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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

ECONOMIC GROWTH OF NIGERIA:

PROBLEMS AND PROSPECTS

(in ten volumes)

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EDUCATION

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EQUIVALENTS

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THE EDUCATION SECTOR - 1965

I. INTRODUCTION

1. For the past 10 years education has been one of the fastest growing sectors in the economy. In primary education a period of rapid expansion occurred in the mid-1950's, before Independence (October, 1960). In secondary and higher education, the period of rapid growth has occurred since Independence. The need for such expansion had been brought home to the country by the Ashby Commission Report, submitted to Government in September, 1960. This influential report dramatized the country's need for trained manpower and laid out the general size and structure of the educational system required to produce that manpower.

2. The Ashby Report led to a number of further studies and reports, and to government policy decisions.^{1/} By the end of 1961 the Archer Report had translated the Ashby targets into a phased program of expansion and had estimated how much the program would cost, both capital and recurrent. The Counce/Cottier Report on technical education suggested a specific program for realizing the Ashby targets in this important field. In the Western Region Dr. Adam Skapski submitted a report on vocational and technical education to the Regional Government; in the East, Mr. Goldway submitted another. Accepting Ashby's recommendation, the Government in 1962 established a National Universities Commission, which proceeded to draw up a general plan of university growth and financing. By 1962, when the six-year Development Plan started, the Government's commitment to education was so great that this sector was given (with agriculture and industry) "the highest priority" in the Plan, with an allocation of ₦69.8 million (10 % of the whole plan).

3. Archer had suggested that perhaps half the capital needed for the sector would have to come from abroad. The proportion will turn out to be much smaller than half, but the necessity for large amounts of foreign help, both money and technical assistance, was clear even before Independence. The U.K. has continued its long involvement in Nigerian education with continued financial and technical help. The U.S. AID program has given more attention to education than to any other sector. Over 400 U.S. Peace Corps teachers are now at work in the country. The Australian government has supplied technical assistance. UNESCO, the ILO, and FAO have all mounted substantial technical assistance projects in education. Late in 1964 the I.D.A. extended a large credit (\$20 0 million) to Nigeria for a set of projects in the field of secondary education, including teacher training and technical education. A National Manpower Board was established to identify more clearly the nation's future manpower needs and its training capacities, and to make periodic re-assessments of the demand-supply situation.

^{1/} See the Annotated Bibliography, attached.

4. The burst of activity in post-primary education since Independence has brought major changes in the proportions of students enrolled in different levels of the system and in different types of institutions. The greatest change has been the growth of the university system. Equally important, there has begun a process of experimentation and change in many of the traditional forms and techniques of education inherited from the Colonial period.

5. It would be wrong to think that important changes have swept over Nigerian education only since Independence and the trumpet-call of the Ashby Report. The big changes in primary education occurred in the mid-1950's, when the Federal, Western, and Eastern Government all adopted Universal Primary Education (U.P.E.) on a fee-free basis. The rapid adoption of UPE placed very heavy additional burdens on Regional budgets. The East soon tried to re-impose fees throughout primary school. The eruption of rioting forced the government to limit fees to grades IV, V, and VI. An attempt to substitute local taxes for school fees (a system now used in the North) also failed. The burden of free primary education in the West and Mid-West is now so heavy that the Finance Ministries in both regions are pressing for the re-introduction of some kind of fees. Since 1960 overall primary enrolments have expanded slowly except in the North, where the low primary enrolment rate and less-developed state of educational system have called for a major expansion of primary education in the 1960's.

II. AN OUTLINE OF MAJOR PROBLEMS

6. Eight major problems seem likely to dominate the educational scene in Nigeria over the next few years.

7. Routine Professional Problems: Educators everywhere are inevitably concerned with problems of educational standards; curriculums and syllabuses; the training and qualifications of teachers; examination systems; and similar professional problems. However, in Nigeria these routine problems require more than routine attention and present more than their normal share of difficulty, because the entire educational system is in a period of transition and experimentation. On the one hand, old standards and methods are being called into question. In addition, the rapid expansion of the system has inevitably led to a fairly serious fall in the standards of both primary and secondary education. These professional problems are well recognized in Nigeria and are receiving considerable attention. There is, of course, a shortage of skilled professional personnel to give attention to these problems. There is also need to build up a better network of communication among the existing professional personnel so that there can be more interchange of ideas among leaders of educational thought.

8. Finance: The problem of finding sufficient funds to carry out the large-scale educational expansion now in hand has at least two important dimensions. The first is the obvious one of finding enough money to cover (a) the heavy volume of capital expenditures involved in the present development plan and (b) the rising need for recurrent funds. The dual commitments to both universal, free primary education and to the development of a large, diversified structure of post-primary education involve huge financial requirements. The aggregate financial problem could be approached much more directly and would be more manageable were there not a second major financial problem, i.e., the problem of the distribution of financial burdens. This has three aspects. There is the problem of allocating financial costs among the various levels of government concerned, i.e., the federal, regional and local governments, which together account for public funds going into education. There is the further problem of working out new distributions of public funds among the various concerned governments at each level and branch of education. The latter is partly a constitutional matter, since by law the general subject of education is reserved to the regions, and partly a matter of impending changes in the locus of administrative and financial responsibility for primary and secondary education (see para. 9). The third distributional problem concerns the proportions of educational costs that shall be borne from public and private funds. The traditional system of primary and secondary education, with its heavy reliance on the voluntary agencies, assigned a considerable role to private financing, especially at the secondary level. However, the degree of dependence upon private finance seems bound to diminish in the years ahead.

9. The Nationalization and Secularization of the Educational System: Historically, the development of primary and secondary education, including teacher training, has been an activity of the church missions, much the largest of the Voluntary Agencies (the principal other class of V.A.'s are individual proprietors). In the earliest days the educational activities of the missions provided a system of education that was not only almost exclusively financed from private funds but from funds that came from overseas. The colonial government early concerned itself with education and it was not long before the government began to participate in the educational system. It began to establish standards and (as in Britain) it gradually built up an elaborate system of grants-in-aid to private educational bodies. Today the regional governments cover much the largest part of the recurrent expenditures of all V.A. schools which qualify for assistance (as almost all do). In recent years the regional and Federal governments have established schools of their own. In certain fields, such as vocational, technical, and university education, government has been the only proprietor -- i.e., voluntary agencies have not engaged in any activity in these fields.

10. The educational structure and its financing described above is strikingly similar to that which existed in England in the nineteenth century, and indeed in several other British countries. A major theme of British educational history during the nineteenth and early twentieth centuries has been the progressive conversion of what was originally a privately

organized, privately administered, and privately financed system of education, largely presided over by church groups, into a system of state-run education in which almost all the initiative, authority, finance, and responsibility lies with various levels of government.^{1/} Many recent and prospective developments in educational arrangements in Nigeria are to be interpreted as the repetition of an evolution which parallels what has happened earlier in the United Kingdom and other British countries. There is, however, one great difference: in Great Britain the process of nationalizing and secularizing the educational system was spread over more than a century; in Nigeria there is pressure to compress this timetable greatly. The evolution of Britain's educational goals and of a political consensus supporting these goals was a slow process. When Nigeria became independent the goals of a democratic state-sponsored educational system were already part of the national consensus and strong political pressures called for their implementation as rapidly as possible. The two main problems in moving forward on this front are:

- (1) The country's ability to develop the administrative structure necessary to make effective a state-owned and completely state-run system, and
- (2) The financial capacity of governments to take on the increased financial responsibilities which 100 per cent responsibility for the system would entail. There are, however, offsetting financial advantages arising from the greater possibilities for consolidating duplicate facilities and moving toward larger (and more economical) institutions.

11. Political Pressures: The development of a more rationalized educational system may be undermined by two kinds of political pressures. The first are the present strong rivalries, which may interfere with important administrative arrangements (e.g., the recent serious difficulties at the new University of Lagos arose from such rivalries). The second and closely related political possibility is that the natural and positive competition among the various regional governments will be carried to excess so that any attempt to develop a rational structure of specialized education, particularly at the higher levels, will become all but impossible.

12. Educational Planning: The planning of education appears relatively good. However, only one region, the North, has a really effective specialized planning unit in its Ministry of Education; the other regions

^{1/} See Educational Documents: England and Wales, 1816 - 1963, by J. Stuart Maclure, London. Chapman & Hall. 1965. 307 pp.

present a rather weak picture of educational planning, with the Western region probably the weakest of all. At minimum, educational planning should be done by specialized planning units within Ministries of Education, staffed by competent personnel, Nigerian where available, partly foreign where necessary. One impressive feature of educational planning and administration is the healthy atmosphere which seems to exist almost everywhere between Nigerians and foreigners, although the position of some foreigners with purely advisory responsibilities - as distinct from line responsibilities - is sometimes fairly difficult.

13. Manpower Needs: A major thrust of the educational effort since the Ashby Report has been to gear the development of education to the future needs of the labor market. Professor Harbison's contribution to the Ashby Report was to make estimates of high-level manpower requirements needed by the economy during the 1960's and to suggest the establishment of a national manpower board which could keep under continuing study the emerging balance of supply and demand by important categories of manpower. A National Manpower Board has now been in existence for more than three years. Its first task was to prepare estimates for 1968 of the supply of and demand for high-level manpower (HLM), defined as persons holding positions requiring a minimum of one or two years of education or training beyond the Ordinary or Fifth-Form level of secondary school.

14. In manpower planning the difficulty of making estimates is matched by the difficulty of interpreting them. It is important to develop best numbers possible; it is also important to interpret them cautiously, taking into account the likely margins of error. Sensible investment decisions in the education sector depend upon the availability of reasonable estimates of present supplies of various kinds of HLM and reasonable assumptions about the growth of demand. One can place much more confidence in the figures of present supplies than in those of future demand: here the uncertainty is much greater unless the specific occupational figures rest on careful, separate studies.

15. The NMB recognizes that the targets it has set for 1968 and 1970 represent no more than "broad orders of magnitude". It arrived at these targets by applying reasonable growth-rates to the stock of HLM in existence in 1963. The assumptions chosen, after consultation with foreign experts who attended an International Manpower Seminar in Lagos in March, 1964, were:

- ... that national income would grow at X per cent p.a. (the plan assumes 4 per cent).
- ... that overall employment would grow at $\frac{X}{2}$ per cent p.a. (i.e. 2 per cent).
- ... that demand for Senior (university-trained) HLM would grow at 2X per cent p.a. (i.e. 8 per cent).
- ... that demand for Intermediate (non-university trained) HLM would grow at 3X per cent p.a. (i.e. 12 per cent).

Both the Senior and Intermediate grades of HLM were broken down into about 20 occupational groups. This was done on the basis of questionnaire-returns from public and private employers who were asked to estimate their employment of HLM in 1968 and 1970. This method of arriving at projections, while sometimes used, cannot produce reliable estimates. The most reliable alternative is to mount special studies for key occupations. The NMB has not yet been able to conduct such studies.

16. The plan's manpower targets are expressed in terms of a lower and upper range. This range has nothing to do with the range of uncertainty in the projections. The lower figure is the Manpower Board's estimate of the number of new jobs that will need to be filled. The upper figure is an estimate of the number of jobs that would be available for Nigerians if all present and future positions were to be filled by Nigerians, i.e., assuming all expatriates were replaced. There is no expectation that such a goal can be reached by 1968, or by 1970.

17. On the supply side, a major conclusion of the 1964 manpower report is that Nigeria's five universities (plus students returning from overseas) will turn out sufficient graduates to meet the lower estimate of needs for Senior HLM. This apparently reassuring judgment is based on aggregate numbers; it means relatively little. The NMB and the National Universities Commission both recognize that the generalized supply of university graduates is likely to contain too many arts graduates and too few in the technical fields and the sciences, where the most pressing needs exist. The award of Federal and Regional scholarships is intended to reflect national manpower needs. However, the system works very imperfectly, partly because the amounts of scholarships do not vary according to national needs.

18. The limited contribution which the NMB has so far been able to make to the identification of requirements in sufficient detail to be helpful for educational planning reflects both the difficulties inherent in

the subject and slowness in mounting the more detailed studies that would make it more effective. The Board has been short of qualified staff.

19. At the level of individual institutions in the field of sub-professional vocational and technical education, the great need is for local advisory committees to work closely with the technical education officers in the Ministries of Education and with the principals of regional technical institutions. Nowhere are such local advisory committees in existence and operating effectively. As a result, the only guide which educators have by which to judge the appropriateness of their curriculums is their experience in securing employment for graduates. Thus, an important need is to develop much more satisfactory methods for determining ex ante what the needs of the labor market are instead of having to learn, ex post, only by one's mistakes.

20. The Basic Approach to Vocational and Technical Education: Throughout the country there is widespread ferment among educators as to the most appropriate way to approach vocational and technical education. To oversimplify, the conflict is between the well-ordered and highly structured system afforded by the traditional British pattern (which has relied quite heavily on specialized schools, on external examinations, and on standards that emanate from the City and Guilds Institute of London and the Royal Society of Arts) and a feeling that the principal contribution to be made to vocational education lies in changing the conception and curriculum of the ordinary secondary schools. The latter reform would conceive of vocational education as being primarily a process of introducing students to a much broader range of activities and skills than the traditional rather classical secondary curriculum ordinarily provides; the student's commitment to a particular line of work would be postponed until a much more mature age and would leave more responsibility for training to the larger employers able to afford such programs.

21. The foregoing considerations apply particularly to the conception of vocational education below the level of the regional technical college. The present plans to create one or two such institutions in each region are already well advanced and no change in the conception of those institutions seems likely. There are, however, a number of other vocational and commercial educational programs at the next lower level and it is these which now appear in a considerable state of flux. The problem is intimately related to the revision of secondary curriculums and the question of what to do with primary school leavers, who present a serious unemployment problem. The latter phenomenon complicates the consideration of vocational education on purely professional grounds because there is a considerable element of employment-relief in the starting of specialized vocational schools for primary school leavers.

22. The Need for Improved Communications: It is a mistake to believe that as the rapid expansion of Nigeria's educational system proceeds the answers to the many complex professional and political questions that arise can be settled if only the right technical expert can be found. It is

desirable that the present decade should be one of considerable experimentation; inevitably this will entail a period of confusion. However, it is essential for the long-run health of the system that the present experimentation and questioning should eventually lead to a greater degree of consensus than now exists. This consensus has to be built up in the minds and convictions of those people in Nigeria who will have a continuing responsibility for setting goals, working out technical solutions to specific problems, and carrying out programs. Progress will depend partly on the mounting of sensible research projects on educational problems, on the effective diffusion of research studies, and on the spread of opportunities for people with differing points of view and different contributions to make to compare notes and to discuss and evaluate problems with people from other parts of the country and at different points in the system. The growth of four Institutes of Education in four of the five universities (Ibadan, Ahmadu Bello, Nigeria and Lagos) is much to be welcomed. It will be important to strengthen these Institutes and to bring them into more effective contact with the Ministries of Education in the regions they serve. A potentially important development of a similar kind is the proposal, currently under discussion, for the establishment of a National Educational Research Council. At present it is not clear whether the proposal to establish this body can hurdle the familiar political rivalries which now make it so difficult for officials at the Federal level to take initiatives and to play a strong role. The regional fears are always that any Federal "lead" will lead to Federal "control".

III. TRENDS AND PROBLEMS IN GENERAL EDUCATION BELOW UNIVERSITY LEVEL

23. Enrolments: Statistics from the Federal Ministry of Education show the trend of enrolments in various types of educational institutions for the five-year period 1959-63 (Table 1). The most striking fact over this five-year period is the difference between the rapid rise in secondary education (both general and vocational-technical) and the low increase at primary level. The slow rise of primary education (less than 5 per cent for the full five-year period) is difficult to understand in a country where nearly half the population is entitled to free primary education and where fertility is still high. One reason primary enrolment looks surprisingly stationary in recent years may be the elimination of grades 7 and 8, and the re-introduction of fees in grades 4, 5, and 6, in the Eastern region. These changes were made mainly for budgetary reasons; when the two final grades were eliminated the school entering age was raised from 5 to 6 years. Thus the age at which children graduate from primary school suffered a net reduction of only one year, not two. At the present time there is talk in the Midwestern Nigeria of adding a 7th and 8th class to the present six-year primary school. It is hoped this extension would help improve the standard of primary school leavers, felt to have deteriorated after the introduction of UPE in the late 1950's.

