

# Exploring The Agencies And Strategies For Implementation Of Political Education Programmes In Nigeria

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*Abstract: Political education is an essential ingredient of democracy. The alleged decline in the rate of citizens' participation in political activities, particularly in voting, across the globe has partly been attributed to poor management of political education programmes by relevant formal agencies that engage in designing and execution of citizens' political awareness programmes. This paper examined some formal institutions for political education in Nigeria, the nature of programmes designed and the implementation strategies. The methodology adopted was qualitative and descriptive. Secondary source of data generation which entails utilizing relevant documents from political education agencies, books, internet materials and journals was employed. The secondary data was complemented with information elicited via structured oral interview with select management officials of political education institutions. The generated data were descriptively analyzed. The finding of the paper shows that the implementation cum mobilization strategies adopted by some government established political education management agencies are elitist oriented and not suitable in a country with high rate of uneducated ones who live in rural areas with little access to information and communication technology. Thus, the study advocates the employment of grassroots based mobilization and sensitization approach in executing programmes on political education in Nigeria.*

**Keywords:** management, political education, programme, implementation, strategies

## I. INTRODUCTION

In recent time, political leaders as well as public policy analysts and researchers in t have rekindled keen interest and increased reflections on the necessity for well-designed and implemented political education programmes for mobilizing democratic supports and active participation of informed citizens, in political processes. The renewed interest stemmed from the alleged decline in the pace of citizens' consciousness of their civic responsibilities as well as involvement in governance in some countries. Li and Marsh (2008) suggest that the rising thought given to execution of political education programme by academics, public administrators and policy makers across most liberal democracies, to a large extent, reflects concerns about the decline in citizens' participation in voting and other mainstream government activities.

Managing political education programmes, in effect, is aimed at coordinating several activities of the programmes in

order to promote various forms of civic and political participation among the citizens through effective public sensitization. Verba, Schlozman and Brady (1995) have opined that political participation or civic engagement entails those activities gear towards influencing public actions such as policy making, policy implementation as well as selection of political decision makers. Embedded in this conception are civic duties such as voters' registration, voting in an election, political campaign, peace building and conflict resolution, defense of human rights, running for political office, political debates, protest/demonstration etc.

Besides the traditional agents for managing political awareness and mobilization programmes such as family, political parties, mass media, and schools, government of different states across the globe, in realization of the significant roles of effectively managed institutions, in mobilizing and educating the citizens for active democratic supports and participation in governance, have designed and

instituted, within the government structure, agencies charged with the responsibility of arousing political consciousness and popular participation of the citizens in government programmes. Nigerian government, in response to the necessity for value re-orientation and effective mobilization of the citizens for active engagement in governance process of the state, established the National Orientation Agency, through decree number 100 of 1993 (NOA, 1998). The NOA was a product of amalgamation comprising previously established government mobilization agencies: the Public enlightenment (PE) and War Against Indiscipline (WAI), National Orientation Movement (NOM) and Directorate for Social Mobilization, Self-reliance and Economic Recovery (MAMSER). Nevertheless, the government had in 1960 through an Act of Parliament published in the extra-ordinary gazette No.45 volume 47 of August 1960, which has been amended by Decree No. 18 of 1989, established the Citizenship and Leadership Training Centre (CLTC), to among other things institute programmes aimed at promoting individuals awareness for public benefits, peaceful conduct and good citizenship (CLTC Decree, 1989). Also, the government in 1995 established the National Human Rights Commission to protect citizens' rights and also provide avenue for carrying out citizens' rights education programme. (NHRC Act, 1995).

## II. METHODOLOGY

The methodology for the work is both qualitative and descriptive. Primary and secondary sources of data generation were adopted. The secondary sources entails utilization of relevant information elicited from official documents of political education management institutions (NOA, NHRC, INEC, CLTC, and political party), books, journals and internet materials. The primary data were generated through structured oral interview with selected officials from political parties, NOA, INEC, NHRC and CLTC.

INSTITUTIONS	NUMBER INTERVIEWED	POSITIONS OCCUPIED
NOA	three	State director; head of programme unit ;principal orientation officer
CLTC	three	Unit coordinator; head of programme unit; director training
NHRC	three	Coordinator human rights programme; human right training officer; investigation officer
INEC	three	Mobilization officer; electoral officer; research and planning officer
Political party	three	Director campaign and mobilization; publicity secretary;

		party chairman
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Source: Field work (2018)

Table 1: Distribution of Sample Representatives for Political Education Institutions

## THEORETICAL FRAMEWORK: COGNITIVE MOBILIZATION THEORY OF POLITICAL EDUCATION

Social Cognitive theory, which is a learning theory, posits that portions of an individual's knowledge acquisition can be straightforwardly linked to observing others within the context of social relation. Cognitive mobilization theory attempts to elucidate how citizens' participation in political activities is affected by their access to political education programmes (Finkel and Smith, 2011; Wainaina and Mboroko, 2013). In other words, Cognitive Mobilization Theory suggests that political education impacts on the individual's mental capabilities in dealing with political matters ( Carol and Cassel, 1997).The theory assumes that political education process is one in which individuals are regularly chosen for higher level on the basis of prevailing intellectual capabilities. This suggest that the objective of education is to build these abilities, so that a person who moves to higher stage is likely to adopt diverse modes of thinking in assessing object than a person of equal initial aptitude, whose education was truncated.

Cognitive mobilization theory relates the process that causes education to enhance political awareness to psychological forces innate in human nature. Converse (2006) maintained that political leaders have greater level of political knowledge than the masses because of the mobilizing effect of their participation in political activities. He states that the mobilizing influence of political experience over time explains why political knowledge increases with age. Furthermore, he suggests that high level of political education in society would steadily boost the ideological consciousness of the citizens, particularly at the lower level, where lack of political education may be more incapacitating. Dalton (2002) simply opine that political education is an indicator of political sophistication and that rising level of political education had mobilized the political capabilities of the West to participate in government policies

Nie, Junn and Stehlik-Barry (1993) concluded that through its impact on cognitive capacity, political education not only greatly facilitates the acquisition of political information, but it, similarly, significantly reduce the cost of gaining, pursuing and incorporating political knowledge. Therefore, education activates the mental capability of individual and enhances the individual's opportunity to participate as an active citizen in the political process.

## III. INSTITUTIONS FOR POLITICAL EDUCATION PROGRAMMES

Political education, which is a process of political socialization, occurs both directly and indirectly. The persons by which and the institution in which the process of political education is carried out are called the agents of political education. Through political education people understand,

accept and usually approve and support the prevailing political structure. The values and belief people have about the political structure are obtained through political education institutions such as family, school, mass media, religious institutions, peer groups, interest groups, political parties and government agencies.

