

STREAMLINING CIVIL - MILITARY EDUCATION FOR NATIONAL DEVELOPMENT IN NIGERIA

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Abstract

The National Policy on Education in Nigeria defined tertiary education as the education given after secondary education. By that definition, all professional military training education in the country are tertiary education being post-secondary education. However, despite the rigorous, systematic and methodical trainings offered by military personnel, their certificates are not recognized as tertiary education certificates outside the military and as such retired personnel found themselves unemployable after military career and unable to participate in any meaningful national development activities. Using a qualitative research approach based primarily on social constructivism perspective, this paper sets out to investigate how to achieve equivalence between military training and civil tertiary education certificates to enhance national development in Nigeria. The basic assumption of the paper was that without integrating military and civil education certificates, retired military personnel cannot contribute to national development which constitutes colossal waste of highly trained human resources in the country. The findings showed that all military training courses' certificates can be recognized if the military authorities will initiate the procedures of getting their training curriculum adjusted and discussed at the National Council on Education. The paper recommended that the Office of the Chief of Defence Staff should initiate the engagement of all relevant stakeholders to discuss military training curriculum and seek the accreditation of all the courses accordingly.

Keywords: Accreditation, Development, Education, Military, Policy

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Introduction

There is a definite connection between the education of the civil society and the education of military personnel. Every military personnel comes from a civil population before being trained in the military profession; so there is relationship between civil and military education. The term 'relations' presents the meaning of an existing connection; a significant association between or among things: the relation between cause and effect. It is also, the various connections in which persons are brought together: business and social relations. All relationships are geared towards development and in the case of a country or nation, it is termed national development. The word 'national' means peculiar or common to the whole people of a country, national customs whilst 'development' means the act or process of developing, growth, progress; child development; economic development.

The National Policy on Education in Nigeria is the policy tool that spells out the philosophy and objectives that underlie the investments in education in the country. According to the policy, education in Nigeria is an instrument "par excellence" for effecting national development. Therefore, in Nigeria's philosophy of education, education is an instrument for national development which involves the formulation of ideas, their integration and interaction of persons and ideas in all aspects of education. The national education policy goals include the fact that education shall continue to be highly rated in the national development plans because education is the most important instrument of change and any fundamental change in the intellectual and social outlook of any society has to be preceded by education revolution. The policy defines tertiary education as the education given after secondary education in universities, colleges of education, polytechnics, monotechnics including those institutions offering correspondence courses. The goals of tertiary education include high level relevant manpower training that can generate employment and contribute to national development.

By the definition of tertiary education given in the National Policy on Education, every recruitment and training conducted by the military for both commissioned and non-commissioned officers is invariably tertiary education training because those recruited are post-secondary school graduates. A key index of national development is employment of skilled labour. According to Seer (1969), "the questions to ask about a country's development are therefore: what has been happening to poverty? What has been happening to unemployment? What has been happening to inequality? If all three of these have declined from high levels, then beyond doubt this has been a period of development for the country concerned. If one or two of these central problems have been growing worse, especially if all three have, it would be strange to call the result "development", even if per capita income doubled" (Seer 1969:3).

The recruitment into military service in all cases considers qualified persons after their secondary education. Those recruited or enlisted in the case of officer cadets undergo specialized military training and thereafter, acquire skills that make them professional soldiers. Along with their fighting capabilities that they learnt, all military personnel acquire some specialist skills for instance as aircraft pilots, aircraft engineers, army engineers, navigators and marine/ship building engineers, armament and tank technologies and all sorts of weapons and communication

technologies as well as military intelligence. These training institutions are post-secondary education training schools and rightly, they are tertiary institutions as defined in the National Policy on Education in Nigeria.

