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**REPORT ON RESEARCH ACTIVITIES ACCOMPLISHED AND PLANNED
FOR EXTENSION OF FUNDING**

In consultation with Prof Dr Karl Wohlmuth, University of Bremen (My Host), I designed the study to achieve these specific objectives:

1. Review of the determinants of basic schooling in Nigeria.
2. Review of the education policies in Nigeria as they affect primary and secondary schooling.
3. Review of the budgetary allocation to education and the types of schools the students attend in Nigeria.
4. Trace the progress in primary and secondary schools' facilities provision in Nigeria.
5. Estimate the accessibility to primary and secondary schools in Nigeria based on location (rural and urban) and on region.
6. Estimate the cost items in basic education and the contribution of each cost item to total education spending in households in Nigeria.
7. Analyse the effect of income distribution on accessibility to primary and secondary schools in Nigeria.
8. Analyse the effect of poverty on school enrolment and on completion in primary and secondary schools in Nigeria.
9. Estimate the proportion of income of the poor and the non-poor that was spent on basic education in Nigeria.
10. Determine the proportion of students/pupils from poor homes whose educational activities were interrupted or disrupted as a result of lack of finance (poverty) in Nigeria.
11. Determine the progressivity of education spending in Nigeria.
12. Determine the redistributive effect of education spending in Nigeria.

Objectives 1-7 have been achieved, while objectives 8- 12 are yet to be achieved. The planned extension period will be used to achieve the remaining objectives that have not been achieved (Objectives 8-12).

A. DATA COLLECTION

The first step I took in achieving objectives 1-7 was the collection of relevant data that are related to income, poverty, primary and secondary schooling in Nigeria from the Nigerian Bureau of Statistics' (NBS) Household Survey of 2004, the Core Welfare Indicator Questionnaire (CWIQ) Survey of 2006, the Federal Ministry of Education data and the Universal Basic Education Data of 2007 in Abuja. Other documents consulted for information were the UNDP Human Development Report of 2008 and prior ones, such as the UNDP Report of 2006, the Federal Republic of Nigeria National Policy on Education, the UNESCO statistical data base, the UNICEF data base and online documentations. The data collection and compilation took about two months.

The education information collected from these sources are accessibility to schools, educational attainment, adult literacy, primary school and secondary school enrolment, types of school attended (private or public), scholarship award, school drop out and interruption, satisfaction with school, reasons for school dropout and interruption, education expenditure (tuition fees, cost of book, boarding fees, cost of transportation to schools). The education information collected includes Government's budgetary allocation to primary and secondary education by federal, state and local government level, and total government expenditure on education by federal, state and local government level.

B. REVIEW OF THE DETERMINANTS OF BASIC SCHOOLING IN NIGERIA

The next step I did was to review the determinants of basic schooling in Nigeria in order to establish if income, poverty and income distribution can play a role in promoting schooling in Nigeria. Through a literature exploratory approach and in doing a comparison to other similar African countries, I was able to demonstrate that Household

Resources (Disposal Income and Poverty Level), Income Inequality, Accessibility to Schools, Education of the parents (especially that of the mother), Quality of the schools (Pupil –teacher ratio, and percentage of trained teachers of the whole teacher population), Satisfaction with the schools, Government Intervention (Education Policies, Education Programmes, Provision of Schools’ Facilities, Budgetary Allocation and Expenditure on the Education sector) are the principal determinants of schooling in Nigeria. The review concluded that all these factors play different roles to a different extent in basic schooling in Nigeria, and that in promoting basic schooling in Nigeria they must be given due considerations.

C. REVIEW OF THE EDUCATION POLICIES IN NIGERIA AS THEY AFFECT PRIMARY AND SECONDARY SCHOOLING

In reviewing the education policies in Nigeria, I relied essentially on the recent Federal Government National Education Policies Document of 2004. It was first published in 1977, reprinted in 1981 and 1998 respectively in keeping with the dynamics of social change and the demands for education before releasing the most current edition of 2004. The need for a National Policy on Education came about as a result of the 1969 National Curriculum Conference which was attended by cross-sections of Nigerians. The conference was a culmination of expressions of general dissatisfaction with the existing education system which had become irrelevant to national needs, aspirations and goals. During the process of review, I found that there are some policy changes and innovations in the education policies of Nigeria. Some of these innovations are Open and Distance Learning programmes, the establishment of a Teachers’ Registration Council, the Introduction of Information and Communication Technology into the school systems, the Introduction of French Language in the primary and secondary school curriculum as a second official language, and the Repositioning of science, technical and vocational education. The review indicates that government has good intentions to ‘educate every citizen’ in Nigeria. For example, the Nigerian Education Policy Document Section 1(4), subsection c states that ‘Every Nigerian child shall have right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability’ (National Policy on Education, 2004: 7). The Policy states that ‘The philosophy