Table 1GROWTH OF ENROLMENTS, 1959-63

<u>Level</u>	<u>1959</u>	<u>1963</u>	<u>Per cent Rise in 4 years</u>
Primary	2,776,000 ^{1/}	2,896,000 ^{1/}	5 per cent
Secondary (General)	116,000 ^{1/}	212,000 ^{1/}	82 "
" Tech. & Vocational	4,100 ^{2/}	7,400 ^{2/}	80 "
" Teacher Training	26,500 ^{2/}	32,000 ^{2/}	20 "
Universities	1,958	5,148 ^{3/}	162 "

^{1/} Rounded to nearest thousand

^{2/} Rounded to nearest hundred

^{3/} 1964/65 figure: 6655 (up 29 per cent over 1963). Total graduates in 1965 were about 1100 which compares with 300 in 1959, 708 in 1964, and the Ashby Commission target of 1,000 by 1969.

24. Both the important Western and Eastern regions consider that primary school enrolments have become fairly stabilized, in the sense that no large programs of primary school construction should be necessary in the next few years. In the West, the number of primary schools has been reduced from over 7,000 in the early 1960's to something less than 4,500 in 1965. The latter number was considered adequate "for the present". This does not mean that there will be no need to construct additional primary schools in the West or the East but simply that they have a low priority. However, additional primary schools will continue to hold a higher priority in the North, which has lagged far behind the other regions in educational progress, and in Lagos, where there is serious overcrowding of present primary facilities (in 1965 47 per cent of primary school children were enrolled in a second shift).

25. General Secondary Education: In the past, general secondary education has been conceived of primarily as a route for those intending to enter universities, with students better prepared in classical subjects than in mathematics, science, and applied arts. For several years now the conception of secondary education has been undergoing substantial broadening, partly out of recognition of the fact that as enrolment increased the great majority of secondary graduates will not go on to a university. One change is the effort (represented by the attempt to increase the number of VIth forms ^{1/} with emphasis on science and maths in their curriculums) to prepare students for university work with greater emphasis on science and technology than was earlier the case. Increasing the number of VIth forms is also regarded as a way of improving the qualifications of secondary graduates so that the general standard of university work could be raised. However, the increase in the number of first-year places in the country's five universities has grown much more rapidly than the number of VIth form graduates (in 1965 there were only about 800 VIth form graduates as against about 2,000 first-year places in the five universities; there were not enough VIth form graduates to fill the places at Ibadan alone). As a result, the universities have had to admit many students without VIth form training. There has been a high-level attempt to dissuade the universities from taking "concessional entrants"; but in the absence of additional VIth form graduates they had little alternative. One incomplete study now in progress at the University of Nigeria has reached the preliminary conclusion that there is no significant difference in the university performance of those who entered from the VIth form level and those who entered on a concessional basis (which means entering two years younger). Such a finding would only confirm the doubts many people have about the usefulness of extending the VIth form beyond the 80 or so schools which now have them. Some secondary school principals are against its spread for fear it will concentrate their abler teachers in the VIth form to the neglect of the earlier grades. Some university people seem to feel that the objectives of the VIth form could be better realized by having a preliminary year attached to the

^{1/} The "VI Form" consists of two school years.

university, which they feel would be a more efficient way of giving required preparation to university students. National policy on what to do with the VIth form question has been awaiting a study which the Vice-Chancellor's Committee has been intending to make, supported by Ford Foundation funds. However, the sub-committee has not been organized and no study is yet underway.

26. A second approach to the strengthening of science education has been the establishment of a Federal School of Science in Lagos. This is in effect an independent VIth form specializing in Mathematics and Science. The experiment is generally regarded as a success; the school has attracted many applicants and the universities which have taken its graduates speak well of their training. So far there is little talk of duplicating this experiment at other points in the country.

27. A general problem of the more than 1,000 secondary schools in the country is the fact that many of them, like many primary schools, are too small to be considered economic units. (The same comment applies as well to teacher-training colleges, which are simply a specialized branch of secondary education for the training of teachers.) This condition has grown out of denominational and local rivalries. In some regions an attempt is being made to increase the scale of secondary institutions. For example in the West there is a regional policy of concentrating funds for secondary education on the expansion of existing schools instead of starting new ones. However, mere size of school is no guarantee of low unit costs. Everything depends upon the conception and design standards of the particular facility. As explained below, the two comprehensive high schools (at Port Harcourt and Aiyetoro, the latter being the largest secondary school in sub-Saharan Africa) appear too costly to deserve duplication. However, the impulse to broaden the traditional grammar school curriculum is widely supported in Nigeria today; the main problems are what to do and how to do it in an economical way.

28. One purpose of broadening the curriculum is to develop terminal education below the university level. Another and somewhat earlier experiment that has not worked satisfactorily was the rapid development of secondary modern schools in the West (only 11 or 12 such schools were opened in the East as compared with 400 - 500 in the West). The secondary moderns were not grant-aided; they were three year junior secondary schools entirely supported from student fees. Demand for places in these schools has been falling off. As an alternative the West has started experimenting with six junior secondary schools with vocational streams; these will have somewhat lower fees than the secondary moderns. Where secondary modern school facilities can be converted to other uses, the government may purchase them and put them to other uses. In the East the secondary moderns have almost all been closed; about half a dozen have been converted into junior vocational schools for girls.

29. Another secondary-level experiment is the attempt to establish three Inter-regional High Schools (originally called National High Schools, but the regions objected to this name). The initial suggestion came from the Ashby Report. The conception was that the Federal government would establish in the regions three or more boarding schools whose staff and student body would be chosen on an inter-regional basis. It is hoped these schools may make a contribution to the mitigation of ethnic and regional rivalries. It remains to be seen whether the rather widespread scepticism about the conception and practicality of these schools will be borne out by experience.

30. One impending new departure at the secondary level is the proposed establishment of 11 or 12 three-year post-primary agriculture schools in the Eastern Region. It is hoped that authorization for the first will be made in January 1966. The curriculum and syllabuses for these are ready but officials are still wrestling with school design and location. It is symptomatic of an increased ability to put education projects through a tighter planning and justification process that the original designs were turned down and an attempt is being made to produce more economical plans.

31. There is growing interest in reform of the traditional secondary curriculum. This interest runs not only to the adding of new streams alongside the traditional curriculum but the reform of the latter as well. At a UNESCO supported conference held in Lagos in the spring of 1965 curriculum reform was reportedly one of the topics in which Nigerian officials showed the most interest -- at primary as well as secondary levels. This is an area in which the university-based Institutes of Education will inevitably play a leading role. So far, however, university people have paid practically no attention to primary school curriculum and have devoted all their attention to the secondary level. Even at the latter level experimentation and research are still at a very early stage. For example it has only been this year that the Institution of Education at Ahmadu Bello University has received a grant from the Carnegie Corporation to permit research on curriculum.

32. One aspect of secondary education that seems to have so far received little experimentation is the development of alternatives to the almost universal boarding school pattern. Everyone agrees that boarding facilities are very expensive, though there are many principals who say that a boarding school provides an environment so much better than students' homes that the extra cost is more than justified. There is not universal agreement on this and there would seem to be a strong case for deliberately creating more secondary day schools to see whether they are viable. The existence of the remarkably heavy demand for correspondence courses in the country suggests that many students are able to study under home conditions often inferior to those found in boarding schools.

33. Teacher Training: There is a mood of confidence that despite the rapid expansion of the system the country is gradually gaining in its efforts to train enough qualified teachers. Three classes of teachers are recognized for grading purposes:

- Grade III consists of people who have had two years of schooling after the primary level;
- Grade II is for those with five years of education beyond primary level, normally in teacher-training colleges.
- Grade I is for those who have graduated from an Advanced Teacher Training College (two years beyond secondary school) and who have been awarded the Nigeria Certificate of Education, a special sub-university qualification.

It should also be mentioned that there has been a large class of ungraded (i.e. uncertified) teachers who had to be hastily recruited and assigned to the primary schools during the period of very rapid expansion in the middle 1950's. At the present time the training of Grade III teachers is everywhere dying out; the regions are concentrating on the expansion of Grade II training facilities, together with building up the Advanced Teacher Training Colleges. Grade II teachers are the products of the five-year teacher training colleges, most of which are run by voluntary agencies. The present policy of upgrading the qualifications of the teaching staffs for both primary and secondary schools means the feeding into the system of higher-salaried teachers, a trend that will have a measurable impact on recurrent costs. In addition, there is some thought that the Advanced Teacher Training Colleges may one day become degree-granting institutions, entitling their graduates to a higher starting salary than they now receive as holders of the Nigerian Certificate of Education. In addition, all universities except Ife have recently introduced undergraduate degrees in teaching (this represents a change from the awarding of a diploma in education, given for one additional year of study after receipt of an ordinary university degree.) It is not yet clear to what extent university graduates, particularly Arts graduates who have no other specialized training, may turn to teaching as a career. There is already some evidence that a shortage of alternative openings may lead many university graduates into this field.

34. At present there does not seem to be any shortage of candidates for the teacher training colleges or the ATTC's. While it is true that teaching may not be the first choice of many applicants, nevertheless there is no shortage of applicants. The salary levels for teachers are not unattractive, although this applies to government schools much more strongly than to voluntary agency schools. The great difference between teaching careers in government schools and other government careers is that while the starting rates for teaching and positions in other ministries are comparable, the prospects for rapid and substantial promotions are much greater in fields other than teaching.

IV. THE COSTS OF EDUCATION

35. Aggregate Costs: It is necessary to know the probable amount of investment in educational facilities which will occur during the present 6-year plan, 1962-68. It is also necessary to know what level of recurrent expenditure is likely to be reached by the end of the decade and what the more important influences will be in determining that level. Both capital and recurrent costs also involve major problems of their distribution among the several sources of finance.

36. It is not possible to give a very confident and precise answer to the question of how much investment will occur in even a relatively well-planned sector such as Nigerian education, for two reasons. One reason has to do with the availability of finance, the other with the care and specificity with which the investment program has been worked out. Where planning has been rather loose and finds expression mainly in general financial targets not tied to a very specific and well-worked-out set of projects, the predictable level of investment tends to be quite elastic and open-ended. Under such circumstances Education Ministries will attempt to spend as much money as they can persuade the Ministry of Finance to give them. This is a common phenomenon in planning. It means that what education will "cost" depends on what the Ministry of Finance will allow the Ministry of Education to spend. A Ministry of Finance normally operates in two ways:

- (a) It makes initial allocations of recurrent expenditures according to some rule of thumb (e.g., hold each Ministry's allocations to 5 per cent above last year's budget, or "hold each Ministry to the growth rate anticipated for the total budget"), and
- (b) It then allows for "exceptions" to its first-approximation rule-of-thumb, such exceptions to be justified either (i) professionally, in a confrontation between the spending ministry and the Ministry of Finance, or (ii) by political command.

At this point the drama shifts back to the Ministry of Education: it must demonstrate whether or not it can present a convincing case for the exceptions it seeks.

37. There are considerable differences among the Federal and the four regional governments in the degree of care and specificity underlying their figures of capital expenditure in education, as in other sectors. The Northern Region and the Federal Government appear to have the firmest and best worked out investment programs. Least confidence can be placed in the estimates of the West. This is partly because of weakness in planning and partly because of a higher degree of uncertainty surrounding the region's financial situation. In the East, planning is not as well worked out as in the North but the overall financial outlook is considerably more hopeful. The small Midwestern region does not yet have a well-worked out complete educational program, though it does have several quite specific projects already in hand. The figures of Table 2 show planned second-half capital expenditures supplied by the governments concerned and those recommended by the mission.

13-a
Table 2

Investment in Education During the Second Half of the Plan:
Government Estimates and Mission's Recommendations
£ '000's

<u>Government</u>	<u>Government target</u>	<u>Suggested change</u>	<u>Revised target</u>	<u>Percentage change</u>
<u>Federal</u>	<u>9,789</u>			
<u>629</u>				
165. Primary schls. in North		-175		
334. Primary schl. expansion		-1,287		
<u>12-C.</u>				
82. Nat'l Univs. Commn.		-1,375		
		-2,837	<u>6,952</u>	-29 per cent
<u>Northern Region</u>	<u>14,692</u>			
Teacher training		-274		
Technical education		-428		
Secondary education		-1,197		
		-1,899	<u>12,793</u>	-13 per cent
<u>Eastern Region</u>	<u>4,570</u>			
Univ. of Nigeria		+150		
Technical education		-270		
Pt. Harcourt Comp. H.S.		-400		
		-520	<u>4,050</u>	-11 per cent
<u>Western Region</u>	<u>8,450^{1/}</u>			
Univ. of Ife		-2,750		
Trade Centers		-250		
Non-Govt. grammar schls.		-200		
Regional library		-264		
		-2,089	<u>6,361</u>	-25 per cent
<u>Mid-Western Region</u>				
School workshops		-55		
Sapele Trade Center		+101		
		+ 46	<u>1,558</u>	+3 per cent
<u>ALL GOVERNMENTS:</u>	<u>37,050</u>	-7,299	<u>30,202</u>	-19 per cent

^{1/} Subsequently revised to 8,002

The changes proposed by the mission are explained more fully in Chapter VI, "Recommendations for the Current Program".

38. Table 3 below shows the place of capital spending on education within the total investment program for each of the governments involved (1962-68). Of a total revised investment target of £850 million (see Volume I of this Report) nearly 9 per cent is to be spent on education. The largest amount, some £30 million, is to be spent by the Federal Government; this will include not only investment in facilities in the Federal Territory but capital subventions of various kinds for the regions. Among the regional investment programs the proportion of education in the total varies from about 8 per cent in the small Midwestern region (which has a large construction program of government buildings) to over 20 per cent in the Northern Region. However, the Northern Region has been able to spend on education only about £3 million during the first three years of the Plan. Its plan to spend nearly £15 million during the last three years of the plan will require a fivefold increase in the rate of investment in education. The main reason for the relatively slow performance during the first half of the plan was the delay in the availability of the IDA credit; but even with this money available it remains to be seen whether the administrative and construction capacity in the North will permit such a rapid expansion of activity in the sector. The expected level of investment in the North combined with the £15 million to be spent by the Federal Government accounts for two-thirds of the total investment in education anticipated for the second half of the Plan. There is little or no difference in the level of expenditure at the Federal level between the first and second halves of the period.

39. If there are to be any significant savings in the overall level of capital expenditures for education, they must be sought in the programs of the Federal and Northern Regional Governments. The only other possibility for reducing total investment in the sector exists in the West. The establishment of new units at the University of Ife could be postponed until the next Plan. It is understood that the agricultural facilities are now under construction at the new site at Ife but that no start has yet been made on other units. However, no discussions were held with the Western Regional Government about the feasibility or desirability of slowing down the intended rate of expenditures at Ife.

40. It should be understood that Table 3 refers to the level of capital expenditures to be financed from the budgets of the Federal and Regional Government. It does not include investment activity by local governments (i.e., the Native Authorities in the North and the District Councils in the East, West, and Midwest). Also excluded are any capital expenditures which may be undertaken by the voluntary agencies. It is safe to say, however, that a relatively small proportion of investment activity is likely to be undertaken outside that which will be financed from regional and federal budgets. Therefore, the difference between the estimates of financial costs to regional and federal governments in Table 3 and total financial cost, public and private, is not likely to be significant.

Table 3Capital Allocations for Education and for All Purposes During
the Plan (1962-68), by Federal and Regional Governments

N£ Thousands

	<u>(1)</u> <u>Education</u>		<u>(2)</u> <u>All Purposes</u>		<u>1(b):2(b)</u>
	<u>(a)</u> <u>original</u>	<u>(b)</u> <u>revised</u>	<u>(a)</u> <u>original</u>	<u>(b)</u> <u>revised</u>	
Federal	26,265	30,060 ^{2/}	237,397	324,389	9.2 per cent
Statutory Corps.	-	-	165,227	197,288	-
North	18,900	20,701	96,142	101,719	20.1 " "
East	8,805	9,260	75,192	84,642	10.9 " "
West ^{1/}	12,850	13,019	90,287	112,548	11.6 " "
TOTALS:	66,820	73,040	664,245	849,894	8.6 per cent

^{1/} Including the Mid-Western Region. When the latter separated in 1964 and made its own allocations it earmarked 2,419 for Education against total capital allocations of 24,583. The latter figure was subsequently raised to 29,308, making Education 8.2 per cent of the latter figure.