It is however, pertinent to note that most of these educational institutions that train military personnel to perform these various specialized and technical skills are not recognized as tertiary institutions by the National Policy on Education in Nigeria. This also accounts for the reason why the Nigerian Universities Commission (NUC) Act 1974 and the National Board for Technical Education (NBTE) Act 1977 equally do not recognize the certificates issued from those military training institutions as tertiary education institutions' certificates in Nigeria. The direct consequence of this omission is that a military personnel who was recruited after his secondary education at age seventeen and trained as a fighter pilot; became a qualified fighter instructor pilot; attended all military staff courses; taught as lecturer in the Armed Forces Command and Staff College (AFCSC), Jaji; taught and served as a Director, National Military Strategy at the National Defence College (NDC), Abuja; also served as a Defence Attaché in the diplomatic mission and subsequently retired as a two star general in his late fifties is still being considered as having no undergraduate or postgraduate degrees in Nigeria.

This is however, not the case in other climes where military education is highly valued and even rated higher than the civil equivalence. This is demonstrated by the fact that industries, academic institutions, factories and the public service rush to give employments to retired military personnel than other civilians where there are vacancies. The question is what instrument of measurement or standard do the Western world use to evaluate military institution curriculum and synchronize it to the civil curriculum that the Nigerian education policymakers do not have? For instance, attending the basic pilot abinitio training in the United States, the successful graduates are issued their pilot license certificate as well as their first degree certificate on completion. If an individual attends the senior staff course similar to what is offered in the AFCSC, Jaji, the person on successful completion is issued a staff college graduation certificate and a first degree certificate. When that individual attends the War College or Defence College in the USA or Pakistan similar to the NDC Nigeria for example, the person graduates with a defence college certificate as well as a masters' degree certificate. This makes it possible for military personnel in those countries to pursue doctorate degrees whilst still in active service and on retirement, they find immediate employments to contribute to national development. The standard of military education in Nigeria is comparable to the best that is offered in similar institutions overseas. If the advanced countries find the relevance of military education in their national development, have synchronized their military education curricula with the civil institutions, why would Nigeria not do the same? If the knowledge acquired in military service is so vital to the national development of those nations, can Nigeria really achieve national development without the integration of military expertise and educational experiences of its retired military personnel? Are there gaps in military education training that need to be filled to achieve equivalence with civil education?

The general objective of this paper is to underscore the importance of integrating military education in the national development of Nigeria. Specifically, the paper seeks to investigate how

to streamline military education training curricula at all levels with civil tertiary institutions in Nigeria to achieve a seamless equivalence of certificates. The paper is organized into seven sections. Section one introduces the subject matter under consideration and provides the background reflections to the proposed problem of study. Section two presents the methodology adopted for the research whilst the review of literature is given in Section three. Section four presents the theoretical framework for the research and Section five details the discussion of the data collected on education policy and national development. The summary of research findings is given in Section six whilst Section seven is the conclusion of the research work.

Literature Review

Amaele (2011) (cited in Ugwu, 2015) defines education as the total development of the child through established acceptable methods and techniques based on his abilities and interests to make up the socio-economic and political needs of the society and to equip the individual to take his rightful place and become useful citizen and contribute meaningfully to the development of the society. For Fafunwa (1974), education means what each generation gives to its younger ones which make them develop attitudes, abilities, skills and other behavioural attributes which are germane to the growth of the society in which they live. Ugwu (2015) in his conceptual clarifications of terms asserts that education is the instrument used for the development of human beings in the cognitive, affective, psychomotor and psycho productive domains which is achieved through the process of teaching and learning. Development, on the other hand, is a multi-dimensional process involving re-organization and reorientation of the entire economic and social systems. According to Ugwu, these dimensions include utilitarian, behavioural, institutional and structural dimensions. At individual level, development implies increased skill and capacity to earn income, greater freedom of action, creativity, self-discipline, responsibility and general material and psychological well-being. He further states that national development also connotes the ability of a state to provide a source of living for the majority of its inhabitants and elimination of poverty, provision of adequate welfare, shelter, and clothing to its citizens. This implies socio-economic growth, social justice and positive changes in social relationship, intergovernmental relationship, popular participation in politics and overall restructuring and transformation of the society (Ugwu, 2015: 1-2).

