



ADDRESSING GLOBAL FOOD SECURITY CHALLENGES AND ECONOMIC HARDSHIP THROUGH CURRICULUM IMPLEMENTATION FOR TRAINING IN NIGERIA

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Abstract: The paper examined addressing global food security challenges and economic hardship through curriculum implementation for training in Nigeria. The concept of food security, economic hardship and curriculum implementation and training were extensively discussed. Thereafter, the pillars of food security explained, factors that serve as threat to food security described briefly, factors that lead to economic hardship reviewed, teacher factors that enhance and those that hinder curriculum implementation were described. Furthermore, steps to addressing global food security challenges in Nigeria were highlighted, how to mitigate economic hardship emphasized on and how to apply curriculum implementation for training towards addressing food security challenges reviewed and it was concluded that that food security challenges and economic hardship can be overcome in Nigeria through curriculum implementation for training. It was then recommended that the government of Nigeria should do well to close policy gaps with others nations in order to ensure knowledge sharing that would advance food security in Nigeria, stakeholders must come together from the multidimensional divide of food security to produce results that would help combat the challenges of food security, households must build on their competitive advantage to be able to win the battle against economic hardship etc

Keywords: Food security, economic hardship, curriculum implementation

Introduction

The concept global is coined from the term globe which is a noun that means the whole world or all part of the world. It applies to everything living and non-living on the earth. Akor and Benebo-Jack (2020) defined the concept as relating to something that bears connection with the various parts of the earth. Thus, it is an idea that can be used to represent the unification of the entire earth called globe or the entire surface of the earth. Thus, when something is reflected to be global it, conveys that that situation is common on all parts of the earth and the problem of food security seem to fit adequately into this category. Though, beside food, other issues that have such effects are job security, social security, political security, economic security, etc. These ideas have dominated global

discussions and discourse for a long time because of their importance in helping to advance the well-being of man and humanity as well as life in general. But food does have a significant position among these levels of security especially because the life of every living being depends on it, hence, food security or insecurity must always be an object of discussion at every point in time since it is multifaceted in nature.

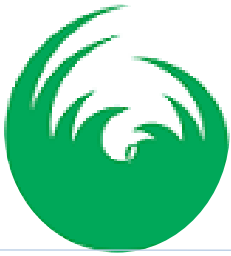
Global food security may mean the extent to which food is available, accessible, safe and nutritious enough to be consumed by all persons all the time. The World Bank Group (WBG, n.d.) defined food security as that situation where people every time have physical and economic access to adequate amount of safe and nutritious food that would meet their dietary needs and what they prefer to be

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active and healthy. Therefore, a state of food security is on when every person is able to access adequate and nutritious food to meet the needs for healthy life and living and for future sustainability. It then means that food security hinges on an effort towards making food available in the quality that is acceptable to live a healthy life.

Igini (2024) corroborated the definitions given above and described food security as when people can have sufficient, safe and nutritious food through physical, social and economic means in order to eat what they want which would keep them active and well. The inference that can be drawn from these ideas stated above is that while food may be available, its safety for human consumption is of concern. Also, food may be consumable but the question would be, is it nutritious enough and if that happens would it leave its consumers active and healthy after that in order to ensure that growth and development is maintained. If all the issues related above are answered affirmatively, would people be able to continuously have it, physically, socially, economically in a quality that meets their preferences and guarantees its sustainability. The response that would arise from answering the above questions would guide the idea of what represents the challenges insight.

