AIPGG Journal of Humanities and Peace Studies Vol. 4. NO 1.2023
ISSN: 2756-5831 (ONLINE)

A History of formal education In Ikorodu and its environ up to 1999

Boge, Faruq Idowu
Department of History and International Studies
Lagos State University,
Lagos Nigeria

Abstract:

The fact that education is an instrument for societal development remains incontrovertible. Societies that got early access to formal education are the leads in socio-economic advancement. There were traditional systems of education prior to the advent of colonial rule, but the introduction of western education by the missionary and complemented by the colonial government engendered changes in many African communities. This provision laid the foundation for further development of western education in post-colonial African communities. In the light of the foregoing assertions, this paper examines the historical development of western education in Ikorodu and environ up to 1999. It traces the origin and development of western education in the region. In addition, the contribution of western education to the social development within the area is examined. The study adopts a qualitative research method and uses historical approach to data collation and interpretation. It concludes that western education contributed significantly to the foundation of socio-economic development within Ikorodu and its environment.

Keywords*:* Western Education, Social Development, Ikorodu Division, Lagos

Introduction

The Ikorodu District was administered as part of the Colony and Districts of Lagos between 1894 and 1954.[1] During this period, the district was administered through the British indirect rule system. Therefore, a native authority, a native court, and a native treasury were established for the supervision of political and socio-economic activities including education within the District. The District formed the nucleus of what became Ikorodu Division (in 1968)[2] and later Ikorodu Local Government Area(in 1976).[3]Being annexed with Lagos has been of symbiotic benefits, during and after colonial rule. While the proximity and socio-economic linkages with Lagos have spurred series of developments in Ikorodu, the District's expansive land has been useful

[1] F. I. Boge, "An Administrative History of Ikorodu, 1894 – 1960", *Lagos Historical Review*, Vol. 14, 2014, pp. 135-150.
[2]Bolaji Uthman, " How Lagos Got 20 Council's", in *Lagos State Bureaucrats, Journal of Lagos State Public Service*, Vol. 4, no.1, January-June (1997), 60.
[3]Lagos State Government, *Ikorodu: Lagos State*, (Lagos: Lagos State Ministry of Information and Culture, n.d), 13.

for agricultural and industrial development in Lagos State.[4]In addition, Ikorodu contributed to the educational development of Lagos State in different ways. For instance, the first commissioner of education in Lagos State, Chief Adeniran Ogunsanya, was of Ikorodu origin. Furthermore, indigenes of Ikorodu District have made headways in various educational and academic fields. The first Professor of Christian Theology in Nigeria (Prof. Bolaji Idowu) was an indigene of the District, the first Vice Chancellor of the Federal University of Agriculture, Abeokuta (Prof. Nimbe Adedipe) is an indigene of the District,[5] the famous Professor Tunde Awobajo of the Mechanical Engineering Department of University of Lagos also hailed from Ikorodu District, the youngest commissioner (Economic and Planning)[6] in Lagos State thus far, at age 29 (Chief Rasheed Gbadamosi) also hailed from Ikorodu District, and there are many others.

The root of these achievements could however be traced to their earlier exposure to western education. During the first decade of the twentieth century, there was the establishment of formal primary schools in Ikorodu and environ by the missionary groups and this assisted in laying the foundation of educational development within the enclave that later became Ikorodu Local Government Area. On the premises of the foregoing, this paper examines the development of western education in the Ikorodu and environ. It historicises the contributions of individuals and institutions to the development of western education within the study area. The paper is divided into five sections. This introduction presents a general background to the study by itemising the salient subjects of the discussion in brevity. The second section engages in conceptual discourses. The third section traces the development of western education within the District during the colonial period, while the fourth section spotlights the growth and development of formal education within area up to 1999.The fifth section summarises the basic arguments and discussion in the paper.

Conceptual Discourses: Western Education and Social Development

Education is a popular term and has attracted definitions. It could be seen has a systematic process of receiving or giving instruction, especially at a school, college, or university. When considered as a field of study, Education is referred to as an academic discipline that is concerned with the methodology of teaching and learning within a teaching environment. From socio-cultural perspective, Education means the transmission of values and accumulated knowledge of a society from generation to generation. This perception sees education as a tangible instrument of socialisation and acculturation. Encyclopaedia Britannica sees education as a social institution through which a society's children or

[4] F. I. Boge, "Dynamics of Economic Development in Ikorodu Division of Lagos State, 1960-1999" *Ilorin Journal of History and International Studies*, Vol. 9 No. 2, 2019, pp. 106-128.
[5]N. Adedipe, *His Light in My Life: Sunny All The Way*, (Lagos: The CIBN Press Limited, 2010) p. 441
[6] F. I. Boge, "Chief R.A. Gbadamosi in the History of Lagos, Nigeria (1943-2016)", *In-Print*.

young generation are taught basic academic knowledge, skills, and cultural norms.[7]Prior to the colonial epoch, African societies had developed different methods and processes of transmitting knowledge, skills, and societal norms from generation to generation. This is mostly without establishing physical institutional frameworks that predominate the modern world. This form of knowledge transmission and socialisation is often regarded as traditional education. Since the colonial era, however, African societies have been exposed to a knowledge production and acquisition process that is not only foreign, but that is entrenched through physical institutional frameworks and with structured curriculum and pedagogy. This system of education is often regarded as the western education; "western" to represent the geographical space of the Europeans who introduced the system to Africa.

