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# Curriculum And Textbook Program Development Provision Comparison In China, Mexico, The Caribbean And Nigeria: The Way Forward

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**CURRICULUM AND TEXTBOOK PROGRAM DEVELOPMENT  
PROVISION COMPARISON IN CHINA, MEXICO, THE CARIBBEAN  
AND NIGERIA: the way forward**

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## **ABSTRACT**

This paper explores textbook programmes and curriculum development in four distinct countries – China, Mexico and The Carribbeans. It compares their strengths and weaknesses, while establishing how Nigeria can adopt or improve on what it currently practices. It also highlights the various agencies responsible for curriculum and textbook development in the various countries, including their impact thus far. It concludes that Nigeria needs to develop content based on where the textbooks would be used, as practised in China. Furthermore, it advises that the government need to make approval process seamless and be of high standards without unnecessary partiality and unfavourable policies in book selection and approval for use in libraries and schools in general.

**Keywords:** Textbook, Curriculum, Nigeria, China, Mexico, Caribbean

## **1.0 INTRODUCTION**

Textbooks developed out of the need to teach reading and writing to children who had learned to read and write the Latin alphabet, syllables, and even words, but who were not yet ready to read extended passages (Wakefield, 1998). For a book to satisfy its requirements as a textbook, Dey (2015) opined that it must be useful for students and teachers, it should be handy, attractive, correctly and neatly printed, i.e. not causing any form of strain in the eyes of the student using it. Also, it must be accurately written to serve the purpose of the subject-matter it was written for. It should equally be free from prejudice, contain charts, maps, diagrams, especially in subjects that require it for it to be properly taught. Overall, the book must continue to keep the interest of the student alive.

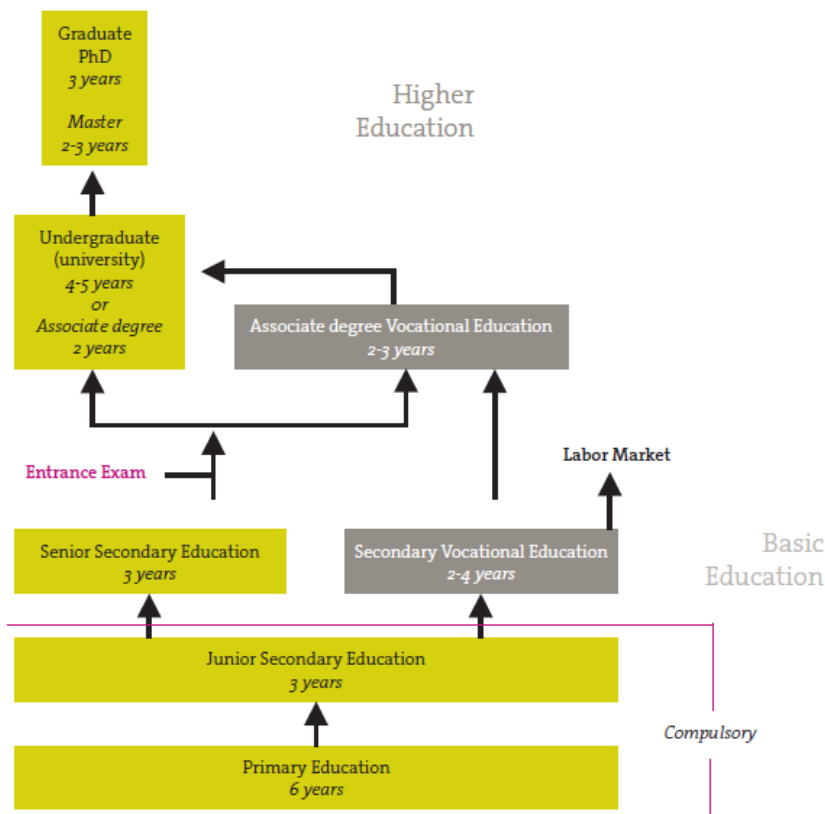
Curricula provide for the blueprint with which all educational books should be based upon. Preez (2009) defines curriculum as the developmental process of constructing knowledge and experience in such a way that it will increase the ability of the student to grow in spiritual and emotional maturity as well as in academic excellence. Its development must be orderly, logical, and be of a cohesive construction of knowledge and experience. The ultimate aim of curriculum development should be the emotional and spiritual maturity of students and academic excellence.

