

The Growth and Development of Tertiary Institutions in Oyo 1920 - 2022

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Abstract

Scholars and experts of education have established the fact that tertiary institutions enhances development and advancement of the society and assist the community which hosts them in having a democratic voice in the process of globalisation. Throughout history and across various climes, the establishment of tertiary institutions have proved to be a catalyst of societal growth and development. This article, examines the history and development of tertiary institutions in Oyo town from 1920 when St. Andrews College was relocated from Lagos to Oyo till 2022 when the Government of Oyo State upgraded the Emmanuel Alayande College of Education to a University. It looks at the various tertiary institutions in the ancient town and interrogates their contributions to the socio-economic development of the settlement. The paper also discusses the challenges confronting these institutions and argues for the setting of a new agenda for the educational development of Oyo.

Keywords: Oyo, Education, Tertiary, Growth, Developments

Introduction:

Western education in Nigeria started as a private enterprise through the missionaries. The colonial government did not establish any school until 1909 when the King's College in Lagos was founded. Even before colonialism, Nigeria was not a stranger to Western education. As a matter of fact, by 1515, a school had been opened by the Catholic Mission in the palace of the *Oba* of Benin as the first attempt at bringing the western style education to Nigerians.¹ However, the initial efforts were not pursued

and so, they floundered and died before the middle of the 19th century. Colonial interest in education started through the control of the missionary schools issuance of ordinances. Under the development of western education in colonial Nigeria was the promulgation of Education Ordinances in 1887, 1908 and later in 1916, which instituted the need for western education on the entire amalgamated areas of the Northern Protectorate, Southern Protectorate and Lagos Colony.² Indeed, while the push for western education was embraced in the south, the northern leaders showed open disdain for its spread. They resisted it stiffly for they feared that it was a bait to shift their attention away from Islam.

Indeed, the Christian missionaries preceded the British colonial administration to Nigeria. Even when it became established, the administration initially felt unconcerned about the provision of education as a priority in the government agenda. Instead, it was mainly engrossed with economic matters – the development of the imperial estate. The missionaries on the other hand, manifested a peculiar interest in the general welfare of the indigenous people for the sake of the gospel. However, mission education placed greater emphasis on character training and spiritual development than on the raising of the status and material standing of the pupils or converts in the society. The coming of the colonial regime facilitated and accelerated the expansion of the mission outreach both evangelical and educational by enforcing peace and order in Yorubaland, where the century old civil wars were brought to a final end in 1893. The colonial government made it easier for the missionaries to spread the tentacles of Christianity and western civilization beyond Lagos and the Coast far into the hinterland including the New Oyo, the capital of New Oyo Empire and seat of the

Alaafin. The history and development of education in general and higher education in particular in Oyo town cannot be told without reference to the Christian missionaries. This is so because the foundation for higher educational advancement was laid immediately after the end of the Yoruba civil war. This paper therefore, examines the history and development of tertiary institutions in Oyo town. It looks at the various tertiary institutions in the ancient town and interrogates their contributions to the socio-economic development of the settlement. The paper also argues for the setting of a new agenda for the educational development of Oyo.

Emmanuel Alayande University of Education, (formerly St. Andrew's College) Oyo

Emmanuel Alayande University of Education, Oyo, formerly known as St. Andrew's College was originally established in 1896 as a Grade II Teacher Training College in response to the increase in demand for qualified teachers in the sprouting mission schools in Nigeria. As an early mission college, the role of St. Andrew's College in the growth of evangelization and spread of Western education cannot be over emphasized. During the first year, there was no regular tutor. Instructions were given by the pioneer Principal, Melville Jones and his wife, assisted by Mr. Joseph Sodeinde, a qualified carpenter who gave some lessons in his craft and taught a few subjects. In fact, the students at this time did more manual than academic work. This was a tradition carried over from Abeokuta under G. F. Buhler and Lagos in the tenure of J. B. Wood. Some other men were sent intermittently to assist in the moulding of blocks while the work was supervised by John McKay, a missionary who visited from Osogbo.³ The entrance examination for admission into the school was first held in 1904. Fifteen candidates attempted but only eleven passed.⁴ These became the first set of students when the school took off formally. It is instructive to state that the school has a complex heritage reflecting its transition from a strictly

religious institution to the status of a public college of education and it ranked as the oldest Teachers' Training College in Nigeria. In 1976, the clamour for its upgrading to an NCE awarding institution began. The Oyo State Government acceded to this request in October 1980 by upgrading the College to a campus of the then Oyo State College of Education, Ilesa. In March 1983, the supervision of the College was transferred to the Oyo State College of Education, Ila Orangun. The College gained full autonomy as a full-fledged College of Education on 1st October, 1985. The transformation from a Teachers' Grade II awarding institution to a Nigeria Certificate in Education awarding institution is an undeniable fact that the institution responded to the needs of the society and time.