Social development could be interpreted as a process which engenders transformation of the social institutions to enhance the general capability of the society. It entails a drastic or gradual improvement in the manner a society readjusts itself to changing natural and artificial phenomena. This improvement is achieved through progressive attitudes and behaviour by the population, adaptation of advanced technology, accommodation to variant socio-cultural groups etc. In addition, social development craves for social justice and inclusiveness. Indicators of social development provide comparative information about income, poverty, education, health, crime, and civic participation in a particular society. To sum it up, Jacobs and Cleveland see Social Development as the process of organising human energies and activities to achieve greater results.[8] To this end, they view development as an increase in the utilisation of human potentials towards the realisation of certain results like higher income, longer life expectancy, lower infant mortality, qualitative education, social freedoms, and socio-economic equality and so on. Education has been identified as one of the major instruments for social development because it assists the society in training the populace to easily adapt to unfolding knowledge and technological breakthrough.

The Development of Western Education under Colonia Rule

One of the areas by which the social policies and activities of the colonial government reflected was education. The efforts towards the provision of education to the people of the colony were initiated and pioneered by the missionary bodies. Just like the beginning of colonial administration in Nigeria, the foundation of the establishment of formal educational institutions started

[7] Heinz-Jurgen Ipfling, Henri-Irnee Marron, and Robert F. Arnove, "Education" *Encyclopedia Britannica* https://www.britannica.com/topic/education/The-primary-school.
[8]G. Jacobs and H. Cleveland, "Social Development Theory" www.icpd.org/index.htm Retrieved 25 August 2016.

from Lagos in the mid-nineteenth century.[9] By the 1870s however, the colonial administration began to show some concerns with respect to the provision of western education in Nigeria. This interest began with the provision of certain interventionist mechanisms such as the provision of funds to augment the activities of the missionary groups in education. Secondly, the government began to introduce some regulations which were meant to coordinate and ensure qualitative educational practices.[10] As time went on, the government began to establish government schools, scholarships were also given to students. It is important to emphasise at this juncture that the education provided at this stage was geared towards the production of catechists and civil servants who would assist in missionary activities and colonial administration respectively.

The provision of formal education within Ikorodu and environ could also be traced to the pioneering efforts of the missionary groups. This process began after the first decade of twentieth century when the missionary societies established the Wesleyan Mission School (now Methodist Primary School) and Bethel School (now African Bethel School) at Ikorodu in 1914 and 1916 respectively.[11]In another vein, The Methodist Primary School, Igbogbo had earlier been founded at Ita-Ejina (Igbogbo market) in 1912 by the Methodist Mission.[12] Pa Thompson who was the Church's agent in Igbogbo acted as the first head teacher and also headed the School's education committee. Other members of the committee were Mr. Busari Sokefun, Mr. James Ogunlaja, Mr. Oshodi Moses, and Mr. Amos Ogunyemi. Methodist Primary School, Igbogbo started with only twelve pupils and was later moved from Ita-Ejina to the present site at no. 61 Oba Omolaja Ogunlewe Street, Igbogbo in 1950. Also, the Ahamadiyah School and C.M.S. School were also established in Ijede.[13] Precisely, the Ahamadiyah Primary School (now Anwarul-Islam Primary School, Ijede) was formally opened on Monday, May 10, 1948, by the Ahamadiyah Mission, Ijede.[14] The school which was initially situated at a spacious plots of land right in the heart of Ijede town admitted pupils from Ijede and surrounding villages such as Abule Eko, Oko-Ope, Madan, Igbopa, Egbin and others. Its admission was opened to boys and girls. The first head teacher of the school was Mr. S. A. Dosumu. In 1945, the school acquired its permanent site at Oke-Oyinbo ward of Ijede town. By 1955, the school presented the first set of primary six pupils for the First School Leaving Certificate Examination.[15] Also in Ijede, the Anglican Primary School was founded in February 1928 by the Anglican Mission of

[9]M. V. Ajuzie, *A Concise History of Education in Nigeria: Issues and New Challenges*, (Akoka, Lagos: DMMM Publications, 2017) pp. 56-58
[10]A. O. K. Noah, "The Growth and Development of Education in Lagos State" in A. O. K. Noah (ed.) *Fundamentals of General Studies*, (Ibadan: Rex Charles, 1995) p. 184.
[11]NAI, CSO. 26/51045, Report for 1918, 1919, and 1920 on the Colony Districts, p. 20
[12]Local Government Education Authority (LGEA), Ikorodu, SGF.39, Methodist Primary School, Igbogbo, p. 507
[13]NAI, CSO. 26/09512/vol. vii, Annual Report 1930, p.244
[14]LGEA Ikorodu, SGF.13, Anwarul Islam Primary School, Ijede, p. 431
[15]LGEA Ikorodu, SGF.13, Anwarul Islam Primary School, Ijede, p. 431

Nigeria during the tenure of Reverend Babalola.[16] The school started its classes at the Anglican Church premises at Obada Ward, Egbin Road, Ijede. It started with only one stream of primary 1 and Mr. M. A. Maya (who later became the pioneering head teacher) was the only teacher.