Since education for all was at first introduced in a few countries and then later recognised as a universal right, the generalised use of textbooks has become mandatory in ensuring the effectiveness of instruction and success at school. If needs for books have been satisfied in quite a large number of countries, notably the developed or industrialised ones, it is however not the case for many developing nations. The developing nations, including Nigeria, have been plagued by underfunding, unsustainable educational programmes, ineffective policies and undue government interference. By this, this paper explores an overview on what is obtainable as regards textbook and curriculum development in China, Mexico, the Caribbean and Nigeria.

## **2.0 TEXTBOOK DEVELOPMENT AND PROVISION IN CHINA**

China has the largest education system in the world. With almost 260 million students and over 15 million teachers in about 514 000 schools (National Bureau of Statistics of China, 2014), excluding graduate education institutions. China's education system is not only immense but diverse. Education is state-run, with little involvement of private providers in the school sector, and increasingly decentralised. County-level governments have primary responsibility of the governing and delivery of school education. For the most part, provincial authorities administer higher education institutions.

**Fig. 1: Brief Summary of China's Educational System as at 2011** (as adapted from (Wang, 2012))



In recent years, the Ministry of Education has shifted from direct control to macro-level monitoring of the education system. It steers education reform via laws, plans, budget allocation, information services, policy guidance and administrative means (National Centre for Education Development Research, 2008). The Law on Compulsory Education enacted, in 1986, was a milestone for China. According to this law, all school-age children with Chinese nationality have the right to receive compulsory education; and parents are responsible for enrolling their children in school and making sure they finish nine years of compulsory schooling. This law established a comprehensive system, and described rules for schools, teachers, teaching and learning, as well as education financing and the legal responsibilities of social sectors. The law was revised in 2006, and it now stipulates that all students in compulsory education are exempted from tuition and miscellaneous fees. The 2015 version of the law stipulates that text books can be priced only at marginal profit. To ensure that compulsory education is available to all children, the government has exempted all rural students in western China from all school fees since 2006. The government has also made textbooks available to all rural students for free and funding for these exemptions comes from the national budget. Finally, overall free, compulsory education was attained nation-wide in 2010 (Wang, 2012).

## 2.1 CURRICULUM MANAGEMENT IN CHINA

China now utilises a three-level curriculum model consisting of curricula developed at the national level, regional level and school level. This model involves the central government, local authorities and schools in developing the most suitable curriculum for the local context. At the national level, the Ministry of Education produces the curriculum plan for elementary and secondary education, develops guidelines on curriculum management and determines the national level curriculum as well as lesson hours. In addition, the Ministry of Education is

responsible for setting the national curriculum standards. It also conducts pilot studies based on the curriculum evaluation system. At the provincial level, relevant authorities develop an implementation plan for the national curriculum. In doing so, provincial authorities try to interpret the intentions and objectives of the national curriculum, and to translate them into a local curriculum that fits the local context. The plan is then sent to the Ministry of Education before implementation. At the school level, schools can organise their teachers to develop their own courses and carry out educational research according to the provincial plan. During curriculum implementation and course development, the local education bureau is expected to guide and supervise the schools' work. Schools then provide feedback about implementation.