President Jonathan (2011) states that: “Education is the heart of national development and the source of quality human capital development that will propel Nigeria to be among the top 20 economies in the world” (President Jonathan, 2011 cited in Ugwu, 2015: 2). “The quality of our workforce is a direct reflection of the quality of our schooling system” (President Jonathan 2010). For Chukwumerije, education is basic to national development; obviously, the standards and quality of the educational system and the capacity to innovate determine the place of growth and development of a nation; it is therefore, imperative or a sine qua non that each country must educationally grow its people to provide the foundation and thrust for true and sustainable national development (Chukwumerije, 2013 cited in Ugwu, 2015: 2). The primary objective of education is to produce good and useful citizens that will be instrumental to socio-economic development of their countries (Ugwu, 2015). In other words, education provides the intellectual feat which is

required for social, economic, political and technological development of a nation. Education is intended to improve the personal life of the student in terms of the knowledge and skills, which he requires and which enhances his quality of life and contributes to the well-being of his society (Gbenda and Akume, 2009). According to Ako and James (2018), the focus of education in Nigeria should be the training of people who will have the necessary skills to engage in production, create wealth and develop the nation.

Nigeria's philosophy of education as aptly enunciated in the National Policy on Education (2004) is based on: (A) The development of the individual into a sound and effective citizen. (B) The full integration of the individual into the community, and (C) The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary levels both inside and outside the formal school system. According to Ejikeme (2014), there is no doubt that the level of development in a country is a direct reflection of her system of education. In fact a high rate of development is a product of a well-organized, managed and supervised educational system. Education is the bedrock of any meaningful development. It is a means by which citizens are equipped with the necessary attitudes, knowledge and skills that will enable them contribute meaningfully to national development (Ejikeme 2014: 20). Being a tool that equips citizens, education policy has to cater for informal and formal education in any country to integrate all the knowledge and skills acquired towards productive and meaningful development.

Okoroma (2006) opines that education is an instrument for excellence that liberates people from poverty and ignorance. Ukeje (1966) believes that education is for life and for living; an investment in people which pays untold dividends to society and when that investment is not made or is made inadequately, the society suffers a loss. Similarly, Akoojee (2008) states that "minimum education is neither sufficient nor adequate to enable citizens to prepare for the rigours of a rapidly changing knowledge economy. The existence of a vibrant post-school education and training system for personal and national development is therefore not an option anymore. It is arguably indispensable to national developmental outcomes" (Akoojee 2008: 625). In this same light, the World Bank's Education Sector Strategy Update (ESSU) emphasises the growing importance of the knowledge economy and the need for a more skilled labour force to meet changing demands and maintain competitiveness (World Bank, 2005).

Ebong (1996) on the other hand, sees education as a systematic procedure for the transfer and transformation of culture through formal and informal training and for any country to attain sustainable development, "there is need for skilled man power and those skills required are basic ingredients for national development and can only be acquired through education" (Ebong 1996: 6). Similarly, Umoh (2005) argues that in all nations, Nigeria inclusive, education remains the instrument for effective national development. Development is championed through education, which is often assured to have significant influence. Education entails the enlightenment of people in their ways of pursuit in life. Development is associated with a positive change in the condition of the individual, groups, communities or even a country as a whole (Umoh cited in Boyi 2014: 67). It is in the light of the fact that education of whatever sort should produce positive change in the life of the citizens of a country that the integrating and synchronizing civil military education

in Nigeria becomes a necessity. Boyi (2014) states that education provides consciousness, awareness and enlightenment to individuals in order to properly pursue their aspirations and yearnings.