^{2/} Includes grants of £9.1 million to National Universities Commission for University construction.

41. The level of recurrent costs to which a proposed investment program will lead is of obvious importance. Table 4 summarizes the average rate of growth for (1) educational expenditures (recurrent), and (2) the total level of current expenditures in the government budgets and government projections for the 8-year period 1959/60 through 1967/68. Comparison is made between the compound rates of growth for the first and second 4-year periods in the 8-year span. The outstanding conclusion is the sharp rise in the projected rate of increase of recurrent expenditures at both the sectoral and total levels for the second half of the period. Table 5 shows the relative weight of recurrent expenditures on education in the total recurrent budget of each of the five governments at the beginning, middle and end of this 8-year period. 1/ The general impression is one of relative stability in the proportion, although it rises somewhat in the North and falls somewhat in the West. Taking all five governments together, education accounted for some 23 per cent of total expenditures at the beginning of the period and is projected at 24 per cent at the end.

42. The proportion of total public funds devoted to recurrent expenditures on education is fairly high by world standards. There is wide regional variation in this proportion (see Table 5). During the early 1960's the proportion has ranged from about 25 per cent in the North to 44 - 45 per cent in the West and East. These figures are influenced by the arrangements for sharing the financing of education, and other types of recurrent expenditures, between the Regional and Federal Governments.

43. Another way of looking at the proportion of education in the total recurrent budgets of the five governments is to look at the actual and projected rates of growth for (1) education and (2) for all current purposes for the first and second four-year periods between 1959/60 and 1967/68. 2/ In the North, the West, and the Mid-west the growth of education and total recurrent expenditures has been fairly close. In these regions, this close relationship is projected to continue through the balance of the period. The Eastern and Federal Governments, however, show a large disparity between the growth rates for education and for all current expenditures over this period. In the East education expenditures have grown much more slowly than general recurrent expenditures during the first half of the period; during the second half of the period, however, the government expects them to rise significantly above the budget's general growth rate. At the Federal level, the rise in the education budget has been consistently much faster than that for general purposes. Furthermore, the rate of increase in Federal current expenditures for education has been and is projected by the government to continue to be substantially above the increase in educational expenditures for any of the regions. Thus the Federal Government is coming to play a relatively

1/ Table VIII of the Appendix shows how different assumptions about costs might affect the level of recurrent expenditures by 1968/69.

2/ See Table 4 above.

Table 4

Comparison of Increases in Current Expenditures for Education
and For All Purposes, by Governments, 1959/60 to 1963/64
and 1963/64 to 1967/68

<u>Region</u>	<u>1959/60 to 1963/64</u> actual		<u>1963/64 to 1967/68</u> estimated ^{2/}	
	<u>% Increase</u>	<u>Annual %^{1/}</u>	<u>% Increase</u>	<u>Annual %^{1/}</u>
<u>North</u>				
Education	70	14.2	54	11.2
All Purposes	44	9.6	57	11.9
<u>East</u>				
Education	14	3.3	95	18.0
All Purposes	44	9.6	60	12.5
<u>West</u>				
Education	21	4.9	38	8.3
All Purposes	27	6.3	50	10.7
<u>Federal</u>				
Education	85	16.7	115	21.0
All purposes	43	9.3	67	13.5
<u>All Governments</u>				
Education	37	8.2	72	14.5
All Purposes	40	8.9	61	12.6

^{1/} Compound growth rate

^{2/} Based on Government projections at June, 1965.

Federal Government's expenditures for Education as a percentage of all government expenditures for Education:

1959/60 15%
1967/68 25%

15-b
Table 5

Government Current Expenditures for Education and All Purposes, 1959/60 - 1967/68 ^{1/}
(in millions of Nigerian pounds, rounded)

	59/60		60/61		61/62		62/63		63/64		64/65		65/66		66/67		67/68	
	£	%	£	%	£	%	£	%	£	%	£	%	£	%	£	%	£	%
<u>North</u>																		
Educa.	3.3		3.9		4.1		4.8		5.6		6.1		6.9		7.7		8.6	
Tot. Curr. ^{2/}	14.4	23	16.2	24	17.8	23	19.2	25	20.7	27	23.3	26	26.3	26	29.3	26	32.5	26
<u>East</u>																		
Educa.	5.8		6.8		6.9		6.8		6.6		9.0		11.2		12.0		13.0	
Tot. Curr. ^{2/}	12.8	45	15.1	45	16.4	43	17.3	39	18.4	36	22.2	40	25.5	44	27.4	44	29.5	44
<u>West</u>																		
Educa.	7.2		8.8		8.5		8.9		7.1 ^{3/}		7.1 ^{4/}		7.6 ^{4/}		7.8 ^{4/}		8.0 ^{4/}	
Tot. Curr. ^{2/}	16.5	44	20.7	42	19.7	43	19.4	45	17.7 ^{3/}	40	18.5	38	20.3	33	21.6	36	22.8	35
<u>Mid-west</u>																		
Educa.									1.6 ^{3/}		3.0		3.3		3.8		4.0	
Tot. Curr. ^{2/}									3.4 ^{3/}	47	6.5	46	7.6	43	8.7	44	9.1	44
<u>Federal</u>																		
Educa.	2.8		3.0		3.4		4.0		5.2		6.1		7.2		9.0		11.2	
Tot. Curr. ^{2/}	38.1	7	43.3	7	47.5	7	51.2	8	54.7	9	62.8	10	71.3	10	80.2	11	91.2	12
<u>All Govts.</u>																		
Educa.	19.0		22.5		22.9		24.5		26.1		31.2		36.2		40.3		44.8	
Tot. Curr. ^{2/}	81.7	23	95.2	24	101.2	23	107.1	23	114.9	23	133.3	23	151.0	24	167.2	24	185.1	24

1/ Figures for 1959/60-63/64 are actual expenditures; for 1964/65 are provisional expenditures; for 1965/66-1967/68 are government forecasts.

2/ Figures for Total Current Expenditures exclude Public Debt Charge and Transfers to the Development Fund.

3/ Indicates the year in which the Mid-West Region was established out of territory formerly part of the Western Region, resulting in a reduction in the West's budget.

4/ These figures were supplied in 6/65. Subsequent revisions now project substantially higher expenditures, to wit:

	64/65	65/66	66/67	67/68
	8.3	10.1	12.3	13.6
Per cent increase over table above:	12	33	58	70

Furthermore, these revisions do not reflect an increase of 12.5% in grants-in-aid for V.A. and L.A. schools resulting from a national salary adjustment approved in 8/65.

more important role than it traditionally used to in financing the current costs of education. In 1959/60 the Federal budget carried only 15 per cent of all public expenditures for current educational costs; by 1967-68 the proportion will rise to about 25 per cent. This change reflects both the increase of those educational activities in which Federal subsidies play a relatively important role (e.g. university education) and, apparently, a new willingness of the Federal Government to assume some of the continuing costs of programs traditionally financed by the regions in which the Federal Government has a particular interest.

44. The growth rates in educational spending between 1959/60-67/68 (Table 4) are not nearly as high as the growth that occurred between 1952-53 and 1962-63. It was during the middle of this period that universal primary education was introduced in the Western, Eastern and Federal territories. Table I (Statistical Appendix) shows the amounts spent for various types of education in 1952-53 and 1962-63 for the four governments that then existed. Any prediction in 1952-53 that educational budgets could rise at the rate which they did in fact achieve over the next decade would have seemed highly unrealistic. The Table also shows that the big bulge in education expenditures occurred between 1954-55 and 1959-60.

45. Costs by Level of Education: There are significant regional differences in the proportion of total government funds spent for different educational purposes. Table 6 (next page) shows that percentage breakdown of total recurrent expenditures for education in the four regional governments for 1962-63. The Federal Government devotes a far larger share of its resources to higher education than do the regional governments. This reflects the fact that the Federal Government pays 100 per cent of the recurrent costs of two of the country's five universities (Ibadan and Lagos) and 30 per cent of the running costs of the three regional universities. The regional governments typically have the largest part of their funds devoted to primary and secondary education, with teacher training commanding a significant proportion. The relatively less-developed state of the educational system of the North is crudely reflected in the differences between it and the West: the North spends a lower proportion on primary education and a higher proportion on teacher training. 1/

46. The relative cost of different levels and branches of education are indicated in Table 7 below. The term "recurrent cost" presumably does not include any allowance for annual depreciation; since it is safe to assume that the capital cost per student place increases as one proceeds from primary upwards toward university facilities Table 7 would tend to understate the true relative costs of different levels of education. If one multiplies these figures of unit costs by the enrollment for 1963/64 and then by the percentage of total recurrent costs borne by governments for the various levels, one comes out at a total figure that is within about 10 per cent of the figure for total public expenditures on education

1/ The figures in Table 6 are provisional.

Table 6PERCENTAGE DISTRIBUTION OF RECURRENT EXPENDITURES ON
EDUCATION, by TYPE (1962/63)

	<u>Federal</u>	<u>North</u>	<u>West</u>	<u>East</u>	<u>Total</u>
Primary	10	35	64	60	47
Secondary: General	8	18	14	13	13
Technical & Vocational	4	9	2	3	4
Teacher Training	2	23	12	13	12
University	68	6	6	6	18
Adult	-	1	-	-	-
Special Schools	-	-	-	-	-
Non-ed.	6	5	2	5	4
	<u>98^{1/2}</u>	<u>97^{1/2}</u>	<u>100</u>	<u>100</u>	<u>98^{1/2}</u>

1/ Totals do not add to 100 because of rounding.

for 1963/64 given in Table 5 above. Thus there is a rough internal consistency between the unit and the total cost figures. Unit cost figures can serve as rough guides to the financial implications of alternative policies for expanding various levels and types of education.

47. From Table 5 it is clear that much the largest share of total public funds goes into primary education -- nearly half. Secondary education gets only a quarter as much, although the proportion rises to one-half if teacher-training is counted as secondary. The five universities were getting 50 per cent more than the 266 teacher-training colleges or the 1,245 general secondary schools. The lowest proportion of public funds, about 4 per cent was going into the country's 32 technical and vocational schools; this proportion was about the same as the amount of public funds devoted to administering the whole educational system.^{1/}

48. Representative Costs for Various Types of Schools (Northern Region): Tables II (A - G) in the Appendix present detailed cost figures for different types of schools in the North. These figures are useful for giving some insight into the costs of running different types of schools and also for showing the dispersion around an average cost for a particular type of school. One point that stands out (as it does from almost all figures on the costs of education in Nigeria) is the high proportion of total educational costs arising from the need to run boarding facilities. Indeed, the tables in the Appendix refer only to the weight of boarding costs in current costs. If investment costs are added to running costs then the additional burden of carrying boarding as part of the costs of education in Nigeria would appear even greater. For example, the Northern government estimates that to provide one school place in a non-boarding teacher training institution costs about £250. To provide a place in a similar institution operated as a boarding college costs between £400 and £450. A major contribution to reducing the costs of education in Nigeria would be made if the system could be rationalized so that there was less need for boarding places and a higher proportion of students could be accepted as day students. One cannot blame the present prevalence of the boarding pattern in secondary education entirely on the rural pattern of the country and low population densities. One suspects that a substantial part of the explanation lies in the competitive nature of the denominational school system, built on the voluntary agencies, each of which is forced to draw its students from a larger radius than would be necessary if there

^{1/} What is probably the most thorough study of the costs of education in Nigeria is currently being prepared by Mr. Samuel Bowles, a doctoral candidate in the Department of Economics at Harvard. Bowles will complete his thesis on educational costs in Nigeria (with particular reference to the Northern region) during the fall of 1965.

Table 7Unit Costs (Recurrent) of Education at Various Levels

<u>Level and Type of Education</u>	<u>Total Recurrent Costs (£'s)</u>	<u>Index numbers</u>
Primary	8	1.00
Secondary	100	12.50
Teacher Training	110	13.75
Technical & vocational	185	23.25
University	1000	125.00

Source: Based on "A Statistical Appraisal of the Development Plan for Education", by Dr. A. Musone, UNESCO Adviser on Statistics, Federal Ministry of Education (1965)

were only one institution of a kind serving a particular district.^{1/}

49. One costly element in almost all post-primary institutions is staff housing. For example, Table III in the Appendix shows that 55 per cent of the capital costs of constructing teacher training college facilities in the North consists of either dormitories or staff housing. As one adviser commented "half the program is 'sleeping'." It seems unrealistic to hope for the elimination of the need for staff housing; but perhaps its cost could be reduced. Although Nigeria abounds in strikingly modern and attractive architecture, there does not appear to have been any significant effort at developing low-cost, mass-produced and perhaps prefabricated housing units that would serve the very large needs of the educational system, not to mention the rapidly expanding needs of the government establishment.^{2/}

50. University Costs: In 1963/64 about 15 per cent of all public funds for education were being spent on the country's five universities.

51. The whole question of university financing (both capital and current) seems so far to have been handled tolerably well. The National Universities Commission has announced general rules for sharing capital and current expenditures for each of the five universities and the government has, with slight modifications, announced its acceptance of these proposals.^{3/} However, the rules announced in 1963 by the NUC pertain to the 1962-68 plan period; whether a new distribution of financial burdens will be made for the next development period is not yet known. The main question now bothering people is student fees. A large number of students at all five universities have complained of inability to meet the required fees.^{4/} To cope with this problem, there is a proposal to establish a revolving loan

^{1/} Not all the costs of boarding are additional costs to the economy, in the sense that these costs would be avoided if students attended as day students. Some of the boarding are simply costs which students incur at school which they would otherwise incur in their homes. However, a family may have larger cash outlays required by boarding at school instead of boarding at home, and the high cost of school boarding doubtless adds to pressures to transfer more of these costs from private to public budgets. On the capital side, boarding costs probably represent a substantial net addition to the total cost to the economy, since students leave vacant at home a block of "private capital" which is not used while they are at boarding school, where additional (and more expensive) capital facilities have been built.

^{2/} Prefabricated housing sent from Britain has proven nearly as costly as conventional on-site construction.

^{3/} See item No. 9 in the attached bibliography.

^{4/} Believed to be uniform at all universities at £150 per annum for Arts and Sciences students, £160 for Agriculture and £180 for Medicine.

fund, supported jointly by the Government of Nigeria and the Ford Foundation, for the purpose of assisting university students with their fees. The fund would be administered by each of the universities individually under general rules worked out at the national level. The successful working out of such a loan fund will reduce pressure for the government to enlarge its already heavy expenditures for outright scholarships.

52. University running costs will probably be higher than originally expected. The key question is whether these costs can be held to reasonable levels. The answer depends primarily on whether or not the various regional influences will force each of the five universities to ignore any sensible plan for specialization, particularly in the costly graduate programs for professional training, or whether each will try to develop programs on an entirely self-sufficient and competitive basis. The National Universities Commission is well aware of the danger of duplicate investment in costly programs and facilities. However, the NUC is not in a strong position vis-a-vis the five universities and it must rely as much upon its informal contacts with foreign embassies in Lagos in order to coordinate foreign assistance into a reasonable pattern as upon its direct influence with the university administrations. The NUC has recently added two foreign experts to its staff whose job it is to try to help each of the five universities develop a master plan of future development. These master plans would presumably be the basis for further investment in university facilities during the next development period. In addition, the NUC is trying to find a suitable expert, recruited through the Ford Foundation, who would spend one year working on university finances. Nobody outside the individual universities seems to have a clear picture of the full amounts of money that have been invested in university facilities or of university revenues and expenditures.^{1/}

53. The Financing of Primary Education: The extent of which free primary education burdens the public budgets can be seen from the situation in the

^{1/} Some idea of the cost of establishing and operating a major new university in West Africa is given by Table IV in the Appendix. This shows the amount and percentage distribution of total investment in the various assets required to establish the University of Nigeria at Nsukka, built between 1960 and 1964. Total value of the land, buildings, plant and equipment amounted at July 1, 1964 to £4.6 million or just under \$13 million. About 85 per cent of this investment was located at Nsukka, with the remaining 15 per cent at the university's inherited campus at Enugu. The revenue and expenditure accounts for the University of Nigeria are shown in Table V of the Appendix. These show a total budget for fiscal 1964 of £1.3 million, which includes a non-cash depreciation expense of £183,000. The university's cash requirements of £1.146 million were met almost equally from cash grants from the Federal and Regional Governments, on the one hand, and from non-grant income of £546,000. Student fees amounted to nearly £300,000, a significant part of total income. The Western Regional Government has estimated that by 1966/67 it will spend £1.8 million for recurrent costs at the University of Ife. This is nearly three times the public funds received in 1965/66 by the University of Nigeria from the Eastern and Federal Governments combined.

