

**NIGERIAN NATIONAL DEVELOPMENT: A SYNERGY
BETWEEN PHILOSOPHY OF EDUCATION AND
NATIONAL ECONOMIC EMPOWERMENT AND
DEVELOPMENT STRATEGY (NEEDS)**

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Abstract

The development of a country depends on the vision the country has and the nature of machinery it puts in place for its realization. The present paper is anchored on the Nigerian national development with emphasis on the country's philosophy of education and a major development plan of the government which was adopted in 2004: National Economic Empowerment and Development Strategy – NEEDS. The NEEDS blueprint was established under President Olusegun Obasanjo's government and it has unfortunately been abandoned by Obasanjo's successors. The paper avers that irrespective of the fact that it is roughly 20 years ago that NEEDS was adopted as a development policy, the present Nigeria still has a lot to borrow from that socio-economic blueprint. The work condemns lack of consistency in

government policies as the rationale for the abandonment of NEEDS and this is unfortunate since government generally ought to be a continuum. The paper however draws a link between NEEDS and the country's philosophy of education. The work subsequently proffers that there is the need to reconcile the country's philosophy of education with the ideals and values which NEEDS stand for. This could be achieved through the kind of studies and trainings offered by academic institutions, coupled with sincerity of purpose and commitment of both government and the relevant stakeholders. With the implementation of NEEDS the country would be embarking on practical economic empowerment renewal.

Keywords: Education, development, philosophy, employment, skills, empowerment.

Introduction

The present paper is a discourse on Nigerian national development, with emphasis on a synergy between the country's philosophy of education and the National Economic Empowerment and Development Strategy (NEEDS). In this regard, the philosophy of education which Nigeria upholds ought to be harmonized with

NEEDS for sustainable development. Though NEEDS was launched 20th March 2004 under the presidency of Olusegun Obasanjo, it still stands the test of time as an important working document which reflects the true aspirations of Nigerians, with a pragmatic approach to socio-economic challenges facing the nation. Nigerians from all shades of opinion made input in the build-up to NEEDS which gave it a brand coloration of the true reflection of the people's needs. In fact "NEEDS aims to restructure the government to make it smaller, stronger, better skilled, and more efficient at delivering essential services. It seeks to transform the government from a haven of corruption to an institution that spurs development and serves the people" (*National Economic Empowerment and Development Strategy*, 2005: 8). With NEEDS in full swing, Nigeria could have done better in its bid to actualizing the Millennium Development Goals (MDGs) and the country's philosophy of education would be seen as having practical impact on the socio-economic progress of the nation.

The first part of the work starts with the essence of philosophy of education and national development in general. Secondly, it delves into the general aims of the National Policy on Education, as a pointer to the Nigerian philosophy of education proper. The work goes on to

expatiate the philosophy of NEEDS as a plan for prosperity and sustainable development. Hence: "Meeting the needs of our people and nation is the primary aim of the plan for prosperity...To improve the lives of the Nigerian people, NEEDS includes plan for creating jobs, affordable housing, improving healthcare services, strengthening the skill base, protecting the vulnerable, and promoting peace and security" (*National Economic Empowerment and Development Strategy*, 2005: 23). The work avers that though NEEDS has been abandoned by post Obasanjo governments, yet latter reforms and policies have neither fared better nor have they succeeded in providing competitive alternative. The paper therefore condemns a situation whereby inconsistency in government policy led to the demise of NEEDS which could have given the country a strong springboard for socio-economic empowerment launch. It needs to be recognized then that: "Social stability, although not a guarantee of stable economic progress, is nonetheless an indispensable requirement for the latter" (Okongwu, 1986: 308). The Nigerian philosophy of education must be linked practically with those courses and training which would enhance human capacity, develop skills, create employment and general development of the country in line with the ideals of NEEDS.

1: 1: Philosophy of Education and National Development in General

Education today is a necessary key to nation building because without quality education people would continuously dwell in ignorance and would eventually lack the requisite intellectual and technical knowhow to develop their country. There is a relationship between philosophy of education and the development of a country because people's worldview determines the nature of education they pursue and the type of development they visualize. Thanks to philosophy of education: "highly individualized persons can become socially integrated and thus generate new social organisms whose characteristics transcend their own" (Dubos, 1974: 185). All over the world, education has been acknowledged as a fundamental tool for human and societal development. Human nature itself is a continuous educational process because man continues to learn, continues to make mistake and eventually amendments till he dies, irrespective of his age. Education as it stands today is formal and informal. While informal education is part of one's daily activities, starting from family, formal education on the other hand is organized by academic institutions in line with the philosophy of education of a people or country.