of education therefore, is based on the provision of equal access to educational opportunities for citizens of the country at the primary, secondary and tertiary levels, both inside and outside the formal school system'. Section 1(7), subsection e also states that 'Universal Basic Education in a variety of forms, depending on needs and possibilities, shall be provided for all citizens' (National Policy on Education, 2004: 9). However, how all these intentions will be done is not explicit in the policy document. The other criticism of the policy is that the approach of drafting the policy document is not scientifically-based. For example, the policy indicates a pupil-teacher ratio of 40 and 35 in primary and secondary schools respectively. How they arrived at these ratios is not indicated and not according to any internationally recommended standard. This becomes glaring when I compared the ratios with the average world pupil-teacher ratio of 26 and 19 for primary and secondary school respectively, the European average pupil-teacher ratio of 18 and 13 for secondary school respectively and the Sub Saharan average pupil-teacher ratio of 42 and 29 in primary and secondary school respectively.

D. REVIEW OF THE BUDGETARY ALLOCATION TO EDUCATION AND THE TYPE OF SCHOOLS THE STUDENTS ATTENDED IN NIGERIA

The review of the budgetary allocation to education in Nigeria indicates that education funding is on the concurrent list of the federal government constitution. This means that the cost of education will be borne by the three tiers of government, the local, state and federal government levels. The trend in budgetary allocation to education was reviewed from 1995 to 2008. However, the annual budgetary allocation of about 10% to education between 1995 and 2008 is too low when compared with 26%, 21% and 21% in Ghana, Botswana and Kenya respectively. This is just about 0.75% of the Gross National Product (GNP), while the average for some selected African countries is about 5%. I have also shown that the 0.75% of the GNP allocated to education in Nigeria is far below the 15% which are recommended by UNICEF. In fact, UNESCO recommends a more than 20% budgetary allocation to education in Nigeria.

A review of the types of primary and secondary schools attended in Nigeria indicates that about 53%, 29%, 3% and 9% of the students attended state government, local

government, federal government and private schools respectively. This suggests that about 85% of the Nigerian students attend publicly provided schools.

E. TRACING PROGRESS IN PRIMARY AND SECONDARY SCHOOLS' FACILITIES PROVISION IN NIGERIA

I examined the progress in the provision of school resources between 1990 and 2006. The trend indicates a decline in provision of school resources during this period. For example, the number of classrooms in primary schools declined from 376,611 in 1990 to 252,685 in 2006 (a 33% decline), the number of classrooms in secondary schools also declined - by 17% - during the period. The study also reveals that the teacher-pupil ratio, as a measure of quality of education in Nigeria, is deteriorating. In 1990, the teacher-pupil ratios were 1 to 36 and 1 to 21 in the primary and secondary schools respectively, whereas the same ratios in 2006 have deteriorated to 1 to 39 and 1 to 33 respectively. The most recent document on school facilities provision that I have examined indicates that about 71% of the students in primary and secondary schools claim that there was no new building construction in their school in the past five years, while 61% of the students claim that there was no rehabilitation in their schools in the past five years.

F. ESTIMATION OF ACCESSIBILITY TO PRIMARY AND SECONDARY SCHOOLS IN NIGERIA BASED ON LOCATION (RURAL AND URBAN) AND ON REGION

I employed descriptive statistics in estimating accessibility to primary and secondary schools in Nigeria on a regional basis. The result of the analysis indicates that 76% of the children in Nigeria had access to primary school. While the South-West zone recorded the highest figure of 88.0 per cent, the South-East zone recorded the lowest access rate of 60.6 per cent. However, about 47 per cent of the Nigerian children had access to secondary school education. The South-West zone recorded the highest figure of 69.4 per cent, while the South-East zone recorded the lowest rate with 32.3 per cent.