Along the line of thought that education needs to be streamlined for healthy productive capacities that will stimulate and sustain national development, Guatam (2019) argues that the main idea is not only the military that needs to balance training and education but also politicians, civil servants/technocrats and academicians. This will lead to building healthy civil-military relationship (CMR) that can further improve the formulation and execution of well-informed and thus superior strategies. It will also result in a better informed political leadership, military civilian bureaucracy and society at large on the larger issue of war and peace (Guatam, 2019: 7). The relationship between military education and battlefield success was interrogated by Toronto (2015). He states that experts have pointed to unit cohesion, numerical superiority, and technology, effective leadership, or ideology to explain battlefield success, but fewer scholars have acknowledged the role of military education (Schifferle, 2010; Matheny, 2011). According to Toronto (2015), military education is valuable because it provides an intellectual architecture for battlefield success. Also, it contributes to stable civil-military relations, a culture of reflection, and a capacity for critical analysis...Military education matters because it cultivates an inspiration to excellence (Toronto, 2015: 1).

Stressing the importance of collaboration in education policy management and institutions that provide technical skills training, Gurtekin and Baskan (2013) assert that "...attention should be paid to effective collaboration between the Ministry of National Education, faculties of education and schools at which practical training is given for the purpose of contributing to the education and social life, in order to improve the teacher training quality both in Turkey and North Cyprus" (Gurtekin and Baskan, 2013: 839). Expressing similar view, Akoojee (2008) argues that "in a globalized world, education and training for individual and national development is essential Technical Vocational Education and Training (TVET), as a post-school provision form, represents an indispensable means to develop, at the individual level, skills which have indisputable impacts on national development in a developing context TVET has important implications for poverty reduction in a developing context" (Akoojee, 2008: 625).

From the review of literature, there is established connection between education and national development in every country. All the textual work reviewed emphasizes the need for education policy to cater for both formal and informal education in the country in order to achieve meaningful development. However, none of the reviewed work explicitly points out the integration of military education to enhance national development although, it is implied in their arguments for integrating both formal and informal education in any country. This research therefore seeks to fill in that gap and stresses the fact that the National Policy on Education in Nigeria cannot continue to exclude skilled military education and expertise post-military career service and achieve national development in the country. The education provided through all professional military trainings in the country has to be integrated with the civil tertiary education so that whether

in or out of military service, all trained personnel should find relevance and employment in various sectors of the Nigerian economy for national development to be achieved.

Theoretical Framework

The major theoretical debates that underpin the discussions in civil-military education include: institutional theory, convergence theory, institutional/occupational hypothesis, Agency theory and Concordance theory. However, only the Convergence theory is deemed applicable in this context. The Convergence theory propounded in 1960 by Morris Janowitz in *The Professional Soldier* agreed with the Institutional theory as propounded by Samuel P Huntington in 1957 in his book on *The Soldier and the State* that separate military and civilian worlds existed but differed regarding the ideal solution for preventing danger to liberal democracy. According to Janowitz, the military is fundamentally conservative and would resist change and not adapt as rapidly as the more open and unstructured civilian society to changes in the world. He argues that despite the extremely slow pace of change, the military was in fact changing even without external pressure. The Convergence theory postulated either a civilianization of the military or a militarization of society but argues that the military would still retain certain essential differences from the civilian and that it would remain recognizably military in nature. Janowitz encouraged use of conscription to bring a variety of individuals into the military and more Reserve Officer Training Corps (ROTC) programmes at colleges and universities to ensure that the military academies did not have a monopoly on the type of officer, particularly the senior general officer and flag officer leadership positions in the military services. Huntington developed a theory to control the difference between the civilian and military worlds while Janowitz developed a theory to diminish the difference.

Although, the Convergence theory does not completely explain the subject matter of civil-military education, it definitely supports the fusion of ideas, training and experiences of the civil society and the military which would ultimately lead to national development. Therefore, it is the adopted theory for this work. Its relevance stems from the fact that a healthy convergence of military science and technology with civilian academics' science and technology would bring about positive national development.