No development plan of a country can work without a corresponding educational policy which is tied to a given educational philosophy. Hence “the broad sense or common sense of philosophy of education can be summarized as expressed public opinions, attitudes, feelings and expectations about education. It is based on the general views, values and judgment about the school, the teachers, the pupils and the educational system they desire” (Nwachukwu, 2003: 54). Philosophy of education therefore goes with expectation and values. “in the technical sense, philosophy of education can be seen as an academic discipline of inter-curricular character, to which men devote their time and energy to acquire the skill and culture with which to criticize, analyze and justify educational programmes and processes” (Nwachukwu, 2003:54). Philosophy of education must be an ideal of human and societal development: “since education is also an investment good, then the nature of the educational output becomes socially important” (Okoh 1983: 242). Every nation therefore ought to have its education philosophy based on its worldview and socio-economic realities.

Human nature is the same all over the world. All things being equal, every man is rational and concurrently a social being who strives to live a happy and fulfilled life,

in a society which protects his rights and guarantees his security. With the help of education, man moderates his impulse and acknowledges the fact that he can co-habit with others and collaborate with others for the sake of unity, development and mutual good. Thus: "the existence of nations constitutes the most spectacular and the most subtle illustration of the fact that social organisms can generate a new unity out of the diversity of their individual components" (Dubos, 1974: 185). The fact is that: "Human beings have become progressively differentiated into a multiplicity of biological races and social groups in the course of their migrations, but they have always been involved in exchanges which have enabled them to create lasting associations and to move slowly toward some form of social unification" (Dubos, 1974: 186). For the sake of proper human and societal development therefore: "Education must meet the test of productivity, and more particularly so in poor countries....The same applies to virtually all aspects of education in Nigeria and other developing countries...Education in developing countries ought to be rationalized or adapted to their special requirements" (Okoh 1983: 243). Philosophy of education must then be development-channeled for a better society.

1: 2: The Aims of the Nigerian National Policy on Education

The Nigerian government has actually in successive years invested a lot of human and material resources in education. Government feels that quality education will invariably lead to increased health and wealth of the nation. The Nigerian philosophy of education is reflective of the *National Policy on Education* which is the official working document of the country's educational system. From the aims and objectives of the policy one can easily infer its underlining philosophy. Hence: "It is therefore desirable for the nation to spell out in clear and unequivocal terms the philosophy and objectives that underlie its investment in education. The National Policy on Education seeks to fulfill that role" (Federal Republic of Nigeria: *National Policy on Education*, 2014: 2). Furthermore: "Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individual and those of the society, in consonance with the realities of our environment and the modern world" (Federal Republic of Nigeria: *National Policy on Education*, 2014: 2). The country's policy on education in other words is more pragmatic than speculative since it is clearly designed to suit the practical needs of the people.

The policy is formulated therefore with the aim of using education as a veritable instrument in the bid to confronting the socio-political and economic challenges facing the country. To talk of national educational policy in the country is to talk of using education as an important means to addressing concrete social needs of the country in line with development of the people and the nation in general. The educational philosophy of any nation must be put into consideration, in all academic matters which are undertaken in a country, and to undermine philosophy of education is to operate academically without focus, vision or foundation. This premise is understandable because education is the key to knowledge and development. Philosophy of education is necessary because: "When you teach, you will be caught up in many immediate concerns that derive from the day-to-day problems of classroom management and preparing lessons. These immediate concerns will be specific to a given day, time, or event, but how you choose to deal with them will reveal your educational philosophy" (Ornstein & Levine, 1989: 200). The nucleus of the argument then is that the policies and procedures of various Nigerian schools should be anchored on the Nigerian national educational policy.