**FAMILY:** The family is charged with the responsibility for, among other things, shaping one's behaviour towards politics and setting up career objectives. It put forth great pressure on political life of individuals. Almond, Bingham, Russel, Daton, and Kaare (2008) argue that participation in family decision/policy making has the prospective to improve a child's sense of political efficacy, provide skills and knowledge for political relation, and mobilize active participation in the political process as adult. Similarly, Janda and Berry Goldman (2008) contend that when parents have interest in political activities and uphold a friendly home environment for learning public affairs, they persuade their children to become politically concerned and knowledgeable. In a similar perspective, Claes, Hooghe and Stolle (2009) observed that offspring who are of parents with intense political interest be inclined to develop strong interest in political issues.

**SCHOOL:** Although intense controversy rages among scholars on how school's impact on students' political behaviour, in general, they concur that school fulfils the function of political education agent (Almond and Verba, 1963). The school acts as a formal institution, whose objectives include: imparting cultural tradition and providing information about the political structure, institution and process of the society. The school carries out political socialization through three channels: curricula and text book, school climate, and teachers. The school is the agency saddled with the responsibility for indoctrinating group of young people into a particular skill and value in society. In all states, there is some level of guided socialization through the schools. The school attempts to mold the citizenry according to the principles and ideology of the state (GVPT, 2007). The school enlightens people about political affairs and their functions in the process and presents them with information on political institutions and relationships. It strengthens attachment to the political system and reinforces mutual symbols such as the national flag and pledge of loyalty to the system when a new nation comes into being or a revolutionary regime takes over power. Researches on political education have established that political education efforts in schools have strong and continual influence on political knowledge and behaviour of young ones (Campbell 2000; Westheiner and Kahne, 2004).

**POLITICAL PARTY:** Political theorists and analysts have divided opinions over the desirability of political parties in government. Some theorists and analysts see political party as an important machinery of political development, while others view it as a divisive and disruptive agent. Political education, in respect to party politics, can be described as the activities of a political party aimed at keeping the electorate well enlightened of their civic/political duties, on one hand, and party programme on the other hand. In a democratic structure, political party attempts to shape issue preference, arouse the indifferent, and find new issues to encourage support. Political party awakens political interest of people and

communicates their party programme to them. Political party's representatives provide the public with continuous flow of information on political matters and engage voters by mail, phone, internet etc. In reality political party educates the citizens through political campaign, printing of manifestoes, campaign posters, fliers, and occasional publications on sensitive issues, advertisement in electronic and mass media, delivering public lectures and holding symposium or seminar. Election period provides political parties with the avenue to present their accomplishment and discuss the nation's political future.

**MASS MEDIA:** We depend on the media for what we know and how we relate to the world of politics because of the media-politics nexus. Mass media, electronic or print, play significant roles in passing political knowledge. Mass media are characteristically the principal channel of information about government, politics and contemporary affairs (Cook, 1998). Television, for example, can have a significant cognitive and emotional influence on large audience by soliciting the senses of both sight and sound. Mass media incorporate political processes, provide insights into the mechanism of government, establishes nexus between leaders, institutions and citizens, demonstrate modes of civic behaviour and organize political society (Cook, 1998). Young persons, who often watch television, research has shown, will have a higher rate of political information than those who do not have the tendency (Hooghe, 2002). Watching events on television or internet gives a reality to news and viewing the world directly can mold political behaviour and enhance awareness. Access to information is an essential political commodity that provides citizens with knowledge about events in and outside government circle across the globe. The political awakening that recently provoked revolution in Arab and Middle East countries such as Libya, Syria, Tunisia, Morocco, and Egypt, was not unconnected with their citizens' exposure to democratic governance, in advanced countries, through mass media.

**RELIGIOUS INSTITUTIONS:** The religions of the world are agents of cultural and moral value, which often have political undertone. The great religious leaders occupy the position of teachers and their worshippers have usually attempted to mold the socialization of their offspring through instruction, preaching and religious service. In theocratic states, there exist official connection between leading religion and institution of government. In other words, religion serves political objective and politics represents religious significance. Even in secular states, religion provides political information to the worshipers. Religious leaders, through their preaching and sermon inform the citizens politically and encourage them in support or against government policies, depending on the position of the religious leader on the issue.

**INTEREST GROUP:** Interest groups and similar organizations mold political belief, attitude and engagement of its members in particular and the public in general. In most industrial countries, the materialization of trade unions changed the political way of life, established new political parties and social benefit programme (Almond, Bingham, Russell, Daton, and Kaare 2008). Today, unions are active participants/stakeholder in the political process and matters. For instance, in Nigeria, the Nigerian Labour Congress, Trade

Union Congress of Nigeria, Nigeria Bar Association and the Civil Liberty Organization serve as agents for sensitizing and mobilizing Nigerians in support or against government policies, depending on whether the programme is pro-masses or anti-masses.

**PEER GROUP:** Peer groups refer to either a group who are friends or to people of similar age and attributes (GVPT, 2007). Peer groups are tremendously influential in developing youth's tastes and their perception of the world, but they vary very much in their political effect. Peer group socializes their members by inspiring or pressuring them to be conventional to the attitude or behaviour tolerable by the groups. An individual, for instance, may develop concern in politics or attend a political protest because the individual's bosom friends are involved. Through peer groups, political information, attitude and norms, are transmitted and acquired.

**GOVERNMENT AGENCIES:** Citizens' orientations in a political system can be shaped by government institutions such as the executive, the parliament and the judiciary. Government tends to mold the political views and behaviour of the citizens through the activities of its agencies. The Ministry of Information, which serves as the mouth piece of government mobilizes and sensitizes the citizens on government policy and always tend to build legitimacy for the government. In some states, special agencies are set up by government for the purpose of educating and orientating the citizens towards acceptable and desirable political values. For instance, in Nigeria, the National Orientation Agency, which was a product of a conglomeration between MAMSER and other mobilization agencies, was set up to, among other things, re-orientate the people about power, its use and proper duties of government in serving the common interest of Nigeria. The Agency, through its political education programmes, arouses the consciousness of all Nigerians to their rights and encourages them to take active part in the political activities (NOA, 2010). The National Human Right Commission (NHRC) was set up to, among other things, promote human rights awareness while Citizenship and Leadership Training Center (CLTC) has as one of its mandate to inculcate the practice of good citizenship and leadership into people.