There was also the establishment of the St. John's Anglican Primary School, Imota by the Saint John Anglican Church. The school was founded on 25 May 1934 and officially began academic activities on 31 July 1934.[17] However, before the official opening and commencement of academic activities in 1934, the school operated as a mushroom from 1927 when some children were gathered together in Pa Thomas Amusa's house and were taught by Mr. Ipin Ipaye who was sent from the Remo Anglican Church Authority.[18] The school was moved to its permanent site at no. 31 Ayayo Road, Imota in 1946. The Muslim School, Isele, Ikorodu was opened in 1947, while the Salvation Army School, Ikorodu was opened in 1936.

Other missionary schools such as Methodist School Agura, Methodist School Oke-Eletu, and C.M.S. School Ibeshe were later established within Ikorodu and environ during the colonial period. The Methodist Primary School, Oke-Eletu was founded in 1926 by the Methodist Mission.[19] The premise of the Methodist Church in Oke-Eletu was used as the initial site of the school. In fact, the hall of the church was used as the classroom. It started with only two classes and the only teacher appointed for the school by the mission was responsible for the two classes. Upon completion of their first two years at Oke-Eletu, pupils were moved to the Methodist School at Ikorodu to complete their education up to Standard Six. Later, the school was moved to a new site where more classrooms were constructed. The school was taken over by the government in 1955 and the first set of its primary six pupils passed out in 1961. Out of the seventeen pupils presented by the school for the First School Leaving Examination, fifteen pupils were successful.[20]The Methodist Primary School, Ibeshe was founded in 1922 by late Reverend M. O. Dada.[21] It was founded as a missionary school by the Methodist Mission in Ibeshe. The school started with ten pupils and one teacher. More classrooms were constructed as the population of the pupils rose. The population had risen to 300 before the close of colonial administration.[22] Mr. J. A. Adebiyi became the first head teacher of the school.

As the number of these schools gradually increased, there was even an increasing demand by the people for formal education. By the end of the 1930s, the establishment and coordination of educational activities were placed within the purview of the Native Authorities with supervision coming from the District

[16]LGEA Ikorodu, SGF.07, Anglican Primary School, Ijede IV, p. 426
[17]LGEA Ikorodu, SGF.48, Saint John Anglican Primary School, Imota, p. 407
[18]LGEA Ikorodu, SGF.48, Saint John Anglican Primary School, Imota, p. 407
[19]LGEA Ikorodu, SGF.38, Methodist Primary School, Ibeshe, p. 438
[20]LGEA Ikorodu, SGF.38, Methodist Primary School, Ibeshe, p. 438
[21]LGEA Ikorodu, SGF.38, Methodist Primary School, Ibeshe, p. 438
[22]NAI, IKE DIV 5, LD 864, *Handing Over Notes, Ikorodu Area, 1949*

Education Officer. While the Native Authorities monitored the activities of the mission schools, a few Native Authority schools were also established in various parts of the region. By 1949, there were two Native Authority Schools in Isiu and Oreta with 39 and 32 pupils respectively.[23] The two schools had two teachers each and there was another teacher who was undergoing a Teacher Training Programme at the Elementary Training Centre in Ibadan as of 1949. Also, a Native Authority School at Baiyeku which was established in 1950. Another government effort towards the development of western education in Ikorodu and environ included the creation of the Library Committee which apart from maintaining the Reading Room was responsible for arranging debates and seeing that the debates were properly conducted. There was also the establishment of a Domestic Science Class for women in 1951. It was responsible for teaching home economics subjects to participants. Participants met every Monday and Friday for evening classes. The Secretary for the programme was Miss Olomo. A Reading Room was also erected at the Ikorodu town which served the purpose of modern library.

