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STRATAGEM OF A POTENTIAL MUSIC EDUCATION FUTURE IN NIGERIA: THE 2030 VISION

Abstract

Despite Nigeria's rich cultural legacy and dynamic musical traditions, several challenges continue to hinder the advancement of music education. This has affected its potential to contribute to Nigeria's social and economic development. This article presents a forward-looking perspective on the future of music education in Nigeria with the object of identifying the key components of Nigeria's Vision 2030 and their intersection with music education, the possible challenges of music education in Nigeria, and their effects on the attainment of Sustainable Development Goals (SDGs) and; the specific prospects of music education in the attainment of the Vision 2030. The study used a descriptive approach, drawing data from secondary sources. Findings suggest a significant intersection of music education with Nigeria's Vision 2030, ranging from national and cultural identity, youth empowerment, social inclusion, economic growth, and gender equality. While prospects abound, some challenges of music education in Nigeria and their effects on attaining SDGs were identified, including inadequate infrastructure, limited resources, and competence of music teachers. The study reveals that by investing in comprehensive music education programmes, Nigeria can stimulate job creation, foster entrepreneurship, boost tourism, cultivate a vibrant cultural landscape, empower its citizens, and drive Sustainable Development Goals.

Keywords: *Vision 2030, Music, Education, Sustainability, Development*

Introduction:

Through the years, music education has sparked attention and discussion worldwide. There has also been a noticeable increase in discussions on music education in Nigeria. Education is derived from the Latin words (educare, educate, and educated), which mean nourishing, leading forth, drawing out, and teaching or training. Music education encompasses the various activities and methods that support acquiring musical knowledge and skills (Ogisi, 2020). Music education in Africa, particularly in Nigeria, has enlightened, empowered, and developed students, making them more expressive citizens (Ogunrinade, 2015). Across different regions of Nigeria, music education is becoming increasingly important in schools at all levels. However, some challenges and inequalities still need to be addressed.

Ensuring inclusive and equitable quality education and promoting life-long learning are among the United Nations' priorities, as highlighted in her 17 Sustainable Development Goals (SDGs) for 2030 amongst her member states (UN, 2015). Modibbo, Ali, and Ahmed (2021) observe that Nigeria, like all UN member states, ratified the 2030 SDGs to end extreme poverty and unequal living in 2015. This study on music education situates itself within the context of achieving Nigeria's Vision 2030 goals, which include quality education as one of the approved SDGs.

Despite Nigeria's rich cultural legacy and dynamic musical traditions, several challenges hinder the advancement of music education and its potential to contribute to social and economic development. As the nation progresses towards Vision 2030, it must address issues such as inadequate infrastructure, restricted access to high-quality music education in schools, lack of standardised curriculum, inadequate funding, a shortage of qualified music educators, and a lack of government and stakeholder concern in promoting and using music education as a tool for economic development, innovation, and equality.

This paper focuses on orchestrating a promising future for music education in Nigeria via Vision 2030. It emphasises the transformative power of music education and its potential to shape Nigeria's future. The study was set to address the following objectives: to identify the key components of Nigeria's Vision 2030; highlight the intersection of the key components of Nigeria's Vision 2030 with music education; present the effects of the challenges of music education in Nigeria on the attainment of Sustainable Development Goals(SDGs) and; discuss the specific prospects of music education in the attainment of the Vision 2030. This study was conducted using a descriptive approach, and data was drawn from secondary sources. It reviewed the SDGs and the Nigeria's Vision 2030.

Sustainable Development Goals (The 2030 Agenda)

The United Nations General Assembly established the Sustainable Development Goals in 2015 as a follow-up and enhancement of the Millennium Development Goals (MDGs), which were in effect from 2000 to 2015 (Aguene, 2021). The aim is to accomplish the goals by 2030. The World Commission for Environment and Development (1987) provided a definition of sustainable development that emphasises the importance of meeting present needs while ensuring the ability of future generations to meet their own needs. According to Emina (2021), sustainable development is often seen as the need to achieve a harmonious balance between ecological health, social equity, and economic welfare. The source maintains that it is based on a strong ethical commitment to the well-being of current and future generations. Thus, sustainable development encompasses economic growth, environmental preservation, and social integration.