Eastern and Western regions which together dominate the system. Table 8 shows estimated enrollment of primary students in the East and the West for 1965-66, plus the budget estimates for grants-in-aid for primary education, plus total educational allocations in each of the regions. The approximately 2-1/2 million primary students enrolled in these two regions account for over 80 per cent of all primary enrollments in the country. For the current year these two regions will spend just under £12 million in primary grants-in-aid for these 2-1/2 million students, or just under £5 per student. 1/

54. The £11.95 million being spent this year on primary education accounts for about 65 per cent of total recurrent expenditures for education, excluding expenditures for university education, which is not financed from the budget of the Ministry of Education. If these two regional governments continue to attempt to provide primary education that is both universal and almost free it is clear that the weight of primary expenditures in regional budgets will continue to be extraordinarily heavy.

55. If it were politically feasible to reintroduce some kind of school fees for primary students, a £1 fee would increase revenues by approximately £2 million or something over 20 per cent of the primary school grants now provided by both regions combined. The reintroduction of fees would also tend to slow down the rate of growth of primary enrollments. Savings of 20 per cent or more on primary grants-in-aid would mean savings of approximately 12 per cent in total education budgets. With education accounting for 40 per cent, plus or minus, of total recurrent budgets in the East and the West, a 12 per cent saving in education budgets implies a total budget relief of about 5 per cent. These rough orders of magnitude are useful in putting the problem of primary school finance in proper budgetary perspective.

56. The reimposition of school fees after a decade of experience with free primary education is obviously a delicate political question. If a problem cannot be approached on a straightforward manner - by reimposing the fees - the alternatives would seem to be something as follows:

1) the redefinition of primary school to include, say, only the first four grades, with fees being charged after class 4. This is what

1/ This £5 per student compares with an estimated average cost for primary students of between £8 and £10 per annum. It is not fully clear why the grants-in-aid in these two regions do not work out at something closer to the national average of £8 to £10. Little if any of the difference would be made up by contributions from the voluntary agencies which are the proprietors of most primary schools. In the Western and Midwestern regions all six primary grades are completely free. In the East, only the first three grades are free; grades 4, 5 and 6 still require the payment of student fees (significantly, enrollments tend to drop off quite sharply beginning with class 4.) After deducting enrollments in the Eastern region for the last 3 years of primary school there is a combined system of approximately 2 million students who are getting completely free primary education.

20-a
Table 8

The Burden of Primary Education in the
Budgets of the Eastern and Western Regions, 1965/66

	<u>Enrolments</u> ^{1/}	<u>Grants for Primary Education</u> (Estimates)	<u>Total Recurrent Expend. for Education</u> (Estimates)
East	1,350,000	£ 5,000,000	£ 8,200,000
West ^{2/}	1,150,000	£ 6,950,000	£10,397,000
Totals:	2,500,000	£11,950,000	£18,597,000

^{1/} Estimated: the actual figures for 1963 (rounded) were 1,279,000 for the East and 1,099,000 for the West for a total of 2,378,000. The latter figure represented just over 80 per cent of all primary students in the country.

^{2/} Includes the Midwestern Region

is already being done in the Eastern region (with fees starting at class 4).^{1/} 2) the imposition of certain charges without calling them fees, e.g. the introduction of a "development charge" (already common in V.A. secondary schools), the imposition of a "school tax" on parents of school children or the requirement that local communities provide some form of "local contribution", which, if not found from school fees, might be raised through local taxation. However, the Eastern region has already experimented with an attempt to substitute local taxation for school fees, with unhappy and unsatisfactory results that have ended in abandoning the attempt, at least for the present. 3) Limiting all primary schools to six years; 4) enlarging classes or running double shifts (perhaps with shorter daily sessions) wherever feasible, thus minimizing the need for additional teachers. 5) Finally, without abandoning the political attractiveness and democratic ideal of universal free primary education, governments may be able to accommodate themselves to the fiscal implication of U.P.E. by a judicious amount of "foot-dragging." This temporary expedient would involve deciding against the opening of new primary schools "this year" on grounds that sufficient funds were not available: it is tantamount to a slowing down the expansion of facilities.

57. It is to be noted, however, that both the East and West have projected only modest increases in their education budgets for the remaining years of the current plan. The East is planning to go from a total of £11.2 million in 65/66 to £12.0 and 12.8 for each of the succeeding 2 years. The West plans to move from a 1965/66 total education budget of £7.6 million to £7.8 and £8.0 million. Thus the real problem in the next two or three years, in these two regions, is not one of an inordinate rate of growth. The real problem for the current and the next succeeding two years would seem to arise only if total budgets, and consequently budgets for education, have to be reduced from projected levels. It is impossible to say what might become politically possible under crisis circumstances. If a fiscal crisis appeared to be only temporary the governments might choose some form of deferred payments to teachers rather than the reintroduction of school fees. (One alternative open to the West is to slow down construction of the University at Ife so as not to have the additional running costs of the university further burden the regional budget at an early date. However, this proposal means little for the current plan period. It is understood there is only one unit under construction at Ife - the agricultural college - so that even if construction of other units should be taken in hand during the present plan period they are unlikely to reach a stage where they would influence the current budget.) The complexity

^{1/} This discriminatory treatment of the highest grades has a disadvantage that it penalizes continuation of education of many children who would benefit from the additional grades and so would the national economy. An expert observer in Nigeria has suggested that fees should be reintroduced for all primary grades, but highest for the lowest grades and lowest or only nominal for the highest grades. This system would be economical: who enters school he would most likely finish it since the costs to his parents would be declining as he moves up: half-education would thus be minimized and the benefits to the society from educational expenditure maximized. But this would be a ruthless system, and there is the major question whether it would be politically feasible.

of the problem can be seen from the experience in the East during the late 1950's. It was originally intended in the East that UPE would be financed 55 per cent from regional government funds and 45 per cent from local rates. However, there was such great difficulty in collecting local taxes that the original intention was abandoned. As a result the regional government in February 1958 reintroduced a modified fee system. This led to riots so serious that the way out was to modify the structure of the primary school system so that the junior primary school (i.e. to grade 3) has been kept fee-free, while fees have been retained in the higher grades.^{1/} But this solution, of course, suffers from the disadvantage discussed in the footnote in the preceding page.

58. The Use of Cost Data: An encouraging amount of work on educational costs has recently been done in the country. It remains to make use of the figures now becoming available. The most useful work that should now be done would be to attempt to relate costs (mainly recurrent costs) to educational targets and policies. The aim should be to lay out, in general orders of magnitude, the cost to the country of trying to achieve various goals, and especially the differing implications for public budgets. A set of such exploratory papers should be prepared at both the Federal and regional levels. They could be prepared on the basis of information already at hand, i.e.:

- . . . available unit cost figures
- . . . alternative assumptions about enrollments in different types of institutions
- alternative assumptions about the proportion of total costs to be borne by public budgets
- . . . alternative assumptions about the distribution of total public costs among Federal, regional, and local governments, by level and type of institution.

The preparation of such estimates is essential as part of the process of setting targets and policies since there is little purpose in setting targets the country cannot afford. Table VIII of the Appendix illustrates the kind of exploration of alternatives that needs to be done on a much more detailed basis, and for a target date beyond 1968/69. This kind of exercise is essential for planning the educational expenditure in the next Development Plan of Nigeria.

^{1/} A good review of the history of this period will be found in Chapter 1 of the DIKE Report, entitled Report on the Revision of the Educational System in Eastern Nigeria (see item no. 23 in the annotated bibliography).

V. INTERMEDIATE MANPOWER AND THE PROGRESS OF HIGH-LEVEL AND VOCATIONAL AND TECHNICAL EDUCATION

59. The National Manpower Board figures on the country's high-level manpower in 1963 are given in Table 9. Senior high-level manpower is defined as those in positions where a university degree is normally required. The Intermediate category includes persons normally required to have at least one year of specialized training after the normal five years of secondary school, or the equivalent (Grade II teachers fall within the category but not the very large number of Grade III teachers).

60. In 1963 82 per cent of everyone with high-level skills was employed by government. Even when teachers are excluded the proportion falls to only 72 per cent. The 1968 projections also show how heavily dependent HLM will be on public employment. Thus the demand for HLM will be particularly sensitive to the administrative and financial ability of government bodies to expand their programs.

61. Of the 58,000 non-academic high-level jobs in 1963 about one in eight was filled by an expatriate. The proportion was much higher when senior positions alone are considered -- over one in three was filled by an expatriate. Among engineers, two-thirds were expatriates. This shows the enormity of the task facing the Nigerian education system and the Nigerian economy. In planning investment in education, there are therefore two demands that have to be met: long-term growth for high-level and intermediate manpower, and substitution of domestic expertise for that currently provided by foreign imports. The latter demand is large but temporary: long-term growth goals have to be based on the first source of demand, with an appropriate adjustment over the medium-term to take care of the substitution demand. While the process of Nigerianization is going on, this special source of substitution-demand will provide a temporary cushion against the over-production of Nigerian professionals - an unlikely prospect for several years.

62. The NMB has estimated the numbers of additional high-level positions to be filled by 1968 and 1970 as follows:

<u>Senior category</u>	<u>1968</u>		<u>1970</u>	
		<u>Percent</u>		<u>Percent</u>
Non-academic	12,400	80	16,300	79
Teaching & Research	<u>3,050</u>	20	<u>4,300</u>	21
Total:	15,450		20,600	
 <u>Intermediate category</u>				
Non-academic	42,150	61	57,150	55
Teaching & Research	<u>26,950</u>	39	<u>47,550</u>	45
Total:	69,100		104,700	
Senior plus Intermediate:	84,550		125,300	

23-a
Table 9

Broad Distribution of High-Level Manpower, 1963
(Expt. = Expatriate)

I. Non-Academic

	<u>Government</u>		<u>Non-Government</u>		
	<u>Total</u>	<u>Expt.</u>	<u>Total</u>	<u>Expt.</u>	
Senior	7,814	(1,726 - 22%)	5,916	(3,455 - 58%)	13,730 (5,181 - 33%)
Inter- mediate	<u>34,123</u>	(<u>676</u> - 2%)	<u>10,040</u>	(<u>1,380</u> - 13%)	<u>44,163</u> (<u>2,056</u> - 5%)
Totals:	<u>41,937</u>	(2,402 - 6%)	<u>15,956</u>	(4,835 - 30%)	<u>57,893</u> (7,237 - 12%)

II. Academic: Teaching and Research

<u>Institutions</u>	<u>High-Level Employment</u> ^{1/}		<u>Total</u>
	<u>Senior</u>	<u>Intermediate</u>	
1. Universities	463	-	<u>463*</u>
2. Research Institutions	168**	247**	415
3. Technical Institutes & Trade Centers	83	362	445
4. Teacher Training Colleges	475	1,535	2,009
5. Secondary Modern, Secondary Schools & Sixth Forms	2,185	7,504	9,689
6. Primary Schools	-	15,705	15,705
7. Other Training Institutions	197	327	524
Totals:	<u>3,571</u>	<u>25,680</u>	<u>29,250</u>

* Expt. 415
** Expt. 88 and 91

III. Academic and Non-Academic Combined

Senior	17,941	20%
Intermediate	<u>69,743</u>	<u>80%</u>
Totals:	87,684	100%

Teaching and Research as a percent of total high-level manpower: 33%^{1/}

^{1/} Excludes about 80,000 teachers who did not hold a Grade II qualification or higher.

Source: NMB.

While total outturn of Senior manpower is expected to be at the level needed by 1970, it is very unlikely that the universities will turn out the needed product-mix.^{1/} The qualified - and only very partly justified - optimism with regard to Senior personnel has led the NMB to conclude that Intermediate manpower is a more serious problem. Teaching personnel will continue to account for a large proportion of the Intermediate category. A structure of special institutions caters to the production of teachers (see paras. 33-34). Consequently the NMB has concerned itself with the 42,150 non-academic personnel who will be needed by 1968. This number consists of 18 occupational groups. Since 8 of these groups have some kind of training institutions of their own, the NMB has been more concerned with the 10 other groups which it assumes ought to be trained in Technical Institutes. These occupations account for over 33,000 of the 42,150 needed by 1968. In focusing on this group, the NMB concluded that "the need for the rapid development of the Technical Institutes ^{2/} can be seen as clearly the most critical problem of manpower development in Nigeria". The Board compared the annual outturn of 700 from Technical Colleges ^{2/} in 1963 with the outturn of 6,600 needed by 1968, thus suggesting that the capacity of Technical Colleges should be expanded by over 9 times.

63. Not all qualified observers accept the notion that Technical Colleges should be relied on as the main source of the most important Intermediate grades who will be needed. For example, two-thirds of the additional 33,000 needed (Table 10) is projected to consist of "Junior Managers and Administrators".^{3/} Many experts would argue that it is more appropriate to look to the regular secondary schools to provide the kind of pre-employment education needed for the majority of junior managerial and administrative personnel and to expect only a small proportion of specially trained people to come from business courses in Technical Colleges. This is but one example of the general problem of identifying more satisfactorily the kinds of terminal secondary education that various types of secondary schools ought to provide before heavy commitments are made in expensive types of institutions that may not be necessary for the purposes to be served. This problem also illustrates how difficult it is to gear educational activities to the needs of the labor market where "needs" are inherently somewhat vague and imprecise. We do have doubts whether the projections in Table 10 accurately measure the need: the demand for engineering, technical and agricultural assistants may be seriously understated, if not for 1968 then certainly for the next plan.

^{1/} See para. 17.

^{2/} One finds the terms "technical college" and "technical institute" used interchangeably in Nigeria today. This is a distinction without a difference. The Federal Advisor on technical education in the early 1960's used his influence to get certain technical institutes renamed technical colleges in order to give them higher prestige. However, not all of the earlier technical institutes succeeded in getting renamed.

^{3/} There may be doubts whether the demand for such a large proportion of managers and administrators may not be overstated and that for engineering and technical assistants and agricultural assistants and extension workers understated. The proportionate relationship of the two groups does not "sound right" unless it is greatly influenced by the substitution demand (para. 61).

24-a
Table 10

Non-Academic Intermediate Manpower Needed by 1968

I. Occupations Assumed to be Trained in Technical Institutes

1. Junior Managerial and Administrative	22,600	
2. Surveying Assistants	450	
3. Engineering and Technical Assistants	4,400	
4. Laboratory Technicians and Assistants	550	
5. Draughtsmen	400	
6. Radio and Telephone Operators	350	
7. Accounting and Audit Assistants	-	
8. Cashiers, Book-Keepers and Storekeepers	1,200	
9. Foremen and Supervisors	-	
10. Occupations not elsewhere classified	<u>3,200</u>	
		33,150

II. Occupations with Avenues of Training Outside Technical Institutes

1. Nurses and Midwives	3,300	
2. Medical Technicians	300	
3. Journalists	150	
4. Library Assistants	500	
5. Secretary-typists and Personal Secretaries	300	
6. Agricultural Assistants & Extension Workers	2,550	
7. Forest Assistants	1,800	
8. Statistical Assistants	<u>100</u>	
		9,000
		<hr/>
	Grand Total:	42,150

Source: NMB

64. At its present stage of evolution Nigeria is moving from the orderly and well-structured system of vocational and technical education which the country inherited from its British connections into a stage where the traditional approaches, philosophy, and institutions are being exposed to criticism, advice and projects from other countries, including various countries in Europe and, particularly, the U.S.A. There is no longer any agreed framework of thought to guide development of the system. There is a mood of questioning, uncertainty, and sometimes of conflict among the leading individuals and groups concerned with vocational and technical education. However, if one believes in identifying new alternatives and in the competition of ideas in the market, then one can reasonably hope that in the long run the present discussion will contribute to the evolution of a system better suited to Nigeria's needs than any model which could be imported from any single foreign country.