A provision for the establishment of an Adult Education was made by the Native Authority in 1949.[24] Mr. Ewuoso who was the Headmaster at Methodist School Ikorodu, was the major personnel behind the programme at the Ikorodu area. Mr. Ewuoso reported to one Mr. Ipaye who supervised the programme by visiting the region at least once in a month. Two separate classes were conducted at Muslim School, Isele Ward, and the African Bethel School, Ijomu Ward, both in Ikorodu town. However, all these schools focused mainly on primary school education. The implication of this was that Ikorodu pupils who wanted to further their studies had to journey outside the environment. Lagos, Ijebu towns, Ibadan and other areas that had secondary schools were where these pupils had to seek solace. Only a few number of families could afford sponsoring their children to long distanced secondary schools. In fact, Professor Kunle Wahab asserted that many children had to settle for using their primary school certificates to find jobs as primary school teachers or clerical officers in private establishments in Lagos.[25]

This situation prompted Ikorodu indigenes to request for the establishment of a secondary school within the region. Ikorodu students and people schooling and working in Lagos played significant role in this request. This request was acceded to by the colonial authority in 1949.[26] This led to the establishment of Oriwu College – the first secondary school in Ikorodu and environ. The school was established as a private school and was permitted to run Forms I to IV only. This restriction was due to paucity of qualified teachers and necessary

[23]NAI, IKE DIV 5, LD 864, *Handing Over Notes, Ikorodu Area, 1949*
[24]K. A. Wahab, *Foundations of His Grace: An Autobiography*, (Ibadan: University Press PLC, 2012) pp. 4-10
[25]K. A. Wahab, *Foundations of His Grace: An Autobiography*, (Ibadan: University Press PLC, 2012) pp. 4-10
[26]NAI, Comcol. 2182/C.27, Management Committee of the Oriwu College Ikorodu: Application for Registration under Cap. 107 of the Land (Perpetual Secession Ordinance).

educational facilities such as classrooms. It started operations in private houses before moving to a large residential building along the newly completed Ikorodu-Lagos Road in 1954.[27] The new location was big enough and provided the opportunity for an expansion in the number of admissions. The implication of limiting the classes to Form IV remained because graduates of the school at this period were only awarded GIV Certificates and were advised to seek for further studies elsewhere. Here again, many of the students terminated their education pursuit and got engaged in menial employments while others moved to Lagos and Ijebu areas to complete their secondary school education.

Oriwu College was unable to extend its classes to Form V due to its inability to fulfil accreditation requirements. These deficiencies included poor education infrastructural facilities, inadequate number of qualified personnel, and subsequent lack of commitment and coordination from the founders.[28] In 1959 however, the authority of the Western Region gave a full-fledged approval for Oriwu College after appreciable level of compliance. By this time, the school had moved to a more befitting permanent site along Igbogbo Road. Efforts were also geared at recruiting qualified teachers for the school. In 1956 for example, an indigene of Ikorodu, Mr. E. A. Banwo (who had a BA Degree from Fourah Bay College, Sierra Leone), was appointed as the principal of the school. By and large, Oriwu College played significant role in the production of secondary school certificate holders within the region.

Apart from Oriwu College, another step towards the development of post-primary school education in Ikorodu and environ was taken by the colonial authority in 1953. In that year, the colonial authority established an Elementary Teacher Training College in Ikorodu for the Colony and Districts of Lagos.[29] This marked the first government effort at directly engaging in the provision of post-primary education within Ikorodu and environ. Candidates from Ikorodu Division and other parts of the colony of Lagos began to attend the College against the initial situation of going to Ibadan for the pursuit of the elementary teacher training education. The main purpose for the establishment of the Teacher Training College was to produce the needed teachers to teach in various schools that sprang up within the colony. The Teacher Training College was financed from the coffers of all the native authorities within the colony of Lagos and that of the Colonial Welfare and Development Funds. This provision was enhanced by the renewed determination of the colonial authority to support educational development within the colony, particularly as the preparation towards independence was in the offing.

The Teachers Training College at Igbogbo, Ikorodu was designed to produce Grade III Teachers. It offered a two-year residential course in Teachers' Training. Admission into the school was made by means of entrance

[27]K. A. Wahab, *Foundations of His Grace: An Autobiography*, (Ibadan: University Press PLC, 2012) pp. 4-10
[28]NAI, CSO. 26/09512/S.2, Annual Report of the Colony for the Year 1953, pp. 31-32
[29]NAI, CSO. 26/09512/S.2, Annual Report of the Colony for the Year 1953, p. 32

examination taken by candidates who had successfully completed a Secondary Modern Leaving Certificate Examination. A Teacher Training Certificate Examination (Grade III) was taken at the end of the course. The subjects taken during the examination included Practical Teaching, Needlework, Gardening, English, History, Geography, Nature Study and Hygiene, Arithmetic, and School Organisation. In addition, the Local Authority Secondary Modern School and the Anglican/Methodist Secondary Modern School were established within the Ikorodu District in 1954 and 1955 respectively.[30] Admissions into the two schools were made through entrance examinations and pupils were selected for a four-year (commercial) or three-year course at the end of which the Secondary Modern School Leaving Certificate Examination was taken.

The activities of the Ikorodu Students Union, which had branches as far as Zaria, needs to be acknowledged with respect to the development of education within Ikorodu and environ during the colonial period.[31] Apart from the scholarship scheme which the Union gave to indigenous and indigent students across the various levels of education, it initiated a programme of producing a magazine that served as springboard for projecting the socio-economic potentials of Ikorodu and environ. The Ikorodu Literary Society was another group of indigenous people who were committed to educational development.[32] It had its Secretariat at Pedro Street in Lagos. In essence, the private institutions, the government, and the indigenous people made efforts to build the foundation of educational development within Ikorodu and environ throughout the colonial period.