### **2.3 TEXTBOOK COMPILATION IN CHINA**

For many decades, Chinese education relied on a centralised curriculum that left little room for local variation and flexibility. In 1988, the government began to encourage diverse interpretations of the educational programme by producing different textbooks still based on the same curriculum. The government encourages and supports qualified institutions, groups and personnel to develop diverse and high-quality textbooks for primary and secondary education according to certain standards. The authors apply to the Ministry of Education for approval if they want to develop a new textbook. The review process is conducted before the textbook comes into use. If the textbooks are for national use, the review is conducted by the National Primary and Secondary School Textbook Review Commission. If it is only for local use, the textbook is reviewed by the provincial textbook review commission. Policies require that the reviewer be independent from the textbook publisher.

There is also the National Centre for School Curriculum and Textbook Development which is also directly affiliated with the Ministry of Education and focuses on research but, more on curriculum and textbooks. In the new curriculum reform, the government has mandated the development of new textbooks that address issues relevant to contemporary life, society and the environment. Problem solving and the application of knowledge to real-world situations are encouraged in new textbooks, which also emphasise the importance of creativity and practical ability (OECD, 2016). In fact, only recently were publishing houses in China given a mandate to further tap into the opportunities in electronic books and e-learning, so as to be abreast with educational technological advancements in the world, especially Europe, Britain and America.

### **3.0 TEXTBOOK DEVELOPMENT AND PROVISION IN MEXICO**

The Mexican book/educational industry is one that has been bastardised with a curriculum that is focused on repetition and memorization rather than active learning, in addition to a lack of state funds for maintenance. Only recently was the country accused with the printing of textbooks that was rife with avoidable errors. Mexico, while it boasts of spending a larger part of its budget on education than any other member of the 34-nation Organization for Economic Cooperation and Development, scores the lowest on standardized tests (Aljazeera and The Associated Press, 2013). However, comments in some quarters, especially Mexican-Americans, who have passed through the system, are of the opinion that despite the challenges in the Mexican system, the country can rival the United States of America conveniently in terms of education.

It is worthy of note that, over seventy years ago, through Mexico's National Commission of Free Textbooks, the government decided to supply free textbooks to all its children in the six grades - generally known in Nigeria as Basic 1 to 6, of public and private schools. According to a figure released by the agency in 2013, millions of textbooks have since been printed since the 1950's, when the programme was kick started. It realised that textbooks often are the most cost effective means to upgrade academic achievement and increase the effectiveness of a school system and that free schools and free teachers were not enough to assure an acceptable level of education, that free textbooks and other teaching materials were equally essential (Neumann & Cunningham, 1982). However, while more than 16% of the entire Mexican budget is allocated to education, there are still shortfalls in textbooks provision, as only less than 1% of the education allocation goes to the textbooks production.

Mexico's free textbooks for primary schools and the range of other educational materials produced and subsidized by Government would be an impressive achievement under any set of circumstances. It is a unique accomplishment in the general experience for a developing country with limited resources. For the nationalism and the urgency to educate, major forces of the Mexican Revolution combined to produce the political will that has provided the organization, the talent, and the money for these programs. As a result, by 1981, every Mexican child ready to enrol, found a place in Mexican primary schools and was given free textbooks.

Mexico views education as an investment not an expense. In 1959 the Mexican government nationalized textbook publishing at primary school level by establishing the *Comisión Nacional de Libros de Texto Gratuitos* (CNLTG), which is also known as the National Commission for Free Textbooks and succeeding governments have continued their strong support for CNLTG. Mexico has been liberal with its investment in education. The Secretariat of Public Education (SEP), with its hundreds of thousands of teachers are said to account for nearly half of all government employees in the country. In 1959 almost 16% of government's budget was allocated to education. Textbooks for primary schools accounted less than 0.5% of the total. Including all the other books and periodicals published or subsidized by SEP, government spends perhaps 1% of its education budget on these materials (Neumann and Cunningham, 1982).