METHODOLOGY

This paper adopted a qualitative research approach based primarily on social constructivism perspective. The study merits the choice of qualitative approach because very little research has been done in this area and it is more of an exploratory research (Creswell, 2003). The data were collected through primary and secondary sources. In the primary data collection, a participant sample of about twenty three (23) was interviewed. The number is justified based on purposive sampling which targets only participants that can provide credible data. The participants were selected based on the key positions and roles they play in their organizations and are thus considered very competent to discuss the issues of the research. The interviews were conducted in a way to triangulate the data with personnel of the Federal Ministry of Education, National Universities Commission, National Board for Technical Education, National Defence College,

Defence Headquarters and the three Services' Headquarters. The questions were drawn in line with the objectives of the paper and responses were evaluated accordingly. The secondary data were obtained from a variety of textual sources comprising a considerable number of relevant literature.

Discussion and Analysis on Education Policy and National Development

The question was asked if the extant education policy tools that drive national development in Nigeria provide equal education opportunities for all sectors in the country. Of the twenty three respondents, three (3) representing 13% were unsure if they do; seven (7) representing 30% answered that they do not; whilst thirteen (13) representing 57% of respondents categorically said they do provide equal education opportunities to all sectors. Amongst the representative views of those who think the extant education policy do not provide equal development opportunities to all sectors, Nule (WC2) said

The policy and the NUC Act as they are currently do not obviously provide equally for the military sector in particular in the sense that a lot of the training we do in the military, they have no equivalent certificates in the civil sector. So we have personnel both other ranks and officers go through so much training in the course of their career, and at the end of their service, there is no basis in the civil sector for them to compare with in terms of certificate (Nule, WC2).

Similarly, Kunu (TE2) alluded to the fact that at the time the education policy Acts were enacted, they did not spell out clearly the integration of other sectors and there were no security and social problems the nation is currently grappling with so there is the need to review the policy so as to capture all sectors for national development. The arguments given by Nule (WC2) and Kunu (TE2) corroborate the position of Ejikeme (2014) as well as Gurtekin and Baskan (2013) in the literature. Ejikeme (2014) posit that education policy being a tool that equips citizens must cater for both formal and informal education in a country for national development. On the other hand, Gurtekin and Baskan (2013) assert that there has to be effective collaboration between the Ministry of National Education and the institutions that provide education and practical trainings for proper development of social life in a country. In the same vein, Beke (NA3) responded that

No. It doesn't do that because there are certain of the professional military training or education institutions which we pass through and the qualifications are only recognized within the military. There are no equivalent with the normal tertiary education systems that is in the country. So there maybe need to look at this again so that equivalence can be created (Beke, NA3).

In responding to the question, Nkem (NN3) was very emphatic as he said

To this question sir, I do not think so because we have various sectors. We have the military sector, and I want to believe that particularly the military has been cheated in this category. For instance, in the Navy, we have our seamen that go through some professional courses but by the time they leave the Service, they find it very difficult to work in an environment where certificates are needed. But in the real sense if those certificates are integrated or if they are duly recognized by the NBTE and NUC Boards, and they are awarded certificates,

they will properly fit in. So in that area, I do not think that the policy on education including the NUC Act of 1974 and NBTE Act of 1977 as education policy tools that drive national development provide equal education opportunities for all sectors in the country (Nkem, NN3).

The position stated by Nkem (NN3) is well reinforced by Fafunwa (1974) and Ugwu (2015) in the literature review. Whilst Fafunwa (1974) emphasises that education leads to the development of skills that are germane to the growth of society which the naval seamen definitely acquires, the non-recognition of their certificates keeps them unemployed after retirement. This runs counter to the argument given by Ugwu (2015) that education brings about national development which connotes ability to earn a source of living, eliminate poverty and enhance socio-economic growth.

Soji (NA1) equally in his response is of the view that at the time that the NUC and NBTE Acts were enacted, they did not cater for some of the advances we have right now and the best way forward is to review the Acts to accommodate all sectors including the military. Still, Piam (QD3) agreed that the Armed Forces were not captured in the provisions of the Acts because there are issues of disparity of certificates issued by the military with that of civil tertiary institutions so I want to strongly say that it did not cater for every aspects of national development particularly the Armed Forces.