#### IV. FORMS AND OBJECTIVES OF POLITICAL EDUCATION PROGRAMMES IN NIGERIA

In a bid to awaken the political consciousness of the people and enhancing their participation in political and civic activities in Nigeria, relevant institutions for managing political awareness programmes in the state have designed and implemented some programmes. These agencies in their resolute efforts to ensure active participation of the citizens in the democratic process executed the following political education /awareness programmes:

##### VOTERS' EDUCATION AND MOBILISATION PROGRAMME

There are apparent evidence that significant percentage of electorate in Enugu State, Nigeria may not participate in

elections due to lack of knowledge and suspicion of violence, which feature notably in the political process of the state. More also, for the fact that Nigeria has witnessed a protracted military regime characterized by myriads of undemocratic activities and growing commitment of the country to democratic values, it is time for civil society and other relevant political education bodies to prepare itself and the citizenry for participation in democracy (Centre for Human Development, UNDP 2011). Significantly, voters' education is necessitated by the need for education of the public about democratic philosophy and creates an environment in which more people contribute to development by registering to vote and actually vote so as to provide opportunity for greater citizens' voice in policy making and increase the pursuit of equality, equity and fairness. Political education management institutions in Nigeria such as INEC, NOA, CLTC, political parties and civil society organizations have organized voters' mobilization and education exercise at various levels in the state: village, community, urban and rural. The programme is structured to impart adequate knowledge of governance process and the interface between responsible governance and socio-economic development.

For instance, the Centre for Human Development supported by UNDP between 2010 and 2011 organized a nation wide voter education and mobilization of the electorate for the 2011 general election in Nigeria. The project was designed to encourage Nigerian citizens on the election day and provide regular voter and civil education at grassroots via partnering with and building the capability of non-governmental organizations. Furthermore, the voters' education and mobilization programme sought to complement the efforts of government and other institutions to develop the norms, practices, mechanism and institutions that could improve active citizen participation in political activities and strong democratic accountability in medium and long term. The programme was also planned to increase citizens' understanding of and participation in the electoral process; mobilize the citizens including women, the poor, the disable, rural people and youths for the 2011 election; augment public knowledge and trust in the electoral process, and enlighten the people on the electoral systems, and arouse their confidence in the outcome of the election (Centre for Human Development, UNDP, 2011). According to NOA (2010) the success and integrity of an electoral process depends not only on how free and fair it is, but also on the active participation of the people in the process. This demands that the behaviour of all stakeholders in the electoral process must conform strictly to existing electoral rules and regulation or act. It also demands that campaigns are non-violent and issue-based, while people freely execute their franchise from informed positions, without molestation. Accordingly, in a bid to ensure active participation of informed citizens in 2007 and 2011 general elections in the state, the Agency embarked upon an aggressive voters' education and mobilization programme across the nation. Also as part of the determined efforts geared towards mainstreaming voters, mobilizing and enlightening the citizens on electoral process ahead of 2015 general election, INEC inaugurated a 15-member Interagency Advisory Committee on voter education and publicity to, among other things, develop a medium and long term template



for civic and voter education (INEC, 2014). The message and information of the voters' education programme was directed at the electorate, politicians, security agents, youths, market women, traditional rulers, religious and opinion leaders who are all stakeholders in the electoral process. The campaign methodology for the programme involved the use of radio jingles, television talk shows, communication dialogue, workshop, conference, distribution of handbills and posters, and advocacy visit to key stakeholders (NOA, 2010).

The objectives of the voters' education campaign included the following:

- ✓ To raise public awareness on the need for people to participate in the voters' registration exercise
- ✓ To educate the electorate on political parties' symbols/logos
- ✓ To educate the electorate on the election time table, voting requirements, guidelines and procedures
- ✓ To encourage women participation in the electoral process
- ✓ To encourage the masses to participate massively in voting process
- ✓ To promote issue-based campaign and violence free election
- ✓ To erase the consequence of apathy and disinterestedness of the electorate in politics
- ✓ To assist the citizens understand the link between the parameter of sustainable development leading on to the most critical issues of the voters' registration, voting and monitoring of election
- ✓ Imparting knowledge as well as skills for analyzing local constraints to registration and voting.

#### CITIZENS'/HUMAN RIGHT EDUCATION AND TRAINING PROGRAMME

A global culture of citizens'/human rights demands that people all over the globe ought to learn the common language of humanity and achieve it in their every day lives as vital ingredients of democratic governance. Citizens' rights are those privileges enjoyed by the citizens of any given state guaranteed and protected by the state constitution. Human or citizens' rights are undeniable rights vested on man by virtue of his humanity and consequently should be granted and assured to everyone (Okeshola, 2013). Human rights can only be realized through an education and continued demand by people for protection. Citizens' rights education and training promotes values, beliefs, norms, philosophy and attitude that motivate all individual to defend their own rights and those of others. It develops an understanding of everyone's common task to make citizen right a reality in every community. International human rights documents provide stimulating goals of human rights education. Human rights education significantly is critical to active citizenship. Human rights awareness and training constitute a vital contribution to the long term preclusion of human right abuse and represent an essential investment in the endeavor to realize a just and egalitarian society in which all human rights of all person are valued and respected. Active citizenship also means participation in democratic process and developing sense of personal duty for promoting and safeguarding the rights of all.

Through citizens' right education programme, citizens acquire the capability to think decisively, make ethical choice, take just position on issues and develop democratic line of action.

In Nigeria, National Human Rights Commission, Human Rights Volunteer Corp, Citizens Rights Mediation Centers, Civil Liberty Organizations political parties, NOA and Justice and Peace Commission have designed and executed some programmes aimed at enhancing the understanding and defending human rights of citizens. According to the National Orientation Agency, in its document entitled Understand Your Constitution, for genuine political development and sustainable democracy to be attained, the political awareness of the citizenry should be enhanced to include a clear knowledge of the constitution. An appreciative of the constitution represents a key to knowing one's rights, duties, responsibilities, obligation and limitation. The knowledge of these, undoubtedly, will improve the participation of the citizens in political affair. The know-your-right programme organized by political education agencies in Nigeria sensitized the citizens on their fundamental human rights such as: right to life, right to human dignity, right to fair hearing, right to vote and be voted for, right to private life, right to free movement, and right to freedom from discrimination (The 1999 Constitution of Nigeria). The programmes educated the citizens on how to protect their rights and seek redress in appropriate quarters when such rights were violated either by government, private bodies or individual. The know-your-right programme emphasized the political rights of the citizens to determine who should represent them at any level of government and the right to defend their votes through constitutional means. The citizens were urged to protect their votes by ensuring that the votes were counted at the end of the poll and the results publicly announced. The National Human Rights Commission and Enugu State Citizens Rights Mediation Center apart from enlightening the people on their basic rights and access to justice, also assist the citizens in seeking redress when their rights are abused. The methodology for executing this programme involved the production and distribution of abridged copies of the 1999 Constitution of Nigeria to individuals, radio programmes on human rights issues, conference and workshops on citizenship rights, and interpersonal contacts with stakeholders.

