



Nigerian Educational System Funding and the Health of the Sector: A Philosophical Perspective

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Abstract: This paper attempts to bring into focus the state of educational health in Nigeria and its effects on the general polity. The study also endeavours to analyse the role of leadership in the educational system and how the socio-economic development can be enhanced through healthy educational system. With facts, figures and understanding of the issues facing the nation ill-fated educational system, the analytic research approach employed argues that the survival of Nigeria as a viable society will depend on the quality of the educational institutions — vis — a — vis the level of educational attainment of the population and how well the academic and support staff are treated. However, the paper sees the state of education in Nigeria as a public health issue.

Keywords: Educational system, health, education finding.

1. Introduction

It is not an overstatement to say that the quality of life of any nation cannot be expected to be more than the quality of the education of her citizenry and the intentional investment in the educational system. A quick look at the world today shows that all the developed countries have a strong educational institution while the under-developed are bedeviled with perennial lack of appreciation for the significant of a strong educational system.

Education is a social service sector engaged, principally, in man power development for the nation and enhancing knowledge for social and economic development. Share of responsibility in education in the federation is partial, in that the Federal Government is in charge of Federal Tertiary Institutions, Colleges of Education and Polytechnics,, Unity schools and certain broad policy guidelines for the improvement of education and curriculum development for improvement of quality (Nzeh, 2013). The fact that the current level of skill development and technological capability still at a very low level is worrisome considering the importance of manpower development in nation building. Therefore, allocation of enough funds to education budget should not be compromised under any guise. This will facilitate the achievement of Millennium Development Goals (MDGs), for education sector, which is to achieve universal education in the year 2015. (Ibid)

Meanwhile, our educational system has undergone several metamorphoses from 6 — 5 — 4, 6 — 3 — 3 — 4 and 9 — 3 — 4. Obviously, there is no problem with either the old system or the new system but the problem lies in the administration and management of the Nigeria educational system. A look at the current trends with the rate of pass in national examinations, the education system seems to have collapsed. Unfortunately, policy makers are not paying

enough attention to that; rather, they are just making policies that will not help the system. Whether, it is 6 — 5 — 4, 6 — 3 — 4, 9 — 3 — 4 or any other systems, the educational system in Nigeria have been caught in the web of inefficiency and social ills which are characteristics of the present day Nigeria.

However, this study will concentrate on the need for Nigerian leaders to pay attention to the needs of the educational sector. Political leaders should divorce politics from education as the continued neglect of the sector will lead to social paralysis. To this end, the research examines how an ideal educational system should look like as exemplified in the Platonic idea. Plato's educational system was inevitably state-controlled and had the single objective of producing patriotic, obedient and militarily efficient citizens, (Peter, 1977). Also the current trends in the federal government financing of education in Nigeria between 1999-2013 will be examined. The aim of the educational budget analysis is to reveal the budgeting trend and a gap analysis of project in possible budget value and finally to propose possible synergy among all arms of government (Nzeh, 2013).

2. Education: Conceptual Analysis

Education is very crucial in the life of the individual. Its activity is accepted by many to follow some processes but it is still a matter of controversy whether the process of education begins in the womb, or at birth or months after birth, or some years later. It is not debatable that education is a means to an end, in the context of achieving defined aim, but what is contestable is whether education has end for the living. There is no dispute that it has content, but one may wonder whether this constitutes the only input. Mechanically, if there is input, it is expected that there should be output. Does this suppose that education has

output? If it is believed to have output, what could be the output? Would we accept the educated man, or educational outcome, as the output? But who is the educated man? Or what is the educational outcome.

