

# Nigeria's two sides of the same coin – Poverty and global economy status

By Paul Jenkinson



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Nicht erst seit einer Protestbewegung blutig niedergeschlagen wurde, ist Nigeria ein wiederkehrendes Thema in der öffentlichen Diskussion. In vier Sequenzen bietet die Einheit *Nigeria's two sides of the same coin – Poverty and global economy status* Ihren Schülerinnen und Schülern die Möglichkeit, das Thema gründlich zu erarbeiten. Die Sequenzen befassen sich mit dem sozial-kulturellen Nord-Süd-Gefälle im Land und den damit einhergehenden Auswirkungen, dem Bildungssystem des Landes und der unzureichenden schulischen Situation vieler Teile der jungen Bevölkerung sowie mit der erfolgreichen Filmindustrie des Landes. Die Sequenz 4 ermöglicht es, die Themen Bildung, Armut, Arbeitslosigkeit und Wirtschaft unter Verwendung eines literarischen Textes zu analysieren. Die Materialien sind passend zum Schwerpunktthema Abitur Englisch in Nordrhein-Westfalen: *Voices from the African Continent: Focus on Nigeria*.

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## Competences and skills:

The overarching goal is the acquisition of **cultural competences**. To achieve this, students demonstrate their **reading skills** as they work with texts and their **viewing and listening skills** when they engage themselves with videos. They apply their analysing and writing competences by working on the texts and videos. Students interact with partners and, thus, use their **communicative** as well as their **social competences**. By completing various research tasks, they acquire additional **media competences**.

## Topic 1: Poverty in Nigeria

### M1 Worksheet – *Nigeria's poor: Why are so many living in extreme poverty?*

#### Pre-viewing activity

1. Describe the pictures of slums in Lagos, Nigeria, below. Name your first impression with respect to the people's situation.



© peeterv/iStock / Getty Images Plus



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## Topic 2: Education and society

### M3 Nigerian education system

<b>1–9–3–4 school year system</b> Pre-school: 1 year Compulsory basic education: 9 years for 6–14-year-olds (primary + junior (6–11) – lower secondary (11–14)) Senior secondary: 3 years for 14–16-year-olds Higher education: 16+, maximum of 4 years	
<b>Pre-school:</b> – 2/3 of children do not attend	<b>Compulsory basic education:</b> <b>9 years for 6–14-year-olds</b> – 23.2 million 5–14-year-olds do not go to school, the highest number in the world – 1/2 of school-aged students are not enrolled – Only 11 % of 6–11-year-olds attend school regularly – 51 % of 5–17-year-olds work (child labour)
<b>Senior secondary:</b> <b>3 years for 14–16-year-olds</b> – Only 63 % of students complete basic education – 49 % of these continue to senior secondary	
<b>Higher education: 16+, maximum of 4 years</b> – 10.4 % of students completing senior secondary school go on to higher education of which 97 % are female – Nigeria's population is around 200 million: 45 % under 15 years old – Approximately 20 % of 15–17-year-olds are illiterate – 6.07 % of the government's budget is on education – UNICEF recommends 15.4–26 %	

Data source: UNICEF, Education (news organisation), Nigerian, National Bureau of Statistics, Democracy Health Survey Nigeria

### Further study

4. Draw a comparison between the Nigerian school system and the German one of your state: Use the Nigerian infographic (M3) to provide the structure for the German research. For example:

Nigeria	Germany
Pre-school: 1 year	Pre-school: ???
Compulsory basic education: 9 years for 6–14-year-olds	Compulsory basic education: ???
...	...

### M5 Text – Nigeria's public school system a blow



Behind the shabby school building, gathered with my peers during leisure period, we ransack tangled heaps of broken chairs and desks like scavengers. In a school of over 1800 students, each student is responsible for his/her chair and table as the available ones are insufficient to occupy the huge number of students. Like cavemen, we taphily stone on nails on damage[d] school furniture, crafting chairs and table on which to sit. The unlucky one would have to place placards and cartons on the floor when there are no more vacant seats in a classroom where we sit jam-packed like sardines. Under these shameful conditions, we acquired knowledge that scarcely managed to take root. No wonder mass failure has become inevitable at public schools. At the ring of the dismissal bell, we burst out of our various classes like a prison break, excited that another day's sentence is over.

Almost every public school student in Nigeria faces these conditions. During the “hands across the ears” days of education, passion burned in the eyes of the students. Seeing the benevolent red chalk mark on a child's wooden slate brought immense joy to the hearts of their Nigerian parents. The biggest accomplishment of every child then was to return home from school with that precious pass mark; knowing pretty well his or her good grade earns him or her praise from father and a jolly<sup>1</sup> plate of food from mother. This past standard of Nigeria's public school reflects the impact of the missionaries and schools they established across the country. But, ever since the government took over academic power from the missionaries, the value and prestige of

## M7 Worksheet – 8 million Nigerian children lack access to schools

**Tip:** You can obtain the video transcripts by clicking on the three dots (...) under the video on the right. Click on 'Transkript öffnen' and the transcript with minute references will appear in a pop up to the right of the video. This can be copied and then printed out if required.

### Working with the video



1. Watch the video [https://raabe.click/en\\_um\\_nigerien\\_school](https://raabe.click/en_um_nigerien_school) (3:46 min) [last access: 19/11/2020].



2. Then answer each question in no more than 6 words. You may use words from the video or your own. You need not write full sentences.



a) Who is issuing the warning?

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b) Name two tasks Goodness Samuel does at home.

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c) What does Goodness want to be?

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d) How long has Goodness been out of school?

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e) What prevents Goodness from going to school?

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f) What is the status of Goodness's mother?

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g) Is Goodness's mother worried about the lack of schooling?

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h) How high is the percentage of girls absent from school?

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## M10 Worksheet – Eko Atlantic City

**Tip:** Video transcripts can be obtained by clicking on the three dots (...) under the video on the right. Click on 'Transkript öffnen' and the transcript with minor references will appear in a pop up to the right of the video. This can be copied and then printed out if required.

### Pre-viewing



1. Divide the class into a 'scheme-supportive' group and a 'scheme-critical' one. The topic of the video is the building of an ultra-modern financial and residential centre on reclaimed land in Lagos. The task involves three elements: note taking, discussion and presentation and a personal assessment.

### Working with the video



Watch the video <https://raabe.clicken.de/ekoatlantic> (12:23 minutes) [last access: 19.12.2020].



2. **Note taking:** Even though you are in a 'scheme-supportive' group or a 'scheme-critical' one, take individual notes.
  - a) The 'scheme-supportive' group: while watching the video, note all the benefits justifying the project and any impressive factors. Consider wider arguments that can also be used for example employment during and after construction.
  - b) The 'scheme-critical' group: whilst watching the video, take critical notes concerning what has been said. Listen carefully and respond to the facts, for example you might question the cost when the country is so poor or look at environmental aspects such as light pollution and playing with nature.



3. **Discussion:** In your groups, discuss the issues raised by your group members and collate them into a series of strong points. Select one or two speakers to present your group's views.



4. **Presentation:** Each group presents their Eko Atlantic 'scheme-supportive' or 'scheme-critical' case.



5. **Personal assessment:** You see an English language competition called 'Progress and Poverty'. You decide to use the information from the Eko Atlantic presentations both supportive and critical in order to enter it. Express your views carefully and expand on points to create a balanced piece of writing.

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