In 2008, the name of the College was changed to Emmanuel Alayande College of Education in memory of the renowned educationist Rev. Canon Emmanuel Alayande, an alumnus of the College and politician who contributed greatly to the educational development of Oyo State in particular and old western region in general. On the 5th of December, 2022 the Oyo State Governor, Engr. Seyi Makinde, assented to the bill seeking to upgrade Emmanuel Alayande College of Education, Oyo, to a University of Education. The governor, after signing the bill into law at the Executive Council Chamber of the Governor's Office, Agodi, Ibadan, said, 'this is another landmark event in the history of tertiary education in Oyo State'.

The Federal School of Surveying Oyo, (FSS)

The Federal School of Surveying Oyo, (FSS) can be said to be the first post-secondary institution established by government in Oyo. It was founded on 1st July, 1908 as Government Departmental Training Institution attached to the Colonial Survey Department in Lagos for the training of Technical Assistants. It later moved from Lagos to Ibadan in 1926 and later to Oyo in 1934.⁵ When regionalisation of the Nigerian

civil/public service took place and Surveying was no longer in the exclusive list, the school was split into two. One belonged to Federal Surveys and the other maintained by the then Western Region Survey Department. This arrangement continued till 1965 when the Federal School then located at Okene had a storm disaster. The Federal students were as a result relocated to the Western Regional School still at Oyo. With this cohabitation, the Federal Surveys Department continued to support the school with staff and materials (instruments and funds inclusive) until 1976. In that year, the Western Region, then known as Western State was split into three States – Oyo, Ogun and Ondo and the proprietorship of the school was transferred to Federal Surveys again.

For about 80 years of its existence, the institution ran programmes only in Land Surveying. In January 1989, the Federal Survey School of Photogrammetry and Cartography earlier based at Ebute-Metta, Lagos was transferred to Oyo and merged with the School of Surveying. In effect, from 1989, the School started to run Basic (later Intermediate) and Advanced Certificate Programmes in Photogrammetry and Cartography. The school's name had also been changed at various times. It was formerly known as "Survey School", "School of Surveying", "Federal Survey School" and finally by virtue of Decree 19 of 1990, it was renamed "Federal School of Surveying".⁶ A new chapter was opened in the history of the school when in 1990 as this was in response to Federal Government's directive that all Federal institutions should be legally established. This led to the promulgation of Decree (now Act) 19 of 25th June, 1990 known as Federal School of Surveying Decree 1990. This decree opened a new chapter in the history of the school. One significant aspect of this decree is that the School commenced being administered through a Governing Council instead of being run directly by Federal Surveys Department, and its focus and mandate were well spelt out. One major objective of the school is to continually advance the frontiers of knowledge and

understanding in surveying and geo – informatics.

There are three departments in the school and these are the Department of Surveying and Geoinformatics, Department of Geographic Information System (GIS) and General Studies Department. The Department of Surveying and Geoinformatics runs National Diploma in Surveying and Geoinformatics for four semesters, Higher National Diploma (HND) in Surveying and Geoinformatics for four semesters Pre-Professional Diploma (PPD) in Surveying and Geoinformatics for two semesters and Professional Diploma (PD) in Surveying and Geoinformatics for three semesters. The Department of Geographic Information System (GIS). Federal School of Surveying, Oyo has the oldest established postgraduate programme in GIS in the country with a track record of producing successful graduates, many of whom are leading experts in the geospatial industry. The department is further divided into Photogrammetry Unit & Computer Unit. The department has GIS/Photogrammetry/Computer Lab containing industry-leading GIS software. The entry requirement for a 12 month post graduate diploma is a good honours degree or HND in the field of sciences, engineering, technology, social sciences and business management and courses such as Surveying, Geography, Physics, Computer Science, Town Planning, Estate Management, Geology, Civil Engineering, Statistics, Forestry, Cartography, Educational Management, Architecture, Marketing, and Business Administration. In addition, there must be evidence of National Youth Service or Exception certificate. There must also be evidence of computer literacy.