The SDGs represent 17 global goals to establish a more equitable and sustainable future for all individuals. The 17 SDGs encompass interconnected objectives with specific targets monitored through indicators. There are a total of 169 targets for the SDGs. Each goal has one, two, or three indicators to measure progress towards achieving them (Aguene, 2021). All 193 United Nations member states have adopted these 17 goals to achieve them by 2030. The Sustainable Development Goals 2030, according to the United Nations Development Programme (UNDP, 2015), are

(1). End poverty in all its forms everywhere. (2) End hunger, achieve food security, and promote sustainable agriculture. (3) Ensure healthy lives and promote well-being for all ages. (4) Ensure inclusive and equitable quality education and promote life-long learning. (5) Achieve gender equality and empower all women and girls. (6) Ensure the availability and sustainable management of water and sanitation for all. (7) Ensure access to affordable, reliable, sustainable, and modern energy for all. (8) Promote sustained, inclusive, sustainable economic growth, full and productive employment, and decent work. (9) Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation. (10) Reduce inequality within and among countries. (11) Make cities and human settlements inclusive, safe, resilient, and sustainable. (12) Ensure sustainable consumption and production patterns. (13) Take urgent actions to combat climate change and its impact. (14) Conserve and sustainably use the oceans, seas, and marine resources for sustainable development. (15) Protect, restore, and promote the sustainable use of terrestrial ecosystems; sustainably manage forests; combat desertification; halt and reverse land degradation; and stop biodiversity loss. (16) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels. (17) Strengthen the means of implementation and revitalise the global partnership for sustainable development.

Considering the vast scope of these SDGs, music education holds a promising future due to its role in achieving specific objectives: promoting decent work and economic growth, promoting equality, enhancing quality education through cognitive improvement, fostering innovation in the entertainment industry, and raising grassroots awareness of the SDGs.

Nigeria's Vision 2030 and Music Education

Nigeria's 2030 Vision aims to promote sustainable development in several sectors as part of the United Nations SDGS programme. The vision addresses Nigeria's key challenges while leveraging its abundant human and natural resources to create a more prosperous and equitable society as Nigeria seeks economic progress, social welfare, and sustainable development (Osondu-Oti, 2020).

Nigeria's Vision 2030 underscores the necessity of solid infrastructure for economic growth, productivity, and living standards. Educational, healthcare, and skills development financing are essential to Nigeria's sustainable development plan. Oweibia et al. (2024) observe that the creation of Nigeria's National Economic Recovery and Growth Plan (ERGP) and Nigeria's Ministry of Budget and National Planning shows its commitment to SDG implementation and coordination.

With the Millennium Development Goals (MDGs) failure, these SDGs appear to be another great opportunity for Nigeria to unleash the potential of its young population and build a workforce that can drive innovation and competitiveness by providing its people with the information and skills needed to achieve its 2030 agenda. The present poverty rate, power outages, insecurity, political inequality, and inaccessibility to high-quality education (including music education) in different regions of the country are all hallmarks of Nigeria's MDG failure.

The intersection of Nigeria's Vision 2030 with music education

The intersection of Nigeria's Vision 2030 with music education is of paramount significance. The National Policy on Education (NPE, 2014) emphasised the importance of education in achieving the SDGs. Therefore, one could argue that music education significantly contributes to Nigeria's Vision 2030 goals. Some of these are discussed below:

National Cultural Identity: Nigeria has a rich musical history, including modern genres like Afrobeat and Highlife and many traditional music forms. Nationwide curricular integration of music education promotes and preserves Nigeria's cultural identity, thus promoting national pride and unity (Ojukwu&Esimone, 2014).Ergashev&Farxodjonova (2020) observe thus:

The evolution of national cultures or the violation of their boundaries is primarily due to the responsibility of developing the national culture of each nation's citizens, a sense of inviolability. If the nation is indifferent to its culture and does not care about its development, then in the end, the national culture will be reduced in size and scale (p.447).