The Development of Formal and Vocational Education Up to 1999

There are extant literatures showing the nexus between education and socio-economic development. For example, Noah ascertained that one of the major instruments for socio-political re-orientation and economic development is education, be it formal or informal.[33] The history of western education in Nigeria can be traced to Lagos State. A close examination of the history of Lagos State would however reveal the significant contributions of education to its growth and development. Ikorodu and environ benefited from the growth and development of educational institutions in Lagos State. Prior to the establishment of formal educational institutions in the region, most Ikorodu indigenes attended makeshift private schools before their admission into high schools.[34] However, the pioneers of Western education within what became

[30]Western Region Government, *Annual Abstract of Education Statistics, 1962 and 1963 Combined* (Ibadan: Ministry of Economic Planning and Community Development, 1962) p. 67
[31]NAI, Comcol. I, 248/S. 137, The Ikorodu Student Union
[32]NAI, Comcol. I, 248/7, The Ikorodu Literary Society
[33]A. O. K. Noah, "The Growth and Development of Education in Lagos State" in A. O. K. Noak, ed., *Fundamentals of General Studies* (Ibadan: Rex Charles Publication, 1995) pp. 175-189
[34]T. O. Bawa-Allah, ed., *inhisreign: A Compendium of Ikorodu Development*, (Ikorodu, Lagos: Bab Sheriff Prints, 2010) p. 126

Ikorodu Division were the missionaries. The colonial government later intervened in the provision of education through grants and the introduction of different policies and programmes. There were no secondary schools within the entire region between 1914 when the first formal school was established and 1949. In 1949, as stated earlier, the Oriwu College Ikorodu was established as the premier secondary school in the region.[35] The Lagos State Teacher Training College was also established at the Igbogbo area in 1954.[36]

The Western Region government which had jurisdiction over Ikorodu district introduced the free Universal Primary Education (UPE) in 1955.[37] The regional government saw the UPE as a vital instrument for social and economic development. Ikorodu and environ benefited from this programme as it resulted in a gradual increase in the number of schools and enrolments. By 1969, Ikorodu and environ was having two Secondary Modern Schools which had 245 students all together. There was also a Secondary Grammar School which had 437 students. In addition, the total number of primary school pupils was 1,579.[38]The Lagos State government inherited two different systems of education, particularly as Ikorodu district was concerned. This was because the Western Region government adopted a system of education that was different from what was obtainable in the Colony of Lagos, the Federal Capital Territory. The differences were in terms of the duration of programme, content of the syllabuses, and the school administration systems.

The Brigadier Mobolaji Johnson's administration (1967-1975), acting on the Ogunnaike Panel of Enquiry's report, worked out a uniform primary school education system for the State. The new system became effective on 1January 1970, throughout the State.[39] It adopted a six-year primary school education system, and a new syllabus was introduced under the supervision of the Ministry of Education. Furthermore, the State Government took over some Local Authority schools, including those established in Ikorodu and environ during the colonial era, in 1972. This was according to the recommendation of the Ogunnaike Panel.[40] The recommendation was influenced by the worsening financial positions of the local authorities.

In addition to the above aim at creating a uniform standard for all primary schools in Lagos State, the Mobolaji Johnson's administration founded five

[35]F. I. Boge, "An Aspects of Administrative History of Ikorodu, 1894-1960" M. Phil Seminar Paper, Department of History and International Studies, University of Ilorin, November 2015, p. 16
[36]NAI, CSO. 26/09512/S.2, Annual Report of the Colony for the Year 1953, p. 32
[37]M. A. Ajuzie, *A Concise History of Education in Nigeria: Issues and Challenges* (Lagos: DMMM Publications, 2017) pp. 112-114
[38]Lagos State Government, *Lagos State Government 4-Year Development Plan* (Lagos: Lagos State Ministry of Information and Culture, n.d.) pp. 3-4
[39]Lagos State Government, *Lagos State Achievements, 1967-1974* (Lagos: Lagos State Ministry of Information and Culture, n.d) p. 37
[40]Lagos State Government, *Lagos State Achievements, 1967-1974* (Lagos: Lagos State Ministry of Information and Culture, n.d) pp. 32-29

Government Model Primary Schools in each of the five divisional headquarters of the State in 1974.[10] Ikorodu town, being one of the headquarters benefited from this establishment. Furthermore, the Government approved the expansion of Oriwu College from two streams to four streams. Apart from the foregoing, the Lagos State Government College Ikorodu was established and started operations in September 1974 with four streams of Form One Students.[41]The Government College was established as a Co-Educational Secondary School with 200 take-off students. The students were admitted based on their performance at the Lagos State Common Entrance Examination conducted in 1974.[42] The initial site of the school was along the Agbowa Road, Ikorodu (now Obafemi Awolowo Road, Ikorodu). It was later moved to its permanent site in Owutu (along the Ikorodu-Lagos Road). Because the college was established during the inaugural year of the National Youth Service Corps (NYSC), it benefited from the scheme. Some of the first sets of teachers were drafted from the Corps members posted to Lagos State. Many Ikorodu and environ indigenes later graduated from the college and became successful in life.[43]