Textbooks, obviously, are not the sole answer to the problems teachers face in the developing countries. Nor are all textbooks equally effective. Nationalization of textbook publishing in a democratic country such as Mexico goes not without challenge. It creates a suspicion that succeeding governments may use their monopoly to shape the views and attitudes of young citizens in their own image rather than in that of the nation. According to (Wolff & Schiefelbein, 1994), Mexico offers no choice to parents or teachers in the selection of textbooks and this reduces the sense of involvement in the program, in addition to the commitment amongst teachers, parents, students to use and conserve the textbooks distributed. In some instances, they opined, that this has even led to teachers boycotting textbooks, because they felt the textbooks were poorly adapted to the Mexican reality, especially in rural areas. Moreover, if nationalization is carried out without some measure of restraint, it may do irredeemable harm to a country's indigenous publishing industry. At times, governments lack the expertise to fulfil their promises when nationalizing industries. This applies equally well to the publishing industry, especially to educational publishing with its added responsibilities.

The Mexican government writes and publishes its own textbooks with limited input from the private sector. In part because of this, it took the National Commission for Free Textbooks (CNLTG), eleven years to complete its initial series of textbooks for grades 1-6, and it was generally agreed that these books were not as good as those available from private publishers. Pundits feel that by seeking expert advice from private publishers, the Ministry of Education would have saved money and time, while improving textbook quality. The CNLTG produces about 75 million textbooks each year and 75% of production is done in Mexico City at the CNLTG's massive printing plant, which often operates 24 hours a day. The other 25% of production is contracted out to the private sector. This arrangement has the advantage of ensuring that government facilities are fully utilised, while phasing in the participation of the private sector. The disadvantage results in the low quality textbooks produced, due to the outdated printing facilities, which are often stressed beyond capacity.

The CNLTG uses publicly-owned and privately-contracted tractor-trailer trucks (and even trains) to transport books from the central printing plant to warehouses located in the capital city of each of the country's 31 states. However, distribution beyond this level has often been problematic, because of inadequate or unavailable storage facilities at regional levels, the high cost or lack of private sector transport to rural areas, the difficulties of access to the rural schools and the poor regional organisation of the Ministry of Education. There are reports of textbooks rotting in warehouses or left outside in the open air, such that they are quickly ruined by rain and sun.

In light of these, the textbook distribution system is being reformed in four states under the Mexico Primary Education Project. The project will finance the construction and equipping of a network of about 43 warehouses, located strategically across the four states and easily accessible by 3.5 ton trucks. Textbooks and materials will be delivered to the warehouses, and then assembled in packages according to the needs of the schools in the region. The packages will then be delivered to the offices of school supervisors, which will be expanded to accommodate educational materials.

#### **4.0 TEXTBOOK DEVELOPMENT AND PROVISION IN THE CARIBBEAN**

The Caribbean countries, which consists of Antigua & Barbuda, Bahamas, Barbados, Cuba, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, St. Kitts & Nevis, St. Lucia, St. Vincent & Grenadines and Trinidad & Tobago, fall under the same category as Mexico, in the sense that they are all either less developed countries or developing countries. The Caribbean mainly are countries arched out from small islands, now known as federating states. The Caribbean curriculum is published once a year and empowers the Ministry of Education in the various countries to provide textbooks, at no cost to all students in primary and secondary schools. The ministry makes a stern warning to parents never to buy textbooks for their wards, as long as they are in either primary or secondary school. However, this does not take away the perennial problems that have over-shadowed the little efforts being made by their various governments. These problems tend to cut across all the countries, and they range from being mesmerised by rock and Jamaican dance-hall music, as well as by imported hairstyles, garments, and jewellery, male-underachievement in Grenada for example and unemployment.

The Caribbean countries operate a syllabus-based curriculum which only prepares students for examinations only; that is, examination bodies like The Caribbean Examination



Council (CXC) and The Caribbean Advanced Proficiency Examination (CAPE) are responsible for developing this syllabus-based curriculum, thereby making it not being holistic enough to cater to general textbooks provisioning (MoE, 2015).