Effective human rights awareness / education programme can:

- ✓ Produce changes in value, norms and attitude
- ✓ Produce changes in civic and political behaviour
- ✓ Produce empowerment for social justice and equity
- ✓ Develop attitudes of solidarity across issues, communities, states and nations
- ✓ Develop knowledge and critical skills
- ✓ Encourage participatory education and politics
- ✓ Develop active citizenship in a democratic and pluralistic civil society
- ✓ Develop human activism.
- ✓ Inspire the citizens to defend their rights and demand justices

#### PEACE ENLIGHTENMENT/EDUCATION PROGRAMME

Peace education or enlightenment refers to the process of promoting the knowledge, skills, attitude, norms and values

required to bring about behavioural changes that will enable individuals and groups to prevent conflict and violence, both overt and structural; to settle conflict amicably; and to engender the circumstances favourable to peace, whether at level of human associations (Gumut, 2006). Peace education programme deals with human and social aspect of peace. Peace generally is conceptualized as absence of war, conflict, violence and about non violent co-existence. It is a situation in which there is no social clash and individuals and groups are able to achieve their wants and expectations. Negative peace occurs when there is no direct violence and structural violence (inequality, injustice) (Gumut, 2006). Various political education institutions in Nigeria have embarked on peace enlightenment programmes in schools, communities, markets, government institutions, and religious worship centers. The objectives of peace education programme include:

- ✓ To promote non violent conduct, co-operation and peaceful resolution of dispute
- ✓ To promote positive attitude to human rights and appreciate other people's cultural values
- ✓ To expose the citizens to issues of peace, conflict, violence and non-violence
- ✓ To develop the citizens' skills and aptitude to provide substitute strategies for the achieving peace and harmony
- ✓ To develop the citizens' power for logical thinking, inquiring and thoughtful skills that enable them to comprehend the obstacle to peace
- ✓ To provide the citizens with information about self and milieu they live.

#### CITIZENSHIP AND LEADERSHIP TRAINING PROGRAMME

The organization of instructions, programmes, sensitizations and training for young citizens in formal and informal school environment impart in them enviable attitude, norms, behavioral pattern, spirit of nationalism and patriotism that cause changes in the citizens' productive reward and attitude towards state and its policies/programmes (Anumba, 2013). Citizens are important role players in every society; without effective social orientation, they do not possess the capacity to function well as members of the state. The Citizenship and Leadership Training Centre in Nigeria which has its South East zonal office in Enugu State is a non formal educational centre seasoned in self discovery and actualization, which focuses on short rigorous training for responsible leadership and good citizenship. The missions of the centre are as follows:

- ✓ To provide intensive training for the development of good citizenship and leadership quality for public benefit
- ✓ To promote and expand individual awareness
- ✓ To impart on the individual attributes of self control, self confidence and altruistic service
- ✓ Develop national awareness, loyalty and international understanding
- ✓ Seeking to engineer a universal reorientation of value.

The centre in a bid to achieve its mandate has organized training programmes and courses for the citizens drawn from different segment of the society. It has organized citizenship and leadership training programmes in its centre in Awgu,

Enugu State; secondary schools; NYSC orientation camps and Universities. The training takes the form of drilling exercises, workshops and seminars that impart on the citizens strong sense of discipline, nationalism, leadership and positive orientation towards government and its policies/programmes. More over, against the backdrop of apparent consequence of no far-sighted leader in Nigeria, the National orientation Agency, in partnership with Immersion Marketing Strategies, conceived and developed a Reality Television Programme entitled Heir Apparent. This programme was an inventive response to the need to develop a new set of creative, energetic, dynamic, approachable and responsible leadership that is capable of productively playing on the world stage, a leadership that epitomizes the core value of our society and that can be seen as a model to be copied by young citizens. The programme focused on two set of audience: young Nigerians between 18-30 years old and Nigerians both within the state, in the Diaspora and other world television viewers. Entries were invited from the 774 local Government Areas of the country. Thirty-seven contestants, each of which was to represent a state of the federation and the Federal Capital Territory were chosen from over five thousand entries from the 774 local Government Areas to compete on a variety of activities on leadership via an elimination procedure. Based on constant evaluation of the competitors, five top contestants emerged for the grand finale which was held at the merit award house, Abuja, on November 23, 2010. The five contenders spoke on the topic: "if I were president". At the end Anacho Chikezie of Lagos State took the first position, while Imoudu Hephzibah Jennifer of Edo State came second. The winners and other contenders were awarded prizes in cash and material form (NOA, 2010). The specific objectives of the citizenship and leadership training included:

- ✓ To educate the young ones on their important role in political process and to participate vigorously and positively in building a strong base for good governance.
- ✓ To train the youth on responsible citizenship and leadership in society.
- ✓ To raise a fresh set of young patriotic, creative, resourceful and hardworking citizens, who would act as change ambassadors in their respective states.
- ✓ To enhance positive attitude of the citizens towards government and its programmes

#### PUBLIC ACCOUNTABILITY/ANTI-CORRUPTION EDUCATION PROGRAMME

Accountability demands that occupants of offices should be answerable for their official conducts. Public offices are held in trust; therefore, occupants of public offices are required to render account of their stewardship. Accountability is an antidote to corrupt practices. Corrupt practice represents a betrayal of public confidence. In fact, it weakens public confidence in government and hinders good governance. Therefore, in a bid to entrench accountability and integrity in the public and private sectors, the National Orientation Agency, Citizenship and Leadership Training Centre, faith-based organizations and other institutions in Nigeria have initiated and executed programmes on transparency, due process and rule of law across the state. These programmes,

which were carried out through television and radio programmes, workshops and seminars, as well as conferences, targeted all stakeholders in political and private sectors and was aimed at:

- ✓ Creating an effective structure for effective mass education on accountable governance
- ✓ Promoting citizens participation in the fight against corrupt practice and lack of accountability in government
- ✓ Promoting good governance and transparency in both the public and private sector
- ✓ Promoting accountable and responsible leadership and citizenship
- ✓ Educating and impacting professional ethics and code of conduct
- ✓ To promote the spirits of due process and rule of law among the citizens

#### DEMOCRACY AND CREDIBLE ELECTION PROGRAMMES

Democracy as a form of government requires popular participation, free and fair election, rule of law, respect for public opinion and human rights. The key political education agencies in Enugu state, in order to deepen democratic practice through the participation of informed citizens, organized programmes on democracy and credible election. The programme on democracy and credible election was organized, for instance by NOA, through the inauguration of Coalition for Democracy and Credible Election. The Coalition for Democracy and Credible Election, which comprised the National Union of Journalists, Nigerian Political Science Association, the World Association of Non-Governmental Organisation and the Initiative for Civic Education, was to work in collaboration with the National Orientation Agency to undertake an effective and sustained voters' education, leveraging on their collective human and material resources base (NOA, 2010).