In attempting the analysis of the concept of education, we shall look at the root of the concept, we shall learn from Peter's (1966) criteria of education, and attempt pecking at some of the concepts and ideas raised. Finally, we shall examine what may be considered the outcome or output of education. In doing these, our aim is to get at some clear meaning of the concept, education. Knowing these will better position our mind to tackle many of the problems of education and provide appropriate solutions. Ducasse (1958) tells us that the etymological definition of education is derived from Latin, 'educere', 'to lead out' or to 'bring out'. If education is supposed to mean to lead out, then one may ask what an undergraduate students is being led out of. Surely, none of them is being lead out of ignorance, rather their experiences are supposedly being increased in some narrow disciplines of their choice (Ogunyiriofor, 2002). From the analysis so far, it do not seen this, the etymological definition is helpful in clarifying the meaning of tducation.

Schoefeld (1972) tells us that there is some controversy as to whether the concept of education is derived from 'educere' to lead out, rather it is argued that it is beleived to be derived from 'educare' "to form" or "to train". Thinking about the verb "to form", one may get the impression of an artist who is working to form a statue out of the mixture of cement, stone, iron rods, and sand. One may also think of the stage in life when one is said "to form" character. To this end, one may argue that education does not go about forming an individual the way an artist does.

Reflecting on the verb "to lead", interestingly, Fenstermacher. (1973) informs us that "the purpose of education is not to lead anyone, anywhere but is rather to help one become aware of where he has been and where he might like to go from there"

However, it seems that the important derivative of this analysis is that education has some aims, one of which is raising awareness in the learner.

Lodge. (1997) examines the Platonic definition of education as saying: "By education I mean that training which is given by suitable habits to the first instincts of virtue in children, when pleasure and pain are rightly unpainted in non-rational souls. The particular training in respect of pleasure and pain, which leads you to hate and love what you ought to hate and love is called education".

Plato's (427 – 348 BC) definition may be interpreted to be saying that virtue is inborn and is shown early in the life of the child. Virtue may be considered to be the same as goodness, right behaviour or good character. In fact, Plato's principle of professional preparation was based on another more fundamental principle which he learnt from his teacher, Socrates, "that knowledge is virtue and ignorance is vice" (Ibid). Virtue here is meant not so much the moral uprightness with which we equate it today. hut rather an efficient performance of one's duties. Hence, Plato could talk of the 'virtue' of a knife which is to cut perfectly and of the doctor which is to heal. For the perfect conduct of life, man needs to have knowledge, and for the performance of the

duties of his station in life, a specialized training. (Plato,427-348BC).

Suffice to note the relevance of the educational policies of Plato for the modern times. First, there is the principle of division of labour, a fundamental principle which modern nations have resuscitated in planning for fast economic development. Secondly, there is also the principle of professionalism which is that of designing appropriate programmes of training according to the services we require of each sector of the economy. Plato (427-348BC) goes on to postulate that;

- i. There is the principle that education is powerful instrument for the reconstruction of the state and for social, political and economic development. The message is that a state needs to adopt a national ideology, its own concept to achieve which it will have to design an appropriate educational system.
- ii. It was also a realization of the power of education for state planning that made Plato advocate secularism in education that is, making the provision, control and organization of education a monopoly of the state, without however, excluding religion education as a subject.

The importance of Plato's (427 – 348 BC) idea marks a significant step in the development of formal school system and a formal school curriculum which we are now so familiar with.

He was the first to appreciate the importance of environment for learning and also maintained a good balance between different parts of the curriculum since his aim was to produce a man who is beautiful in body and of good conduct. .

3. Nigeria Educational System

That the standard of Nigerian education has fallen in recent years is a conventional statement which nobody in his right mind dares dispute. It is so obvious that even a blind man can see it. Those who argue or assert that it has not fallen either have not been to school themselves or obviously have no children in schools to be able to observe the fall; or do not employ the products of the present school system and therefore are not in a position to judge. Those who argue against the proposition must be teachers, ministry officials, and educational administrators for whom the claim implies a subtle or indirect criticism of their competence and efficiency.

