education to the region. This accounts for the gap in the level of educational development between the North and the South. This has a lot of implications for the planning of education in Nigeria. Of recent, the Federal Government has put in place several educational policies (such as the quota admission, the educationally disadvantaged and less disadvantaged areas policies etc.) with a view to reduce the gap in North-South level of educational development, Lawal (2003).

The colonial administrators adopted British form of education in Nigeria, hence the following school systems: primary, secondary, sixth form and higher education were introduced. Consequent upon the attainment of independence, it was discovered that this system of education did not meet the aspiration of Nigerians; hence the current 6-3-3-4 educational policy was introduced in 1977. The policy sought to introduce a functional technology-based education, which could sustain the economy. The colonial administrators administered education through the use of certain education ordinances and education codes, such as the 1882, 1887, 1916, 1926, 1946 and 1926 Education codes, (Ijaduola, 1998 and Ogunu, 2000). These codes and ordinances were used as guidelines to administer education in the colony. They served as the basis for the modern day educational policies, education laws and techniques of educational administration in Nigeria. The Macpherson Constitution of 1951 put education in a concurrent list; hence both the central and regional governments could legislate on education. This has a lot of impact on the present arrangement. There are thirty-six state governments and the federal government in Nigeria, each of which could legislate on education.

### **IV. GOVERNMENT POLICIES AND EDUCATIONAL DEVELOPMENT IN RURAL BAYELSA**

The current state of rural schools in Bayelsa is not different from other parts of the country. Schools in the rural areas lack teachers, even when teachers are posted to the rural areas they fail to report and no penalty is administered to them. The teachers that reports for duties are either NYSC members or students on industrial training and a minute number of permanent staffs (some unqualified).

The conditions of the rural schools in Bayelsa are nothing to write home about as some don't even have seats, while some buildings are even collapsing. It was recently that some selected schools in the rural areas of the state were renovated. In terms of academic infrastructures (textbooks, scientific equipment etc), rural schools seem not to be part of governments plan to provide such. Infact about ¼ of the student produced in the rural areas are half-barked students who can hardly compete with those who schooled in the cities. This could be seen in admission list of various schools in the state were most students offered admission seems to be from the city.

There has not been any meaningful legislation or policy to improve the plight of rural education. The current policies in the state are still those of the national and international bodies to improve education in the world; such as the UBE, national policy on education and the Millennium Development Goal. The implementation of these policies seems to be more favourable to the cities.

However, there are two policies made by the state government that is yet to be implemented in full that would have benefited the rural areas. Firstly, is the policy of posting about 70-80% of NYSC members to rural areas to teach. The government also gives more state allowances to these corps members posted to the rural areas. However, these policy has not been properly supervised if it is been implemented or not. Majority of the NYSC members still serve in the cities. Most of them influence their posting to places of convenience in the cities, other rejects their posting to rural areas and they are reposted to the cities. This deprives rural schools of the little help they would have gotten in teaching.

Secondly, there is a policy that no teachers in the state will teach in an urban school for more than five years. But this policy has not succeeded due to corruption and lack of strict implementation as almost all teachers influence their posting to remain in the cities. Even the ones who accept their posting to rural areas, connive with principals in rural areas or with an official in the ministry of education to be covered up while, they fail to report at their work place at all. All these have continued to make education in rural Bayelsa state to remain underdeveloped.

## V. THEORETICAL PERSPECTIVE

No research work in the social sciences is ever complete without the use of a theoretical framework. Theories in the social research help to back up a research findings, hence, given more reliability to the research work.

Thus, for the purpose of this research work a subtrand of underdevelopment theory; *The Urban Bias Theory by Micheal Lipton* is being adopted. In his work titled; *why people stay poor; a study of urban bias in world development*; Lipton argued that urban bias involves (a) An allocation, to persons or organizations located in towns, of shares of resources so large as to be inefficient and inequitable, or (b) a disposition among the powerful to allocate resources in this way, Lipton (2005). He then suggested that urban bias, which was modest or absent in nineteenth-century Europe and north America, had become pervasive in developing countries since about 1950, when a new ideology of urban-industrial developmentalism took hold.

According to Lipton, urban bias was evident in the provision of education and health-care resource and in the broader geography of public spending decisions. As he puts it in his work;

*“The rural sector contains most of the poverty, and the sector contains most of the low cost sources of potential advance; but the urban sector contains most of the articulateness, organization and power. So the urban classes have been able to win most of the rounds of the struggle with the country side; but in doing so they have made the development process slow and unfair” (Lipton 1977:1).*

Given the higher rates of poverty, illiteracy, poor health etc. in the country side, than in the city, urban biased policies (Government policies) transfer resources from poor rural areas to the urban centres instead of the other way round. Lipton further stated that, these policies harm the formation of human capital in rural areas (the development of better educated and more healthy rural workers), and has led to the draining away of such talents and wealth as could be accumulated in the country side (the rural skills drain of educated younger workers), and represented poor value for money (at the margin, Lipton strongly maintained, a given sum of government money would earn higher returns in the country side-specifically in the small agriculture sector and via rural off-farm employment creation-than in cities or large-scale urban-based industries).