The growth of industries brought about urban settlements in Nigeria. The companies attracted educated men and women as workers in the industries. These workers on their parts struggled to ensure that their children received a good education. This brought about

a situation where schools in urban areas were well staffed, equipped and financed while rural schools experienced poor staffing, furnishing and financing. In some cases, teachers refused a transfer to rural areas. This created a gap in schooling between rural and urban areas in Nigeria. This gap was analysed in this study for policy prescriptions. The result of the analysis of accessibility to primary and secondary education in rural and urban areas in Nigeria indicates that accessibility to primary school education in urban areas is 86.7 per cent, while in the rural areas we recorded a figure of 71.9 per cent. The urban-rural gap in accessibility to the secondary school in Nigeria is wider, reaching a figure of about a 32% gap in favour of the urban areas. The accessibility to secondary school in urban areas is 69.3 per cent, while the accessibility in rural areas is 37.5 per cent.

In analysing this disparity, I gave historical, economic, ethnic and cultural accounts of the disparity in accessibility to education in Nigeria. The study highlighted that the consequence of disparity in accessibility to education in Nigeria is a big challenge to balanced growth and development. The study concludes that this disparity can bring about inequality in economic, political and social development.

G. ESTIMATION OF COST ITEMS IN BASIC EDUCATION AND THE CONTRIBUTION OF EACH COST ITEM TO TOTAL EDUCATION SPENDING IN HOUSEHOLDS IN NIGERIA

I employed cost accounting and percentage distribution to estimate the cost of basic education in Nigeria. The study shows that the average cost of basic education borne by the parents is N16647 (\$139) per student per year. This is about 18% of per capita annual income during the period. The fact that this is too high is evident when I compared it with the fact that the cost of basic education in Ghana is only 3% of per capita income. The major components of these costs are costs of registration and school fees (40%) and purchase of books (21%). Although this differs from region to region, while the highest cost (\$293) is borne in the Niger- Delta region, this led me to compare the education resources in the Niger- Delta with the National Average. The result of this analysis indicated that the education facilities in Niger-Delta are inferior compared with the National Average. I demonstrated that there are differentiated costs of education in rural and urban areas in Nigeria. For example, the study shows that school fees constitute

about 35% and 43% in the cost of education, in urban and rural areas respectively. The costs of books in urban and rural areas are 19% and 23% respectively. As expected, the cost of transportation to educational institutions is higher in urban areas (10%) than in rural areas (6%). The study also shows that the mean cost of education in urban areas is higher than that of rural areas.

H. ANALYSIS OF The EFFECT OF INCOME DISTRIBUTION ON ACCESSIBILITY TO PRIMARY AND SECONDARY SCHOOLS IN NIGERIA

In econometric analysis used in this study, I drew from the framework of Behrman and Knowles (1999) in relating income with schooling. In estimating the relationship between income distribution and accessibility to schools, I adopted the Psacharopoulos (1977) approach. The study estimated the relationship between income, income distribution and accessibility to primary and secondary schools in Nigeria. It establishes that there is unequal access to basic education between the poor and non-poor in Nigeria. The gaps between the accessibility to primary and secondary schools in richest and poorest households are about 43% and 49% respectively in favour of the richest households. The study shows that household income is an important determinant of access to basic education in Nigeria. It was revealed that an increase in access to basic education can redistribute income in Nigeria faster than an increase in household income. The income redistributive effect of accessibility to secondary school is greater than of accessibility to primary school. This study concludes that a policy aiming at equalisation of access to primary and secondary school education might help in reducing income inequality in Nigeria. It recommends, among other things, policies and programmes that will increase access to basic education in Nigeria.

Objectives 8-12 of the study will be pursued in the remaining and prolonged working period according to the methodology as outlined in the Expose to the AvH Foundation.

PUBLICATIONS AND PRESENTATIONS DURING MY STAY

(a) Articles in Journals

Alabi, Reuben Adeolu (2008): Comparative Analysis Of Socio Economic Constraints in Niger-Delta, Nigeria. *European Journal of Economics, Finance and Administrative Sciences 10: 63-74* ISSN 1450-2887 Issue 10 (2008)

Available on the internet at <http://www.eurojournals.com/ejefas10.pdf>

Alabi, R. A., O. F Alabi and S. O. Abu (2008): Economic and Environmental Effect of Poultry Production in Akure Metropolis, Ondo State, Nigeria. *European Journal Of Scientific Research 21(3): 500-507*

Available on the internet at <http://www.eurojournals.com/ejsr%2021%203.pdf>

(b) Chapters in Books

Reuben Adeolu Alabi, S.O. Abu, and M. Ailemen (2008): Perceptions, Causes Of Poverty, And Poverty Alleviation Programmes In Niger-Delta, Nigeria. *African Development Perspectives Yearbook, Volume 14, Unit 2: New Growth and Poverty Alleviation Strategies for Africa: Local Aspects (in Press)*. Pp 437-474. LIT VERLAG Berlin/Münster, Germany