Therefore, this objective of the nation's 2030 vision may be hampered without prioritising music education to develop cultural identity.

Youth Empowerment and Social Inclusion: Music education offers a forum for youth empowerment and social integration, particularly for underprivileged groups (Näslund-Hadley et al., 2023). It helps solve crime and youth unemployment by encouraging self-expression, personal growth, and community involvement. Music education fosters creativity, teamwork, communication, and artistic potential (Ogunrinade, 2015). By funding music education, Nigeria can develop a talented workforce that can contribute to several businesses, including the creative industries.

Economic Growth and Innovation: Nwankwo (2018) observes that the music industry can boost Nigeria's economy through exports, jobs, and revenue. Quality music education in schools, music academies, religious groups, and community music settings may foster the best music performances, appreciation, and practices (Elpus, 2018). Consequently, there seems to be hope for good music education in Nigeria because of its importance in spotting and developing talents that, if the country successfully engages, will foster economic growth and creativity towards its Vision 2030.

Gender equality and the empowerment of all women and girls: Equal access to music education for girls and women is crucial to gender equality. Cultural standards, social and psychological barriers, and a lack of resources have prevented girls from studying music (Wehr, 2016). Nigeria can ensure that girls and women have the same opportunities as boys and men to learn and excel in music by removing barriers, providing equal access to music education, and encouraging girls to pursue interests and instruments typically associated with boys. Implementing gender-neutral admission standards, offering scholarships, targeting underrepresented populations, and including curriculum items featuring female composers and musicians' works can ensure their contributions are recognised.

The challenges of music education in Nigeria and their impact on the achievement of the SDGs

Music education in Nigeria faces various challenges that may affect the attainment of the SDGs. Some of the significant challenges include:

Inadequate infrastructure: The absence of dedicated music facilities and school performance venues restricts students' practical engagement with music (Ojeje & Adodo, 2018). This impedes the discovery, development, and deployment of musical talents in students, preventing the nation from harnessing talent and skills for decent work and economic progress. This is a hindrance to the attainment of SDG number 8. Due to poor infrastructure, classrooms are overcrowded and lack desks, seats, and ventilation. This impedes progress towards universal access to quality education and is inimical to SDG 4. Poor and overcrowded infrastructure can lead to poor health outcomes by exposing kids to unsafe or unclean environments, increasing disease transmission risk, and severely influencing their well-being.

This may work against SDG 3. Limited infrastructure disproportionately impacts marginalised groups, such as rural communities, indigenous populations, and disabled individuals. This increases socio-economic inequities in music education, and access can hinder the achievement of SDG 10. Governments, civil society, the private sector, and international organisations require partnerships to address inadequate educational infrastructure to achieve SDG number 17.

Limited Music Education Resources: Adeleke (2006) laments, among other deficiencies, inadequate instructional facilities in Nigerian schools. Many schools in Nigeria lack adequate resources for music education, such as musical instruments, sheet music, music books, software for learning music theory, music repertoire, audio-visual aids, and equipment. This hampers the quality of instruction and limits learning. Limited music education resources can impact the SDGs, both directly and indirectly. It can limit access to quality education and, therefore, hinder the attainment of SDG 4. Improved music educational resources are as good as the student's and learners' improved mental health and well-being (as stipulated in SDG 3). Limited access to music education resources like instruments, learning aids and repertoires could hamper music education's physiological, psychological and therapeutic benefits. Socio-economic disparities often limit quality music education.

The lack of music programmes, instruments, and skilled teachers for underprivileged and health-challenged kids might deepen these inequities and impede SDG 10. Addressing the issue of limited music education resources necessitates collaboration among stakeholders. Fostering partnerships, as required in SDG 17, can pool resources to increase music education access and community benefits.