In view of the inconclusive debate as to whether educational standard have fallen, it is considered wise to shift our attention to the evaluation of the quality of the present educational offerings, rather than comparison of the present with some ancient past. In the world-over, the socio-economic and political development are increasingly been driven by the advancement and application of knowledge (education). Standard education is a powerful tool for achieving one's potentialities. And this explains why education in general sense is essential to the growth and development of knowledge and economy (World Bank: 1999). In this wise, higher institutions of learning are established to give students sound and qualitative education

so that they can become more productive, self fulfilling and attain self actualization.

To realize these objectives, the national policy on education (NPE) was formulated in 1977 and reviewed in 2004. This policy on education was drafted on the basic philosophy of long life education; recommendations were made as to how to achieve a more integrated and coherent system of education than was hitherto the case.

The National Policy on Education (2004) outlines the aims of higher education as:

- i. the acquisition, development value proper and inculcation of the proper value- orientation for the survival of the individual and society;
- ii. the development of the intellectual capacities of individuals to understand and appreciate their environments;
- iii. the acquisition of both physical and intellectual skills which will enable individual to develop into careful members of the environment; and
- iv. the acquisition of an objective view of the local and external environment (NPE; 2004)

These objectives are expected to be achieved and pursued through (i) teaching –imparting knowledge and skills,(ii) research- discovery of knowledge (iii) dissemination – spreading existing and new information (iv) service – fostering community service and professional training for national development.(NPE; 2004;)

Most if not all institution of higher learning are not very near the standard and finding it difficult to achieve the outlined targets because of many crises that have rocked the institutions.

According to Peters (1977) quality is the essential characteristic of a thing which distinguishes it from other things. The presence of that characteristic to a high degree marks it out as a thing of high quality. The quality of a horse is in respect of those characteristics which are associated with the ideal horse — which include its physical fitness that allows it to discharge its racing duties most efficiently.

On this same analogy, a good quality education is one that best fulfils the objectives of an ideal education. Peters, (1977) has tackled this by reverting to his concept of the educated and the criteria of being educated. Hence, Peters selected the qualities of an educated man as an indication of a quality education. Thus, for Peters, in matters of quality of education, both the process and the product would have to be considered. It is fashionable in Nigeria today to talk of “qualitative education” and in fact, some political parties have made it a slogan in their manifestoes in recent electioneering campaigns. If we examine their conception of qualitative education, we shall definitely find some overlap with our analysis but we shall also find some significant differences and some points in which the latter is superior to the former.

At this point, we need to applaud the advocates of qualitative education, when they use the phrase. First, they are not just using the slogan as a cover for inaction or for denying the common people of their rights to state sponsored and free education, they are sincere. It is also assumed that the intention is not to perpetuate an elitist concept of education in which it is believed that only a few are deserved to be educated at state expense. In other words, we credit the

proponents of qualitative education with the best of motives. Here, it is traditional to refer to a nation educational set up as a system, but quite often, in Nigeria and elsewhere the educational system refers only to the formal school education. This gives an erroneous impression that school education, constitutes the total educational efforts of the nation. A nation educational system is indeed, more comprehensive than the formal school set up; it include a wide range of organized educational programmes, schemes and projects which may not be funded by the government. The nation’s educational system should reflect all the various organized educational activities rather than a part, however, important that part is in the system. (Ibid, 1977)

It is formally entrenched in the people’s mind that the educational system generally refers to the school or formal education network, the word “integrated” is often added so as to make it plain that what is being referred to as the entire educational efforts. Hence, we have an integrated educational system, which in fact refers to the integration of all educational sub-systems of which the school network is only one.