The Federal College of Education (Special), Oyo

The Federal College of Education (Special), Oyo was established on 5th October, 1977 first as Federal Advanced Teacher's College (Special). The College caters for the education of able-bodied and

students with special needs at the tertiary level and produces teachers to teach students with special needs at the primary and post primary institutions, and other organizations that are involved in the training of students with special needs. The institution, according to a UNDP/UNESCO "... Has the best qualified staff in Special Education not only in Nigeria but in West, North, East and Central Africa'. It is the only one of its kind in Nigeria and sub-Saharan Africa.⁷ It has the largest conglomeration of handicapped students that could be found in any higher institution in Nigeria and the largest concentration of specialized facilities for teaching and training of teachers of the handicapped in Nigeria. The school is divided into seven faculties or schools and these are: the School of Arts and Social Sciences, School of Early Childhood Education and Care, School of General Education, School of Sciences, School of Languages, School of Vocation and Technical Education, and School of Special Education. Each of these schools has numerous departments domiciled within them. Since its establishment, 'Oyo Sped' as the school is known and called by the host community, has contributed greatly in changing the face of special education not only in the country but in sub – Saharan Africa. The school is reputed to be the only higher institution for people with special needs in sub – Sahara Africa.

The Ajayi Crowther University, Oyo

The Ajayi Crowther University, Oyo was established by the Supra Diocesan Board (West) of the Church of Nigeria (Anglican Communion). It has its origins in the defunct CMS Training Institution, Abeokuta and the defunct St. Andrew's College, Oyo. The University started as CMS Training Institution in Abeokuta in 1853 from where it was relocated to Lagos (1868 to 1896), and in 1920, it was transplanted to Oyo.⁸ At inception, St. Andrew's College, Oyo produced holders of Grade II Teachers' Certificate while the Divinity Course for training church ministers was added to the curriculum between 1910 and 1942. The proprietorship of the College was transferred from CMS, London to the Church of Nigeria

(Anglican Communion). A salient feature in the history of St. Andrew's is that it became welded to the church as a snail is inseparably linked with its shell. In 1977, Government took over the control and administration of all schools in the Nigerian Federation and with this development, the Church of Nigeria was divested of her proprietorship of the College. However, the St. Andrews College Old Boys Association's (SACOBAs) interest and by extension that of the Church, in the growth and development of St. Andrews did not wane. Thus, in response to SACOBAs petition, the erstwhile Oyo State Government upgraded the institution to NCE campus in 1980 and to a full-fledged College of Education in 1985. The dream of all Andrians (products of St. Andrews College) and their well-wishers as well as the Church of Nigeria (Anglican Communion) was that St. Andrews College, Oyo, should ultimately be transformed into a full-fledged University, given her success story and her pioneering role as the precursor of tertiary education in Nigeria. The final step towards fulfilling this dream was taken on 7th September, 1999 when the Church of Nigeria granted SACOBAs request for the establishment of Ajayi Crowther University, Oyo on the site of the former St. Andrews College, under the proprietorship of the Church. Having satisfied the rigorous criteria prescribed by the National Universities Commission (NUC) Ajayi Crowther University (ACU) was granted license to operate as a private university in Nigeria on 7th January 2005. The University is named after the late Samuel Ajayi Crowther, the first African Bishop who first translated the bible into Yoruba. His Episcopal Ministry covered the entire West African sub-continent.⁹

Atiba University Oyo

ATIBA University was established in December 2017 as both a repository creator and a disseminator of knowledge in a world where resources of knowledge will increasingly predominate material resources as factors for economic growth and national development. The proprietor of Atiba University is the ATIBA Oyo Education

Foundation in Nigeria. The Foundation is represented by a group of notable people from Oyo and Oke-Ogun axis. Atiba University was formally registered by the National Universities Commission (NUC) Abuja on 6th December, 2017 and the provisional license to operate as a private university was issued and dated. The philosophy of the University is rooted in and defined by a pragmatic egalitarian philosophy of education. This philosophy informs both the vision and mission statement from which the University also identifies its strategic operational objectives. The university's vision is to build, sustain and propagate a progressive culture of excellence in teaching, learning research and innovation through a competitive interdisciplinary curriculum structure, programme and community participation. On the other hand, the Mission of the university is to provide life-long transformative learning and encourage the acquisition of functional transferable generic skills, knowledge and values required for self-reliance, good citizenship, creative thinking and community service. The university operates three faculties: the Faculty of Arts, Social and Management Sciences which houses the Departments of English Media and Cultural Sciences and Department of Social and Management Sciences. Faculty of Natural and Applied Sciences where the Departments of Biological and Chemical Sciences and Physical and Computer Sciences are domiciled, and Faculty of Allied Health Sciences where the Departments of Medical Laboratory Science and Nursing Science are domiciled. Although, the university is relatively young it has set machinery in motion to be a world class institution. In furtherance to the achievement of the values of the university, Atiba University boasts of a wide array of world-class facilities to provide staffs and students a conducive learning environment.