Up until independence, the curriculum in Caribbean schools mirrored that of schools in Great Britain. Curricular development since then has focused on fashioning a better fit between the educational system and the development needs of the ex-colony. This has been looked upon as both a local and a regional imperative, since many of the ex-colonies in the Caribbean Basin have experienced similar problems with educational systems that were "not geared towards enhancing the knowledge, skills, and values which helped students live more productive lives in their own societies" (Whiteman 1994). One criticism of the system was that it seemed that education at each level was primarily geared to preparing students for entry to the next level; that is, "usefulness or relevance of curriculum content was seen in terms of its value in helping students pass the examinations which lead to the next stage up the educational ladder" (Whiteman, 1994). Many of the earlier reforms in curriculum content were directed toward doing such things as making primary school education clearly useful in itself and not simply a means to getting into secondary school (StateUniversity.com, 2008).

Such concerns are still addressed, but curricular development increasingly has been driven by economic and development pressures that require higher levels and standards of literacy and mathematical skills among the citizenry. A major part of curricular reform since the 1990s has been related to the provision of textbooks. Textbooks are the main teaching materials used in the schools, and until fairly recently most of these texts were produced in other countries, primarily Great Britain and North America. This presented a number of problems. The first is that these texts were written from the perspective of the highly industrialized societies that produced them and did not reflect many aspects of the life and values of the Caribbean member countries. Another factor was cost. As the value of the Caribbean currencies declined in relation to U.S. and Canadian Dollars and the British Pound, procurement of textbooks put quite a strain on the governments' foreign currency reserves; and, because parents were required to buy these increasingly expensive textbooks for their children, many children ended up without textbooks. This resulted in a decline in children's performance and achievement in school, an increase in absentee and dropout rates, and a decline in literacy (StateUniversity.com, 2008).

The Ministry of Education and Curriculum (MOE&C) now produces textbooks for all subjects taught in grades one through six. The content in these books is linked directly to the cultural and historical development of the Caribbean countries and reflects the experience of Caribbean children. More importantly, these texts are reprinted every year and presented free of cost to each child in the primary grades. This not only gives all children access to needed textbooks, but officials also see other benefits. It is argued that the children's ownership of books will lead them to value literacy and learning more and that the continued presence of books in children's homes will generate more interest in education among younger siblings and even parents and other adults.

MOE&C has also developed and distributed textbooks for secondary-level subjects and has implemented a textbook rental program at all secondary schools. The curriculum at the secondary level has been "caribbeanized" and made more responsive to regional concerns through member countries' participation in the Caribbean Examinations Council programs.

The Ministry of Education in the countries within the Caribbean provides textbooks annually for students in primary and secondary schools, and these books reflect the contents of the Revised Primary Curriculum and the syllabi for the Caribbean Secondary Examination Certificate (CSEC), National Vocational Qualification of Jamaica (NVQJ) – In the case of Jamaica for instance, Caribbean Vocational Qualification (CVQ) and the City and Guilds. For enrichment purposes, the Ministry also provides a list of supplementary textbooks, which can be bought by parents/guardians. With the exception of texts for Literatures in English, the texts provided at both levels for content disciplines are sufficiently adequate to support and reinforce the learning experiences of the students. The Ministry also monitor closely the use of other texts to augment its provisions, in light of the exorbitant amount that parents are expected to invest in textbooks, some of which are often not used. These books to be purchased are limited to the specific needs of a child and dictionaries, atlases, technical equipment and other materials that are specific to specialized areas such as Home Economics, Visual Arts, Industrial Arts and Engineering.

However, education in the Caribbean is one that can be said to be in crisis. This fact has always been the case, but some recent developments have increased concerns for the future. Some of these problems range from poor discipline, to poor performances at the examinations level, to the recently announced emigration of hundreds of qualified teachers to schools in North America and Europe.