We are familiar with the formal education as referring to the school, college, institutions and other institutes of learning with set patterns of work, set curriculum, professional educationists, set examinations, certificate as evidences of successful completion of work and so on. We are not so familiar with the concept of non-formal education; but it is infact simpler to define and recognize. It refers simply to all educational activities — whether general, cultural or vocational — that are relatively organized, outside of the school network. We can also distinguish non-formal education from informal education in that the latter is the casual and unorganized education that takes place. It refers to knowledge, skill attitudes, fashions, manner and so on, which ‘pick up’ unintentionally and without prolonged or sustained efforts on our part. The information which we gain from reading newspapers, or listening to the radio goes into the category of informal education; so also the formation of habits and character of the young ones by the extended family is not an organized and sustained activity, even though it is intentional on the part of the teachers and hence, not altogether random and informal. (Peters, 1977)

An integrated system of education is a system with a difference; the idea of rigidity and inflexibility that is built into the concept of system is relaxed. Flexibility is a characteristic of an integrated. The different parts that are integrated in an educational system do not lose their identity. The separate parts are not fused or assimilated into one unit which is completely different from the original components. Nor do the parts just exist in isolation, co-existing but not interacting with other parts. This is what happens at present in the Nigerian educational system in which the different varieties of education, non-formal education, liberal education and technical and vocational education are conducted in water-tight compartments, in isolation from one another. Thus, the integration is an on-going dynamic process of adjustment and re-adjustments so that wholeness and the relevance of the entire system is ensured at all times.

From the foregoing, an examination of the Nigerian educational system will reveal that it is not an integrated whole. It is possible to consider integration here in two

dimensions — horizontal and vertical. Horizontal integration refers to the interrelationship between the formal and non-formal education, and between liberal / cultural and technical / vocational education. Each of these four types of education at present exists all by itself and each is developed with its own compartment.

It is only recently that provisions were made in the National Policy for interrelating the different types. In practice, up till now, the Ministries of education concern themselves mainly, or solely in some cases, with the formal school aspect of the national system of education. Non-formal education is regarded as not within their jurisdiction because this type of education is mainly provided by private individual as commercial enterprises, for example, schools of typing and shorthand, sewing institutes, mechanics training workshops and various other forms of regular apprenticeships. This suffices to tell us that horizontally, there are different types and varieties of education which were considered in isolation and not as interrelated and as complementary within the same system. In the vertical direction however, the situation is a little better because the attention is more on the highly structured school education levels. These structures have, developed over a long — time, and hence are able to some degree of integration. (Ibid, 1977)

4. Trends in the Federal Government Financing of Education Nigeria

The Nigeria Government was liable to education sector considerably as a result of huge wealth generated from the sale of oil, whose discovery brought a fundamental change to the economy of Nigeria. The government of Nigeria switched large amount of the huge wealth made from the sale of oil into expenditure in various sectors including education. In the area of budget allocation to the sector using 2013 budget allocation as a bench mark, critical overview shows that #427,52 billion was allocated for educational sector within the 2013 fiscal year and this has been seen by many as a welcome development (Nzeh 2013). This may be because the sector ranked the second position in the budget after Ministry of Defense. This present allocation may be partly because of the need to meet most of the MDGs targets through education financing, and partly because of the new dimensions that have been introduced to this sector in the recent times.

It is true that Nigeria has consistently not met the UNESCO benchmark of 26 percent fiscal allocation, yet it is not alone in the list of countries that have not met the same. Of the member States of the United Nations, only about five of them have ever met the benchmark at one point in time or the other. This implies that Nigeria might not be worst in fiscal allocation to education sector (Adeyemi, 2011).

This notwithstanding, a report by World Bank (2012) on the annual budgetary allocation for 20 countries shows that Nigeria is at the last position with percentage allocation to the education sector at 8.4% whereas country like Ghana occupied first position with allocation to the education sector of 31.0% as South Africa and Kenya 5th and 8th positions with percentages of allocation to education sector at 25.8% and 23.0% respectively. See Table 1.