The Socio-Economic Impact of Tertiary Institutions in Oyo

Ajise bi Oyo la n ri, Oyo o'n se bi baba enikan which literally means "The Oyo are pace setters who would never imitate anyone"

is a popular aphorism across Yorubaland to recount some of the pioneering achievements made in Oyo by its people. It simply connotes that Oyo is a pacesetter in many laudable aspects of the Yoruba socio-cultural, political, economic, and historical existential. This also further informed the adoption of the slogan "Pacesetter State" for Oyo State when the era of slogan-giving to each state was berthed in Nigeria. To this extent, the Oyo enclave is one of the major towns in Nigeria in which Western model of education was established. This was initially enhanced by the fact that Oyo was one of the areas that the European and American Christian missionaries were very active. Mention must be made that virtually all the missionary groups in Nigeria and Africa saw to the establishment of schools as an effective instrument towards enhancing the spread of Christianity and European civilisation. Notable educational institutions such as the Olivet Grammar School (founded by the Baptist Church) and St. Andrew's College (founded by the Christian Mission Society/ Anglican Communion) were established in Oyo during the closing decades of the nineteenth century to provide primary and secondary education for Nigerians. Later, and in the course of the century, the government, corporate bodies, and private individuals complemented the initial efforts in the establishment of educational institutions. Educational institutions of primary, secondary, and tertiary or higher education statuses were therefore established in various parts of Oyo town.

The location of tertiary institutions and the socio-economic benefits that are accrued to the host communities in Nigeria are enormous. Fatoki, for instance, illustrated some of the benefits that are accrued to the host communities of tertiary institutions in Nigeria. The study found out that the location of a tertiary institution leads to a number of things such as improvement in the standard of living, promotion of harmonious and closer relationships among the people, and creation of employment opportunities. It was further observed that the realization of these benefits is one of the reasons societies engage in fracas

and controversies in order to ensure that tertiary institutions are located in their vicinities. In fact, some tertiary institutions such as the Osun State University and the Lagos State University have multiple campuses in order to pacify the aspirations of various indigenous communities who wanted a taste of the benefits accruing from having a tertiary institution in their domains. It was for this reason that Governor Seyi Makinde, when receiving the delegation of National Universities Commission that came to present the Certificate to the Ladoke Akintola University, said that “with the sole ownership of Ladoke Akintola University of Technology (LAUTECH) by the State, the institution will begin to operate a multi-campus system”.¹⁰

These include the structural perspective which is associated with the fact that location of higher institutions could serve as economic boosters, the spatial perspective which demonstrates that the location could guarantee some equity measures such as students and end employment placements, and the third stream perspective which emphasises that the location could assist to appreciate the importance of the town to tertiary institutions. Among the socio-economic impact that have accrued to Oyo owing to the location of the aforementioned tertiary institutions is the provision of infrastructural facilities such as roads, electricity, and hospitals among others within the communities where these institutions were sited. A number of electrification projects were embarked upon in some communities in Oyo to ensure effective kick-off and operation of these tertiary institutions. Also, in order to guarantee easy accessibility to these institutions, roads were constructed to link one community to the other. Apart from serving the institutions, these roads assisted in opening up the economic potentialities of many villages. In fact, some of these communities began to assume the characteristics of townships in terms of infrastructural facilities.

Another socio-economic impact of the presence of these tertiary institutions in Oyo is that they provided educational and employment opportunities for indigenes of

Oyo. As a result of proximity and inspiration from non-native students, many Oyo indigenes developed interest in attending these institutions. They got educated and were able to contribute their quotas to the socio-economic development of the enclave. For instance, the establishment of the Atiba University was a culmination of the activities of the members of the Atiba Education Foundation, a group which comprises educated indigenous elites. Apart from the opportunity in the realm of education, the presence of these tertiary institutions also provided employment opportunities for the indigenes and other residents of Oyo. These institutions are made functional by the recruitment of skilled and unskilled labours. Though workers may be sourced from outside Oyo communities where these institutions are located, many Oyo people became their staff. In fact, in some cases, slots are allocated to traditional rulers to submit names of candidates for some openings. In addition, community leaders are fond of employing their influence to secure both admission and appointments for their subjects, particularly loyal subjects.