The importance of philosophy of education is that it is the bedrock on which all educational exercise lies. In a nutshell: “A nation’s policy on education is government’s way of realizing that pat of national goals which can be achieved using education as a tool. No policy on education, however, can be formulated without identifying the overall philosophy and goals of the nation” (Federal Republic of Nigeria: *National Policy on Education*, 2014:2). From the foregoing discourse, the Nigerian national educational policy is presupposed to be in alignment with the country’s aspirations and general worldview. This is why: “We need to explore these often conflicting approaches to education so that the goals, purposes, curricula, and methodologies of teaching and learning can be viewed in philosophical perspective (Ornstein & Levine, 1989: 201). Without a clear understanding of certain values and directions of the country, neither the aim nor philosophy of education in Nigeria would be viable.

Education is vital to the direction of a nation and that is why the Nigerian educational policy should not operate in isolation of the nation’s political, socio-economic and development policy. In this regard, the fundamental objectives and directive principles of the Nigerian state policy amongst others includes that: “The Federal

Republic of Nigeria shall be a State based on the principles of democracy and social justice. It is hereby accordingly declared that: Sovereignty belongs to the people of Nigeria from whom government through this Constitution derives all its powers and authority” (Federal Republic of Nigeria: *1999 Constitution*. 25). Within the values and philosophy of state policy in general, the state should constitutionally in the interest of common good: “harness the resources of the nation and promote national prosperity and an efficient, dynamic and self-reliant economy for every citizen on the basis of social justice and equality of status and opportunity” (Federal Republic of Nigeria: *1999 Constitution*. 27). One can easily notice that the Nigerian constitution equally places strong value on national prosperity, a self-reliant economy, equality for all and access to opportunity by all the citizens. Invariably, the philosophy behind the national policy of the state is on equality, peace, justice, economic self-reliance of the citizens and national development.

Having seen the fundamental objectives and principles of state policy, the national policy on education must accordingly be promoted to actualize those principal objectives of the state. The overall philosophy of Nigeria is to: “Live in unity and harmony as one indivisible,

indissoluble democratic and sovereign nation founded on the principles of freedom, equality and justice” (Federal Republic of Nigeria: *National Policy on Education*, 2014:4). As a foundation for the educational direction of the nation, the major five national goals of the country which have been upheld as the necessary pillars for the educational policy are:

- (a) “A free and democratic society;
 - (b) A just and egalitarian society;
 - (c) A great and dynamic country;
 - (d) A land full of bright opportunities for all citizens”
- (Federal Republic of Nigeria: *National Policy on Education*, 2014:4). The Nigeria’s educational policy on education is therefore important in the life of our society since: “Going by the envisaged gains of the implementation of the national policy on education, the ingredients of this policy are enormous and cannot be overemphasized” (Adetoro, J. A. “National Policy on Nomadic Education: A Critical Appraisal” quoted in *Nigerian Education Review*, 2002:5). Furthermore, it needs to be recognized that: “Every society, whether simple or complex, has its own system for training and educating its youths, and education for the good life has been one of the most persistent

concerns of men throughout history” (Fafunwa, 2004: 1). Consequently, Nigeria’s philosophy of education amongst others, according to *National Policy on Education* emphasizes that:

- (a) Education is an instrument for national development; to this end, the formulation of ideas, their integration for national development and the interaction of persons and ideas are all aspects of education.
- (b) Education fosters the worth and development of the individual, for each individual’s sake, and for the general development of the society.
- (c) Every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities, each according to his or her ability.
- (d) There is the need for functional education for the promotion of a progressive, united Nigeria; to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should

determine the individual's
direction in education (Federal
Republic of Nigeria: National
Policy on Education: 2014: 4-5)

The Nigerian academic community should at every point in time put into consideration the aforementioned foundations of the country's educational policy. Education is not a child's play and that is why: "It is therefore exceedingly important that members of the teaching profession understand the philosophical foundations, the practical implications, and cultural background of the theory of formal discipline" (Wynne, 1964: 2). Teaching and learning must be bridged with the Nigerian philosophy of education as it is expressed in the national policy on education. Without this harmonization of philosophy and action, the country's educational system would be bound to digress. Thus: "In other words, it is in the process of teaching and learning that expressive and instructional objectives of education are encountered" (Madike, F. U. "Aims in Education: Nature and Effects of External Imposition of Aims" in Okoh, 1983: 16). Aims and objectives of education in the country as captured in the educational policy should constitute a general guide for academic endeavours in the nation.