Table 1: Some selected countries annual budgetary allocation on education — World Bank Report (2012)

S/N	Country	% Budget Allocation to Education	Position
1	Ghana	31.0	1 st
2	Cote d' Ivorc	30.0	2 nd
3	Uganda	27.0	3 rd
4	Morocco	26.4	4 th
5	South Africa	25.8	5 th
6	Swaziland	24.6	6 th
7	Mexico	24.3	7 th
8	Kenya	23.0	8 th
9	UAE	22.5	9 th
10	Botswana	19.0	10 th
11	Iran	17.7	11 th
12	USA	17.1	12 th
13	Tunisia	17.0	13 th
14	Lesotho	17.0	14 th
15	BurkinaFaso	16.8	15 th
16	Noiwy	16.2	16 th
17	Colombia	15.6	17 th
18	Nicaragua	15.0	18 th
19	India	12.7	19 th
20	Nigeria	8.4	20 th

Source: World Bank Report (2012)

The thrust of the above is that investment in education is important but much more important is the correction of the current structural dysfunction. Nigeria was under funding education. Worse than the funding issue was the misallocation of investment issues. We therefore have a structural dysfunction of the sector. Clearly, there are two aspects to budgeting:

- i. Budgeting allocation
- ii. Budgeting implementation

While the former is known, the latter is unknown, therefore, this dysfunctionality exist such that we cannot properly account and reconcile what was allocated with what is implemented. Therefore, irrespective of the amount allocated without improper educational governance, that sees an end to end reconciliation of allocation, vis-à-vis its implementation, we might just be enabling a disability/dysfunctionality by providing more funding. Below is an over view of the total budgetary between allocation (1999 - 2013). See Table 2, 3 and 4.

Table 2: Federal government budgetary allocation to the education Sector, 1999 - 2013

Year	Allocation as percentage of total budget
1999	11.12
2000	8.36
2001	7.00
2002	5.9
2003	1.83
2004	10.5
2005	9.3
2006	11.00
2007	8.09
2008	13.0
2009	6.54
2010	6.40
2011	1.69
2012	10.0
2013	8.00

Source: Central Bank of Nigeria (2013). Statistical Bulletin and Information. Retrieved on 06/05/20 13 from w.nigeria.gov.ng

Table 3: African countries’ average scores on the Education

Year	Nigeria’s Score (%)	Africa’s Average Score (%)
2006	51.0	49.4
2007	48.8	50.9
2008	48.2	50.8
2009	48.4	51.8
2010	49.0	53.6
2012	48	53.7

Source: Mo. Ibrahim Foundation (2013)

In very clear terms, from the Table 4:

- i. Nigeria Annual budgetary allocation (5.7241%) is significantly lower than the UNESCO recommended minimum (26%) for developing countries.
- ii. Nigeria’s percentage of the total annual budgetary allocations to education is significantly lower than those of the 20 World Bank sampled countries. Nigeria is actually the worst of the all.
- iii. Nigeria’s score on the Education Sub-category of Ibrahim Index for African Governance is significantly lower than the average score of all African countries. From 52 African countries Nigeria’s position is 43rd among the worst countries with respect to the attribute under investigation.
- iv. Universities in Nigeria did not make the list of topmost best 2000 universities in the world at all, Nigerian universities were not even found in the top most best 6,000 universities in the world.

From these findings, it has become very clear that Nigeria’s educational system is broken, crippled by a complex bureaucracy, flawed policies in both the management and financing of schools and corrupt expenditure of school’s money, leaving it in need of sweeping reforms on the basis of utilitarian evaluation design.

5. Education in Nigeria: A Public Health Issue

It is apt to note at this point that funding adds colour and glamour to the education system of a nation. [Oyeweso, 2011] But Nigeria has toiled with some educational programmes, which has only served as conduits to transfer money to the corrupt political leaders and their cronies. For instance, the nation ‘launched the Universal Primary education (UPE) in 1976, but as noted, the program failed due to lack of fund necessitated by corruption among other factors. Nigeria has again launched another mass-oriented Education program, this time branding it the Universal Basic Education (UBE). However, not long after that, the federal government reported that the falling standard of education in Nigeria is caused by “acute shortage of qualified teachers in the primary school level. It is reported that about 23 percent of the over 400,000 teachers employed in the nations primary schools do not possess the Teachers Grade Two Certificate, even when the National Certificate of Education (NCE) is the minimum educational requirement one should possess to teach in the nation’s primary school (Ogbenifun & Olisa, 2001).