The mission of the coalition was to contribute to the progressive efforts of building an egalitarian and just society founded on participatory democracy, gender equity and equality of all citizens before the law of the lands. This coalition, according to NOA, added impetus to its enlightenment and mobilization efforts that resulted in the large turnout of the people to register and also participated in the voting during the 2007 and 2011 general elections. The methodology for this programme involved conferences and workshops, radio programme, television talk shows etc.

Specifically, the objectives of the Coalition for Democracy and Credible Election among others were to:

- ✓ Promote a democratic society through the dissemination of civic values and culture
- ✓ Promote good governance through enthronement of the culture of participation and transparency in governance
- ✓ Establish an academic platform for the exchange of ideas and to collaborate with progressive groups to ensure free, fair, credible and violent-free election in the state.

#### POLITICAL PARTIES EDUCATION PROGRAMME

Nigeria is a multi-party state. Consequently, the electorate, particularly the less educated and uninformed ones encounter the challenge of identifying correctly the names and logos of their favourite political parties during voting in elections. Against this backdrop, some agencies of political education such as political parties, religious institutions and government body have initiated and embarked on a programme entitled Know-Your-Political Parties. The programme, aimed at enhancing credible participation of voters, educated them on the number of political parties involved in the electoral process, how to identify their names and logos, and how to vote appropriately to avoid invalidation of votes. To achieve these, the agencies organized workshops and conferences for stakeholders, organized radio and television programmes on party identification, produced and distributed posters and hand bills containing the political parties and their logos.

#### V. MANDATE AND STRUCTURE OF NOA, NHRC AND CLTC IN NIGERIA

##### NATIONAL ORIENTATION AGENCY (NOA) MANDATE OF NOA

The National Orientation Agency was set up by Decree 100 of August, 1993. To launch the Agency, the Decree amalgamated three significant organs of government, namely; the Public Enlightenment (PE) and the War Against Indiscipline (WAI), National Orientation Movement (NOM) and Directorate for Social Mobilisation, Self-Reliance and Economic Recovery (MAMSER) (NOA, 2009). The Agency serves as a parastatal in the Federal Ministry of Tourism, Culture and National Orientation. According to Decree 100 of August, 1993, the primary objectives of NOA are to:

- ✓ Ensure that government programmes and policies are better comprehended by the people
- ✓ Mobilize positive opinion for government programmes and policies
- ✓ Encourage informal education through public education activities and publications
- ✓ Establish feedback mechanism to government on all facets of national life
- ✓ Establish suitable national framework for education, orientating and indoctrinating Nigerians towards socially acceptable attitudes, values and culture, which project individual's national pride and positive national image for Nigeria
- ✓ Awaken the consciousness of Nigerians to their civic obligation and the promotion of national cohesion, citizens' dedication to their human rights and building a free, just and progressive society.
- ✓ Built-in among Nigerians of all ages and sex, social and cultural values and awareness, which will impart the spirit of patriotism, nationalism, self discipline and self-reliance
- ✓ Mobilize the people to take part actively and freely in discussion and decisions on matters affecting their general welfare

- ✓ Promote new set of attitudes and culture for the attainment of the goals and objectives of a pan-Nigerian State.
- ✓ Restore and sustain self-control in our national life
- ✓ Instill in the people a sense of absolute allegiance to the fatherland
- ✓ Ensure and uphold good leadership by example
- ✓ Foster deference for constituted authority

### STRUCTURE OF NOA

In order to effectively execute its programmes and attain its objectives, the National Orientation Agency's structures are aligned to the political set-up of the country. Thus, there are National Headquarters, State Directorates and Local Government Formation (NOA, 2010).

### THE NATIONAL HEADQUARTERS

The National Headquarters of the Agency is a think tank, which formulates strategies for their implementation, monitoring and evaluation throughout the country. Decree 100 of 1993 provides for a Governing Board for the Agency, which is to be made up of a chairman and eminent Nigerians representing some ministries and popular organizations. The National Orientation Agency has a Management Board heads by the Director-General/Chief Executive Officer, who is appointed by the President, Commander-in-Chief. There are three programme departments, namely; Mass Mobilization, Orientation and Peace Education, Political and Civic Education. The Agency also has three service departments: Human Resources Management; Planning, Research and Statistics, and Finance and Account.

programmes at the state level. They also oversee and monitor programme execution by the local government offices. There are three departments in the State Directorate: Programmes; Administration and Finance; Research, Monitoring and Evaluation.

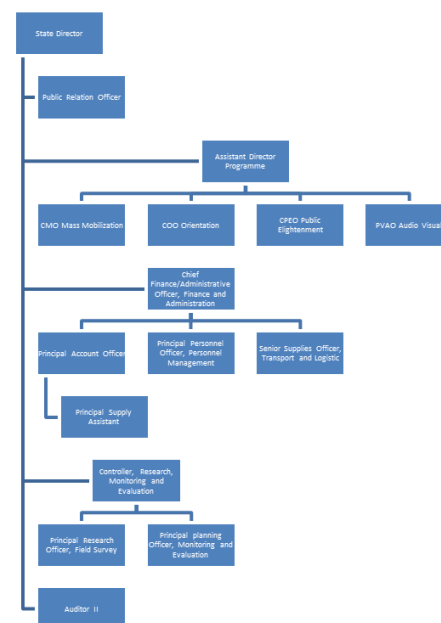
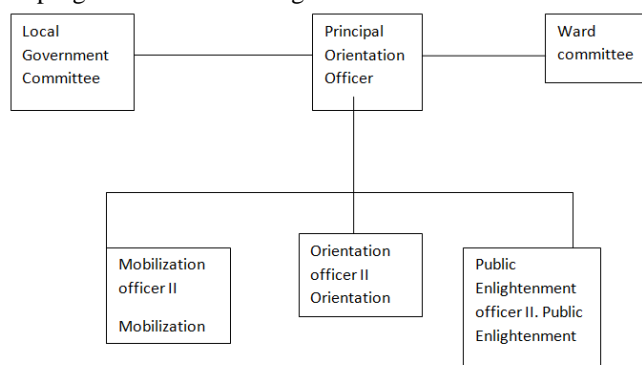


Figure 2: Organogram of State Directorate of NOA

### LOCAL GOVERNMENT OFFICES

Every Local Government in the country has a National Orientation Agency office managed by a principal orientation officer, who oversees to the day-to-day execution of the Agency's programmes at the grassroot level. The philosophy of the Local government office is to promote participation at grassroot level through discussion with relevant groups in the community. Each local government area office has an implementation committee consisting of representatives of each ward, the police, religious bodies, National Union of Teachers, Women Association etc (NOA, 2010). The Principal Orientation Officer is required to visit the ward at least once a month and also forward report to the agency on execution of the programme in the local government area.