Competence of the music teachers: The dearth of skilled music educators and specialised training programmes hinders music education. Onyiuke (2016) asserts that teachers make educational programmes successful. Without qualified teachers to implement a well-designed curriculum, the scheme fails. Some teachers lack knowledge of music theory, pedagogy, and performance skills, resulting in poor instruction. Adeogun (2015) maintains that

without adequate preparation of the teacher, the problems of translating music policy into action and principle into practice; the problems of developing, interpreting, delivering, and improving the music curriculum; the problems of preserving and updating musical knowledge; the problems of studying, researching, and refining the

processes of music teaching and learning cannot be adequately solved. In short, the worthwhileness of any music education system, traditional or modern, ultimately depends on the quality of its music teachers. (p.1)

Competent music teachers can contribute to various SDGs through education, culture, and community development. They improve education quality in line with SDG 4 by offering thorough teaching. Competent music teachers can create supportive environments where students express themselves, ease stress, and build resilience through music. Also, singing, dancing and playing instruments build coordination, physical health and wellness through music education. This is in line with SDG 3. Teachers can promote gender equality (SDG 5) by confronting stereotypes and biases in music education through unifying music programmes and inclusive instruction, thereby addressing SDG 5. Music education may promote artistic expression for all kids, bridging socio-economic and cultural gaps.

Competent music teachers can advocate for resources and assistance to give poor populations access to music instruction, eliminating educational inequality in tandem with SDG 10. Music teachers can enhance community culture and social cohesiveness by promoting cross-cultural music programs for social integration and building sustainable cities and communities through community collaborations and outreach. This would facilitate the achievement of SDG 11. Music education promotes multicultural awareness and the development of empathy and respect for differences. Through this lens, music teachers can promote peaceful coexistence (as stipulated in SDG 16) and social harmony in schools and beyond by using music to resolve conflicts.

The teachers' attitude towards their vocation: Most teachers have a negative attitude towards teaching because the government and public view it as a non-lucrative profession. According to Ogunnaike and OlufunsoSonde (2019), some think teaching is for the poor, unconnected people with no hope for the future. This challenge will endure unless unsuitable attitudes and perceptions are altered. The attitude of teachers towards their vocation can have a significant impact on the SDGs in several ways. Passionate, dedicated, and motivated teachers can enhance education quality, as is highlighted in SDG 4.

Their positive approach to teaching could create a learning environment that improves outcomes and meets SDG 4 targets. Teachers' inclusive and equitable disposition can promote gender equality. See SDG 5. This can combat prejudices and biases by treating all pupils equally, regardless of gender. Teachers who help marginalised pupils, such as those from low-income families or minority groups, can help achieve SDG 10 by offering music education tools. Passionate and positive-hearted music teachers can partner with governments, communities, and organisations to achieve the SDGs. Their constructive attitude towards collaboration and teamwork can facilitate SDG 17 partnerships to solve multifaceted social problems and achieve sustainable development.

Low Prioritisation of Music Education by the Government: Music education is often considered a non-essential subject in Nigeria's education system, leading to limited instructional time and marginalised funding. This is seen in the government's policy of merging music with other arts to establish the cultural and creative arts, regardless of the impact on the music educational system, music educators, or students. Ogunnaike and OlufunsoSonde (2019) opine that the government

struggles to encourage teachers with adequate incentives. The delays in teacher wages and capricious transfers have counteracted the attainment of sustainable goals.

Government's low priority for music education can affect the SDGs in education, culture, and well-being. Music education encourages creativity, critical thinking, and social skills, contributing to a well-rounded education. This is in line with SDG 4. Low prioritisation of these benefits can affect students' academic progress, affecting the goal. Music is a significant aspect of culture and heritage. Neglecting music education can lead to cultural identity loss and less social interaction and propagation, which sustainable societies require, as enshrined in SDG 11. Music education can lead to wealth creation, particularly in music-intensive regions. By disregarding music education, governments may miss opportunities to reduce poverty through artistic talents and cultural entrepreneurship, and would invariably negate SDG 1.