The three consecutive regimes of Commodore Adekunle Lawal (1975-1977), Commodore Ndubuisi Kanu (1977-1978), and Captain Ebitu Ukiwe (1978-1979) sustained some of the educational policies and programmes of the Brigadier Mobolaji Johnson's regime. These regimes were short-lived and could not introduce pronounced educational policies and programmes. The administration of Alhaji Lateef Jakande (1979-1983) introduced several policies and programmes that assisted to stimulate educational development in Lagos State.[44] Ikorodu and environ benefitted from some of these programmes. For instance, to actualise its Free Education Programme, the Jakande Administration embarked on the construction of many functional classrooms across the State. A number of these classrooms were constructed in various schools within the region. In addition, the administration commissioned new secondary and primary schools in Ikorodu and environ on23 June 1980.[45] By 1981, the number of public schools within the region had increased. The number of primary schools increased to twenty-eight while there were eight secondary schools. The total school enrolment in the public schools (primary and secondary) amounted to 16,945.[46]

In addition to the above programmes, the Jakande administration established the Lagos State Government Teachers' College at Igbogbo, Ikorodu Division in 1981. The college was created to enhance the production of adequate number of teachers to support the government policies on free education. In another vein, one of the cardinal points of theJakande administration's education policy

[41]Lagos State Government, *Lagos State Government 4-Year Development Plan,* p. 48.
[42]Lagos State Government, *Lagos State Achievements, 1967-1974,* p. 45.
[43]Interview with Mr. A. T. Oduloye, (Executive Secretary, Local Government Education Authority) Ikorodu, Lagos, 15 January 2019.
[44]Interview with Mr. A. T. Oduloye.
[45]Lagos State Government, *Two Years of Civilian Administration in Lagos State*
[46]Lagos State Government, *3 Years of Fulfilment* (Lagos State Government, 3rd Anniversary Souvenir Programme) p. 30

was the decision to take-over private schools. The government believed that most of the existing private schools were sub-standard, particularly in terms of facilities and personnel. Some of the private schools in Ikorodu and environ were affected including the first indigenous private secondary school in the Division, the Ikorodu High School. The administration also proposed to establish two model colleges within the Division, one in Igbogbo and the other in Igbokuta.[47] This proposal was abrogated due to the military intervention of December 1983.

The Commodore Gbolahan Mudashiru regime (1984-1986) also implemented some programmes towards educational development in Lagos State. In the first place, the regime replaced the numerous functional classrooms which were seen as substandard and only for the palliatives with structurally sound classroom blocks. Some of the newly built classrooms were also constructed in public secondary and primary schools within Ikorodu Division. Unlike the Jakande Administration, the Mudashiru regime believed that the provision of education cannot be handled by the government alone. It therefore introduced the Lagos State Education Endowment Fund in 1984. A chapter of the Endowment Fund was established for Ikorodu Division where the money realised were spent on the provision of furniture and other school materials for schools in the Division. The Chief Launcher of the Ikorodu Chapter was Alhaji Lamidi Ogbara (an indigenous philanthropist and business tycoon) who donated the sum of N50, 000.[48]

Specifically, it was under this regime that the Lagos State Technical College, Ikorodu, was constructed in 1985.[49] This was initiated to provide the needed craftsmen and artisans for the industries in Ikorodu, Lagos State, and Nigeria. It offered series of courses in auto-mechanics, electrical installation, block-laying, furniture fabrication, electronics, arts and designs, pipe-fitting, and plumbing, among others. The intakes of the Technical College were primary school leavers, junior secondary school leavers, school drop-outs, secondary school graduates, and non-certificated practitioners.[50] However, the Federal Government policy of repatriation of illegal aliens popularly called "Ghana Must Go" affected the education sector within Ikorodu and environ. Prior to this pronouncement, the aliens, particularly the Ghanaians and Indians, were much more involved in the provision of education at Ikorodu both at private and public-school levels. A number of these illegal aliens were teaching in some of the schools within the division. Also, pioneering private schools such as St. Margret Private School and All Saints Private School were owned by Ghanaians. Consequently, upon the introduction of the "Ghana Must Go" policy, about ninety-eight alien teachers

[47]Lagos State Government, *Two Years of Civilian Administration in Lagos State, 1979-1981* (Lagos: Lagos State Ministry of Information and Culture, n.d) p. 64
[48]Lagos State Bureaucrats, "Major Events in Lagos State, 1967-97" *Journal of the Lagos State Public Service*, Vol. 4 No 1, January-June 1997, p. 26.
[49]https://web.facebook.com/groups/ikoroduambassadors/search/?query=AlhajiLamOgbara
[50]Lagos State Government, *Lagos State Progress Report, 1984-85: Education* (Lagos: Lagos State Ministry of Information and Culture, n.d.) p. 14.