Food security challenges, though highlighted above may look like a known fact but other revelations are yet to be discovered. This is because UN (2025) says that food security is when people always have in terms of physical, social and economic dimensions in adequate quantity that which is safe and healthy but how can this be ensured when food wastage is still on-going, when there are limited infrastructure to support and enhance food production, when the techniques adopted for food production in some parts of the world has not changed enough for unprecedented mass production, when climate change challenges are appearing in diverse forms in different climes, when there is great instability in the prices of food around the world, rising demand for biofuels, where supportive government policies and interventions are not sustainable and above all rapid growth in human population around the world is at a surge level (Hanjra, Ferede, Blackwell, Jackson & Abbas, 2013; WUR, 2025) The population of the world according World Population Clock (WPC, 2025) reads that at about 8, 000 BC when

agriculture was the main stay of the world, human population stood at about 5 million people at 1 AD, it became 200 million showing a growth rate of 0.05% a year after another 8,000 years. However, when industrial revolution took the centre stage, the human population became 1 billion at 1800 AD, 130 years later it became 2 billion, 30, years later it rose to 3 billion, 15 years after it was now 4 billion, 13 years later it became 5 billion in 1987. Later on in the 20th century 6 billion became the estimate for human population. In the year 2023, the world population reached 8 billion while as at 8th May, 2025, the world population stood at 8.22 billion people on earth. This perhaps show that population is a major determinant of food security since the world is grappling with how to feed everybody everywhere in the world. This is confirmed by Miladinov (2023) who declared that the challenge food security pose is an off shoot of population growth, great change in food demand and the threat of rural-urban migration of young people to seek better future.

This is corroborated by the work of (Kamal, 2017) who asserted that one of the greatest challenges of the world is hunger and poverty resulting from insecurity, thereby mounting pressure on available resources. This may lead to food security challenges since people may lack the means to acquire food. Hashim et al (2018) did say that when people are not able to get food in the quantity and quality that would meet their needs due to lack of economic power, hunger and poverty would set in; a fact that can be related to economic hardship.

Economic hardship can be perceived as a type of difficulty a person experiences when resources are not enough to meet basic needs like food, shelter, healthcare, clothing etc. Cunningham (2019) defined economic hardship as a situation where someone is unable or struggles to achieve basic living condition in terms of food and shelter. It is a state of having little amount of money or resources to meet basic needs (Sanlaularia, Ramirez, Osypuk & Mason, 2002). Economic hardship is a challenge that is a case of where little resources are running after available food supply but not able to obtain much of it because of the myriads of needs of a person or a family. Perhaps, the reason Brodowicz (2024) defined economic hardship as a situation where an individual with little resources cannot



afford daily fundamental needs because the cost is higher than what the person could afford. From the foregoing, most of the definitions have put food as a basic daily need of man that man may not be able to acquire because of the smallness of the money or resources available to bear the cost or that where food is bought, the questions of its quality, health benefit for active living must also be considered. So, it becomes pertinent that man be encouraged to ensue food security by overcoming economic hardship through any possible means in order to achieve better living and one of such ways that could be applied is through curriculum implementation particularly for those in school and those interested in lifelong learning as a way of mitigating the challenges of food security and economic hardship.

Curriculum implementation is the operationalization of the content of the curriculum document. Akor (2021) defined curriculum implementation as a process of giving life to the curriculum document. Meanwhile, Carson (n.d.) says curriculum implementation is an afterthought of the curriculum development process. This means that the act of formally putting into action what has been documented for the learning of learners is what is referred to as curriculum implementation. Thus, it implies that one of the ways to overcome the challenges associated with food security and of course to reduce or eradicate hardship is by exposing people to learning processes as a form of training to equip them which when applied would help them overcome hardship.

Training is a process of instilling skills in a person aimed towards encouraging personal productivity. According to Amadioha and Akor (2019) deals with the gaining of knowledge, acquisition of skills, attitudes and values required to function optimally in the society. Thus training uses designated content to build worthwhile living skills in people in the society especially adult citizens. This is as affirmed by (FRN, 2016) which noted some of the goals of mass literacy, adult and non-formal education as:

- i. Provide fractional and remedial education for those young people who did not complete secondary
- ii. Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills

iii. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.

This means that the Nigerian government has already made provision for addressing situation akin to food security challenges and economic hardship in its plan for the nation. Hence, it is now left for people to tap into just like the story below and how it is at the moment a victory song over food security challenges and economic hardship and if this provision is well maximized, this aforementioned problem would disappear.