However, Doka (AF2) was of the opinion that the education policy tools as presently constituted provides equal development opportunities to all sectors of the country. Accordingly, Doka (AF2) said

Yes. I think they provide equal education opportunities for all sectors in the country. If we look at the NUC Act of 1974, Sections 1-16 including the Schedule containing the supplementary provisions, it is clearly written there that there is no any discrimination between one sector and the other. In fact, the Section 4 of the University Act stipulates that the primary function of the commission is to advise the President and Governors of States through the Minister of education on the criteria for establishment of new Universities and any other Degree Awarding institutions. And the NBTE Act of 1977 also stipulates particularly in Section 6, Subsection 4 of it, that there is no discrimination between one sector and the other (Doka, AF2).

Sharing similar opinion with Doka (AF2), the response of Nuka (NC1) supported the view that the policy tools on education provide equal development opportunities to all sectors in the country as he said:

That's a question that I easily put my answer to be yes. The National policy on education is supposed to provide direction. It may not contain everything that is required but each of those agencies ... do have their respective instruments ... that are very specific as to what their mandates and their responsibilities are. And for every intent and purpose, each of them is supposed to service a particular sector of education. While NUC oversees orderly development of Universities education, the National Board for Technical Education has its

mandate to coordinate the development of technical education in the country. So, certainly the national policy on education as it provides equal education opportunities and if there are gaps at all, those gaps may be provided for from the laws of those institutions and of the agencies that are supposed to meet them. But that's not to say if there is need to review the policy, some of those other specifics cannot be added (Nuka, NC1).

Along this line of thought, Doka (AF2) and Nuka (NC1) were not alone. Other respondents (Zobo (TE1), Zaki (TE3), Amir (NA2), Ogom (NN2), Jeta (AF1) and Ikpe (QD2)) also believed that the extant education policy tools provide equal development opportunities to all sectors of the country. Whilst it may be true that the national education policy tools provide direction to all sectors, the indisputable fact is that the education training certificates issued by the military are not recognized and accepted for employment or further studies outside the military. Therefore, the question was asked what can be done to integrate all professional military education with civil education for optimal utilization of resources.

Doka (AF2) explained that military training centres are established primarily to impart basic military training. The curriculum does not include much of academics that they should be issued with degree or equivalent certificates at the end of the trainings. For instance, in the United States of America Air Force Academy, the curriculum is broken into four: academics aspects of the training is 55% while the military training aspects is 30%; the character and leadership, as well as the physical fitness aspects, is 15% just like we have in the Nigerian Defence Academy. So the issue is the curriculum and accreditation of military training programmes to be at par with conventional civil tertiary institutions.

In response to the question of integration of all professional military training, Nuka (NC1) said

The dichotomy between universities and polytechnic certificates stems from the entry requirements and the focus of the curriculum designed for the institutions. So, to integrate all professional military education with the civil, there might be need to take another look at the minimum entry requirements into those military institutions. At an inter-ministerial committee involving all stakeholders to achieve equivalence between universities and polytechnics' degree certificates, the problem they had was in the curriculum because the curriculum being used to train people in the universities is slightly different from the curriculum being applied in polytechnics. The polytechnics' curriculum is more of hands-on training whilst universities' curriculum is more of academics. Another issue to consider besides minimum entry requirements and curriculum is the issue of the qualification of faculty members that teach in those military institutions. They have to meet the established standards as stipulated in the regulatory agency Acts. Equally, the research papers of those institutions have to be subjected to open assessment for the conferment of equivalent degree certificates and the research report published in relevant journals. Therefore, the military authorities would need to engage all stakeholders in a roundtable conference that will produce resolutions which will form the basis for discussion at the National Council

on Education. I think the Office of the Chief of Defence Staff is well positioned to coordinate the conference and the Ministry of Education will bring all the agencies together (Nuka, NC1).

