**Nigerian Educational Policies and UBE Music Education: Extent of Progression or Retrogression**

**Esimone, Chinyere C., Ugoo-Okonkwo Iruoma A.**

Department of Music, Nnamdi Azikiwe University, Awka, Nigeria

**Abstract**

The primary motivation of this study came as a result of the deficiency in educational policy of the Nigerian government and its impact on the UBE music education. The study first gave a historical overview of Nigerian educational policies which enabled the positioning of music in upper basic education. It highlighted specific issues on the disparity between educational policy and the implementation in the context of the wider socio-economic and political development processes as it concerns music. The recent policy has a prominent positive factor which is making CCA compulsory for all students as it gave students the opportunity to learn something in music. However, there are a lot of deficiencies which were not taken care of in the policy. The policy is not true to one of its set objectives which is to properly equip young Nigerians with manipulative skills which will make them self-reliant job creators. Similarly, a change in educational policy as the one that pertains to music should incorporate and seriously embrace and treat music as a serious aspect of our rich cultural heritage in Nigeria. The peculiarities of music when merged with other subjects should be taken care of especially as it concerns the implementation. In fact, there is actually a retrogression instead of the desired or expected progression in the matter of policy making and implementation with regards to music curriculum in UBE. It is expected that a review taking into cognizance these deficiencies will arrest the situation.

**Keywords:** Educational policy, UBE, Music, Implementation, Curriculum