## **5.0 TEXTBOOK DEVELOPMENT AND PROVISION IN NIGERIA**

Curriculum development in Nigeria is facilitated by some relevant agencies, among which include The Nigerian Educational Research and Development Council (NERDC), Tertiary Education Trust Fund (ETF) and the Universal Basic Education (UBE). These agencies, among others are responsible for the provision of basic infrastructure in school, curriculum development, grant/funds provision, textbook list approval for use in primary and secondary schools in the nation.

The vision of the NERDC is the building and sustaining a culture of strategic educational research and development that will inform the formulation and effective implementation of policies in education as well as in other related sectors of the economy, while its mission is to create the enabling environment in which educational research and development activities will thrive and in the process not only encourage collaboration with international development partners but also foster public-private partnerships in our bid to render educational research and development efforts sustainable and needs driven (NERDC, 2014).

The functions and scope of the NERDC are, but not limited to encourage, promote and coordinate educational research programmes carried out in Nigeria. They also encourage research into educational problems and for that purpose, undertake, commission, incorporate and finance such research projects as the council deems fit. Their roles spans through the promotion of the development of curricula at all levels of the education system, production of syllabi and instructional materials, organise teacher education/orientation programmes for new techniques and innovations in curriculum, advise and implement all policies relating to languages, etc (NERDC, 2017).

TETFund has twelve (12) broad intervention types, which are: Normal, Special, High Impact, Library, Book Development, National Research Grant, Training and Development,

Academic Manuscript Development, Academic/Research Journal Development, Institution-Based Research, Library Development, Curriculum and Programme Contents Development.

While some level of intervention have been experienced by tertiary institutions, one question that begs for answer is “Why the continuous level of decay and decadence in infrastructure in Nigerian institutions?” It is sad that the optimism showcased when TETFund was being established is no more there. In Nigerian tertiary institutions, there is a dearth of research grant access, loan availability to publishers in order to develop books, the curriculum taking more years than necessary to be reviewed, little or no training and development grants for academic and non-academic staff. While the UNESCO provision for education for the annual budget in any country is put at 26%, Nigeria still struggles to achieve a little above 5% in its annual budget since the last 10 years of democracy (Oyedeji, 2016). While there are some infrastructural developments in some institutions, the quality of job-done is such that would be degraded in few months or years. Corruption being the major problem of the Nigerian society has penetrated into the TETFund, making it under-operational in delivering its set objectives.

Furthermore, the more than one hundred Ph.D students on the Tertiary Education Trust Fund (TETFund) scheme studying in the United Kingdom, were recently left stranded on their various campuses, leading to some engaging in odd jobs to survive (Adesulu, 2017). It is incredibly ridiculous the shame being experienced by these Nigerian scholars abroad, whose dream of obtaining a Ph.D degree could be thwarted by an inconsistent scheme without a structure ensuring continuity. However, in a country where states and federal governments establish tertiary institutions and shirk their funding obligations, especially in the areas of manpower training, and funding of capital projects, the Tertiary Education Trust Fund (TETFund), though an interventionist agency, has done fairly well to radically change the fortunes of most of these needy schools. This appreciable achievement is being threatened as an allegation by the executive secretary of the fund, that over 50 per cent of registered companies in the country are evading the two per cent education tax (Eno-Abasi, 2016). This has stunned the stakeholders in the sector as this dwindling collection of the tax is seen as one of the challenges the fund is facing.

A former executive secretary of the fund, Prof. Suleiman Bogoro also stated in one of his briefings that one of the major challenges facing the funding programme was the inability of some tertiary institutions to access over N67 billion of the funds earmarked to boost their teaching and learning infrastructure (Adamu, 2014). He described the trend as worrisome, in view of the general complaints about poor funding of tertiary institutions, leading to persistent strikes by the unions of the institutions over the years. Bogoro, however, identified improper documentation and problems associated with financial reports as some of the major factors limiting the access of tertiary institutions to the funds.