65. At present there is no national plan for the development of vocational and technical education. In 1961 or 1962 the Federal Advisor on technical and vocational education proposed such a plan, but it proved unacceptable to some of the regions. Consequently each of the five governments is moving forward rather independently, with some attempt at regional coordination from the center. The major influences from the center are three:

- (i) The Federal Ministry of Education, which has a Federal Advisor on technical and vocational education;
- (ii) The U.S. AID, which strives for a certain amount of consistency in what it tries to do in different regions and which is influential because of the size of its education program; and
- (iii) The Ford Foundation, which has concerned itself with vocational and technical education.

66. The lack of a national plan and the confusion and conflicts of philosophy are reflected in the different structures and nomenclature of vocational and technical training institutions in the different regions. One of the difficulties is to sort out to what extent differences in nomenclature reflect real differences in purpose and organization.

67. Structure of the System: There are about 30 government institutions commonly regarded as making up the system of vocational and technical education. There are a few private vocational schools that are not attached to any employer; none is of much consequence. In addition to the private schools there are 15 - 20 additional private training facilities that belong to individual employers and are operated to serve their own needs. The government schools consist of 5 Technical Colleges (at Yaba, Ibadan, Kaduna, Enugu, and Auchi); 6 Trade Training Centers (1 in the Federal Territory, 4 in the West and 1 in the Midwest); the 13 Craft Schools and 3 Technical Training Schools of the Northern Region; and in the East 2 - 3 relatively new Trade Schools plus a small number of Handicraft Centers. This list excludes the few specialized "captive" training institutions operated by a few government departments to serve their own needs (the most numerous of these are the in-service training schools run by some of the ministries of agriculture).

68. The level and purpose of each of the five types of vocational institutions mentioned are as follows:

Technical Colleges: 3 year post-secondary training to produce technicians, i.e. persons above the skilled tradesman level but below that of the professional engineer. The skilled tradesman works mainly with his hands; the technician does not.

Trade Training Centers: secondary-level institutions (3 years in the West, 5 in the East) intended to produce skilled tradesmen.

Craft Schools: these Northern institutions date from the 1920's, although they were closed in the 1930's for fiscal reasons and were reopened in 1957. They are post-primary, lower-secondary schools whose 3-year course amounts to a general secondary education with considerable practical work. About 50 per cent of the graduates from the Craft Schools proceed directly to the Technical Training Schools. The remainder enter the labor market as lower-level artisans.

Technical Training Schools: These Northern institutions are upper-level secondary schools for the training of skilled tradesmen below the technician level.

Handicraft Schools: These few Eastern Region institutions provide primary-level students with an introduction to manual operations on a part-time, day-release basis.

69. Omitting the Handicraft Schools, 1963 enrollment in the 30 or so technical and vocational schools was as follows:

<u>Technical Colleges</u>						
	<u>North</u>	<u>East</u>	<u>West</u>	<u>Lagos</u>	<u>All</u>	
Junior courses	214	470	-	939	1,623	
Senior courses	<u>113</u>	<u>322</u>	<u>200</u>	<u>759</u>	<u>1,394</u>	
	327	792	200	1,698	3,017	
<u>Trade Centers</u>	<u>Craft Schools</u>		<u>Technical Schools</u>		<u>Others</u>	<u>All</u>
<u>W</u>	<u>E</u>	<u>Lagos</u>	<u>N</u>	<u>N</u>	<u>E</u>	
575	477	536	1,787	544	419	4,338
<u>Grand Total:</u>						7,355

Although there was a fairly vigorous expansion of enrollment in 1960-62 this did not continue. Today there are only about 20 per cent more students enrolled in the 30 vocational schools than in the country's five universities. The universities are finding it much easier than the technical schools to expand their enrollments. The disappointing

growth of enrollments in the technical schools reflects the lower status of this branch of education and lack of strong incentives that might overcome student resistance, particularly at the technical college level where attendance is too expensive for many students unless they have scholarships or are sponsored by an employer.

70. Future expansion of the system: There is no doubt that Nigeria will - and should - experience a rapidly growing demand for technically-trained intermediate-level manpower. This demand will have to be satisfied and the needed investment commands top priority above any other investment. At the same time there is no point in undertaking costly new investment in particular cases if the expansion, reorganization and modernization of existing facilities can produce the needed supply in a particular locality or in a specific branch of specialization. The criterion has to be that all demand for technically-trained people must be met, and met at the lowest possible cost. There is a temptation to believe that since technically-trained intermediate-level manpower is scarce the establishment of almost any kind of vocational or technical institution is justified. This rests on a naive view of the role of formal pre-employment training in the total process of skill-formation. While the need for additional technical schools is beyond dispute, there are three possibilities for expanding the supply of vocationally-trained manpower that should be pushed more energetically and which would reduce the need for investment in new vocational facilities and their subsequent heavy operating costs:

- (i) More attention needs to be given to make the existing institutions more efficient. Some can expand enrollments at costs much cheaper than building new institutions, e.g., by adding new boarding facilities, or part-time courses, or new subject-matter. Some could take more students if their operating budgets were more generous (e.g., Yaba had to keep 150 of its 700 beds empty last year because there was no money to pay the ₦/- food allowance if students had been admitted). A shortage of scholarships has held down enrollment at some of the new institutions (e.g., Ibadan Technical College).
- (ii) No serious effort has yet been made to explore the possibility of making public use of private training facilities. The Nigeria Employers Consultative Association (NECA) reports that there are between 15 and 20 large firms in the country which have recently had private training programs. Several of these firms have reportedly filled their own training requirements and are even considering closing down their facilities. This is occurring at a time when governments are trying to expand training facilities. Thus governments might rely more heavily on employers to carry a larger part of the vocational training burden than they now do. Nothing is likely to bring about such public-private cooperation unless responsibility is fixed for trying to achieve it. The best approach would probably be the appointment of a one- or two-man task force to work up specific alternatives and specific proposals for consideration

by the Federal and the four Regional governments. The kind of arrangements which might prove feasible are for the government to extend to private employers the same kind of grant-in-aid assistance that has developed for general secondary and primary education. The government might extend running cost grants and perhaps even help meet a part of the capital cost of such firms as would agree to admit to their own training programs a certain proportion of outside trainees along with their own personnel. Private facilities might also be made available for "sandwich" courses for employees from other establishments, including government. The cost to government and to the economy of extending vocational and technical training by this method should be considerably cheaper than if it tried to achieve the same objectives by establishing everywhere independent training facilities. Of course, this method can help meet only a part of the total demand. Discussion of its feasibility could be an appropriate topic for the advisory body of the private sector representatives and government officials which has recently been established under the aegis of the Federal Ministry of Economic Development.

- (iii) The present interest in diversifying the traditional secondary curriculum deserves strong support. Although the two experiments with comprehensive high schools (at Port Harcourt and Aiyetoro)^{1/} have probably resulted in institutions too costly to serve as models, their innovations in curriculum are likely to be useful pioneering efforts. But there needs to be a wider and more intensive effort to see how the traditional secondary school curriculum can be diversified to prepare the great majority of graduates for the labor market they will enter rather than for the university they will not. A reformed, diversified curriculum for the ordinary secondary school is no substitute for a technical college, properly conceived. But it can substitute for some of the lower-level vocational schools.

^{1/} The term "comprehensive high school" means different things to different people. In the American philosophy which underlies these two experiments, the term has two main dimensions:

- 1) The notion that a high school should admit all successful primary school leavers within its natural area of influence, and
- 2) That the curriculum should be sufficiently broad and flexible to prepare students for several different alternatives upon graduation and not simply for proceeding to university. This implies that the curriculum should have several vocational streams alongside the more traditional curriculum intended for university preparation and should afford students a chance to experiment somewhat so as to identify their own interests and aptitudes. A good system of student counseling or guidance is an important element in such a scheme.

71. Gearing Training Activities to the Needs of the Labor Market: The problem of deciding what courses to offer and how large enrollments should be in the various types of training institutions is not yet being handled very satisfactorily. The key to the problem lies in the development of reasonably good information about the present and future needs of the labor markets served by particular training facilities. So far the development of local labor market information has been weak. Neither the National Manpower Board nor the Ministry of Labor has been able to work up information which school officials find helpful in planning curriculums and setting targets. A method which could be tried would be the development of effective local advisory boards to work with the principals of each training institution; but so far there are practically no effective committees. Consequently each institution must rely on the shrewdness, energy, and local knowledge of its principal or other staff members. These individuals have nothing to go on except the information they can glean from contacts with local employers and from their analysis of placement experience with recent graduates.

72. Teaching Staff: Finding adequate numbers of qualified teaching staff is of course a major problem. However, this problem does not seem to be quite as formidable as are some of the other problems cited. One reason is the relatively high proportion of expatriate staff found in most of the technical training institutions, particularly the newer ones. For example, at the Ibadan Technical College with a present staff of about 30, about two-thirds are non-Nigerians; this institution has been in operation only since 1962. On the other hand at the Yaba Technical Training Center there is a total staff of 50, of whom only 5 are now expatriates; this is a well-established institution. One factor in favor of staff recruitment is the relatively favorable salary level for technical training teachers as compared with salaries paid in industry. At the Yaba Trade Training Center for example, where 90 per cent of the staff are Nigerians, the main problem in retaining staff is not competition from the heavily industrialized Lagos area but the desire of staff members to get jobs in ministries, where opportunities for promotion are considerably better than if they remain in a technical training institution. In view of the general tightness of the housing situation throughout the country it is not surprising that at any new technical training institution the availability of housing has a great deal to do with the institution's ability to attract staff. The construction of a new Technical Teachers' Training College by the Federal government, in Lagos, should ease the supply of vocational teachers in the years ahead.

73. Standards, Curriculum, and Syllabi: The maintenance of a set of national standards for vocational and technical education is important for reasons of administrative convenience, employer evaluation, and student motivation. At present such a system is administered by the West African Examination's Council, the external examining body in the country for technical as well as for general education. Standards are based on the City and Guilds Institute of London (CGIL), for vocational and technical

subjects, and on the Royal Society of Arts (RSA) for commercial subjects.^{1/} The chief mechanism by which standards are made effective is the control over course syllabi inherent in the knowledge that students will sit for external examinations and tests based on a model syllabi approved by CGIL or RSA. The same set of influences are at work at the next higher level of standards, i.e., the make-up of the curriculum.

74. There has been considerable criticism of the tying of Nigerian standards of vocational education to the CGIL and RSA. The main criticism is that students are forced to take courses in subjects which are not appropriate for Nigeria and that even where courses are appropriate the syllabi may not be. A conclusion sometimes drawn from these criticisms is that the country should "break loose" from CGIL and RSA and develop its own independent standards for both commercial and non-commercial vocational education. It is not clear how fair this criticism is. The London offices of CGIL and RSA have reportedly shown great willingness to adapt curriculums and syllabi to the needs of particular countries and they have had representatives visiting many countries to help national officials work out this kind of adaptation. However, the process of adaptation requires initiatives within the particular country. If there are no initiatives then the standards remain those in force in Britain, and this will indeed be inappropriate. Hence, the criticism of the tie to CGIL and RSA often heard in Nigeria seems as much a criticism of lack of initiative and imagination within the country (including, of course, among many foreign advisers) as it is of the linkage itself. At the present time there appears to be increased activity toward adapting curriculums and syllabi to Nigerian conditions. This requires the setting up of trade committees to pass judgment on what is or is not suitable. How extensively and rapidly this effort is going forward is not clear. It is the long-run policy of the WAEC to effect a gradual and orderly transition from dependence upon London standards to those which are entirely national. At some time, several years in the future, the certifications issued by WAEC will be independent of CGIL and RSA. Today, students, teachers, and administrators place great emphasis on maintaining the tie.

75. Agricultural Skills and Attitudes: Nothing has been said about sub-professional schools for the training of people in agricultural skills. Whether or not such institutions are included within the field of vocational and technical training is a matter of definition. But definitions aside, it is important to note how small has been the attention given to the general training of secondary level students for agricultural work.

^{1/} At the artisan level (semi-skilled operators), i.e. below the levels of the technical and skilled craftsman, there is a purely Nigerian certificate that is not tied to any parent body in the U.K. This is called the "craftsman's certificate".

Generally speaking, much less thought and resources have been devoted to the development of agricultural training facilities at the sub-professional level than has been true of vocational and technical education as conventionally defined. All regions except the Midwest have some agricultural training institutions for sub-professional work, but all are for in-service training of persons already employed in the Department of Agriculture. The only exception is in the North, where a system of Farm Institutes is being developed. These will be one-year residential farm training centers for teen-age farm boys. Only two of a proposed set of about 15 such institutes had been constructed by the summer of 1965. In the East planning is in the early stages for the establishment of approximately a dozen new junior secondary schools designed to take primary school leavers with agricultural backgrounds and prepare them for careers in agriculture. These will probably be residential schools and may be located near the region's experimental farm settlements.

76. The 1964 Rowat Report ^{1/} to the Government of Nigeria on education and training programs for agriculture has relatively little to say about education and training for people who are not intending to enter government service. Consequently, the subject of whether or not the country should develop a set of agricultural vocational schools not aimed primarily at providing sub-professional personnel for the government services must still be considered a neglected area.^{2/} The most significant progress on this front is likely to be found in the attempts to introduce agriculture as a new element in the curriculum of certain general secondary schools. However, the amount of experimentation with agricultural subjects now going on in the curriculums of such schools is much less than even the limited experimentation now occurring with technical and commercial subjects. Much discussion of agricultural education and training is not concerned with the creation of skills but with keeping primary school leavers from migrating to the cities, where they are likely to swell the ranks of unemployed youth. The development of specialized agricultural schools at the secondary level may simply postpone the time when migration occurs. Educated youth are likely to remain in agriculture only if other measures, outside the education sector, are taken which make farming more attractive as a career.

^{1/} See item No. 8 in the attached bibliography.

^{2/} A U.S. AID study team will be making a thorough study of Nigerian agricultural problems over the next two or three years and is expected to devote some attention to this problem.

VI. RECOMMENDATIONS FOR THE CURRENT PROGRAM

77. The capital spending targets of the five governments for the second half of the plan are given in Table 2. They total £37.5 million. This compares with expenditures of £18.5 million during the first half of the plan. It seems unlikely that the sector will in fact be able to double investment activity in such a short period, mostly because of limits to administrative and construction capacities and partly because of shortages of funds. A somewhat more realistic target can be set at a figure of £30.2 million, about 20 per cent below the official targets. The revised distribution of spending among the five governments is also shown in Table 2.

78. The suggested reductions do not assume equal percentage cuts for all five governments. The revisions would range from 29 per cent cut in Federal spending to a small rise of 3 per cent for the Midwest. The reasons for the suggested cuts are explained briefly in the paragraphs that follow. It should be noted that the proposed changes agree broadly with the revenue outlooks for each of the five governments -- i.e., the smallest cuts are suggested for those regions where the least financial difficulty is expected.

79. Federal: The reduction in Federal spending arises from three changes: a modest reduction in the subvention for building primary schools in the North; a major reduction in the high allocation for primary schools in the Federal territory; and a 50-50 sharing in the proposed cut on spending for the University of Ife (50 per cent of the cut to be borne by the Federal Government, 50 per cent by the Western region).

80. Northern Region: Two suggested revisions account for the 13 per cent cut: economizing on the teacher-training program (the allowances for staff housing seem unnecessarily generous) and an advance account of probable inability to carry out the targets for secondary and technical education.