1: 3: The Philosophy of NEEDS

Every country of the world has its development challenges and the National Economic and Development Strategy (NEEDS) was designed as a response to the development challenges of the Nigerian nation. Established by the government of President Olusegun Obasanjo in the year 2004, the initiative was a home grown reform programme to be implemented with a bottom-up approach from local government to national level. NEEDS actually had a thorough input from Nigerians who developed the initiative based on their experiential and practical realities. In a nutshell: "NEEDS – National Economic Empowerment and Development Strategy – is Nigeria's plan for prosperity. It is the people's way of letting the government know what kind of Nigeria they wish to live in, now and in the future. It is the government's way of letting the people know how it plans to overcome the deep and pervasive obstacles to progress" (Federal Republic of Nigeria: *National Economic Empowerment Development Strategy*, 2005: 3) NEEDS is originally designed to launch the country on the path of progress and progress or development emerges when a person, thing, or situation can grow in a particular direction and in conformity with a certain desired end. The implementation of NEEDS as a veritable working

document for the future of Nigeria is therefore incumbent on the government at different levels and it is not yet late, since government is a continuum.

The vision of NEEDs is based on, among others the constitution, the Kuru Declaration, previous initiatives like Structural Adjustment Programme and vision 2010. Thus: "The Strategy aims at value reorientation, wealth creation, poverty reduction and employment generation. The Programme's core values recognize the importance of respect for elders, honesty and accountability, cooperation, industry, discipline, self-confidence, and moral courage" (Federal Republic of Nigeria: *National Economic Empowerment Development Strategy*, 2005: 3). NEEDS philosophy is formulated to identify the gaps in the nation's development chain, as a result embarks on policy actions, investments in various sectors and setting up of milestones which would enable the country to accelerate development in a bid to living at par with modern socio-economic realities To this end: "Today, it is impossible to build an ideal nation without a good policy to tackle the problem of poverty and its related hazards. All components of nation building are useless if they do not work to eliminate hunger and poverty. This is why the United Nations set the elimination of extreme hunger and poverty as the first of the MDGs" (Chukwu Ezechi, 2013:

31) In fact, NEEDS is one of the other development policy plans by successive governments in Nigeria and: "Development Planning has come a long way in Nigeria and its role in the transformation of the economy has continued to grow with time" (Federal Republic of Nigeria: *Civil Service Handbook*, 1997: 30). In the NEEDS blueprint, individual capacity building and self-reliance is important, while national interest is equally assured.

As one of the ingredients of NEEDS, Kuru Declaration of 2001, encompasses as we may remember a Nigerian dream of authentic democratic African State, which is strong, united, stable and economically viable. As a follow-up to Kuru Declaration, NEEDS is geared towards a comprehensive socio-political and economic renewal of the country irrespective of gender, religion, ethnic nationality or political affiliation. It is with this vision and social mindset shall the country become a strong force the global market and eventually become the sustainable Africa's largest economy. In fact: "NEEDS wishes to significantly eradicate poverty in Nigeria. It aims to create a Nigeria that Nigerians will be proud to belong to and grateful to inhabit, a Nigeria that promotes self-reliance, entrepreneurship, innovation, rewards hard work, protects its people and their property, and offers its children better prospects" (Federal Republic of Nigeria:

National Economic Empowerment Development Strategy, 2005: 3 – 4). With the above ideals in mind, NEEDS is targeted at providing for Nigeria and Nigerians those services and infrastructure which lure them to the advanced countries of the world. To achieve these, NEEDS presupposes the need for a development oriented country, a viable and friendly environment in which the citizens, foreign nationals and investors can live their lives freely, conduct their businesses legitimately and government in return can provide basic services for common good.

2: 1: Harmonization of NEEDS with Philosophy of Education

Obviously, philosophy of education does not exist in isolation just as NEEDS in concrete terms cannot be actualized without a sustainable correlation with Nigeria's philosophy of education as it is typified in the national policy on education. Since NEEDS is primarily embedded on economic empowerment and development, education in the country must be reasonably structured and implemented in the same direction in order to achieve the desired goals. As it was observed over three decades ago, by the country's then president in his address to

National Conference on Science and Technology: “Nigeria must develop the necessary scientific and technological capability to meet the basic challenges of self sustained growth. The nation cannot continue to depend on the expertise and capabilities of other countries to undertake the basic tasks of construction, manufacturing, as well as other social and health services” (Shagari, Shehu. 1982: 9) Already, philosophy of education is in conformity with NEEDS but all that is required is to put the government machinery at different levels of administration in place for effective delivery. The problem then is neither the policy on education nor NEEDS roadmap. The actual lacuna is indubitably domiciled in lack of thorough implementation of both the National Policy on education and NEEDS. It is only their concrete implementation that could lead to a practical way of building the bridge between the country’s educational policy and NEEDS.