Recently, a friend's son who graduated from the university years earlier and had studied veterinary medicine told the story of how he does more of farming than of veterinary professional practice. The story has it that upon graduation, there was a privilege during NYSC for him to participate in a grant writing process from where he was selected and given N10 million naira grant to pursue his dream in farming. From the grant received he bought land, dug borehole, fish ponds, built poultry farm and a snailry, and from then on he never search for a job again. As at today, this person is a millionaire while most of his classmates who got employed by the government or does private practice in the veterinary profession are not doing as much and well as he does. The success he as enjoyed so far is attributable to the agricultural production that was ventured into as a result of the trainings he received during NYSC. Thus, the curriculum used for the training process so enriched him that he traded the veterinary profession for entrepreneurship in agriculture. Daily, he gives more attention to his farm more than pay attention to carrying out veterinary business. This person does not suffer from the challenges of food security currently when there is so much of food price inflation in the nation because the experiences received from a well packaged curriculum and adequately implemented affected his life positively, hence, hardship has been overcome in his life. Therefore, the need for the study, addressing global food security challenges and economic hardship through curriculum implementation for training in Nigeria.

Food Security Challenges



Food security is when a people are able to have food available, accessible in safe state for consumption. FAO (2022) defined food security as a state when all the people everytime have physical, social and economic access to adequate amount of food in the best nutritious condition and just as they would like it for healthy living. When all people all the time can find adequate , safe and enjoyable food to meet their desire and what they prefer for active and healthy living, then, there is food security (Fahy, 2025). Thus, one would say there is food security when everyone living in a locality can find sufficient amount of food which is safe for consumption, nutritious enough and would encourage healthy living even when its available in the way they would want it presented to them. However, Southern African Development Community (SADC, 2012) had said that despite the availability of food, such food should be of great quality and that there should be enough water and sanitation which would allow the people to be healthy and active in life. Thus, on tis ground, it was lamented that it would be an illusion to claim that there is food security based on the four pillars of food and nutrition security if its consumption can pose further challenges..

As at 28th April, 2025, the World Bank Group (WBG, 2025) revealed that the global growth outlook which was earlier release in January 2025 that placed tariffs at such a level that has never been seen in a centuries and the unpredictability of the environment but conflicts are at a rising level especially in the Middle East and Central African Republic with an acute food insecurity pace and it is estimated to be affecting 27.7 million people with Congo facing the highest , Gaza, Haiti, Lebanon and Yemen following with food price inflation not abating but high at 78.9% in low- income countries, 47% in upper middle income countries, 17% in high-income countries and has stood overall at 60% in 162 countries of the world. What the figures detailed above conveys is that there are challenges. A review of the four pillars of food security would help produce more understanding on these issues/challenges.

Food security is multidimensional in nature and stands on four pillars as availability, access, utilization and stability. Each of these dimensions is interrelated to the other

(Ferira-Guinne, Pato, da Costa, Da Silva & Martinho, 2021)

1. **Food Availability:** It concerns itself with the supply side of food security and it is a determinant of food production, stocked food level and the extent of trade. It comprise of local, imports and food aid received. This may mean that food can be available to consumers in the market or as provided by the government whether at the local, state or federal level and even to the communities just like the food provided by the government of Nigeria between 2023-2024 when the cost price of food was very high in the mrket.. But beyond giving people food, the government should provide seed and seedling, tools, livestock, fisheries, shelter, vaccination and veterinary services, training of farmers, rehabilitation of agricultural facilities, roads etc to support local production process and boost availability of food.

2. **Access to Food:** This is when households can always be obtain desired quantities of food they need. It includes access to market where food that is safe can be bought at affordable cost within time and no social obstacles experienced. Here, social acceptance practices in getting food with consideration for gender, age, sexuality, disability and access to protection. Thus, access to food span from own consumption, hunting, fishing and gathering of food, purchase at the market, income to buy food, barter, gifts, cash transfers from the government through grants, livelihood activities, training for vocation and support with food or inputs.