81. Eastern Region: It seems likely that economies can be made in the program for technical education, without affecting the goals. On the other hand it seems unrealistic to think that no funds will need to be spent on the University of Nigeria at Nsukka; hence an increase of £150,000 has been made there.

82. Western Region: The proposed postponement of further new construction at Ife allows a reduction of £1.375 million, similar to that proposed at the Federal level (which shares construction costs at Ife on a 50-50 basis). The regional library seems a relatively low priority for a period of financial stringency. Enrolment in the Trade Training Centers can probably be increased with less investment than now planned; an attempt to do this seems in order when money is scarce. The reduction for non-Government grammar schools is based more on expectation of under-spending than on a positive recommendation that such a cut is desirable.

VI. RECOMMENDATIONS FOR THE CURRENT PROGRAM

77. The capital spending targets of the five governments for the second half of the plan are given in Table 2. They total £37.5 million. This compares with expenditures of £18.5 million during the first half of the plan. It seems unlikely that the sector will in fact be able to double investment activity in such a short period, mostly because of limits to administrative and construction capacities and partly because of shortages of funds. A somewhat more realistic target can be set at a figure of £30.2 million, about 20 per cent below the official targets. The revised distribution of spending among the five governments is also shown in Table 2.

78. The suggested reductions do not assume equal percentage cuts for all five governments. The revisions would range from 29 per cent cut in Federal spending to a small rise of 3 per cent for the Midwest. The reasons for the suggested cuts are explained briefly in the paragraphs that follow. It should be noted that the proposed changes agree broadly with the revenue outlooks for each of the five governments -- i.e., the smallest cuts are suggested for those regions where the least financial difficulty is expected.

79. Federal: The reduction in Federal spending arises from three changes: a modest reduction in the subvention for building primary schools in the North; a major reduction in the high allocation for primary schools in the Federal territory; and a 50-50 sharing in the proposed cut on spending for the University of Ife (50 per cent of the cut to be borne by the Federal Government, 50 per cent by the Western region).

80. Northern Region: Two suggested revisions account for the 13 per cent cut: economizing on the teacher-training program (the allowances for staff housing seem unnecessarily generous) and an advance account of probable inability to carry out the targets for secondary and technical education.

81. Eastern Region: It seems likely that economies can be made in the program for technical education, without affecting the goals. On the other hand it seems unrealistic to think that no funds will need to be spent on the University of Nigeria at Nsukka; hence an increase of £150,000 has been made there.

82. Western Region: The proposed postponement of further new construction at Ife allows a reduction of £1.375 million, similar to that proposed at the Federal level (which shares construction costs at Ife on a 50-50 basis). The regional library seems a relatively low priority for a period of financial stringency. Enrolment in the Trade Training Centers can probably be increased with less investment than now planned; an attempt to do this seems in order when money is scarce. The reduction for non-Government grammar schools is based more on expectation of under-spending than on a positive recommendation that such a cut is desirable.

83. Mid-Western Region: Two adjustments are made in the government's targets simply to make these figures agree with those contained in the 1964 I.D.A. credit agreement. The latter contains figures for school workshops and for the Sapele Trade Center slightly different from those in the overall capital program.

VII. PREPARING FOR THE NEXT PLAN

84. The first Plan embodied several major educational initiatives started during the early 1960's. These included the establishment of four new universities, erecting a new structure of teacher-training institutions, introducing several important experiments in secondary education (e.g., two comprehensive high schools, three National High Schools, the extension of Sixth Forms, the extension of science teaching in grammar schools, and the starting of a Federal Science School), and the extension of vocational and, especially, higher technical training. Institutes of Education are now functioning at the three major universities. Several foreign governments and international agencies have associated themselves closely with the country's educational development, and a healthy atmosphere exists for cooperative relationships between Nigerians and foreigners for working on the sector's problems.

85. In 1965 only the most general statements can be made about the education objectives of the plan which is to begin in 1968. A few points are obvious. At the university level, for example, the most important projects will center on completing and extending the existing five institutions. The N.U.C. is already trying to assist each university to develop a Master Plan. The danger that these may be competitive rather than complementary is obvious - the unnecessary duplication of facilities for costly professional education would be wasteful of both capital and recurring funds, and of scarce teaching personnel. At the secondary level the most important decisions for the Second Plan will depend on an evaluation of the experiments of the First. Already it seems doubtful that either the Comprehensive High School or the National High Schools will be considered suitable models for wider adoption. On the other hand, the Federal Science School (a science-oriented Sixth Form) might be worthy of duplication. The major effort in teacher-training must be to continue a vigorous up-grading of both primary and secondary staffs to help arrest the deterioration in standards that has occurred over the past decade. But it is not yet clear whether the main burden of teacher education will continue to fall on the specialized teacher-training institutions or, increasingly, on the universities. In vocational and technical education, serious work on clarification of objectives and philosophy is urgently needed to enable proper planning of future investment. One special branch of vocational education, agriculture, deserves much more attention than it has so far received. Throughout primary and secondary education there is much interest in curriculum reform, a reflection of changing educational philosophy and goals.

86. The development of research, planning, and administrative institutions in education are most important to the next Plan. Strengthening the Institutes of Education and bringing them into closer touch with the Ministries of Education in their regions is one current task that will pay long-term dividends. So is the proposed establishment of a National Council for Educational Research. Perhaps most important of all, so far as the next Plan is concerned, is the strengthening of planning units in all of the Ministries of Education. "Strengthening" means making certain that such units exist; that they are strongly staffed with competent advisors; and that they are given explicit responsibility for drafting proposals, suggestion projects, costing out alternative programs, and forcing key policy-decisions from those who must make them. The degree of instability in financial projections which is encountered in some places does not reflect a satisfactory basis for making decisions.

87. It might give focus and discipline to the work of planning units if a series of special conferences, undertaken in cooperation with one or more international agencies, could be held in the summer of 1967 for the specific purpose of outlining the educational objectives (policies, programs, and major projects) of the Second Plan. The main role should be played by Nigerians, but staff support might be available from the International Institute for Educational Planning and financial support from aid agencies or private foundations. For such conferences to be fruitful, a great deal of very hard work is needed over the next 18 months: but irrespective whether this particular suggestion is appropriate, such hard planning work will pay great dividends, resulting in an ambitious, properly focussed and realistic educational program for the Second Nigerian Development Plan.

PARTIAL LIST OF BACKGROUND DOCUMENTS

The annotated bibliography that follows is intended primarily for those with little or no knowledge of documents useful in understanding the Nigerian educational scene. The list is doubtless incomplete; in two or three cases the exact titles of documents not seen are unknown to me. Despite its informality and incompleteness the list will give anyone a good running start in the subject. A few of the items refer to studies now in manuscript form whose publication is expected in 1965 or 1966. Some of the Government reports may now be out of print, with only file copies available from government offices and libraries.

G. B. Baldwin
The World Bank September, 1965

* * *

1. Investment in Education: The Report of the Commission on Post-School Certificate and Higher Education in Nigeria ("The Ashby Report"). Lagos, Federal Ministry of Education, 1960. 140 pp. 5/-.

The big postwar increases in primary education occurred in the mid-1950's; the big expansions of secondary and higher education are occurring in the 1960's -- largely as a result of concepts and goals established by the Ashby Commission. Fully as important as the main 48-page General Report are the seven Special Reports that comprise Part II.

2. Educational Development, 1961-70. Sessional Paper No. 3 of 1961. Lagos. Federal Government Printer. 1961. 10 pp. 9d.

A White Paper in which the Government accepts most of the recommendations of the Ashby Commission's Report. Contains a useful summary of the latter. Points out that the level of investment in educational expenditures for the period 1961-70 is likely to be £75 million, with recurrent costs at the same figure by 1970. These are costs that will fall on government budgets under existing grants-in-aid systems; they do not include private costs (financed mainly from student fees). These capital and recurrent costs represent an approximate tripling of educational effort over the decade.

3. Educational Development in Nigeria, 1961-70: A Report on the Phasing and Cost of Educational Development on the basis of the Ashby Commission's Report on Post-School Certificate and Higher Education in Nigeria ("The Archer Report"). Lagos. Federal Government Printer. March, 1961. 137 pp. (Restricted).

The Ashby Report set general targets: the Archer Report estimated the cost of implementing them. "It consists of a detailed assessment of the capital and recurrent costs, year by year from 1961 to 1970, and Region by Region, covering the whole educational system,

from primary to university education including technical and vocational training, teacher-training, agricultural and veterinary education; and translates the proposals of the Ashby Commission into a phased programme of development suitable for incorporation into Regional and Federal estimates of expenditure" (from the White Paper, item No. 2, above).

4. Report on the Development of Technical and Commercial Education (below professional level) in the Federation of Nigeria, 1961-1970 ("The Counce/Cottier Report"). October, 1961. 124 pp., mimeo.

A report by two United Kingdom technical experts who were asked to review "in the light of the Ashby Commission's Report, plans for developing technical and commercial education", including the costs thereof. By the time their work began, the Government had doubled the Ashby Commission's original target of 2,5000 technicians per annum in technical institutes.

5. Nigeria's High-level Manpower, 1963-70. Lagos. National Manpower Board. (Manpower Study No. 2). 1964. 67 pp. 7/6d.

A series of tables, with supporting analysis and explanation, that show the country's expected shortages by major occupational groups. These figures have been used in establishing targets for educational and training institutions. A limited number of more detailed studies are in progress at the NMB.

Manpower Study No. 1 was a 19 pp. Preliminary Report entitled Manpower Situation in Nigeria (Lagos, 1963); Manpower Study No. 3 is an undated 16 pp. publication, A Study of Nigeria's Professional Manpower in Selected Occupations 1964.

6. Statistics of Education in Nigeria, 1963. Series No. 1, Vol. III. Lagos. Federal Ministry of Education. February, 1965. 114 pp. 5/-

The one official statistical publication that gives figures not only for the Federal Territory but for all the regions. Most of the time-series cover the years 1959-63. Vol. II (n.d., 99 pp. 5/-) was titled, Annual Digest of Education Statistics.

7. A National Plan for the Development of Technical Education in the Republic of Nigeria (draft). ("The Gailer Report"). Lagos. Federal Ministry of Education. 1962 (?)

An attempt to develop a national plan for technical education, based heavily on the Ashby Report and the Counce/Cottier Report. The Report was not accepted by all the regions and cannot be considered a master-plan which the country is now in process of executing. However, the report has been an important influence on the thinking of many persons concerned with this subject.

8. Report to the Federal and Regional Governments of Nigeria on The Development of Education and Training in the Field of Agriculture and Related Subjects. ("The Rowat Report"). Rome. F.A.O. 1964
109 pp. mimeo.

Deals with specialized institutions, with little or no concern for the treatment of agricultural subjects in the general school system. Recommends the establishment of a continuing Council for Agricultural Education. Much information on specific institutions, with recommendations for programs and enrolments.

9. University Development in Nigeria: Report of the National Universities Commission. n.p. Federal Ministry of Information. 1963. 47 pp.

The N.U.C. was created at the suggestion of the Ashby Commission. This is its initial report on the development of the country's university system and its financing. The Government's reaction to the recommendations of the N.U.C. are contained in Sessional Paper No. 4 of 1964, entitled "Decisions of the Government of the Federal Republic of Nigeria on the Report of the National Universities Commission" (Lagos, Federal Ministry of Education, 1964, 9 pp.)

The N.U.C. also publishes annually (as a mimeographed document) a statistical summary of university enrolments by university and fields. (These figures are also published in item No. 6 above).

10. Study of Manpower Needs and Educational Capabilities: Nigeria ("The Masland Report" to the U.S. Agency for International Development). This is one in a series of country reports on all English-speaking countries of sub-Sahara Africa (except the Fed. of S.A.) done for A.I.D. by a committee of Education and World Affairs. The committee was headed by Dr. John W. Masland, Provost of Dartmouth College. The reports may not be formally published but should be available from either EWA or AID. The Nigeria report runs to about 50 pp., mimeo.

11. Report of the Commission Appointed to Review the Educational System of Western Nigeria ("The Banjo Commission Report"). Ibadan. Government of Western Nigeria. 1962 (?). 89 pp. 2/6d.

A useful overview of the structure of education in the region, with recommendations for improving the system in the light of the Ashby Commission recommendations.

12. Report of Commission of Inquiry into the rise in Fees charged by Public Secondary Grammar Schools and Teacher Training Colleges in Western Nigeria ("The Ajayi Commission Report"). Ibadan. Western Nigeria Official Document No. 11 of 1963. June, 1962. 69 pp. 2/-

An excellent guide to a somewhat tricky subject. Appendix VI (pp. 44-46) gives a useful "Historical Sketch of the Grants-in-Aid System" both before and after the important review of the grants system by Sir Sydney Phillipson in 1948 (see next item).

13. Annual Abstract of Education Statistics, 1962 and 1963 combined.
Ibadan. Ministry of Economic Planning and Community Development,
Statistics Division. Western Nigeria, January, 1964. 79 pp. 2/6d.

Intended to be an annual volume, published early in the calendar
year. (The 1964 edition was out of print by mid-year).
14. Education Laws. (CAP. 34) Ibadan. The Govt. Printer, Western Nigeria.
1962. 110 pp. 7/6d.

The basic education law of the Region. A supplement has also been
published. Other regions (e.g. the East) are known to have a
similar publication.
15. Grants in Aid of Education in Nigeria, by S. Phillipson, C.M.G. Lagos.
Government Printer, 1948.

The key document explaining the relationship between government
finance and the Voluntary Agency schools. The future is bound to
see fairly frequent modifications of the "classical" grants-in-aid
system as the educational system moves in the direction of becoming
a full-fledged system of government-owned and government-run schools.
But the various governments have neither the funds nor the adminis-
trative resources to move towards this goal precipitately without
disastrous results.
16. White Paper on Education Development in Northern Nigeria. Kaduna.
Govt. of Northern Nigeria. The Govt. Printer, 1961. 8 pp. 9d.
17. School Directory for Northern Nigeria Kaduna (Northern Nigeria),
Ministry of Education, Planning and Development Division, 1964.
iv + 79 pp.
18. Education Law of Northern Nigeria 1964. Kaduna (Northern Nigeria),
Ministry of Education, Planning and Development Division, 1964. 49 pp.
19. The Administration of Primary Education ("The Oldman Report"). Kaduna.
The Government Printer. (Northern Region). n.d. (1962?) 184 pp.

An important document, with much material on educational costs and
finance in the Northern Region. Also contains recommendations on
the establishment of local education authorities as the most satis-
factory basis for extending public control over the educational
system. Many useful tables; useful 13-item bibliography at pp.
118 - 119.
20. Northern Nigeria Local Government: Yearbook, 1965. Prepared by
the Department of Local Government, Institute of Administration,
Ahmadu Bello University, Zaria. 95 pp. (1965).

A useful handbook. Pp. 64 - 71 are devoted to "Education in
Northern Nigeria" and contain tables of enrolments, costs, and
financing.

21. Classes, Enrolments, and Teachers in the Schools of Northern Nigeria, 1964. Kaduna. Planning and Development Division, Ministry of Education. 1964. 32 pp.

This is "the fourth annual publication of numerical and statistical information on the schools in Northern Nigeria." The same Division of the Ministry has also published a number of mimeographed "Planning Papers" useful to people with somewhat specialized interests (e.g., No. 1 - 4, "Preliminary Study of Wastage in Pupils of Primary Schools in Northern Nigeria", June 1965, 11 pp.)

22. "Planning of Primary Education in Northern Nigeria" by J. F. Thornley, U.K. educational advisor. (Kaduna). 92 pp., June 1965. (mimeo)

A clear, detailed account of educational planning in the Northern Region since the publication of the Ashby Report in 1960. The paper is one of several on Nigerian education prepared for the International Institute of Educational Planning and intended initially for use in a conference to be held in Dakar late in 1965. Other reports on Nigeria being prepared as part of this same IIEP effort include:

- "Qualitative Aspects of Teacher Supply and Demand" (A. Taylor)
- "Quantitative Aspects of Teacher Supply and Demand" (R. Hollister)
- "Process and Implementation of Educational Planning in Nigeria" (A. Wheeler)
- "Integration of External Assistance for Educational Planning in Nigeria" (L. Cerych)
- "Costs and Financing of Education in Nigeria" (A. Callaway).