Source: NOA, 1998

Figure 3: Organogram of Local Government Area Formation

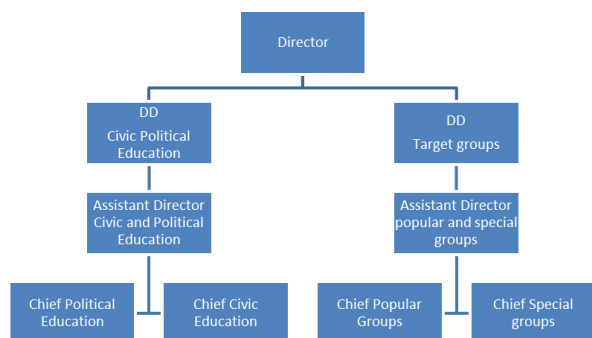
Source: NOA, 1998

Figure 1: Organogram of National Orientation Agency Headquarters

### STATE DIRECTORATES

Unlike the normal bureaucratic institution, the state unit is a directorate, and the State Director reports directly to the Director-General. The State Director is not a regular civil servant and is on fixed salary. The philosophy is that the director, who should be convincingly knowledgeable, should be able to respond to situation with minimum bureaucratic procedure and this ensures that the programme of the Agency is well implemented (NOA, 2010). The State Directorates are primarily responsible for carrying out the Agency's





Source: NOA, 1998

Figure 4: Organogram of Mobilization Department of NOA

## NATIONAL HUMAN RIGHT COMMISSION (NHRC)

The National Human Rights Commission was established by the National Human Rights Commission Act 1995 as amended by the NHRC Act 2010 in line with the resolution of United Nation General Assembly, which urges all member states to institute national human rights institution for promotion and protection of human rights. The commission offers avenue for public enlightenment, research and interaction in order to raise the awareness of the citizens on human rights issues. It also functions as an extra-judicial instrument for the improvement of the citizens' enjoyment of human rights. Its establishment is aimed at providing an enabling environment for the promotion, protection and enforcement of human rights. (NHRC Act 1995; NHRC Act, 2010).

### MANDATE OF NHRC

The mandate of the commission is to carryout the following:

- ✓ Organize seminar, workshops and conference to educate and mobilize the citizens on issue of protecting and defending citizens' rights
- ✓ Maintain a library, collect data and disseminate information and materials to the citizens on human rights
- ✓ Liaise and cooperate with other organizations on human rights for the purpose of advancing the promotion and protecting of human rights
- ✓ Assist victims of human right abuse and seek appropriate redress and remedies on their behalf
- ✓ Deal with all matters relating to the protection of human rights as assured by the constitution of Nigeria, African Charter, the United Nation Charter and the Universal Declaration of Human Rights and other treaties to which Nigeria is a party.
- ✓ Monitor and investigate all suspected cases of human rights abuse in Nigeria and make appropriate recommendation to government for the trial and such other actions as it may consider useful in each circumstance
- ✓ Undertake studies on all matters relating to human rights and assist the federal government in the formation of appropriate policies on the guarantee of human rights
- ✓ Publish regularly report on the condition of human rights protection in Nigeria

## STRUCTURE OF NHRC

The commission is headed by the Executive Secretary who is also the Chief Executive Officer. There are six departments in the administrative structure of the commission: Administration, LID, Finance and Account, Public Affair and Communication, Planning, Research and Statistics, and Monitoring and External programmes. Under the Executive Secretary's office, there are three units: the Council Secretariat, Audit and Public Interest Litigation. The commission has six zonal offices representing the six geo political zones of the country: North East Zone (Maiduguri); North West (Kano); North Central (JOS) south East (Enugu); South West (Lagos); South South (Port Harcourt)

## CITIZENSHIP AND LEADERSHIP TRAINING CENTRE (CLTC)

The citizenship and leadership training centre is an agency in the Federal Ministry of Youth Development. The centre was founded in 1951 as Man O ' War training centre by the colonial government but at independence the centre was re-named Citizenship and Leadership Training Centre through an Act of Parliament published in the extra-ordinary gazette No.45 volume 47 of August 1960 which has been amended by Decree No. 18 of 1989

### MANDATE OF CLTC

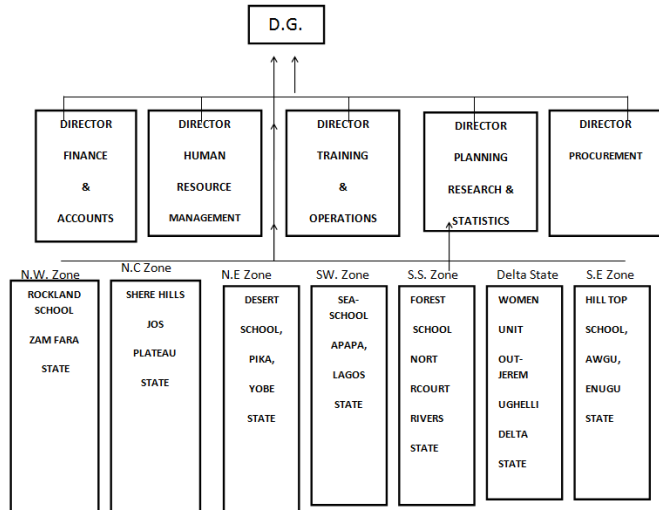
According to Fawole Micheal, the Director General of the centre, CLTC organizes citizenship and leadership trainings that transform people's attitude, character and ability. The institution runs courses that expose the young people to the kind of training that will prepare them for future and also make them more patriotic. The training develops self discovery and leadership attributes; teach skills through gradual but progressive learning; establish confidence in oneself and reverence for constituted authority (Spyghana, 2012).According to 1989 Act enacted for the centre, the mandate of the centre are as follows:

- ✓ Provide training for the development of good citizenship and leadership for public benefit
- ✓ Enhance and widen individual consciousness
- ✓ Imbibe in individuals qualities of self-discipline, self-confidence and altruistic service
- ✓ Develop national awareness and international understanding
- ✓ Promote the development of positive values, courage, trust and integrity which are attributes of good leadership practice

## STRUCTURE OF CLTC

The centre has a management board charged with the general management and control of the centre. The board is headed by a chairman appointed by the president. Also the centre has a Director General at the national headquarters who is the chief executive of the centre and charged with the general responsibility for the day to day running and management of the affair of the centre. The centre has eight

units headed by unit co-coordinators who are responsible for routine management of the units. These units are: Mountain School, Shere Hills, Jos Plateau State; Sea School Apapa, Lagos; Women Unit Apapa, Lagos; Forest School Aluu, Port Harcourt; Desert School Fika, Yobe State; Rockland School Kotokorshi, Zamfara State; Hilltop School, Awgu Enugu State; Mobile Unit Headquarters Office, Abuja. The national headquarters has four departments and five sections. The administrative department are Personnel Management; Finance and Supplies; Training and Operations; Planning, Research and Statistics. The sections are Special Duties, Audit, Budget, Pension and Accounts.