were retrenched by the Ikorodu School Management in July 1985, contributing to the shortages of teachers within the region.[51]

In line with the National Policy on Education (NPE),[52] two Vocational Centres were built in Ikorodu and environ. One was located along Oriwu Road in Ikorodu town while the other was situated at Ipakodo.[53] The Oriwu Road Centre was opened as a Women Vocational Training Centre in 1985. It was specifically established to generate self-employment among women who were trained in vocations such as fashion design, catering, and hair dressing. The Ipakodo Centre was established in the 1990s to offer apprenticeship training to people in various vocations including hairdressing, computer training, fashion design, catering, secretariat studies, soap making, baking, etc. The products of these centres were encouraged by the government to write the National Technical Certificate (NTC) and the National Business Certificate (NBC) Examinations. In addition to the foregoing, a privately-owned Technical College was established at Majidun, Ikorodu in 1985. The institution offered various courses ranging from building technology (e.g., block laying, concreting, carpentry, furniture craft practice, painting etc), electrical/electronic (e.g., electrical engineering practice, electrical installation works, radio, television, and electronic services etc), to mechanical engineering (e.g., automobile engineering, fabrication engineering, refrigeration, and air conditioning etc).[54]

Apart from certification, graduates of the technical and vocational centres were able to set up small scale businesses and industries such as hairdressing saloon, tailoring shops, small-chops businesses, furniture fabrication and upholstery, iron bending, vehicle repairs, arts, and design among others.[55] They became self-employed, employers of labours, and offered trainings to apprentices within Ikorodu and environ. Apart from serving as avenues for employment opportunities, the centres also contributed to the internally generated revenue of the Local Council as permits and levies were collected. Another stride in the social sector was the establishment of the Majidun Rehabilitation Centre. The centre was created to rehabilitate beggars and destitute who roamed about the streets of Lagos. Inmates of the centre were given trainings that improved their conditions. The centre however encountered several challenges such as lack of political will and continuity on the part of the government and refusal by inmates to stay in the centre which hindered its operational capacities.

Many private and semi-formal training and apprenticeship centres also sprang up within the region during the period under review. These outlets included Saladeeen Engineers, MAAB Aluminium, and Steelium Products among others. The outlets contributed immensely to the socio-economic transformation of the

[51]Lagos State Government, *Lagos State Progress Report, 1984-85: Education,* p. 6.
[52]M. V. Ajuzie, *A Concise History of Education in Nigeria,* pp. 163-170
[53]Oriwu Sun Newspaper, Ikorodu, Lagos, August 1985, p. 15.
[54]Lagos State Government, *2 Years of Dynamic Change* (Lagos: Ministry of Information and Culture, n.d.) p. 26
[55]Oriwu Sun Newspaper, Ikorodu, Lagos, September 1985, p. 17.

Ikorodu and environ. The Ikorodu Local Council launched the Ikorodu Division Education Aid (IDEA) in May 1993.[56] This was an endowment fund that was used for the provision of infrastructural facilities, stationeries and textbooks, laboratory equipment, bursary awards for tertiary institution students, refurbishment of school buildings and furniture, amongst others. Notable indigenes, residents, and corporate bodies contributed to the purse of IDEA.

Developing from the Reading Rooms which were provided during the colonial period, library services also emanated within the region during the post-colonial period. To this extent, the Ikorodu Divisional Library which was completed during the regime of Gbolahan Mudashiru in 1985 was established by the Lagos State Government.[57] It was in a conducive environment along the Beach Road towards the Ipakodo town. Aside from the Divisional Library however, the Ikorodu Local Council also created libraries in Igbogbo, Imota, and Ijede areas of the Division. In addition, was the Ikorodu Town Hall Library privately managed by the managers of the Ikorodu Town Hall. Individuals, Clubs, and Community Based Organisations (CBOs) within the division complemented government efforts by providing finance and other resources which helped to maintain these libraries thereby making them relevant and functional. The Irepodun Lions Club, for example, donated books to the Igbogbo and the Imota libraries in 1987.[58] The Rotary Club Ikorodu in a similar view donated textbooks on Agriculture, Literature-in-English, English Language, Government and Mathematics to the Ikorodu Library in 1987.[59] These facilities provided library services for the educational and reading needs of the residents. Many students used these libraries for preparation for external examinations such as the West African Examination Council (WAEC) and Joint Admission Matriculation Board (JAMB) examinations.