Reuben Adeolu Alabi and Karl Wohlmuth (2008): Growth, Employment and Poverty Alleviation Strategies in Selected African Countries - Learning from Successful Local Initiatives - An Introduction. *African Development Perspectives Yearbook, Volume 14, Unit 2: New Growth and Poverty Alleviation Strategies for Africa: Local Aspects (in Press)*. Pp 239-256. LIT VERLAG Berlin/Munster, Germany

Moses I. Ailemen, Reuben A. Alabi, and Lawrence A. Okosodo (2008): Health Sector Development, Growth, and Alleviation of Poverty in Nigeria: Policy Options. *African Development Perspectives Yearbook, Volume 14, Unit 2: New Growth and Poverty*

Alleviation Strategies for Africa: Local Aspects (in Press). Pp. 397- 438, LIT VERLAG Berlin/Munster, Germany

(c) Monograph/Discussion Paper Series

Reuben Adeolu Alabi (2008a): Income Sources Diversification: Empirical Evidence from Edo State, Nigeria, Monograph/Discussion Series 109. Institute for World Economics and International Management, University of Bremen, Bremen, Germany. Pp. 1-53
<http://www.iwim.uni-bremen.de/publikationen/pdf/b109.pdf>

Reuben Adeolu Alabi (2008): Income Distribution and Accessibility to Primary and Secondary Schools In Nigeria, Monograph/Discussion Series 114. Institute for World Economics and International Management, University of Bremen, Bremen, Germany. Pp. 1-44 (in Press)

(d) Conference Proceedings

Alabi, R. A. and S. O Abu (2008). Analysis Of Health, Education And Environmental Conditions In Coastal Areas Of Nigeria: The Case Of Niger-Delta. A paper presented at 1st Postgraduate Researcher's Conference on "Meeting the Environmental Challenges in the Coastal Region of Nigeria". University of Abertay, Dundee, Scotland, United Kingdom, 29-30th September, 2008.

Alabi, R.A and C.C Chime (2008): Impact of food production on food importation in Nigeria. A Paper Presented at the Biannual Research Workshop of African Economic Research Consortium (AERC) at Imperial Hotel and Resort, Entebbe, Uganda, 31st May – 6th June, 2008.

(e) International Research Workshops

Capacity Building Initiative in Political Economy Analysis Workshop, organised by Harvard University, Cambridge, It was hosted by the Institute for Social, Statistical and Economic Research, University of Ghana, Accra, Ghana, 16-27th June, 2008.

World Bank/AERC Workshop on 'Trade and the Business Environment' on 31st May–6th June, 2008 at Imperial Hotel and Resorts, Entebbe, Uganda (see also Conference Proceedings).

(f) Papers Presented in the World Economics Seminar at the Institute of World Economics and International Management, University of Bremen, Bremen, Germany

Alabi, R. A. (2008). Inequality, poverty and basic education in Nigeria, Paper presented at the World Economics Seminar at the Institute of World Economics and International Management, University of Bremen, Bremen, Germany, 2nd July, 2008.

Alabi, R. A. (2008). Income Sources Diversification: Empirical Evidence from Edo State, Nigeria. Paper presented at the World Economics Seminar at the Institute of World Economics and International Management, University of Bremen, Bremen, Germany, 19th January, 2008.

(g) Editorial Work in the IWIM, University of Bremen

Co-Editor of the volume 'NEW GROWTH AND POVERTY ALLEVIATION STRATEGIES FOR AFRICA – INTERNATIONAL AND REGIONAL PERSPECTIVES', African Development Perspectives Yearbook 2008, Vol. 13, LIT Verlag, Berlin-Münster, 2008.

Co-Editor of the volume 'NEW GROWTH AND POVERTY ALLEVIATION STRATEGIES FOR AFRICA – INSTITUTIONAL AND LOCAL PERSPECTIVES', African Development Perspectives Yearbook 2009, Vol. 14, LIT Verlag, Berlin-Münster, 2009.

(h) Recent Invitation for an International Conference and Workshop

I have been invited to the 7th Poverty and Economic Policy (PEP) Research Network Conference and Training Workshop to be held at Dusit Thani Hotel, Manila, Philippines on December 6-12, 2008.