The prospects for music education in achieving Nigeria's Vision 2030

Despite the previously identified drawbacks, music educators and participants can still leverage the numerous possibilities to achieve Nigeria's Vision 2030. These long-term growth prospects can make Nigeria an internationally competitive and diverse economy. Possible prospects are:

Using music as a means of sensitisation and awareness for the SDGs: According to Ibekwe and Abiakwu (2022), sustainable development goals anchor society, economy, and environment. Any sustainable developmental model must consider society and people's worldviews. Ibekwe and Abiakwu observe that music exposes a people's philosophy, collective goal, and the best approach to engaging them. Music is an effective medium to raise awareness of the SDGs since it speaks to individuals in their languages and cultures. To promote Nigeria's Vision 2023, which aligns with the global SDGs, jingles can be made and aired in the people's languages, thereby achieving the goals.

Incorporating aspects of the SDGs into the music teaching and learning curriculum: Alomari and Khataybeh (2021) submit that governments, institutions, and people's awareness of the SDGs will substantially impact their implementation. Teachers and students can support, encourage, and accomplish the SDGs when they understand them. The SDGs should be integrated into the music education curriculum to increase awareness and knowledge for implementation.

Soft Skills Development: Learning music fosters essential soft skills such as communication, collaboration, adaptability, listening, problem-solving, time management, leadership, creativity and innovation, empathy, resilience and discipline (Mareque, de Prada Creo & Gonzalez-Sanchez 2019). These abilities are helpful in any area and can boost the country's human capital and socio-economic growth.

Community Engagement and Social Cohesion: Music unites individuals across cultures and promotes social cohesion. Volk (2004) identifies music education in the 21st century as being multicultural. This involves teaching a wide range of music cultures in the music curriculum, focusing on ethno-cultural characteristics that enable students from different backgrounds to collaborate, find commonalities, and appreciate cultural diversity. Through music in schools' curricula, Nigeria can promote togetherness, tolerance, peace, and social integration among its

diverse population. The government should also provide an enabling environment for free or highly subsidised music education to underprivileged students.

Tourism and Cultural Exports: Nigeria's distinct musical traditions can draw tourists and boost exports. Schools can teach students how to perform and exhibit Nigerian music to local and international audiences by including music in the curriculum. This can attract tourists interested in Nigeria's dynamic music landscape and boost cultural exports.

Global Competitiveness: As Nigeria aims to position itself as a global player in various sectors, including the arts and entertainment industry, a strong foundation in music education can enhance the country's global competitiveness by producing skilled musicians and artists who can compete internationally.

Conclusion

In conclusion, Nigeria needs to consider the enormously transforming power of music education as it looks to the future through the prism of Vision 2030. Beyond being a simple art form or a collection of notes and melodies, music promotes cultural enrichment, individual and national empowerment, and social transformation. By funding extensive music education programmes, Nigeria can raise a new generation of responsible citizens. Nigeria has the potential to create jobs, encourage entrepreneurship, increase tourism, generate a dynamic cultural landscape, empower its people, and propel sustainable development for future generations. Nigeria's vision for 2030 can be achieved if the government collaborates with key industries, particularly the educational sector, to accelerate the implementation of its agenda between now and 2030.

Recommendations

In light of the discussion preceding, the following are suggested:

- i. The government should pay music teachers regularly and adequately to inspire them to succeed.
- ii. Music teachers should display the right attitude towards teaching and be passionate, innovative, and supportive of their students' learning processes.
- iii. The government should improve infrastructure and music education resources to support all levels of music education programmes, as they require adequate funding and resources to thrive.
- iv. School administrators, proprietors, and stakeholders should provide well-equipped music labs and libraries where teachers and pupils can excel in teaching and learning.
- v. The Society of Music Educators of Nigeria (SOMEN), the Association of Nigerian Musicologists (ANIM), and other related organisations should get active in grassroots music education development in Nigeria, not just at higher institutions.

vi. The Ministry of Education and other institutions should explore recruiting rightly trained educators to teach music theory and practical rather than coercing fine arts teachers to teach music.

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