The fact that the presence of these tertiary institutions promoted economic activities in their host communities cannot be controverted. Prior to the establishment of these tertiary institutions, many of the host communities were virtually in deep forest where economic activities were crude and elementary. Many people engaged in agricultural and subsistence economy. But with the establishment of these tertiary institutions in the various communities of Oyo, the economy did not only move beyond subsistence level, it became largely diversified. Rather than the over-concentration on agriculture and trade, other commercial activities opened up as a result of the influx of people from various parts of the country. Some indigenes and non-indigenes who are artisans such as carpenters, barbers, hairdressers and others are also able to excel in their professional businesses because they were patronised by students, staff, and visitors.

Another area of the economy that witnessed development as a result of the presence of the tertiary institutions is in the areas of real estate and hospitality industry. The migration of many people such as students, workers of the institutions, traders, artisans, and visitors which took place owing to the presence of these institutions. There was an increase in the demand for accommodation. As a result, some landlords derived benefits from rising value of house rent. Also, some people seized the opportunity of the consistent influx of visitors (such as parents, conference attendees, candidates for examinations, researchers, etc) into these areas to establish hotels and relaxation centres within the vicinities of the tertiary institutions. Another sector of the economy that is improved owing to the presence of these institutions in Oyo is the transportation. Both on and outside the campuses of these tertiary institutions, the movement of students, staff, and others made the transport business very lucrative, especially within the communities where these institutions are sited.

The emergence of urbanisation process is one of the socio-economic impact of the presence of the tertiary institutions in Oyo. Because of the influx of people of diverse socio-cultural backgrounds, some Oyo communities began to accommodate different cultures and social practices which were introduced from other parts of the country. The people became exposed to new cultures and languages through marriages and other forms of social interaction. In addition, physical appearance of some of the communities changed as a result of the construction of modern architectural designs and other facilities such as eateries. Also, a number of social activities such as musical concerts and sporting activities were organised within and outside the campuses and these assisted in the urbanisation process. On the other hand, there are occasions when these communities were deprived of ancestral land of several hectares owing to the establishment of these institutions. Those

whose means of sustenance were stringently tied to such land were prevented from engaging in their favourite economic activities.

Challenges of Tertiary Institutions in Oyo

It is imperative to state that the challenges confronting the tertiary institutions in Oyo are multi – dimensional and this present may not be able to interrogate them all. While some challenges are common to all the tertiary institutions, others are peculiar to the different institution in the community. In this section, this paper examines the major general challenges confronting the institution. One fundamental challenge hindering the growth and development of tertiary education in Oyo is inadequate funding. In spite of the recommendation of the United Nations Educational Scientific and Cultural Organization, UNESCO, that between 16-25 per cent of the budgets of developing nations like Nigeria be devoted to education, federal and state allocations to education in Nigeria rarely go beyond 10 per cent, a far cry from internationally recommended standard. As Okebukola posits “data gleaned from the universities, the Federal Ministry of Finance and Central Bank of Nigeria showed that at no time in the last 40 years have the universities had funding level beyond 70% of what is needed to run a good university.”¹¹ As a result of inadequate budgetary allocation, tertiary institutions in Oyo, as it is with other tertiary institutions in the country are poorly funded and this affects greatly the productivity and functionality of the tertiary institutions. For example, the Rector of the Federal School of Oyo, Prof. Dupe Olayinka-Dosunmu, at an interview with the press said “funding and unwillingness to utilise the expertise of the graduates of the school are the major problems.”¹² Similarly, the former Provost of the Federal College of Education (Special) Oyo, Prof. Kamoru Usman stated that “the college is not properly funded as the cost of running it is relatively higher than any other college of education in the country.”¹³ Also, the private and missionary owned tertiary institutions in the town are not exempted from

this challenge of inadequate funding. Because these private and missionary owned universities are not assisted in funding, school fees remained their major source of income and this has been the reason for high school fees in private universities which discourages enrolment of students.

In addition to the challenge of inadequate funding, is the challenge of decline in enrolment and rising drop-out rates. Student enrolment is declining in most of the tertiary institutions in Oyo especially at the private tertiary institutions such as Ajayi Crowther University and the Atiba University. In Ajayi Crowther University for instance, the management of the University devices different strategies to enhance students enrolments. One of such is internal marketing through the network of staff and students which influences prospective students to choose the university. On the other hand, there is an increasing rate of drop out from these private universities due to economic hardship in the country and other parts of the world.