3. **Food Utilization:** This is the use to which families put food to for their nutrition. The utilization process depends on storage, processing and preparation, feeding practices especially for children, elderly and sick people, sharing of food within households, diversity of diet and its effect on health. This hinges on provision of safe water and hygiene, storage, safety, trainings, cooking demonstration and complementary feeding, work with shelter, cooking utensils and cooking fuel as well as promotion of vegetable gardens.

4. **Stability of Food:** This deals with how the other three dimensions maintain stability in terms of consistency, reliability and the consequences of sudden shock resulting from events. Thus, stability works towards



reducing the risk of adverse effect. It is a temporal dimension of food security and inclusivity. This is possible when government stabilizes price of food, make policies, access to market and food. Again, action against drought and other environmental challenges, promotion of resilience of food system, policy advocacy and support, border opening, food chain practices and steps to avert or combat disaster etc.(FAO, 2024).

From the above, it is clear that a lot of factors are the challenges facing food security in the globe but beyond those highlighted already, these that are explained below also, lend their influence towards the challenges facing food security.

a. **Poverty:** This is a main challenge to food security as those who have no or little financial resources struggle to afford food in its secured form, thus, poor.

b. **Conflict and Violence:** When the ability to engage in the production of food is taken away from the people because of war or any other form of unrest, it affects their ability to produce and make food available and accessible for their families as they should, thereby, food would not be secured.

c. **Climate Change:** Environmental challenges like drought, flood, storms, poor rainfall distribution, high temperatures can affect food production and thus, its security.

d. **Natural Disasters:** Natural occurrence like earthquake, hurricane, wildfire, tsunami, pest invasion can destroy lands and storage facilities and other infrastructures which can bring about famine or food shortage.

e. **Little Agricultural Resources:** When land, water and technologically supported equipment are not readily available, there can be reduced production and food shortage.

f. Others in this category are Inadequate/lack of market, disease infestation of livestock, poor infrastructure, gender inequality, corruption and policy instability, lack of / inadequate education, health challenges, social and cultural factors, population growth, world trade dynamics, land degradation, water scarcity, etc. (Sarka, 2023).

Food security challenges are enormous but it is like a forerunner for economic hardships that people experience when food security challenges rear its head.

Economic Hardship

Economic hardship is said to occur when a person or household is unable to meet basic needs of life perhaps because of income loss, unemployment or any other kind of financial difficulty. Cunningham (2021) says economic hardship is the inability of a person or people to meet desired level; of basic daily living expenses. It could be perceived as the difficulty experienced by a person due to low economic resources available (Refaie & Mishra, 2021). Therefore, economic hardship results from when there is less financial resources to meet the basic needs of man. This challenge may arise when a person is not productive or when the laws of nature are not in support of a person towards achieving basic needs of life and this may be as a result of many factors like conflict, corruption, competitive disadvantage, lack of social cooperation etc.

i. **Conflict:** When there is conflict in a society, it can expose people to hardship as such a person may not be able to find a conducive place to work, be productive and earn livelihood. This would expose people to famine and hunger, thus, making the individual worthless to self and to the society.

ii. **Competitive Disadvantage:** This happens when a person or people are not able to do as much as their age mate or people at the same level like them are doing in terms of ability and economically. It can result from personal perception with the feeling of having fewer resources with which to daily pursue life and this can expose people to getting involved in anti-social activities (Daly, 2016).

iii. **Corruption:** This is an act of using power and authority wrongly to the advantage of someone who has received it for keeps or on behalf of other members of the society or area. It is when public resources are converted for personal use without recourse to other people in the society (TI, 2018; Akot, Pepple & Uriri, 2020). Thus, when individuals are supposed to receive grant from the government or concerns stakeholders, it is diverted, hardship would continue in the life of the populace. This



an indication that there is natural hardship and induced hardship and that corruption is a form of induced hardship. Also, this establishes a relationship between food security and economic hardship. Their relationship is so tight in that one can increase the intensity of the other such that a family or a person with low income to buy food would suffer more economic hardship with some of the attendant effects being stunted human capital, increased health cases cost, reduced labour activities, low productivity, poor income and saving capacity (Idisi, 2021). However, the adoption of the proper curriculum implementation practice can help navigate through these challenges when effort is made by all to be involved to overcome a difficult problem like food security challenges and economic hardship in the nation.

