

Nigeria's two sides of the same coin – Poverty and global economy status

By Paul Jenkinson



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Nicht erst seit eine Protestbewegung blutig niedergeschlagen wurde, ist Nigeria ein wiederkehrendes Thema in der öffentlichen Diskussion. In vier Sequenzen bietet die Einheit *Nigeria's two sides of the same coin – Poverty and global economy status* Ihren Schülerinnen und Schülern die Möglichkeit, das Thema gründlich zu erarbeiten. Die Sequenzen befassen sich mit dem sozial-kulturellen Nord-Süd-Gefälle im Land und den damit einhergehenden Auswirkungen, dem Bildungssystem des Landes und der unzureichenden schulischen Situation weiter Teile der jungen Bevölkerung sowie mit der erfolgreichen Filmindustrie des Landes. Die Sequenz 4 ermöglicht es, die Themen Bildung, Armut, Arbeitslosigkeit und Wirtschaft unter Verwendung eines literarischen Textes zu analysieren. Die Materialien sind passend zum Schwerpunktthema Abitur Englisch in Nordrhein-Westfalen: *Voices from the African Continent: Focus on Nigeria*.

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| | |
|--|----|
| Facts | 1 |
| Notes on the material | 1 |
| Topic 1: Poverty in Nigeria | 3 |
| Topic 2: Education and society | 11 |
| Topic 3: Nigeria's developing economy | 26 |
| Topic 4: Young, educated and unemployed | 34 |

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Competences and skills:

The overarching goal is the acquisition of **cultural competences**. To achieve this, students demonstrate their **reading skills** as they work with texts and their **viewing and listening skills** when they engage themselves with videos. They apply their analysing and writing competences by working on the texts and videos. Students interact with partners and, thus, use their **communicative** as well as their **social competences**. By completing various research tasks, they acquire additional **media competences**.

Topic 1: Poverty in Nigeria

M1 Worksheet – *Nigeria's poor: Why are so many living in extreme poverty?*

Pre-viewing activity

1. Describe the pictures of slums in Lagos, Nigeria, below. Name your first impression with respect to the people's situation.



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Topic 2: Education and society

M3 Nigerian education system

| 1–9–3–4 school year system Pre-school: 1 year Compulsory basic education: 9 years for 6–14-year-olds (primary + junior (6–11) – lower secondary (11–14)) Senior secondary: 3 years for 14–16-year-olds Higher education: 16+, maximum of 4 years | |
|--|---|
| Pre-school: – $\frac{2}{3}$ of children do not attend | Compulsory basic education: 9 years for 6–14-year-olds – 13.2 million 5–14-year-olds do not go to school – the highest number in the world – $\frac{1}{2}$ of school-aged students are not enrolled – Only 61 % of 6–11-year-olds attend school regularly – 51 % of 5–17-year-olds work (child labour) |
| Senior secondary: 3 years for 14–16-year-olds – Only 63 % of students complete basic education – 49 % of these continue to senior secondary | |
| Higher education: 16+, maximum of 4 years – 10.4 % of students completing senior secondary school go on to higher education of which 20.7 % are female | |
| – Nigeria's population is around 206 million: 45 % under 15 years old – Approximately 30 % of 15–24-year-olds are illiterate – 6.07 % of the government's budget is on education – UNICEF recommends 15 %–26 % | |

Data source: UNICEF, Educeleb (news organisation), Nigerian, National Bureau of Statistics, Democratic Health Survey Nigeria

M7 Worksheet – 8 million Nigerian children lack access to schools

Tip: You can obtain the video transcripts by clicking on the three dots (...) under the video on the right. Click on 'Transkript öffnen' and the transcript with minute references will appear in a pop up to the right of the video. This can be copied and then printed out if required.

Working with the video



1. Watch the video https://raabe.click/en_um_nigeriaschool (3:46 min) [last access: 19/11/2020].



2. Then answer each question in no more than 5 words. You may use words from the video or your own. You need not write full sentences.



a) Who is issuing the warning?

b) Name two tasks Goodness Samuel does at home.

c) What does Goodness want to be?

d) How long has Goodness been out of school?

e) What prevents Goodness from going to school?

f) What is the status of Goodness's mother?

g) Is Goodness's mother worried about the lack of schooling?

h) How high is the percentage of girls absent from school?

M10 Worksheet – Eko Atlantic City

Tip: Video transcripts can be obtained by clicking on the three dots (...) under the video on the right. Click on 'Transkript öffnen' and the transcript with minute references will appear in a pop up to the right of the video. This can be copied and then printed out if required.

Pre-viewing



1. Divide the class into a 'scheme-supportive' group and a 'scheme-critical' one. The topic of the video is the building of an ultra-modern financial and residential centre on reclaimed land in Lagos. The task involves three elements: note taking, discussion and presentation, and a personal assessment.

Working with the video



Watch the video https://raabe.click/en_um_ecoatlantic (12:23 minutes) [last access: 19/11/2020].



2. **Note taking:** Even though you are in a 'scheme-supportive' group or a 'scheme-critical' one, take individual notes.
 - a) The 'scheme-supportive' group: while watching the video, note all the benefits justifying the project and any impressive factors. Consider wider arguments that can also be used, for example employment during and after construction.
 - b) The 'scheme-critical' group: whilst watching the video, take critical notes concerning what has been said. Listen carefully and respond to the facts, for example you might question the cost when the country is so poor or look at environmental aspects such as light pollution and playing with nature.



3. **Discussion:** In your groups, discuss the issues raised by your group members and collate them into a series of strong points. Select one or two speakers to present your group's views.



4. **Presentation:** Each group presents their Eko Atlantic 'scheme-supportive' or 'scheme-critical' case.



5. **Personal assessment:** You see an English language competition called 'Progress and Poverty'. You decide to use the information from the Eko Atlantic presentations both supportive and critical in order to enter it. Express your views carefully and expand on points to create a balanced piece of writing.

Topic 4: Young, educated and unemployed

M12Text – *I Do Not Come to You by Chance*



The protagonist, Kingsley ('Kings'), is well-educated and looking for his first job but once again he has received a letter of refusal. The corrupt system in Nigeria means your future frequently depends on who you know rather than what you know. The story is picked up when Kingsley's sister, Eugene, asks him if he has had any news about his latest job application.



'Did the letter arrive?' Eugene asked.

I mumbled something. As intended everyone mistook it for a no. There was no point in ruining everyone's morning.

Pretending that life was still normal proved a bit too difficult, so I went on to the children's bedroom and sat on the bed. Someone knocked on the door. I ignored it. The person knocked again.

'Yes?'

'Kings.'

It was my mother. I did not look up. She sat beside me, put her arm around my shoulders and pushed my head against her neck. We sat in silence for a while. Without asking any embarrassing questions, my mother knew that her first son was still a component of Nigeria's rising unemployment statistics.

'It's OK,' she said.

She stroked my cheeks.

'Kings, it's OK ... ehn? It's OK.'

I removed my head from her body and sighed.

'Don't worry,' she said. 'Your own will eventually come. Let's believe that there's something better waiting for you. Just don't let all these disappointments get to you.'

'Honestly, Mummy, I'm just tired. What is it I'm doing wrong? I always pass the tests and then they don't want me. I'm really perplexed.'

Perplexed and stupefied and woebegone¹. As if I was stuck in a maze and each time I found an exit, lightning would strike right across my path. This particular rejection letter was exceedingly painful because I had defied all the odds by