To ease such difficulties, TETFund decided in 2014, to take a second look at the guidelines so as to ease the hurdles without utter disregard for the due process, as well as laid-down rules and regulations. In view of this, TETFund held a stakeholders’ interactive workshop and town hall meeting, which helped in sensitising the stakeholders to essential aspects of the Public Procurement Act, owing to complaints about the inability of the beneficiaries of TETFund to comply with the Act’s requirements.

Overall, inherent bureaucracies have denied TETFund from reaching the expectations of stakeholders. The non-fulfilment of set goals and core values of the fund is a mirror of the

decadence entrenched in the Nigerian society, and as such, needs a complete overhaul at every stage of governance.

UBE programme activities have led to the transformation of the educational terrain as it affects basic education in the area of school infrastructural development. This has been achieved through judicious use of FGN-UBE intervention funds and for the first time, basic education has a quantum of funds being pumped in by federal and state governments. It has improved infrastructural developments that led to increased access to basic education. Also, teacher professional development being accorded priority attention as a percentage of the intervention fund goes directly to in-service training of teachers in all states and the Federal Capital Territory (FCT). Education of the girl-child and other disadvantaged groups being given greater attention than ever before and there has been effective monitoring of UBE implementation to ensure quality.

However, in view of this, which was stated by UBEC themselves, the new Universal Basic Education which started in 1999 did not take off at the same time in various states of the federation and as a result, the assessment of the achievement so far recorded may be too early to analyse. However, as young as the scheme is, the challenges it is facing both at the federal and state level are obvious. In the world over, the ability to allocate enough funds for a program remains the greatest challenge that a program could ever have. Between 1999 (when the country returned to international participatory democracy) and 2009, the central government has spent greater than 1.13 trillion on the education sector alone, with the little to show for such huge expenditure (Folorunso, 2009).

It is evident that the federal government has not spent up to 15% of its total budget on education in the last ten (10) years of uninterrupted democracy. The highest allocation so far was in 2008, when 13% of the budget was allocated to education. In fact, the most recent, which is the 2017 budget only allotted a paltry 6% for the education sector.

This pattern of allocation, which is below the UNESCO's threshold that is 26% of the total budget, is certainly affecting the implementation of government policies on education and in particular the universal basic education since its inception. This position has been well captured by (Dike, 2001) and (Igbuzor, 2006), when they observed that the government is in the habit of allocating less money to the education sector and consequently, limits the successful implementation of its programs. It is also imperative to note that the phenomena of corruption are making the implementation of UBE untenable to a larger extent, thereby making the allocation fund in acute shortage. Another major challenge to successful implementation of the UBE scheme is lack of proper planning on the part of government (UNESCO, 2012). Also, the inadequacy of population data has also affected the provision of instructional materials such as textbooks, laboratory equipment audio visual material etc., which in themselves constitute another major challenge to successful implementation of the UBE program. Reliable statistical database is the bane of any responsible economy yearning for growth, this, however, is not the case for Nigeria, and thus, not helping the full implementation of the UBE program.

## **5.1 RELATIONSHIP BETWEEN NERDC, TETFund AND UBE**

While the three agencies serve different purposes in distinct jurisdictions, their primary aim remains the overall upliftment and enhancement of the educational delivery systems in Nigeria. The NERDC whose principal objective is develop curricula for primary and secondary

education has a responsibility to provide an educational template with which the UBE uses in achieving its goals. It can be said that chiefly, there is a symbiotic mechanism between the NERDC and the UBE, in the sense that, the strength of the UBE programme lie in the quality and process with which the NERDC discharge its duties, while the UBE also provides the enabling environment with which the submission of the NERDC can thrive.

The TETFund on the other hand is the channel with which the government provides financial support to public tertiary institution in curriculum and library development. It is the fiscal backbone of public tertiary institutions.