Source: CLTC (2015)

Figure 5: The Organogram of CLTC Nigeria

## VI. IMPLEMENTATION STRATEGIES FOR POLITICAL EDUCATION AND MOBILIZATION IN NIGERIA

Various strategies adopted by political education programme management institutions in Nigeria to enlighten and mobilize the citizens include:

**PRINT MEDIA:** The political education programme managing institutions in Enugu State Nigeria adopt as one of their strategies for dissemination of political information, the use of print media. For instance, the National Orientation Agency has a bi-weekly published bulletin known as the Mobilizer. The magazine chiefly documents and highlights the activities and programmes of the Agency at the Federal, State and Local Government levels. It also highlights certain activities of government parastatal, department, Ministries and agencies and exceptional individuals that strengthens or complements the Agency's mission of re-orientations as well as political education (NOA, 1998). Essentially, the Mobilizer, among other things, serves as an instrument of public enlightenment on political rights of the citizens, government policies and programmes. The publication provides opportunity for the government to experience the pulse of the people, particularly as regards to government policies and programmes at all levels. In order to take care of the peculiarities of the states and further close the gap between the government and the citizens, state-owned Mobilizer are also published by the various states of the federation.

In addition to the Mobilizer, the Agency produces and distributes copies of handbooks, handbills and posters that convey information to the public on important political matters. For instance, some of the handbills and posters demonstrate to the citizens how to identify political parties of their choice and how to ensure valid voting. The handbooks and handbills, as well as the posters, usually contain the process of voters' registration, election time table and procedures and other requirements of voters. Dummy ballot papers containing appropriate voting or thumb printing pattern are equally distributed to the electorate by the Agency. In one of its posters entitled Know-Your-Political Parties, the sixty-three political parties that contested the 2011 general election were displayed with their logos. The agency, at times, placed advertorials and articles on national dailies to sensitize the public on political matters. Also other institutions such as political parties, NHRC, Citizenship and Leadership Training Centre produce bulletins as well as posters and hand bills to educate and inform the people on various issues of concerns. Political parties distribute dummy ballot papers to the electorate to teach them how to vote correctly and how to identify party logos. The NHRC publishes reports on state of human rights in the nation to enlighten the citizens while the CLTC publishes material on good citizenship and leadership practice.

The use of print media, however, was not without any limitation. The adoption of this approach is elite oriented and did not serve the interest of the illiterate members of the state. These materials were distributed mainly to the elite and other privileged individuals rather than the teeming masses in the local areas. Besides, the printed materials, no doubt, make little or no meaning to an uneducated voter, who by no means has access to them. Thus, the efficacy of this approach, in mobilizing the electorate for active participation, seems to be minimal.

**ELECTRONIC MEDIA:** The electronic media was another vital organ that political education institutions employed in political sensitization of the mass between 2007 and 2014. The National Orientation Agency sponsored radio and television programmes for the purpose of political enlightenment of the citizens. Example of such programmes was Reality Television Programme tagged "Heir Apparent". The programme, which was organized in series, was aimed at educating Nigerian youths on their important role in the political process and to participate actively and positively in building a strong base for good governance. Also, through radio programmes tagged "Democracy in Action" and "the Mobilizer", the Agency educated the masses on their rights, duties and obligation as well as on government programmes. The radio and television programmes on sensitization of the electorate and general populace, usually drew resource persons from different sectors of life to discuss and analyze issues relating to effective participation of the masses, rule of law, free and fair election, accountability and other core national issues that move Nigeria to greatness (NOA, 2008; 2009; 2010). Apart from regular radio and television programmes, political education managing agencies also embarked on adhoc programmes. The Director-General or coordinators of the institutions, for instance, make regular appearance on television and radio in the various states visited

to discuss and make clarification on important political issues. They also appeal to citizens to support government programmes and process via effective participation. Between 2007 and 2014, the Agencies placed public services campaign on radio and television with messages on patriotism, voters' registration, voting process, peaceful conflict resolution, and national integrity (NOA, 2009; CLTC, 2012). The State Directors of the Agency also organized radio and television discussions on topics relevant to the objectives of the Agency.

Electronic media approach, like print media, to a large extent, is an elitist communication strategy that benefits only those who have access to electronic gadgets. It is a fact that many citizens of Enugu State, Nigerian live in rural areas and are of low income category. These citizens, who live in poverty, are obviously concerned with how to get their means of subsistence rather than acquiring television, radio and other electronic gadgets. This category of the electorate, who may not even have the patience to watch television programmes or listen to radio programmes even when they have little access to them, are left out in political education programmes via electronic media. Besides, those that can afford television and radio may not be literate enough to understand the message of the programmes, which are usually coded in the English Language.

**SEMINARS/CONFERENCE/WORKSHOPS:** Another publicity and mobilization strategy predominantly adopted by political education agencies, in executing its political education campaign, are the organization of seminars, conference and workshop for stakeholders at state, federal and national levels on important public issues. The seminars, workshops and conference, which the institutions, at times, organized in partnership with other NGOs, involve paper presentations by well-known and seasoned persons on issues such as free and fair election, sustainable democracy, accountable leadership, good citizenship, human rights protection, peaceful and violent free election, rule of law, effective voters registration and mobilization (NOA, 2007; CLTC, 2015). For instance, NOA, in collaboration with the Initiative for Civic Education, organized a one-day review of the Source Book on Voter Education; the objective of the programme was to examine the contents of the Agency's Source Book on Voter Education and the 2007 Voter Education efforts. The appraisal workshop noted challenges associated with elections and solutions were suggested so as to achieve credible election. Similarly, on July 20th, 2010, the Agency organized a one-day capacity building workshop aimed at achieving the following objectives: to sensitize participants to the importance of civic/voters education, to build the capacity of senior programme officers who would in turn undertake the execution of the Agency's civic and voter education programme etc. Also NHRC, political parties, civil society organizations and CLTC organize seminars and workshops in schools and public arenas to sensitize the citizens on their civic duties,

This methodology of disseminating political information, to a reasonable extent, is also elite oriented. The seminars, workshops and conferences organized by the agencies were usually attended by prominent citizens in public and private sectors rather than the teeming population of the electorate. At times, the outcomes of the conference, workshop and seminar

end up as academic exercises, with no practical efforts towards disseminating them to the masses in the language they would understand.