23. Report on the Review of the Educational System in Eastern Nigeria ("The Dike Committee Report"). Official Document No. 19 of 1962. Enugu. Ministry of Education. The Government Printer. 1962 96 pp. plus tables and maps. 4/-.

A basic general overview that does for the Eastern Region much of what the "Banjo Report" did for the Western Region (see item No. 9). Contains a useful review of developments for the decade preceding 1958, which included the introduction, in 1957, of Universal Primary Education, with attendant financial difficulties.

24. Policy for Education. Enugu. Ministry of Education, Eastern Nigeria. Official Document No. 7 of 1963. The Govt. Printer, 1963. 6 pp. 6d.

The first summary of Regional educational policy since Policy Paper on Education in 1954 (Sessional Paper No. 2 of 1954) when Nigeria was still under colonial rule. (see also item No. 23, below).

25. Report of the Conference on the Review of the Education System in Eastern Nigeria ("The Ikoku Report"). Official Document No. 25 of 1964. Enugu. The Govt. Printer. 1964. 53 pp. 2/-

A review by Nigerian educators based on an eight-day conference held in the summer of 1962. Concerned with primary, secondary, and teacher education.

26. Ministerial Broadcast on Education, by Dr. S. E. Imoke, Minister of Education, Eastern Nigeria. Enugu. The Government Printer. 1964. 23 pp.

Reprints of four talks given by Dr. Imoke. Summarizes the key policy objectives of the Ministry as of 1964. (see also item No. 21, above).

27. Report of the Comparative Education Seminar Abroad. Ministry of Education, Eastern Nigeria. Official Document No. 21 of 1963. Enugu. The Govt. Printer, 1963. 10 pp. 1/-

A brief summary of the main impressions gained by a 16-man team of Nigerian educators, from all regions, who participated in a 10-week study tour to Sweden, France, and the United States to examine foreign education systems and "in particular, looking for such features as -- if adapted to Nigerian conditions and needs - might improve education in Nigeria" (from the Introduction by Dr. Adam S. Skapski of U.S. AID, which sponsored the Seminar. In 1965 Dr. Skapski, now with the Ford Foundation in Lagos, was planning a similar Seminar Abroad for Nigerians concerned with vocational and technical education).

28. 1962 Annual Report, Ministry of Education, Eastern Nigeria Official Document No. 5 of 1965. Enugu. The Govt. Printer, 1964 (sic). 105 pp. plus 22 charts. 4/6d.

Contains 30 pp. of narrative reports on administration, finance, primary education, secondary education, etc., plus extensive tables.

29. Education Handbook 1965. Enugu. Eastern Nigeria Ministry of Education. Eastern Nigeria Official Document No. 26 of 1964. 59 pp.

30. Report on Investigation of Vocational Education in Eastern Nigeria ("The Goldway Report") Enugu. Ministry of Education. Official Document No. 13. 1962.

An influential report done for the Eastern Regional Government, about 1962. Believed to have been published by the Govt. Printer, Enugu.

31. The Development of Technical Education and its Relation to the Educational System in Western Nigeria, 1962-1970, by Dr. Adam S. Skapski. Ibadan. The Government Printer. May, 1962.

This seminal report has been influential throughout the country. Two major themes are (1) that the general secondary schools should be broadened to assume a larger role in pre-vocational education and (2) that government should induce large employers to do more in the field of vocational training. The author's views stand in some contrast to many of those expressed in other influential reports on technical education presented to the government at about the same time.

32. Appraisal of Educational Project: Nigeria. Department of Technical Operations, IBRD/IDA. TO-434 (b). Washington. December 16, 1964. 34 pp. plus tables and appendices. (Restricted).

The summary review of Nigeria's needs in the fields of secondary, vocational, and teacher education, plus a description of the IDA project involving a credit of \$22.5 million for a set of projects supporting expansion of these branches of education.

33. The Birth of Nigeria's University, by Kenneth Mellanby. London Methuen & Co. 1958. 263 pp.

An account of the origins, construction, financing, organization, staffing, and other aspects of Nigeria's first university college, by the man who was Principal of the institution during its first six years (1947-53).

34. Public Programmes for Management Education and Training in Nigeria. Prepared for the Nigeria Employers' Consultative Association by the P-E Consulting Group (West Africa) Ltd. Lagos. May, 1965. 14 pp. plus XII appendices.

Prepared for the Training and Education Committee of N.E.C.A. in order to "provide the Association and its Member firms with up-to-date and comprehensive information about the management education and training programmes in Nigeria which are available for use by all employers", to "indicate the areas in this field where further development is required", and to "recommend the measures necessary to achieve the development needed ..."

35. U.S. Technical and Capital Assistance in Support of Economic Development in Nigeria (Report as of January 1965). Lagos. U.S. Agency for International Development. 1965. 89 pp.

Contains summary material on AID projects assisting Nigeria's educational growth. Education projects constitute the largest sector in the AID assistance program in Nigeria. More detailed descriptions of the individual projects will be found in the annual E-1 reports (these are internal reports used largely for budgetary purposes and are unlikely to be generally available).

36. Recruitment and Training in the Electricity Corporation of Nigeria. Prepared for the Govt. of Nigeria by E. Eskilsson. United Nations. New York, 23 January 1963. 52 pp. (Report No. TAO/NIG/2 - "Restricted").

In this Technical Assistance report a U.N. expert surveys not only the training programs within the ECN but the use made of outside institutions. Contains brief descriptions of the training programs at some 9 technical training institutions.

37. Report of the UNESCO Educational Investment Programming Mission to Nigeria. (Professor Thomas Wilson (University of Glasgow), Mr. J.M. Wilson (Dept. of Education in Tropical Areas, London University Institute of Education), Mr. Thomas Wilson (Unesco Chief of Mission in Nigeria), Mr. Ashfaque Husain, 25 November 1962-1 January 1963). n.p.n.d. 164 pp., bibliogr.
Classified STRICTLY CONFIDENTIAL.

38. ASHBY, Eric. African Universities and Western Tradition. London, Oxford University Press, 1964. vi + 113 pp. 10/6.

Concise, stimulating introduction to present-day problems.

39. EBERLY, Donald. Overseas Scholarships: Policies and Machinery for a Developing Country. Nigerian Institute of International Affairs. April 10, 1964.

STATISTICAL APPENDIX

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Table I-A

EDUCATIONAL FINANCE: FEDERAL GOVERNMENT RECURRENT EXPENDITURES
BY TYPE OF EDUCATION
 (£N '000)

	<u>52/53</u>	<u>54/55</u>	<u>59/60</u>	<u>62/63</u>
Primary School	3	50	390	526
Secondary School (a)	532	64	268	426
Technical & Vocational	174	59	202	233
Teacher Training	23	17	22	115
Higher Education	1,936	1,195	1,522	3,414
Adult Education	1	-	2	2
Special Schools	-	-	2	7
Non-Educational- Institutions	57	110	265	308
Grand Total	2,726	1,498	2,673	5,031

(a) Revision of Teachers' Salaries ??

Table I-B

EDUCATIONAL FINANCE: NORTHERN GOVERNMENT RECURRENT EXPENDITURE
BY TYPE OF EDUCATION
(£N '000)

	<u>52/53</u>	<u>54/55</u>	<u>59/60</u>	<u>62/63</u>
Primary	366	473	1,311	1,719
Secondary	111	212	519	890
Technical & Vocational	47	85	352	445
Teacher Training	154	236	721	1,143
Higher Education	16	20	160	365
Adult Education	12	87	82	66
Arabic Schools	4	4	9	20
Special Schools	-	-	-	-
Non-Educational Institutions	38	174	166	261
Grand Total	748	1,292	3,320	4,910

Table I-C

RECURRENT EXPENDITURE FOR EDUCATION: WESTERN REGION
(£N '000)

	<u>52/53</u>	<u>54/55</u>	<u>59/60</u>	<u>62/63</u>
Primary	799	1,656	4,944	6,017
Secondary	121	281	682	1,325
Technical & Vocational	34	69	198	215
Teacher Training	122	328	735	1,168
Higher Education	13	118	154	549
Adult "	6	6	-	-
Non-Educational Institutions	32	89	239	210
Total:	1,127	2,547	6,952	9,484

Table I-D

RECURRENT EXPENDITURE FOR EDUCATION: EASTERN REGION
(£N '000)

<u>Type of Education</u>	<u>1952/53</u>	<u>1954/55</u>	<u>1959/60</u>	<u>1962/63</u>
Primary Schools	855	1,297	4,178	4,069
Secondary Schools	122	244	467	866
Technical and Vocational	-	26	91	232
Teacher Training	188	266	678	853
Higher Education	42	80	196	398
Adult Education	6	12	-	-
Non-Educational Institutions	30	41	149	349
TOTAL	1,243	1,966	5,769	6,767

TABLE II-A

PRELIMINARY SUMMARY OF SCHOOL COSTING IN N. NIGERIA: PRIMARY SCHOOLS, 1964
(Nigerian pounds)

PRIMARY SCHOOL CONTROL	NUMBER OF AUTHORITIES (OR SCHLS.) REPORTING	NUMBER OF STUDENTS ENROLLED	TOTAL RECURRENT EXPENDITURE		TOTAL CAPITAL EXPENDITURE		TOTAL ALL EXPENDITURE	
			GROSS	PER	GROSS	PER	GROSS	PER
			TOTAL	PUPIL	TOTAL	PUPIL	TOTAL	PUPIL
NON-RCM (V.A.)								
PROPRIETORS	7	25,319	181,366	7.16	11,440	0.46	192,806	7.62
RCM PROPRIETORS	6	40,918	287,282	7.02	26,898	0.66	314,180	7.68
TOTAL ALL V.A.	13	66,237	468,648	7.08	38,338	0.58	506,986	7.66
BAUCHI N.A.'s	6	19,432 ^a	174,533	8.98	42,900	2.21	217,433	11.19
BENUE N.A.'s	5	13,051	111,112	8.51	12,591	0.97	123,703	9.48
BORNU N.A.'s	5	17,140	185,319	10.81	59,128	3.45	244,447	14.26
ILORIN N.A.'s	4	9,826	101,794	10.36	2,000	0.20	103,794	10.56
KABBA N.A.'s	1	1,807	18,201	10.07	9,250	5.12	27,451	15.19
KANO N.A.'s	4	29,472	341,103	11.57	247,373	8.39	588,476	19.96
KATSINA N.A.'s	2	16,150	160,863	9.96	52,200	3.23	213,063	13.19
NIGER N.A.'s	7	12,023	117,779	9.80	14,950	1.24	132,729	11.04
PLATEAU N.A.'s	4	5,901	50,087	8.49	6,250	1.06	56,337	9.55
SARDAUNA N.A.'s	5	5,594	58,193	10.40	2,200	0.40	60,393	10.80
SOKOTO N.A.'s	3	17,591	184,111	10.47	114,066	0.48	298,177	16.95
ZARIA N.A.'s	1	3,700	26,889	7.27	5,400	1.46	32,289	8.73
TOTAL ALL N.A.'s	47	151,687	1,529,984	10.09	568,308	3.74	2,098,292	13.83
TOTAL ALL N.A. & V.A.	60	217,924	1,998,632	9.17	568,308	2.78	2,605,278	11.95

TABLE II-C

PRELIMINARY SUMMARY OF SCHOOL COSTING IN N. NIGERIA: NON. GOVT. POST-PRIMARY SCHOOLS - 1964
(Nigerian pounds)

<u>TYPE OF SCHOOL AND CONTROL</u>	<u>NO. OF SCHOOLS REPORTING</u>	<u>NO. OF STUDENTS ENROLLED</u>	<u>STAFF SALARIES AND ALLOWANCES</u>		<u>RUNNING EXPENSES</u>		<u>RECURRENT EXPENDITURES (EXCLUDES BOARD)</u>		<u>BOARDING COSTS</u>		<u>TOTAL RECURRENT WITH BOARDING EXPENDITURE INCLUDED</u>	
			<u>TOTAL</u>	<u>PER PUPIL</u>	<u>TOTAL</u>	<u>PER PUPIL</u>	<u>TOTAL</u>	<u>PER PUPIL</u>	<u>TOTAL</u>	<u>PER PUPIL</u>	<u>TOTAL</u>	<u>PER PUPIL</u>
N.A. SEC. GRAMMAR	9	2499	120,196	48.10	60,565	24.23	180,761	72.33	103,979	41.61	284,740	113.94
RCM SEC. GRAMMAR	12	1773	122,253	68.95	47,502	26.79	169,755	95.74	27,408	15.46*	197,163	111.20
NON-RCM (VA) SEC. GRAMMAR	11	1575	75,588	47.99	66,876	42.46	142,464	90.45	29,746	18.89*	172,210	109.34
TOTAL ALL GRAMMARS	32	5847	318,037	54.39	174,943	29.92	492,980	84.31	161,133	27.56*	654,113	111.87
RCM TCHR. TRNG. COLLEGE	12	1371	90,773	66.21	32,541	23.73	123,314	89.94	31,533	23.00*	154,847	112.94
NON-RCM (VA) TCHR. TRNG. COLLEGE	8	1238	88,928	71.83	47,709	38.54	136,637	110.37	33,576	27.12	170,313	137.49
TOTAL ALL TCHR. TRNG. COLLEGES	20	2609	179,701	68.88	80,250	30.76	259,951	99.64	65,107	24.95	325,061	124.59
ALL NON-GOVT. POST PRIMARY SCHOOLS	52	8456	497,738	58.86	255,193	30.18	752,931	89.04	226,242	26.76	979,173	115.80

*NOTE: Includes all schools, even though some are not boarding schools

TABLE II-D

North

RECURRENT EXPENDITURES PER PUPIL: GOVERNMENT
SPECIAL TEACHER TRAINING SCHOOLS - 1964.
 (£N '000)

	<u>Adv. T.T. Coll., Zaria 211 students</u>	<u>2 rural ed. colleges 64 + 48 = 112 students</u>
I. Staff Salaries & Allowances		
Non-Nigerian	16.38	31.98
Nigerian	47.18	58.10
Total	63.56	90.08
II. Running Expenses		
Equipment		
Consumable	3.75	15.60
Non-Consumable	16.05	-
Light	3.17	4.07
Water	-	5.68
Postage	-	0.22
Labour	-	31.75
Games	0.73	-
Prizes	-	-
Building Repair	-	2.27
Misc.	0.67	106.46
Total	24.37	166.05
III. Total Recurrent Expend.	87.94	256.13
IV. Boarding Costs	30.21	-
V. Total Recurrent with Boarding	118.15	256.13

RECURRENT EXPENDITURES PER PUPIL: RCM TEACHER-TRAINING COLLEGES, 1964
 (Nigerian pounds)

Ave. 16 instns.