However, the UNICEF in its state of the world’s children report for 1999 pointed out that about four million Nigeria have no access to basic education and that majority of those that are “lucky” to enter school are given sub-standard education (Akhaire, 1999). Today there are about 114 approved Universities, 42 are private Universities. There are at least 30,000 academic vacancies in our universities excluding the nine new Federal Universities, established in April, 2011, and I am not sure if we do not have qualified lecturers to fill these positions. At the last convocation of University of Nigeria, Nsukka, (UNN) on Jan., 26, 2013, 195 Ph.D students were graduated and awarded their various degrees. And even at that, how many will like to teach in the Universities system. The situation is so bad that we know of some young lecturers who teach in three different universities for financial gains. The reason for this acute shortage of academic staff is simply because qualified academics cannot be imported like cars, but must be trained in highly equipped World Standard Universities which we lack in Nigeria particularly in the science based discipline. (Kpolovie, 2010).

Most of the secondary and primary schools in Nigeria today are in dilapidating states. This shows that Nigeria has a weird values system. It is a society where priorities are turned to their heads, for instance, the salaries of the less educated Local Government Counselors are higher than that of university professors, it is a place where a well known rogue, a fraudulent and 419 person is applauded for donating money to local communities and churches; it is a place where the road leading to million dollar homes are filled with potholes; and the society is a place where the streets in capital cities are loitered with heap of thrash. This is wrong with any society that does not take her educational institutions seriously (Dike: 2002).

Thus, lack of good education and unemployment in Nigeria would contribute to many social ills, including crime, prostitution, and the breakdown in law and order. For this, the society should invest more on the youth, and educate them to differentiate rights from wrong before they become adults. As Rousseau (1994) has noted:

“People, like men (and women are) amenable only when they are young, in old age they become incorrigible. Once (bad habits) and customs are established and prejudices ingrained, it is a dangerous and futile enterprise to try to reform them; the people cannot hear to have the diseases treated, even in order to destroy it, like those studied and feathful patients who tremble at the sight of the physician” (Ronsseani, 1994)”

Therefore, to move forward, the government should adopt necessary policies to destroy the current bad value system in the society, and create conducive environment that would enable the educational institutions to engage in healthy competitions, raise funds through private donations and grants, and attracts and retained qualified students financially positioned to pay tuition.

Table 4: Annual total scores on Ibrahim Index for African Governance 2006 to 2012 by all African countries