One of the main focuses of the Aikhgbe Administration (1986-1988) with respect to education was the establishment of model colleges in the rural areas to serve as catalyst for rural socio-economic development. This influenced the construction of the Lagos State Model College, Igbokuta which was initially conceived by the Jakande administration. The building of the college was completed by the Raji Rasaki administration (1988-1991). The government reserved ten percent of the college's admission for the natives of the locality.[60]The creation of the college did notonly provided opportunities for secondary school education to the people but boosted the economic viability of the axis and its people. For instance, residents of the area served as food vendors and stationeries sellers in the school. Also, farmers and agriculturalists within the zone also enrolled their children with the college.[61] The first tertiary institution to be established within Ikorodu and environ was a campus of the

[56]Oriwu Sun Newspaper, Ikorodu, April 1994, pp. 12-13.
[57]Oriwu Sun Newspaper, Ikorodu, April 1993, pp. 11 & 32.
[58]Lagos State Government, *Lagos State Progress Report, 1984-85: Education,* p. 6.
[59]Oriwu Sun Newspaper, Ikorodu, Lagos, November 1987, p. 15.
[60]Oriwu Sun Newspaper, Ikorodu, Lagos, November 1987, p. 17.
[61]Lagos State Government, *2 Years of Dynamic Change*, p. 14.

Lagos State Polytechnic. Ikorodu Division housed the School of Agriculture Campus before the site was transformed into permanent in 1988.[62] The permanent site of the institution had now been moved to Ikorodu and it has recently been transformed into Lagos State University of Science and Technology (in 2022).

Apart from government efforts towards the provision of education in Ikorodu Division, there were efforts from other stakeholders especially private individuals. Prominent among the private schools was Ikorodu High School which was founded by the Benson Family of Ikorodu on 21 January 1971.[63] The school was taken over in 1979 by the Jakande administration. The first set of private primary schools in the Division included St. Margret Private School, All Saints Private School, Aunty Kenny Nursery and Primary School, Olabisi Adunola Benson Nursery and Primary School, the MAPS Nursery and Primary School amongst others.[64] Apart from the aforementioned private institutions, a good number of growing kindergarten and nursery schools (popularly and locally called *jelosimi,* meaning" let there be peace at home") were also established.[65] Many schools were also established by religious bodies in Mosque and Church premises. Though most of these schools lacked the necessary basic amenities, they charged low tuitions and provided employment opportunity for a good number of people in the Division. By 1999, the number of these private schools had risen appreciably, apparently because owning private schools became a lucrative business and in the face of rising population of children and young people. The presence of these private institutions complemented the government efforts at stimulating socio-economic development in Ikorodu Division.

Another avenue towards enhancing education for socio-economic development was through scholarship. Though the Local and State governments awarded scholarships to both indigenous and indigent students, the contributions of non-governmental organisations, community-based organisations, and individual philanthropists towards educational development within the division were appreciable. The Ijede Charity League, for instance, awarded scholarships to three primary six pupils of Anwar Islam Primary School Ijede in 1988.[66]The Ikorodu Division Resource Development Group (IDRDG) also contributed its own quota to the development of education within the Division. It organised extra-coaching and career guidance talks to students on regular basis.[67]Indigenous philanthropists such as Chief Musediku Alogba, Barrister S. A. B. Oteju, Chief B. O. Benson, Chief T. O. S. Benson, Engineer Adeseye Ogunlewe and others instituted scholarship schemes that provided assistance to

[62]Interview with Alhaji Nurudeen Dosumu.
[63]Interview with Mr. A. T. Oduloye.
[64]Interview with Mr. A. T. Oduloye.
[65]Interview with Mr. A. T. Oduloye.
[66]Oriwu Sun Newspaper, Ikorodu, Lagos, April 1992, pp. 16 & 18.
[67]Oriwu Sun Newspaper, Ikorodu, Lagos, January 1988, p. 19.

ISSN: 2756-5831 (ONLINE)

thousands of students within the Ikorodu Division on annual basis.[68] The presence of the different shades of educational institutions, facilities, and services assisted in the supply of the needed manpower for industries and enterprise, the breeding of professionals in different field of endeavours, and provision of the means of livelihood for numerous people in Ikorodu and environ during the period under review.

Conclusion

The Ikorodu Local Government Area of Lagos State has morphed from a typical rural community to an urban centre and a rapidly growing city. Apart from the advantage of its strategic location and proximity to Lagos, early exposure to western education has been identified as a contributing factor to the transformation. The area currently has all the strata and stages of education within its domain which also drive socio-economic development. The foundation for the education development was laid during the colonial period and was consolidated in the period after colonial rule. The missionaries, the government, the philanthropists, private sectors, and the corporate world among others contributed to the development of education. During our period, much attention was devoted to the public schools which were turning out brilliant and competitive graduates that later emerged as captain of industries and leaders in various fields of human endeavours. The need to revisit the collective efforts whereby parents, students, teachers, governments, corporate entities, the religious bodies, and philanthropists among others collaborated towards excellent educational system is very much paramount. Priority must also be redirected to technical and vocational education to spur the industrialisation and economic diversification drive.

[68]Oriwu Sun Newspaper, Ikorodu, Lagos, January 1992, p.19 and February 1989, pp. 20 & 24.