Curriculum Implementation

Curriculum implementation has been described as a process of following through in the order of plans and suggestions made by curriculum experts and subject specialists for the purpose of the classroom experience or the school as a whole (IGI, 2018). The description above put curriculum implementation act as a process, a step by step application of already planned and possibly documented programme to be followed just as it has been ordered. The other observation is the fact that the planning process of the curriculum is the task of the curriculum experts and the subject specialists, so it means that just anybody could not have put the said document together for use, so every stone is laid according to design.

Macaraeg (2011) sees curriculum implementation as that which involves the practice of applying a designated and an officially planned programme document to the study of a course of study, syllabus or a subject. This is the act of helping a learner to learn what has been prescribed. The information that has been documented to be followed is actually aimed at ensuring that the learners learn, then, curriculum implementation is the work of teachers. This means that curriculum implementation cannot take place in the absence of the teacher, the learner and any other resource persons or things required for an effective teaching and learning.

Therefore, Jeremiah and Alamina (2017) say that curriculum implementation is that time that the learner is given opportunity to learn what has been planned for him to learn. This is why Amadioha (2010) also referred to curriculum implementation as the putting into operation of an already planned curriculum. According to Akudolu (2006) curriculum implementation is the second stage of the three dimensions from which the curriculum can be viewed. It was further added that curriculum implementation is a phase in the curriculum process. The implication of the statement is that if a curriculum would be adjudged to have been met, then the curriculum implementation process must be carried out. The stage is so vital that it cannot be skipped since it is where the teacher and the learner deliberate on the authenticity of the curriculum document whether it should be retained or reviewed, because the learning process is hinged on this implementation stage of the curriculum as factor of the teacher..

The teacher factors that could promote or impede a teaching-learning process otherwise called curriculum implementation some of which are discussed below by (Ezeani 2006; Onyejekwe, 2006). They are:

1. Explaining, Informing and Showing: For the teacher to carry out these functions, he or she must be versatile in the area of knowledge he or she has specialized in. The ability to construct and command language appropriately will be an advantage and ensure free flow of the curriculum implementation process.
2. Initiating, Directing and Administering: It is the duty of the teacher to initiate the teaching and learning activity, direct or moderate the process while it is on-going and if there is a task to be given for the learners to perform, it is the teacher who does that, therefore, how these are done could make or mar the curriculum implementation stage.
3. Ensures Group Unity: It is the responsibility of the teacher to make sure that there is cooperation among the learners so that they learn from each other or share ideas on any learning engagement.
4. Clarifying Attitudes, Beliefs and Problems: Curriculum implementation can be reviewed as that stage where curriculum comes into effect Chaudhery (2015).



Every teacher has this work to do, in that the learners that come to a teacher are not selected from those already known to him/her, but people from diverse backgrounds with their various beliefs, attitudes and understanding as they may have been influenced growing up by their environments and the experiences they have had, so the teacher should help in either encouraging or discouraging them from whatever their disposition and presentation are and aim at guiding them towards success.

5. **Diagnosing Learning Problems:** The teacher is in a best position to pinpoint on the problems being faced by each learner in his/her class in order to help tell what the problem is and how to solve such problem plaguing the learner.

However, there are some factors that tend to hinder effective curriculum implementation generally and particularly in the tertiary institution:

1. **Poor Teacher Quality and Competence:** The effectiveness of the curriculum depends greatly on the teacher, so that a teacher that does not possess good imaginative, creative and whole-hearted commitment to the curriculum implementation process makes his/her class lifeless, thereby rendering the teaching learning process ineffective (Meziobi, 2009).