RANK		2006	2007	2008	2009	2010	2011	2012
1st	Mauritius	78	79	83	83	83	83	83
2nd	Cape Verde	74	77	80	77	78	78	78
3rd	Botswana	76	76	76	76	77	77	77
4th	SeycheNes	74	72	72	74	75	73	73
5th	South Africa	72	71	70	70	71	71	71
6th	Namibia	70	70	69	69	69	70	70
7th	Ghana	64	64	64	66	66	66	66
8 th	Tunisia		65	62	61	60	63	63
9th	Lesotho	61	62	63	61	61	61	61
10th	Tanzania	58	58	58	58	59	59	59
11 th	São Tomé & Principe	57	58	58	57	57	58	58
12th	Zambia	56	57	57	56	57	58	58
13th	Benin	59	60	57	59	59	58	58
14th	Egypt	58	60	60	61	60	58	58
15th	Morocco	57	57	56	57	57	57	57
16 th	Senegal	59	58	56	57	57	56	56
17 th	Malawi	53	53	53	56	57	56	56
18 th	Burkina Faso	53	52	53	55	56	55	55
19 th	Uganda	54	55	54	53	55	55	55
20 th	Mali	53	53	53	53	54	55	55
21 st	Mozambique	55	53	53	55	54	55	55
22 nd	Gabon	48	48	49	49	53	54	54
23 rd	Rwanda	51	51	52	52	53	53	53
24 th	Algeria	54	56	54	54	54	53	53
25 th	Kenya	54	54	54	51	54	53	53
26 th	Swaziland	50	50	51	51	52	52	52
27 th	Gambia	53	52	53	51	51	52	52
28 th	Niur	43	43	45	44	45	50	50
29 th	Djibouti	49	49	46	48	49	49	49
30 th	Sierra Leone	39	44	45	45	48	48	48
31 st	Comoros	48	43	47	47	48	48	48
32 nd	Mauritania	50	53	43	46	47	48	48
33 rd	Ethiopia	46	45	46	46	46	47	47
34 th	Liberia	35	39	40	43	46	47	47
35 th	Madagascar	59	60	57	50	47	46	46
36 th	Cameroon	44	46	46	46	45	45	45
37 th	Burundi	44	46	44	47	45	45	45
38 th	Libya	53	52	53	52	50	44	44
39 th	Togo	38	39	42	44	45	44	44
40 th	Angola	35	36	39	41	43	44	44
41 st	Congo	40	40	41	41	43	43	43
42 nd	Guinea	39	38	35	34	40	43	43
43 rd	Nigeria**	42	42	42	42	43	42	42
44 th	Equatorial Guinea	37	39	40	39	39	41	41
45 th	Guinea-Bissau	41	41	42	37	40	40	40
46 th	COte d'Ivoire	35	36	35	36	36	39	39
47 th	Zimbabwe	33	32	30	32	33	34	34
48 th	Central African Republic	28	30	34	32	32	34	34
49 th	Eritrea	39	38	37	34	34	33	33
50 th	Chad	31	30	27	29	32	33	33
51 st	Congo, Democratic Rep	31	32	32	32	32	33	33
52 nd	Somalia	9	10	7	8	8	7	7

Source: Mo. Ibrahim Foundation (2012)

6. Conclusion and Recommendation

Having looked critically at some issues on the impacts of budgetary allocation to education systems, one can say that policies change are not the major challenges, facing the sector, allocation of the sector may not be 100%, there is need for adequate and good administration in the sector for there to be effective use of resources allocated to this sector.

The following steps are importantly recommended to make Nigerian Education system to be stronger enough to address the perennial problems facing the country.

- i. Increase her annual budgetary allocation to education from 8.4 percent (2012) to 30 percent or more without further delay. We should learn from Ghana by demonstrating interest in the future of our youths.
- ii. Reduce the number of Federal Universities in the country from 36 to a lesser number and give each university an initial grant of \$100bn for expansion to accommodate more students and to equip the laboratories and libraries to World-Class standard.
- iii. Reduce the huge salaries of all political office holders in the country by 30% or more as a way of showing their patriotism and support for tertiary and other levels of education in Nigeria.
- iv. Establish an Equipment Factory in Nigeria for the assemblage of all types of research equipment needed by our Universities or Polytechnics in the six geo-political zones of the country.
- v. Ensure steady power supply and availability of clean water in all universities and other levels of education,
- vi. Establish a Nigerian Science and Engineering Research Council which should be well-funded to make research grants or awards available to deserving scientists within and outside Nigeria,
- vii. The participation of the private sector in the Nigerian education system should also be encouraged and enhanced. There are private schools — primary and university that have facilities that are far better than most state schools. The owners of these schools are opening a window for the proper development of the Nigerian student.
- viii. Finally, Nigerian educational systems at all levels especially (tertiary institutions) should be made to rely less on the Federal Government allocations by developing and accessing other sources of funds as shown below: Endowments; Fees / levies; Gifts; International aids; Investments and other internally generated revenues (IGR); Research Grants; etc.

In the light of the foregoing, the government should adopt necessary policies to destroy the current bad value system in the society, and create conducive environment that would enable the educational institutions to engage in healthy competitions, raise further funds through private donations and grants, and attracts and retain qualified teacher. When this is done the educational health of the country will improve.

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