The Nigerian philosophy of education would continue to remain a wishful thinking until government in particular and other relevant stakeholders decide to concretize it with facts. While the ideals of NEEDS are worthwhile, their actualization would remain a mirage in so far as there is a gulf between thought and practice. There must be a balanced development between national policy on education and economic empowerment goals. The truth

of the matter is that: "In Nigeria, education has been identified as the strategic instrument for addressing present and future challenges of globalization and impact of knowledge economy. However, in adapting to continual technological, social and political changes of the country and the world, educational programmes are expected to unleash the power of emerging methodologies" (Obioma G., as quoted by Uzundu I. in Nwadiolor, Nkamigbo, Nweke and Obi, 2013: 267). The essence of this approach is: "to produce competent graduates who could not only meet our local needs in the labour market, but can cross border to compete with the best in the world" (Obioma G., as quoted by Uzundu I. in Nwadiolor, Nkamigbo, Nweke and Obi, 2013: 267). The country's youth can be genuinely empowered only when they can fend for themselves and naturally use their academic certificates and expertise knowledge to better their lot through employment or self-employment. Therefore the reconciliation of the country's philosophy of education and NEEDS could pose a reasonable solution.

To achieve this, there must be a harmony between ideal and will as vital for action or implementation. Education in Nigeria of today must properly empower the citizens and graduates to gain their feet in the labor market which is competitive from all perspectives. The country cannot

succeed in its quest for national development if education is not practically related to the philosophy of NEEDS which lays emphasizes economic self-reliance, entrepreneurship and link with modern technology for effective output. Obviously, it is factual that these: “are manifestations of well thought out principles, highlighting values, aims and objectives, they are still classified under popular notions of philosophy of education” (Nwachukwu, 2003: 53). The philosophy of education must transcend NEEDS because generally: “When commonly held values cover many aspects of public and personal behavior, people learn to acquire a sense of dedication to a common cause. Self-sacrifice and a willingness to work for the common good is then the rule rather than the exception, because everyone has the same vision for the future” (Jordan, 1985: 233). The crux of the matter is that philosophy of education in Nigeria can only be functional if it is practically related to a system of values like NEEDS. Hence, philosophy of education must be goal-driven and ought to be implemented to support a laudable government policy like NEEDS which is actually designed to put principles into action.

2: 2: NEEDS and Nigeria's National Development

Nigeria is enormously endowed with human and natural resources. Not only that it is the most populous and largest market on the African continent, it is equally the most blessed in terms of natural resources. It is no news that apart from petroleum, Nigeria is also richly endowed with valuable minerals like gold, tin, silver, zinc, graphite and many other desirable natural resources.

“These national assets clearly indicate that the country has no reason whatsoever to be poor. It also shows that under the right kind of social and political environment and better management of our resources, under a committed and selfless leadership at every strategic level there would be enough resources to satisfy the needs, but not greed of every Nigerian” (Irukwu, 2005: 189).

NEEDS is naturally anchored on the exploration and utilization of these immeasurable resources for national development and economic growth. As the largest market

and democracy in Africa and leader of the sub-region: Economic Community of West African States (ECOWAS), it is certain that the country is positioned to play vital role in the social and political development if the country, West African sub-region, Africa and the world by extension.

Various governments in the country have at different times introduced policies and administrative reforms aimed at good governance and service delivery. In any case, NEEDS is different from earlier development plans because it is primarily the Nigerian people's plan for prosperity. The development of NEEDS is actually a reflection of partnership between government and the people. Though it was barely twelve years ago the roadmap was introduced, it still however needs to be revitalized because the formulation of the policy drew the Nigerian people from all walks of life and roughly all segments of the country and offered them the opportunity to engage the government on their genuine needs and collective aspirations. All the information gathered from farmers, laborers, industrialists, business men, market women, academics, community-based unions and civil society organizations et al served as condiments for the draft on NEEDS and the then Interim Poverty Reduction Strategy Paper. (Federal Republic of Nigeria: *National*

Economic Empowerment and Development Strategy, 2005: 12). As a true reflection of the people's aspiration, government in 2004 conducted intensive consultation across the six geo-political zones, meeting with different groups and even NGO's for their input. This process is to identify the most efficacious means of making economic empowerment progress in the country through a bottom-up approach.