2. **Professional Problem:** When the teacher who teaches learners is not a professional, there is every tendency for him/her to commit a lot of blunders in the process of curriculum implementation (Amadioha, 2010). This would lead to ineffectiveness in curriculum implementation.

3. **Rise in Enrollment of Learners with Inadequate Resources:** Even experienced teachers may most times not be able to ensure an effective curriculum implementation if the classroom is overcrowded with learners, some may follow and others may not follow, thereby, making teaching of little or no value.

4. **Indiscipline among the Students:** Not all the learners in a class are mature, wise or even tactful enough, so most times the disruptive tendencies and activities of the learners can lead to ineffective curriculum implementation.

5. **Ineffective Communication by the Teacher:** This is a big problem when it comes to curriculum implementation, the language sometimes may be too high thereby leaving the learners confused or at other times it is too low which may

make learning boring for some of the learners, so could lead to ineffective curriculum implementation.

6. **Teaching and Learning Time:** Time is an essential factor in the teaching and learning process. Though, often times issues on it are not considered but down-played because everyone assumes that time has already been allocated for teaching and learning. According to Abu (2012) there are basically three kinds of time that is required for effective teaching and learning to take place: Allocated time, engaged time and active learning time.

a. **Allocated Time:** This is that time that the teacher is expected to carry out his/her function of teaching according to the way such subject has been fixed to be taught on the school time table. At this time usually, it is expected that any teacher whose subject appears on the time table should be teaching the students and when this is not being done by the teacher he/she faces the risk of having disciplinary action taken against him/her as may be served by the head of the school. Furthermore, it is pertinent to say that the expectation from this time use is that the teacher should be able to make the learners to learn.

b. **Engaged Time:** The engaged time is that particular time that the teacher is right in the classroom and carrying out his official function of teaching. The assumption in the heart of most people is that this is the time that the learners actually learn and these persons believe that learning should take place in all the learners but it is usually not true since often times some percentage of the students may learn much, others learn more, a few may learn some while some of them do not learn at all. Nonetheless this is the time that the teacher is expected to maximize, deliver the goods and ensure that all the learners gain from the time spent together with the teacher while the teaching process was on. It is expected that the objectives or the intent for the lesson should get to the learners within this time frame.

c. **Active Learning Time:** This is that time that both the teacher and the learner would have left the classroom environment. The learner seizes this time to reflect on what has been taught during the engaged time and while pondering gets in touch with self through deep thinking and learns even better than what was taught to him/her in the classroom. The learner at this point tends to corroborate what has been taught with his/her experiences, the



experiences shared in the classroom either by the teacher or fellow students and what he/she already knows about that lesson.

These factors are necessary to have been discussed because they would enable the combat over food security challenges and economic hardship in a nation like Nigeria where people do not view education as vital anymore especially the younger generation who have bought into the idea of 'education is a scam' thereby losing out of the benefits it would have bequeathed to them. Nonetheless, the place of curriculum implementation for rich education life as well as a rounded life for healthy and active must continuously be emphasized

Steps to Addressing Global Food Security Challenges in Nigeria

Considering the earlier information that has put the global food price inflation at 60%, it becomes necessary to seek ways of reducing it drastically to the barest minimum in order for food security to be restored and hunger, famine and economic hardship averted or abated as much as possible. Thus, the following steps would be relevant at achieving it :

1. It would be necessary that with the level of food price inflation that is being experienced currently, that food assistance, subsidies, waivers, cash transfers be regularly made available to people in the nation especially for the vulnerable groups (Suqie, 2024).
2. Generation of Ideas on how to increase yields of produce such that countries with land and human capital be supported to increase their production in order to supply neighboring countries with their abundant food supply. (Abdainor, 2022)
3. Reducing Food Wastages: Information has it that up to 40% of grown food usually are wasted, therefore, it would be vital to save such food. This can be achieved through innovative practices in the supply chain-production, storage, distribution and consumption (Pannercoucke, 2025).
4. Promotion of Fair Trading Practices: Both commercial farmers and small holder farmers should be paid handsomely for their effort and such farmers can form cooperative society to help them in the purchase and sale

prices ventures in order for them to have better livelihood (WUR, 2025).