I.	Staff Salaries & Allowances			
	Non-Nigerian	47.08		
	Nigerian	13.10		
	Total	60.18		
II.	Running Expenses			
	Equipment			
	Consumable	4.68		
	Non-Consumable	3.78		
	Light	1.65		
	Water	1.16		
	Postage	0.71		
	Labour	3.20		
	Games	1.11		
	Prizes	0.10		
	Building Repair	2.24		
	Misc.	4.04		
	Total	23.67		
			<u>Range</u>	
III.	Total Recurrent Expenditures	83.85	137.77	51.70
IV.	Boarding Costs	23.27	51.01	13.16
V.	Total Recurrent with Boarding	107.12	161.89	67.15

RECURRENT EXPENDITURES: GOVERNMENT TECHNICAL INSTITUTIONS
AND TECHNICAL SCHOOLS - 1964
 (Nigerian pounds)

	304 students Kaduna Tech. Inst.	Total for three Tech. Tng. Schools Ilarin - Kano - Bukuru <u>193 96 191</u>
I. Staff Salaries & Allowances		
Non-Nigerian	36,866	52,135
Nigerian	8,013	31,102
Total	44,879	83,237
II. Running Expenses		
Equipment		
Consumable	1,789	9,993
Non-Consumable	6,991	4,932
Light	583	6,568
Water	1,206	1,679
Postage	-	574
Labour	1,632	6,800
Games	-	302
Prizes	-	-
Building Repair	-	-
Misc.	932	6,500
Total	13,131	37,348
III. Total Recurrent Exp.	58,010	120,585
IV. Boarding Costs	9,817	24,174
V. Total Recurrent with Boarding	67,827	144,759

TABLE II - G

North

RECURRENT EXPENDITURES - GOVERNMENT SECONDARY GRAMMAR SCHOOLS - 1964
(5 Schools)

	<u>Total Expenditure</u> £	<u>Per Pupil</u> £
I.	Staff Salaries & Allowances	
	Non-Nigerian	58.22
	Nigerian	15.12
	Total	73.34
II.	Running Expenses	
	Equipment	
	Consumable	3.40
	Non-Consumable	5.12
	Light	3.00
	Water	0.89
	Postage	0.41
	Labour	6.28
	Games	0.29
	Prizes	0.06
	Building Repair	-
	Misc.	1.36
	Total	20.82
III.	Total Recurrent Expenditure	94.15
IV.	Boarding Cost	40.78
V.	Total Recurrent with Boarding	134.93

No. of students: 1,522

TABLE III

ESTIMATED BUILDING COSTS FOR NEW AND EXPANDED TEACHER TRAINING COLLEGES
(Nigerian pounds)

<u>BUILDING TYPE</u>	<u>NEW GOVERNMENT COLLEGES</u>	<u>GOVERNMENT EXPANSION</u>	<u>ROMAN CATHOLIC EXPANSION</u>	<u>PROTESTANT EXPANSION</u>	<u>TOTAL</u>	<u>PER CENT</u>
ADMINISTRATION	35,720	27,080	8,360	9,430	80,590	4.2
GENERAL CLASSROOMS	122,360	69,930	6,785	54,330	253,405	13.3
SPECIAL CLASSROOMS	66,400	53,120	9,940	19,880	149,340	7.8
MULTI-PURPOSE BUILDING	37,010	53,485	13,065	13,065	116,625	6.1
LIBRARY	36,090	20,090	3,650	5,475	65,305	3.4
DINING KITCHEN	50,150	15,150	3,235	11,630	80,165	4.2
FIELD STORAGE	2,210	285	640	640	3,775	0.2
ABLUTIONS	36,730	42,265	5,845	19,405	104,245	5.5
DORMITORIES	70,710	47,790	24,340	22,720	165,560	8.7
STAFF HOUSING	300,000	322,500	90,000	177,500	890,000	46.6
TOTAL	757,380	651,695	165,860	334,075	1,909,010 ^{1/}	100.0
PER CENT	39.6	34.2	8.7	17.5	100.0	

^{1/} These expenditures will provide an additional 7,000 teacher-training places. Average Cap. cost per place = c. £270. This compares with c. £17:18/- per place in a primary school. Archer used £600 for 1 place in a boarding teacher-training institution, £200 for a non-boarding place.

Boarding place now estimated at £400-450) the £270 is a mixture of boarding & non-boarding, new institutions & extensions.
Non-Boarding place now estimated at £250)

TABLE IV
UNIVERSITY OF NIGERIA, NSUKKA

FIXED ASSETS

	Total At July 1, 1964		Per Cent
	£ s d		
COMPENSATION AND EXPENSES ON LEASEHOLD LAND	31,587: 9: 6		0.7
ROADS, FOOTPATHS, AND LANDSCAPING	109:257:19: 5		2.4
BUILDINGS			
Residential	2,189,945: 8: 4	47	
Non-Residential	1,320,405: 8: 6	29	
	<u>3,510,350:16:10</u>		76
PLAYING FIELDS	108,934:14: 2		2.4
PLANT AND MACHINERY			
Agricultural Farm Equipment	23,953: 9: 4	0.5	
Sewage Plant	65,528:10: -	1.4	
Extension to Water Installation	<u>8,057: 4:10</u>	<u>0.2</u>	
	97,539: 4: 2		2.1
FURNITURE AND EQUIPMENT			
Office, Hotels and Staff Quarters	343,722:12: 8	7	
Kitchen & Dining Hall	57,619:13: 6	1.2	
Chancellor's Lodge	2,553: -: 6	-	
Health Centre	12,683:16: 8	0.3	
Fire Fighting Equipment	550: 9: 9	-	
Workshop Equipment	6,516: -: 8	0.1	
Special Equipment	246,985:17: 2	5.3	
	<u>670,631:10:11</u>		14.5
BOOKS	68,193: 3: 1		1.5
MOTOR VEHICLES	37,451: 8: 3		0.8
	<u>£4,633,946: 6: 4</u>		<u>100.51/</u>

1/ Sub-totals do not add exactly to 100.0 because of rounding.

TABLE V

UNIVERSITY OF NIGERIA, NSUKKA
INCOME AND EXPENDITURE ACCOUNT FOR THE YEARS ENDED 30TH JUNE, 1963 AND 1964
 (rounded to nearest £)

	<u>1963</u>	<u>1964</u>
I <u>PERSONAL EMOLUMENTS AND ALLOWANCES</u>	£	£
Staff Salaries and Wages	496,414	639,112
Staff Superannuation and Provident Funds - University Contribution	40,446	51,338
Car Allowances	21,998	28,851
Outfit Allowance	180	60
Children's Allowance	10,471	13,542
	569,509	732,903
II <u>ADMINISTRATIVE EXPENSES</u>		
Transport and Travelling Expenses		
Council Members	2,360	3,747
Staff Passages and Travelling	58,361	68,315
Office and General Expenses	3,086	2,899
Postages, Telegrams and Telephone	7,622	8,511
Printing and Stationery	15,340	16,807
Bank Charges and Commission	3,094	4,411
Audit Fees and Expenses	824	791
Legal Fees and Expenses	411	300
Medical and Other Expenses	7,057	12,842
Insurances	7,084	8,073
Periodicals, Papers and Journals	143	4
Publicity and Advertisement	9,655	11,402
Rent, Rates and Taxes	1,381	1,528
Research Materials and Expenses	5	208
Seminars and Learned Societies	7,642	4,348
Conferences		
Hospitality and Entertainment	1,616	1,207
Freight and Handling Charges	559	399
M.S.U. Advisory Group	20,026	14,139
D.T.C./I.U.C. Group	942	1,616
Loss from Enugu Campus Rest House	-	155
American Peace Corps	35,749	19,321
	182,957	181,023
	752,466	913,926
	carried forward	

	<u>1963</u> £		<u>1964</u> £
	752,466	Brought Forward	913,926
III	<u>MAINTENANCE AND OTHER EXPENSES</u>		
Maintenance, Repairs and Replacements	35,849		34,525
Minor Works (Buildings)	22,517		5,056
Motor Vehicles and Tractor Running Costs	10,247		15,236
Fuel, Light and Water	24,936		23,948
Laundry and Sanitation	10,960		10,242
Agriculture/Botany Expenses	1,790		11,641
Sewage Farm Expenses	<u>166</u>		<u>308</u>
	106,465		100,956
IV	<u>STUDENTS SECTION AND HOSTEL</u>		
Food and Provisions	71,146		85,495
Foundation Loan Scholarships	27,510		29,107
Sports and Students' Expenses	9,903		7,958
Convocation (second graduation) Expenses	2,793		1,312
Teaching Aids	9,454		5,674
Vice Chancellor's Charity Fund	<u>-</u>		<u>1,045</u>
	120,806		130,591
V	<u>OTHER EXPENSES</u>		
University Primary School	1,053		329
Cash Losses	10		19
Loss on Sale of Assets and Assets written off	<u>-</u>		<u>840</u>
	1,063		1,188
VI	<u>PROVISIONS FOR DEPRECIATION</u>		
Buildings	56,643		67,363
Plant and Machinery	3,120		5,650
Furniture and Equipment	73,471		101,079
Motor Vehicles	8,279		9,029
	<u>141,513</u>		<u>183,121</u>
	1,122,313	Carried Forward	1,329,782

	<u>1963</u> £	Brought Forward	<u>1964</u> £
	1,122,313		1,329,782
<u>Deduct:</u>			
Students' Fees	200,278		300,153
Rents - Staff Quarters	25,105		28,219
Primary School Fees	2,693		3,623
Sundry Income	17,747		16,053
Income from Investments	13,446		6,164
Gifts	104,058		116,616
Sales of Agricultural Products	-		49
R.I.C.S. Expenses Reimbursement from Federal Government	-		75,000
Income from Enugu Campus Canteen	-		235
	<hr/>		<hr/>
	363,327		546,112
	<hr/>		<hr/>
	758,986		783,670
	=====		=====
Expenses not covered by direct income and gifts	758,986		783,670
Minus: Depreciation charges	<u>141,513</u>		<u>183,121</u>
Cash subsidy required from Federal & Regional Governments	617,473		600,549
	=====		=====

TABLE VI
FINANCING OF PRIMARY SCHOOLS IN THE NORTHERN REGION

	<u>Kaduna Capital Territory 1964</u>			<u>Kano Province</u>		
	<u>1 N.A. School - 1560 pupils</u>			<u>4 N. A. Schools - 29,472 pupils</u>		
	<u>Total</u>	<u>Per Cent</u>	<u>Per Pupil</u>	<u>Total</u>	<u>Per Cent</u>	<u>Per Pupil</u>
I. Recurrent Income	£		£	£		£
1. Government Grants	4,771	30	3.06	98,756	29	3.35
2. Local Tax	10,285	64	6.59	238,717	71	8.10
3. Tuition & Fees	970	6	0.62	200	-	0.01
4. Other Misc. Income	-	-	-			
5. Total	16,026	100	10.27	337,673	100	11.46
II. Capital						
1. Government Grants	15,750		10.10	77,937		2.64
2. Local Tax	15,750		10.10	136,864		4.64
3. Total	31,500		20.19	214,801		7.29
III. Total: All Income	47,526		30.47	522,474		18.75

Note: Figures for 9 other provinces in the Northern Region show a similar pattern of financing primary school education, i.e., local taxes provide from a half to two-thirds of the funds, with grants from the regional government providing most of the balance. In no case do school fees account for as much as 10 per cent of recurrent income, and in most cases they come to less than 5 per cent.

N.A. = Native Authority (local government)

TABLE VII
STUDENTS ENROLLED IN UNIVERSITIES BY SEX, FIELD OF STUDY
AND LEVEL OF COURSE

ACADEMIC YEAR 1964-65

FIELD OF STUDY	Non-Degree (a)		Degree		Post-Degree		Total		
	M	F	M	F	M	F	M	F	MF
	AHMADU BELLO UNIVERSITY								
Arts	-	1	91	10	-	-	91	11	102
Fine Art	-	-	62	6	-	-	62	6	68
Public Administration	-	-	105	1	-	-	105	1	106
Arabic & Islamic Studies	13	-	24	-	-	-	37	-	37
Science	24	-	48	4	-	-	72	4	76
Agriculture	-	-	24	-	-	-	24	-	24
Architecture	-	-	72	4	-	-	72	4	76
Engineering: Civil	-	-	61	-	-	-	61	-	61
Electrical	-	-	52	1	-	-	52	1	53
Mech.	-	-	60	-	-	-	60	-	60
Law	-	-	32	1	-	-	32	1	33
Physical Education	13	-	-	-	-	-	13	-	13
Art Teachers' Course	5	-	-	-	-	-	5	-	5
Total	55	1	631	27	-	-	686	28	714
UNIVERSITY OF NIGERIA, NSUKKA									
Agriculture	-	23	323	25	-	-	323	48	371
Arts	-	-	294	46	-	-	294	46	340
Business Administration	49	14	313	6	-	-	362	20	382
Education	-	-	332	32	-	-	332	32	364
Engineering	-	-	222	-	-	-	222	-	222
Law	-	-	80	10	-	-	80	10	90
Science	-	-	288	39	-	-	288	39	327
Social Studies	-	-	372	14	-	-	372	14	386
Total	49	37	2224	172	-	-	2273	209	2482
UNIVERSITY OF IBADAN									
Arts	51	4	457	88	-	-	508	92	600
Science	47	2	386	34	-	-	433	36	469
Medicine	33	1	323	33	-	-	356	34	390
Agriculture	21	-	145	1	-	-	166	1	167
Economics & Social Studies	-	-	250	1	-	-	250	1	251
Education & Extra-Mural Studies	85	44	85	6	31	6	201	56	257
Librarianship	17	6	-	-	-	-	17	6	23
Junior Year Abroad & Similar	-	-	6	11	-	-	6	11	17
Postgraduate Research	-	-	-	-	99	11	99	11	110
Total	254	57	1652	174	130	17	2036	248	2284
UNIVERSITY OF IFE, (IBADAN BRANCH)									
Agriculture	12	-	24	3	-	-	36	3	39
Arts	-	-	236	17	-	-	236	17	253
Economics	-	-	80	5	-	-	80	5	85
Law	-	-	92	3	-	-	92	3	95
Science	22	12	57	16	-	-	79	28	107
Pharmacy	-	-	55	6	-	-	55	6	61
Postgraduate Diploma-Admn.	16	3	-	-	-	-	16	3	19
Total	50	15	544	50	-	-	594	65	659
UNIVERSITY OF LAGOS									
Business & Social Studies	-	-	220	4	-	-	220	4	224
Engineering	-	-	38	-	-	-	38	-	38
Law	-	-	112	8	-	-	112	8	120
Medicine	-	-	77	4	-	-	77	4	81
Science	24	5	17	7	-	-	41	12	53
Total	24	5	464	23	-	-	488	28	516
ALL STUDENTS	432	115	5515	446	130	17	6077	578	6655

TABLE VIII

RECURRENT EXPENDITURES ON EDUCATION: ALL GOVERNMENTS 1/

	<u>1963/64</u>		<u>1968/69</u>
		<u>Moderate</u>	<u>High</u>
<u>Primary</u>			
Enrolment	2,900,000	(2%)	(4%)
Unit Cost	£8	£10	£11
Govt.per ct.	62.5 p.c.	70%	80%
	<u>£14,500,000</u>	<u>£22,330,000</u>	<u>£31,100,000</u>
		<u>3,190,000</u>	<u>3,540,000</u>
<u>Secondary:</u>			
<u>General</u>			
Enrolment	212,000	(6%)	(10%)
Unit Cost	£100	£100	£110
Govt.per ct.	40 p.c.	50%	50%
	<u>£ 8,480,000</u>	<u>£14,250,000</u>	<u>£18,750,000</u>
		<u>285,000</u>	<u>340,000</u>
<u>Teacher- Training</u>			
Enrolment	32,300	(1%)	(8%)
Unit Cost	£110	£125	£125
Govt.per ct.	95.5 p.c.	95.5%	95%
	<u>£ 3,400,000</u>	<u>£ 4,660,000</u>	<u>£ 5,650,000</u>
		<u>39,100</u>	<u>47,500</u>
<u>Technical & Vocational</u>			
Enrolment	7,400	(8%)	(10%)
Unit Cost	£185	£200	£220
Govt. per ct.	89.2 p.c.	90%	95%
	<u>£ 1,235,000</u>	<u>£ 1,950,000</u>	<u>£ 2,500,000</u>
		<u>10,850</u>	<u>11,800</u>
<u>University</u>			
Enrolment	5,150	(10%)	(15%)
Unit Cost	£1,000	£1,000	£1,100
Govt.per ct.	80 p.c.	80%	80%
	<u>£ 4,120,000</u>	<u>£ 6,600,000</u>	<u>£ 9,100,000</u>
		<u>8,250</u>	<u>10,350</u>
Total Govt. Expenditure	<u>£31,735,000</u>	<u>£49,790,000</u>	<u>£67,100,000</u>
Compound Growth rate over the 5 years:		9.4%	16.2%

1965 Government projections of the 68/69 figure: about £49 million

1/ The 1963/64 figures apply the Musone-Callaway estimates of unit costs, and the per cent borne by government, to the 1963 enrolment figures in Statistics of Education in Nigeria, 1963. The two estimates for 1968/69 are illustrative only; they show the implications of differing growth-rates for enrolments, possible changes in unit costs, and varying assumptions about the proportion of total costs met from government funds.