With the involvement of all stakeholders across board in the generation of the NEEDS blueprint, one expects that the Federal Government ought to have consistently built on this development plan for the betterment of the country since: "This process gives confidence that the final version of NEEDS reflects the true feelings of the Nigerian people about where the country stands today and how it should develop and grow over the next years" (Federal Republic of Nigeria: *National Economic Empowerment and Development Strategy*, 2005: 12). Unfortunately, successive federal government abandoned NEEDS without consolidating on the gains of this laudable initiative as a people-oriented project. Roughly twelve years since the release of the first draft of NEEDS in 2004, the successive Nigerian governments have introduced other policies which have unfortunately not yielded the desired end in economic empowerment and development challenges.

Subsequent governments indirectly discarded NEEDS which ought to have constituted solid bedrock for socio-economic renewal of the country.

Any government which loses touch with the realities of its people is usually bound to fail or mismanage its resources. It has been often said that successive Nigerian governments should put in place sustainable machinery which ought to respond to a number of internal and external economic challenges and NEEDS is a product of the reform put in place by Obasanjo's government in this regard. Its abandonment by Obasanjo's successors is uncalled for because irrespective of change in government: "any policy instrument can serve provided it is efficacious" (Okongwu Chu S. P. 1986: 305). In fact, good policies could outlive the term of office of the government which put them in place, since the development of the society and the wellbeing of the people is the issue at stake. Hence: "The objective is to secure relative continuity of sound development policy" (Okongwu Chu S. P. 1986: 305-306). Governments in Nigeria should understand that indiscriminate change in policy without a corresponding efficacious reform will always set the country behind in its development plan.

The importance of NEEDS cannot be overemphasized and the fact that it has been jettisoned without a better or more fruitful alternative has made the situation worse. NEEDS is vital in the economic and empowerment renaissance of today's Nigeria and that is why: "NV 20: 2020 encapsulates the key principles and thrusts of the National Economic Empowerment and Development Strategy (NEEDS)...within a single, long term strategic planning perspective" (Federal Republic of Nigeria: *Vision 20: 2020*: 4). Today, successive governments have been unable to develop genuine stabilization of the economy or install socio-economic model that is resistant to shocks. The country has been unable to pursue a dependable agenda of self-steering in development. In view of this: "In particular, we have identified the fundamental national economic ailment as the absence of real linkages of the domestic economy with what continues to be a destabilizing oil extraction enclave" (Okongwu Chu S. P. 1986: 307). On the other hand: "NEEDS is a feasible plan. The fact that Nigerians have spent so much time and effort giving their views enabled the drafting of a plan based on a thorough understanding of what life is like for people at all levels of society" (Federal Republic of Nigeria: *National Economic Empowerment and Development Strategy*, 2005: 12). At state level for instance, each state developed its own State

Economic Empowerment Strategy (SEEDS) which identified the peculiar strategy and programmes of priority for sustainable development and result-driven targets of each state.

Conclusion

As we have observed in the present discourse, the development of any country is usually built on some pillars and one of these pillars is education. As the work posits, there is a strong relationship between philosophy of education of a given country and national development. The paper has tried to establish a synergy between the Nigerian philosophy of education with the National Economic Empowerment and Development Strategy (NEEDS). Be as it may, it is acceptable that the country's philosophy of education as it is typified in the National Policy on Education should be reconciled with NEEDS through the type of courses and training offered in academic institutions. Efforts should be made by government, scientists, technologists and the general public on how to build a synergy between the country's policy on education and NEEDS. The work has posited strongly that in consideration of practical, scientific and technical solutions, NEEDS could pose a strong antidote to the economic empowerment challenges.

Philosophy of education is not a discipline that exists without bearing with concrete realities and that is why it must be structured to reflect the ideals and values of NEEDS. To this end, we need to be reminded that from all indications: If the country's educational philosophy is given a functional nexus with NEEDS, the latter would lead to the development of the country in different segments of its national life. Though, it is approximately twenty years that NEEDS was inaugurated and eventually abandoned by the governments after Obasanjo, its ideals and values still remain a desideratum for the development of the country.

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