## 6.0 COMPARISON BETWEEN CHINA, MEXICO AND THE CARIBBEAN TEXTBOOK PROVISION AND DEVELOPMENT

	CHINA	MEXICO	CARIBBEAN	NIGERIA
<b>Channel of textbook development and provision</b>	<b>Decentralised.</b> The center only coordinates, approve and make policies. It operates a three-tier system, where the state, region and provinces make inputs in curriculum implementation and textbook development, thereby ensuring it satisfies the needs of even the most rural areas.	<b>Central.</b> The government provides the curriculum, develop most of the textbooks and distribute to all the states in Mexico. Private publishers, teachers, educators have little or no input in the development of textbooks/curriculum and distribution.	<b>Central.</b> The government provides the curriculum, develop most of the textbooks and distribute to all the states in member countries.	<b>Sub-Central.</b> The government provides the curriculum, approves the publishing houses to be used, and the textbooks distributed to local schools within each region.
<b>Cost of Textbooks</b>	Free for Primary and Junior Secondary Education. (Similar to Nigeria's UBE programme)	Free for Grade 1 - 6	Free for Primary classes only	Provides an uninterrupted access to 9-year formal education.
<b>Involvement of Private Publishers</b>	Flexible system. Anyone can publish, such that after publishing, all it requires is approval by the Ministry of Education for use.	75% of total textbooks published are done by the government, while the remaining 25% is left for private publishers.	Mixed, but primarily published by the government.	Relatively flexible system. Approved publishers can publish, after which approval is sought through relevant bodies for use.

## **7.0 CONCLUSION**

Textbooks provision and development in China is seen as the most viable system among the three (3) areas being researched upon. China despite being the largest educational system in the world, operates one of the most effective and efficient educational delivery process. From curriculum development, to textbook provision, manpower development and so on, they have shown consistently that they know exactly how to improve their lot. Just recently, the British government decided to adopt Chinese textbooks for mathematics in their schools. This move alone speaks volumes of the quality of textbooks in China. However, in countries like Mexico and the Caribbean, where the governments are still operating the centralised method of textbook provisioning, quite a number of bottlenecks, as highlighted earlier suggest that these countries are doing themselves more harm than good. In summary, it is seen that the Mexican and Caribbean governments leave little or no opportunity for private sector involvement in textbook provisioning and publishing. Although, it seems like its work in progress, it is hoped that in a couple of years, there would have been reasonable improvement in their educational delivery process.

## **8.0 RECOMMENDATIONS**

Nigeria still has a long way to go in her bid to meet up with the demands of its educational requirements. The growth in the number of students and more recently, institutions of higher learning is exponential, and as such, prompt and adequate planning is required to ensure no stone is left unturned to prevent Nigeria from becoming a giant of illiteracy or a nation with citizens who are educationally deficient. While the conceptualisations of some of the programs are laudable, constant reviews to meet current realities must be of high priority. The engagement of statistical methods for data analysis and relevant planning are some of the ways the nation can deliver herself from its current state of comatose.

In addition, sincere commitment by stakeholders whose primary assignment is to manage these agencies is key to making this dream a reality. This is further stretched by the willingness of the government to put right and qualified people at the helm of affairs of education in country, without the unnecessary bickering and bureaucracies that has bedevilled the nation for far too long. Unscathed commitment to education, especially as it concerns funding cannot be over-emphasised as it must be understood in very clear terms that education remains one of the most powerful instruments for both development of man and transformation of human society.

Nigeria being a country with multi-faceted ethnic groups will benefit a whole lot from the model being practised in China. The Chinese government localised textbook development in such a way that the content addresses local issues as it concerns even the remotest areas in the republic. It is often said that effective education is best inculcated when children are still young, to enable instil proper ideologies. The textbook development practices in provinces in China can be adapted in Nigerian local governments, where authors write according to what is obtainable in their local government areas. Essentially, it is recommended that only local government

extracted contents and authors are adopted in primary and secondary schools, so as to encourage home grown deliverables.

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