Applying this theory to our work it is obvious that almost all the educational and other policies made by federal and state governments have been policies that have benefited the urban centres rather than the rural sectors. For example well equipped schools built by state governments and federal governments are mainly cited in developed cities, teachers in the urban schools received more updated trainings than those in the rural areas. From the millennium development goal reports, it is clear that the enrollment and completion of students in the rural areas is still very poor. This is as a result of invisibility of schools in some rural towns, lack of teachers in the rural areas, poor educational infrastructures in the rural areas etc. when reforms and policies are made about education in Nigeria; it appears that the rural areas are excluded from it, its implementation stops at the cities. This makes the little talents found in the rural areas to migrate to the urban areas for a better development of their talents.

In other words, the rural areas still suffer a multiple of disadvantaged policies from the government. Whereas in the urban centres there are policies prohibiting the accumulation of more than 40 students per class, in the rural areas you find even more than 100 students in a class room learning under a poor environment i.e. if there are even teachers). All these have made the rural areas to continue to remain underdeveloped in Nigeria at a time when developed countries like the United Kingdom, North American countries etc. are proclaiming the disappearance of their rural areas.

## VI. MATERIALS AND METHODS

Since we cannot adequately cover the entire rural areas and population in Yenagoa L.G.A a sampled size of 226 persons representing about 0.15% of the population in the rural area of Yenagoa were selected and findings generalized to the entire population of study. The Study adopted two methods of sampling technique. First and foremost the stratified sampling technique that recognize different groups or composition characteristics of target population was used to stratify the respondents into three, important groups; Yenagoa Local Government education authority and ministry of education, Bayelsa state rural teachers and administrators and the rural students. Then the simple random sampling technique was now used to distribute the questionnaires to the above target population. The simple random sampling method was also used to select 8 communities in the study area. The communities which include; Famgbe, Akaibiri, Ikibiri, OguOgbolomaBomoundi, Nedogo-Agbia and Akaba got 26 questionnaire each while Yenagoa local government education authority and the ministry of education Bayelsa state got 18 questionnaires.

This study made use of two importance sources of data collection. Firstly, the secondary source of data collection which involves sources from published and unpublished textbooks, journals, magazines, newspapers and internet sources was used to gather relevant data for the review of literatures concerning the topic of discourse. And secondly, the primary source of data collection was used to elicit the needed information from respondents using a detailed questionnaire consisting of structured and unstructured questionnaires.

This study made use of tools like; tables, mean, standard deviation and chi-square ( $X^2$ ) test for the analysis of the data generated from the field. The mean and standard deviation was used in analyzing the Likert scale questions, and finally, the chi-square ( $X^2$ ) test was used to analyze the test of hypothesis to show if there is a relationship between the dependent and independent variable. The instrument used was validated by a team of professional teachers who were experts in the topic of discuss. They assisted in the design of the questionnaires by making relevant corrections of the previous questionnaire designed by the researcher. The instrument used for the validation, was also critically examined by experts in measurement and evaluation and their Corrections and observations were incorporated into the final draft.

The reliability of the instrument was determined using the test retest method. Copies of the instrument were administered to neutral 10 respondents. The same instrument was administered to another set of 10 respondents after two weeks. The scores from the two groups were collected for the calculation of the correlation coefficient of the scores of the two groups using the Pearson product moment correlation (PPMC) formula. A correlation coefficient of 0.64 was obtained. There is a strong positive correlation between the two pairs of scores of the respondents because the calculation gave 0.64 as the correlation co-efficient of 0.64 from the calculation; the instrument used for the study is quite reliable.

## VII. DISCUSSION OF FINDINGS

Table 1. Mean response of the Respondents

S/N	ITEMS OF STATEMENT	X	SD	REMARKS
1.	The state of rural school in Yenagoa L.G.A is Poor.	3.6	1.9	Accept
2.	The academic performance of the rural schools in Yenagoa L.G.A is poor	3.1	1.9	Accept
3.	Government policies on education towards rural educational development is inadequate in Yenagoa L.G.A	2.8	1.7	Accept
4.	Government Policies in Improving the plight of Education in the rural areas in Yenagoa L.G.A has been Successful.	2.3	1.5	Reject
5.	Rural Schools in Yenagoa L.G.A face more challenges than the urban schools due to biased policies.	3.9	2.0	Accept
6.	Rural Students face more challenges due to inadequate government educational policies favourable to rural schools in Yenagoa L.G.A.	3.6	1.9	Accept
7.	Teachers In rural schools in Yenagoa L.G.A face more challenges than those in the urban schools.	3.5	1.9	Accept
8.	Government face problems in trying to implement policies to improve rural education in Yenagoa L.G.A.	2.6	1.6	Accept

From the analysis in table 1 above the following result were obtained. Out of the eight questions, seven obtained a significant means of 2.5 and above. Only question four obtained a means of 2.3 which is not significant. Item 1 received a mean score of 3.6 With a standard deviation of 1.9, item 2 got a mean score of 3.1 and a standard deviation of 1.8, item 3 got a mean score of 2.8 and a standard deviation of 1.7. Still, item 4 had a

mean score of 2.3 and a standard deviation of 1.5, item 5 had a mean score of 3.9 and a standard deviation of 2.0. Moreso, item 6 received a mean score of 3.6 and standard deviation of 1.9 similarly; item of 7 had a mean score of 3.5 and a standard deviation of 1.9. Finally, item 8 received a mean score of 2.6 and a standard deviation of 1.6.