Another challenge hindering the growth and development of tertiary institutions in Oyo is inadequate cum obsolete facilities and equipment. Starting from lecture rooms to accommodation for staff and students and basic facilities for teaching and learning in a conducive atmosphere, the tertiary institutions in Oyo are deeply in want. For instance, at the Emmanuel Alayande University of Education and the Federal College of Education (Special) there is inadequate hall of residence for students and quarters for academic staff. These challenges have continually hindered the maximum productivity of the tertiary institutions in Oyo.

New Agenda for the Tertiary Institutions in Oyo

It is an established fact that a community, as a social formation cannot grow faster than its tertiary institutions. That is why most advanced economies of the world are having the best tertiary institutions, as evidenced in several webometric rankings conducted across the globe. Tertiary institutions are 'the major centre points for knowledge generation

(through research), knowledge transmission (through teaching), and knowledge application (through engagement with the wider society)'. As aptly noted by the Committee on Needs Assessment of Nigerian Universities 'The future of a nation can be determined by the quality of its education system generally, but especially by its universities in the immediate term. Nigeria's poor national development profile is largely a function of the mediocre status of its universities.¹⁴ This is why it is important that new agenda be set for the tertiary institutions in communities so as to drive development.

For Oyo town, there is need for the establishment of a Centre for Oyo Studies by the tertiary institutions in the town. Just as it is with Ilorin, where the Centre for Ilorin Studies was established in 2012 by the University of Ilorin and Lagos where the Centre for Lagos State Studies (CEFOLASS), established by the Adeniran Ogunsanya College of Education, has been operational since August 2001, the establishment of a Centre for Oyo Studies is long overdue and should be established by the Ajayi Crowther University because of the history the University has with the community. The Centre for Oyo Studies if established will have the mandate of promoting research on the ancient town and serve as an archive of ancient and contemporary documents on Oyo town. The centre's primary role in the University will be to undertake, promote, and support research and teaching about the ancient town of Oyo as well as to build academic engagement. This will go a long way in putting the community on the global limelight of scholarship.

In addition is the need for a robust town and gown relationship between the tertiary institutions in the community and the people of the community. It is not a secret that universities and the towns in which they are located need to become partners in progress. The relationship between town and gown is as old as the history of the university system. Most historians have revealed that universities of Timbuktu and Alexandria among others predated those of continental

Europe.¹⁵ Overtime, the relationship between town and gown has evolved its own dynamics. In Oyo, a new agenda for town – gown relationship must be initiated by the tertiary institutions in the community. The new agenda should focus on leveraging on the socio – cultural and historical position of Oyo and how this can be galvanised for development of the town and the benefits of the gown.

Also important for the tertiary institutions in Oyo is the need for the establishment of a Centre for Continuing Education. The concept of education has undergone tremendous change in the last recent past. Two important changes, which are making their presence felt area shift to learner centered learning and secondly, is its importance as a lifelong process.¹⁶ Continuing education generally refers to any post-secondary learning or programme that adults pursue after formal education. This can vary from seminars or one-time classes to online courses and degree programmes. Continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age.¹⁷ The ancient town of Oyo is populated with adults who have no formal education and a growing population of the youths are abandoning their education. The tertiary institutions in the town must rise up to the challenge and provide continuing education for the people. If this is adopted by the tertiary institutions in Oyo, no doubt within a short period of time, the literacy level and general socio – economic life of the people in the will improve significantly.

Conclusion

Oyo is an ancient city with major historical landmarks, particularly with regard to the political and socio-cultural evolution of the Yoruba race. There is hardly anything that could be written about the Yoruba nation that references would not be made to Oyo. The city is pacesetting in many ramifications and the educational sector is not an exception.

Western model of education took off within Oyo relatively early enough. Apart from the numerous primary and secondary schools, there are five tertiary institutions located in different part of the ancient city. This is a rare situation when compared to many other parts of Nigeria. The presence of these tertiary institutions had contributed immensely to social and economic developments of the Oyo enclave. Through the establishment of institutions, the government was able to give some attention to the area in terms of infrastructural facilities and the process of urbanisation within the area was intensified. However, for Oyo to continue to maintain its position as a pace setter town, there is need for the tertiary institutions in the community to set a new agenda to drive socio – cultural, educational and economic development of the town in line with global best practices.

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