**INTER-PERSONAL MOBILIZATION:** As a mobilization and publicity approach, adopt by political education managing institutions, interpersonal mobilization approach involves making personal acquaintances with people to inform, educate and plead with them on a number of issues. Orientation officers in NOA at each level of community organization are expected to reach a range of people particularly opinion leaders and traditional ruler to sensitize them on key public matters and seek their partnership in educating their subjects on the issue. For instance, following the inauguration of National Committee on Voters' Education on September 29th, 2010, by the National Orientation Agency, the committee organized series of interactive fora with traditional rulers in the six geo-political zones in the country (NOA, 2010). The interactions premised on the important role of traditional rulers in educating and mobilizing their subjects, were held on November 3, 2010 for the South-East zone. The forum sensitized and informed traditional chiefs on the need to mobilize their people to participate effectively and actively in both the 2011 voters' registration exercise and the general election. It provided an opportunity for traditional rulers to contribute towards developing solutions to issues which had until now been the bane of effective political participation of the masses.

Inter-personal mobilization approach has its weakness. For instance, after attending such forum, some opinion and traditional rulers may not be able to communicate the information gained to their subjects owing to communication gap that exist between such traditional and opinion leaders and their subjects. Some opinion and traditional leaders reside in township rather than in their localities. This situation keeps the traditional rulers and opinion leaders far away from their subjects, thereby making ineffective the gains of inter personal mobilization.

**THE PEOPLE'S FORA:** Another medium use by the political education Agencies in their political mobilization programmes is the institution of interactive forums between the government and the governed. These fora, which are held occasionally and mostly in state capitals and local government headquarters, are aimed at bringing prominent government functionaries together with the people to discuss and explain relevant government issues. The people at the fora raise questions on any issues they need more information and also make necessary suggestion on how to improve the performance of government. Although it is argued that this strategy has enabled the government to know the feelings of the people on different issues, and the people on their part, appreciate the responsiveness and responsibilities of government, it is arguable that most of the people that attend such fora are prominent politicians and their supporters not the masses that need to be mobilized.

**VOLUNTEERS:** This strategy involves the engagement of the service of some individuals who have volunteered to partner with the agencies in disseminating information to the people particularly in the local areas. The volunteers are trained by the agencies on their programmes and then the trained volunteers will carry the message of the programme to

the grassroots. For instance, NOA has Community Support Brigade that helps in distributing handbills and posters to the people.

*THE USE OF DRAMA AND THEATRE:* This strategy involves presenting in the form of drama to the masses what they are expected to do such as how to register as voters or vote in an election. It allows the people to view on local television or community theatre how to participate actively in government programmes. The use of drama and film is based on the conviction that people tend to take interest and act on knowledge obtained through visual mechanism.

*COMMUNITY DIALOGUE:* As a strategy for public enlightenment and mobilization, community dialogue entails interacting with members of the various communities on government policies and programmes. The dialogue may be to make peace or educate them on how to participate in programmes such as community leadership, elections etc.

*THE USE OF COMMUNITY GOVERNANCE STRUCTURE:* Community governance structures include market organizations, faith-based organization, town unions, clubs, development unions, traditional leaders, peer groups, town criers etc. Political education agencies partner and engage the service of these structures in educating and mobilizing the people for active participation in governance.

## VII. FINDINGS

The research finding arising from data generated shows that political education agencies in the state predominantly use print and electronic media; seminar, conference and workshop in enlightening and mobilizing the citizens. This programme implementation strategy is elitist-oriented and unsuitable in a low literate society like Nigeria. The work revealed that one of the challenges facing political education programme implementation in Nigeria is high level of illiteracy. High rate of illiteracy among the citizens makes it difficult for political education agencies to easily mobilize the citizens for participation in political process. Also identified are lack of synergies among the political class and the managers of political education institutions such as NOA. An interaction with the State Director and the head of programme unit in National Orientation Agencies in Enugu state, shows that inadequate finance is a serious challenge facing the agency. According to them, funding of NOA as originally envisaged was based on tripartite sources: federal, state, and local government but this has not been maintained because the state and local government have not been cooperating. They maintained that the resources allocated to the agencies from federal account have been inadequate and therefore has to an extent hindered implementation of the agency's programmes. It was observed that NOA which has offices in seventeen local government areas in Enugu state has only one official vehicle which is out of order. The office of the agency in Enugu state is in rented building that lack modern facilities for enhanced administration.

## VIII. RECOMMENDATIONS

- ✓ There should be synergies among various political education programme institutions. The managers of these institutions should cooperate rather than become adversarial or compete in pursuit of political education programmes. Exhibition of adversarial attitude causes wastage of resources, role conflicts and ineffective programme coordination. Also members of the political class should cooperate with management of these institutions but should not interfere in their administrative procedures via imposition of top management officers without regard to administrative rules on appointment or promotion.
- ✓ There should be adoption of grassroots-based communication as tool for political mobilization: The relevant political education agencies should predominantly adopt grassroots-based-communication approach in imparting political skills and knowledge on the citizens. The effectiveness of this approach hinges on the fact that people are likely to assimilate, appreciate and act on information acquired through a close and reliable sources via language or measures they are acquainted with. Therefore, a careful harmonization of the strong effect of traditional media with that of the modern media is what is required to deeply integrate the masses into political education programmes. There is no doubt that a combine use of traditional communication system and modern media will lead to interesting socio-cultural results since the idea of using one medium to compliment, supplement or reinforce another is a desideratum for effective socio-political mobilization.
- ✓ There should be adequate funding of government established political education management agencies. The government should provide institutions such as NOA, CLTC and NHRC with adequate resources to enable them to have facilities necessary for enhanced performance. As the findings revealed, these institutions lack modern infrastructure and facilities that promote smooth administration.
- ✓ There should be institution of effective accountability mechanism: Moreover, proper accountability mechanism should be instituted to ensure that resources provided to these agencies by domestic and international donors are utilized for the purposes they are meant for and are not diverted to personal purse by top management officers of these institutions or political executives.

## IX. CONCLUSION

Successive government in Nigeria in realization the necessity for political education of the citizens have instituted some structures and agencies to ensure the sensitization of the citizens on their rights and government programmes as well as mobilizing them for active participation governance. These agencies unfortunately rely mainly on the use of elite approach in educating and mobilizing the citizens. This approach in implementing political education programme is unsuitable in country with large number of illiterates that are not only poor



but also live in rural areas where they have little or no access to such elite oriented programme. Thus the study suggests the primary use of grassroots and community based approach in educating the masses. More over there is need for synergies among institutions for political education as well as adequate funding.

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