5. Combating Climate Change: Since drought and floods are the main problems that bring about failed production, irrigation, damming and drainage practices would reduce their effects essentially and massively, thus, encourage more food production (Amadioha & Akor, 2020).

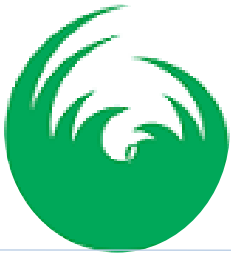
How to Mitigate Economic Hardship Resulting from the Challenges of Food Security

Definitely economic hardship would continue for life but it can be mitigated when certain measures are put in place towards achieving the desired objectives. Some of the attempt at handling it effectively are:

- a. Expansion of interventions that would boost productivity and encourage climate-smart agriculture (WBG, 2025).
- b. Encourage diversified production in agriculture and even to overcome outbreaks and disease infestation (WR, n.d.)
- c. Breaking the cycle of hunger and conflict through proper support system for integrated production of food and peace mediation or building processes (WFP, 2022).
- d. Reliance on alternative sources of nutrition when cost is high (Biadgilign, 2023)..
- e. Policy binnovation at regional and global levels would help integrate multidimensional matrix of stakeholders (Nemat & Poole, 2023).

How to Apply Curriculum Implementation for Training in Nigeria at Addressing Global Food Security Challenges and Economic Hardship

1. The curriculum implementation practice for both learners in the school and people engaging in lifelong learning should focus on the problems at hand. This means that the curriculum should be contextualized in order to meet the present food security challenges and economic hardship the people are suffering from.
2. There should regular evaluation of the process and practice so as to ensure that whatever goes wrong at any point in time would be identified and dealt with quickly for



sustained food security and to overcome economic hardship (Amadioha & Akor, 2020)

3. The curriculum implementation process should target change as its pursuit in order to produce the desired characteristics in the individuals and make them productive members of the society (Brault, 2020).

4. Participants in the curriculum implementation process (Learners) should be trained to apply technology in their activities in order to boost productivity as this would encourage them to cultivate and manage larger production space (Best, 2009)

5. The curriculum implementation process should be open, flexible and accessible to technology application for greater achievement (Akor & Okonny, 2021)

6. Knowledge fragmentation should be discouraged in order to them holistic learning opportunity (Akor & Akajiri, 2022)

7. The learners should be expose to creative thinking but each should be able to do independent practical activities for personal enhancement (Adiele, 2019)

8. Initiate wealth creation competence in the learners through curriculum practice (Wordu & Akor, 2019)

Conclusion

Based on the foregoing discourse, conclusion can be drawn thus, that food security challenges exist in the world today but that they can be adequately managed. It is a fact that that challenges of food security can give birth to economic hardship for a people and household but that individuals and families must take the content of the curriculum they are exposed to seriously either as a classroom activities or activities that are aimed towards lifelong learning process for personal enhancement. Moreso, some of the steps to overcoming food security challenges and economic hardship must be followed meticulously to help the world and Nigeria come out of the present food price inflation challenge facing humanity.

Recommendations

The following are the suggestions given in support of the study:

1. The government of Nigeria should do well to close policy gaps with other nations in order to ensure

knowledge sharing that would advance food security in Nigeria.

2. Stakeholders must come together from the multidimensional divide of food security to produce results that would help combat the challenges of food security

3. Households must build on their competitive advantage to be able to win the battle against economic hardship.

4. National capacity building must be entrenched at the community level in Nigeria for a faster results to win over food security challenge through technological application

5. The curriculum implementers for any learning for societal enhancement must imbibe the habit of contextualized content delivery to obtained result immediately.

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