The respondents agreed and accepted almost all that were posed by the researcher except question 4 which they rejected. This is because the mean score of item 1,2,3,5,6,7 and 8 got a mean score above 2.5 which marks the point of acceptance. Only item 4 had a mean score of 2.3 which was rejected.

By implication, we can state that: the state of the rural school in Yenagoa is poor, the academic performance of rural schools in Yenagoa is poor, government policies on education towards rural educational development is inadequate, Government policies in improving the quality of education in the rural areas in Yenagoa has not been successful, rural schools in Yenagoa face more challenges than urban schools because of biased policies. Rural students face more challenges than their urban counterpart due to inadequate policy in the rural areas; teachers in rural areas face more problems than those in the urban areas and finally, government face problems in trying to implement policies that are beneficial to rural educational development in Yenagoa.

### VIII. HYPOTHESIS TESTING

$H_0$  there is no relationship between current government policies and rural educational development.

Computation of  $\chi^2$

Cell	Fo	Fe	Fo-fe	(Fo-fe) <sup>2</sup>	(Fo-fe) <sup>2</sup> /fe
A	15	21.17	-6.17	38.07	1.80
B	37	30.83	6.17	38.07	1.23
C	77	70.83	6.17	38.07	0.54
D	97	103.17	- 6.17	38.07	0.37
				$\chi^2$	3.94

#### Research Decision

Calculated  $\chi^2 = 3.9968$

Critical  $\chi^2 = 6.64$  (from  $\chi^2$  table) @ = .01

Calculated  $\chi^2 <$  Critical  $\chi^2$  @ =0.1

Therefore, it is not applicable since data are not statistically significant.

**Result;**  $H_0$  is not rejected. There is no relationship between current government educational policies and rural educational development.

**Interpretation:** There is no sufficient evidence to prove that current government policies are geared towards rural educational development.

### IX. CONCLUSION

Based on the outcome from the data collected from the field and analyzed, the following conclusions could be drawn from the study;

- 1) The state of rural schools in Yenagoalocal government areas of Bayelsa State could be said to be in a poor state.
- 2) The Academic performance of the rural schools in Yenagoa L.G.A. is poor compared to the urban schools.
- 3) Government policies on education towards rural educational development inYenagoa local government area are inadequate.
- 4) Government policies in improving the quality of education in the rural areas in Yenagoa, has not been successful.
- 5) The rural schools in Yenagoa L.G.A face more challenges than schools in the urban centres due to government biased policies that is skewed towards benefiting the urban centres.
- 6) Rural students in Yenagoa L.G.A face more challenges compared to their urban counterparts due to unfavourable government policies against the rural areas.
- 7) The Teachers in the rural schools in Yenagoa L.G.A. face more problems in the rural areas than the teachers in the urban centres because of policies that favours teachers in the urban centres.
- 8) The government face both institutional and implementation problems in trying to implement policies that might improve rural education in Yenagoa L.G.A.
- 9) Finally, Government education policies are not geared towards the improvement of rural education in YenagoaL.G.A.

## X. RECOMMENDATIONS

Towards improving the system of rural educational development in rural Yenagoa and Nigeria as a whole, the following recommendations are hereby proffered;

- 1) Development of an institutional arrangement for government support of rural schools and education.
- 2) Special educational policies directed to improve the rural areas should be formulated, monitored and implemented with proper supervision.
- 3) Formation of an association of rural education practitioners coupled with a centre for research on rural education and to encourage specialized extensive research and discourse on the issue of rural education and develop professionals in the area.
- 4) Development of appropriate legal and policy arrangement for rural education distinct from that of the urban centres.
- 5) Evolvement of an arrangement for training of specialist teachers in rural education and subsequent professionalization of same.
- 6) Extensive awareness creation/parental programme for rural dwellers, on all aspects of rural education.
- 7) Development of adequate capacity for initiating, planning and implementing sustainable innovations/reforms programmes in the rural education sector.
- 8) Provision of an improved reward scheme for teachers in rural areas. The rural inducement allowance can be enhanced or improve in order to attract the best hands to the rural areas.
- 9) Involvement of non-governmental bodies in providing and supporting rural education, the way they have succeeded in tacking the numerous health problems found in the rural areas.
- 10) 10. Equipping the libraries and laboratories of the rural schools to the same or near the standard with those in the urban
- 11) centres and employing qualified teachers to manage, use and teach the students the use of these facilities, so that they can meetup with the urban students.

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