Corroborating the views of Nuka (NC1) on what to do to integrate all professional military training courses with civil education, Osas (FE1) and Dogo (FE2) said the military training curriculum has to be streamlined with the civil and then undergo accreditation by the relevant agencies. However, before accreditation of those courses, the education corps of the military needs to present memorandum to the Joint Consultative Committee (JCC) Reference Meeting for deliberation by all stakeholders. The resolutions from the Reference Committee will then be forwarded to the JCC Plenary Committee. The outcome of the Plenary will then go to the National Council on Education for policy directives. It is when the policy directives have been issued that those institutions concerned would seek accreditation of their various courses.

The engagement of the education stakeholders by the military authorities as advocated by Nuka (NC1), Osas (FE1) and Dogo (FE2) aligns with the thesis by Gurtekin and Baskan (2013) in the literature review that effective collaboration between the Ministry of National Education and the education institution providers was required to achieve the benefits of education in a society. Equally, the views of Akoojee (2008) and Ejikeme (2014) in the literature supports the arguments of Doka (AF2) and Nuka (NC1) that education is arguably indispensable to national development and the level of development is a direct reflection of the level of education system in any country. If military education is not streamlined with civil education in Nigeria so that all retired personnel become automatically unemployed though well trained and specialists in their fields, the objectives of national education with regards to military personnel stands defeated in Nigeria. This validates the theoretical framework of Convergence theory adopted for the paper. There has to be a seamless fusion and integration of ideas from military trainings and experiences together with the civil society education to achieve meaningful national development in Nigeria.

Summary of Findings

The research work brought out a good number of findings that should trigger actions towards achieving parity between military professional training certificates and civil tertiary institutions in the country. First, there is a dichotomy between education and training in the military. The institutions that come under the education directorates in the military comply with all the regulatory agencies' guidelines for accreditation and thus award certificates that are recognised and accepted outside the military circles. On the other hand, all the professional military training courses come under the directorate of training and are not open to public scrutiny. The cloud of secrecy and restrictive nature of the training precludes it from complying with civil guidelines for accreditation which is the main reason why those certificates issued by the training institutions are not recognized or accepted outside the military.

Secondly, the research found that there has to be an acceptable level of academic content in the military training curriculum for the training to be accepted as equivalent to similar levels of education in the civil institutions. Also, the research found that all professional military training

courses' certificates can be recognized in the civil sector if the military authorities will initiate the procedures of getting their training curriculum adjusted and discussed at the National Council on Education. Another finding from the research was that all the professional military courses' certificates would be accepted in the civil sector if the minimum entry requirements and academic qualifications of the instructors conformed to the regulatory guidelines stipulated in the statute Acts of the agencies. Lastly, the research found that for the certificates of professional military courses to be accepted as equivalents of similar levels of education in the civil tertiary institutions, the research reports have to be subjected to open assessment and published in relevant journals as obtains in the civil institutions.

Conclusion

The national education policy tools that drive national development in Nigeria including the NUC Act 1974 and NBTE Act 1977 does not recognize professional military trainings. The effect of this is that all retired military personnel become unemployable on retirement as their certificates are not acceptable in the civil sector despite the numerous trainings both within and overseas that they had acquired. Excluding the military from any meaningful national development activities is a colossal waste of very well trained and highly skilled individuals in the country. This paper attempted to investigate how to achieve equivalence between all professional military training certificates and the civil tertiary institutions' certificates. The analysed primary data collected yielded some findings which include that all military professional training certificates can be recognized if the military authorities will initiate the procedures of getting accreditation of all their courses. The literature reviewed aligned with the stance that education equips citizens with skills germane to socio-economic growth and development. The education acquired by military personnel is vital for national development if effectively integrated. The current education policy that does not recognize professional military education certificates is antithetical to national development. This position is aptly stated in the literature and validated by the Convergence theoretical framework for meaningful national development in Nigeria.

Recommendation

The paper recommends that the Office of the Chief of Defence Staff should take responsibility to engage all the relevant stakeholders to discuss and achieve accreditation of all professional military courses.

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