

Public lecture on Funding of Tertiary Institutions/Education in Nigeria: Issues, Challenges and Way Forward.

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Protocols

1.0 INTRODUCTION

Nigeria's Tertiary Education funding has witnessed an unprecedented shift in the last few decades as education funding across levels of government continued to decline and remained inconsistent. Evidence has shown that both federal and state governments had provided funding to support tertiary education however, decisions at both levels of government often conflicts with difficult choices they faced as they seek to balance priorities for education with other challenging economic demands. The situation has continued to degenerate and has grossly affected the entire education sector throughout the country. This lecture would highlight key issues and challenges of funding tertiary education in Nigeria with a view to proffering remedial actions for addressing identified challenges.

Tertiary education refers to all formal post-secondary education, including public and private universities, colleges, technical training institutes, and vocational schools. Tertiary education is instrumental in fostering growth, competitiveness, reducing poverty, and boosting shared prosperity among people in society. Graduates of tertiary education are more environmentally conscious, innovative and dynamic, have healthier habits, and a tendency for higher level of civic participation.

Nigeria can only advance its economic growth and global competitiveness by providing enabling policies and programmes for

an accessible and reliable quality education. The Federal Government which is statutorily responsible for tertiary education is recognized for the steps taken to initiate and implement policies and programmes ensuring that tertiary education is provided with necessities to continually attract and develop competent, knowledgeable and talented graduates from tertiary institutions. However, tertiary education has not been able to meet expected outcomes as a result of funding gaps faced by the tertiary institutions.

It is in view of the above that this public lecture today, will focus on government funding to tertiary education and we looked at budgetary allocations and releases to the tertiary education sector for the period of about two decades (2006-2020). Data available on government budget for tertiary education shows that tertiary education accounts for about 15% of the total national education budget annually. This includes Federal, States and other specialized MDAs education budget (i.e. 7% federal while states and others 8%). The average federal budgetary allocation for tertiary education is estimated at 300billion annually and this amount is often adjusted for each of the fiscal year covering personnel, overheads, recurrent and capital components of the budget. Education funding as a share of federal government expenditures is average 7% annually and only about 65% of the expenditures is allocated to tertiary education. These figures are often considered inadequate compared to other countries and the share proportion of federal budget allocation vis-a-vis the releases do not meet average expenditure needs of the tertiary

education. The current education expenditures total is average 45% of total expenditure in public institutions and the ratio of total expenditures in tertiary institutions to GDP is relatively low. However, given the importance of tertiary education and the critical role government plays in enabling access and providing budgetary allocations, there is need for government to institutionalize structures and facilitate processes for ensuring sustainable funding arrangements to guarantee access to tertiary education and support research activities in tertiary institutions in Nigeria.

2.0 PURPOSE, OBJECTIVE, AND SCOPE OF THE PRESENTATION

1. The **PURPOSE** of this lecture is mainly to assess funding gaps for the tertiary education in Nigeria with a view to ascertaining key issues and challenges affecting tertiary education funding in Nigeria.
2. The key **OBJECTIVE** is to highlight the key issues, challenges and way forward towards achieving sustainable funding for tertiary education in Nigeria.
3. The **SCOPE** of this lecture is limited to tertiary education in Nigeria and our focus on tertiary education is to further sensitize governments at all levels, stakeholders and professionals to commit resources and dedicate more efforts to support tertiary institutions for their role in skill development, building institutional capacity, capabilities and competence to deliver quality graduates of tertiary education in Nigeria.

3.0 OVERVIEW OF TERTIARY EDUCATION FUNDING IN NIGERIA

Education in Nigeria is often perceived as an exclusive service of the government and funding of education has continued to remain a collective service of the three tiers of government. The federal and state governments in Nigeria have statutory responsibility to coordinate and promote tertiary education throughout the country while local government is responsible for basic primary education at that level. The fact is that, most education policies and programme are government based and lack of efficient strategy and structure for tertiary education funding has posed a major impediment for achieving sustainable development in the education sector.

The Tertiary education which constitutes a major component of Nigeria's education system comprises of Universities, Polytechnics, Institutions of Technology and Research, Colleges of Education, including professional and specialized institutions affiliated to, universities, polytechnics and colleges of tertiary education (I.e. University Teaching Hospitals, Colleges of Aviation Technology, Nigerian Defense Academy, and Federal School of Statistics, etc.). In Nigeria, tertiary education is categorized as Federal, State and Privately owned tertiary institutions. Governments around the world are widely perceived to be more responsible for ensuring accessible quality education and the entire educational system from early childhood through tertiary education reflects the new social and economic needs of the global knowledge economy, which increasingly demands a better-trained, more skilled, and adaptable workforce.

In the last two decades, tertiary education in Nigeria has witnessed a significant growth in terms of expansion of access through increase in enrolment and establishment of additional tertiary institutions. However, it is saddening to note that many of the indicators that can guarantee quality, improve access and standards in tertiary education are lacking. At present, there are about 45 accredited Federal Universities, 54 State Universities, 99 Privately Owned Universities in Nigeria which makes it a total of 198 Universities in the country (data source NUC). The federal and state tertiary institutions are among predominantly recognized, preferred and affordable institutions of tertiary education in Nigeria. Public tertiary institutions in Nigeria currently educate more than 70% of all enrolled students in tertiary education and this is the result of a process of education expansion that relied heavily on public funding, particularly from the federal government.

The tables below show funding of tertiary education in Nigeria for the period under review:

Table 1: Allocation to Tertiary Education for about two (2) decades.

Table 2: Allocations to Federal Universities

Table 3: Allocation to Federal Polytechnics

Table 4: Allocations to Colleges of Education

Table 1: Allocation to Federal Ministry of Education

YEAR	TOTAL ANNUAL BUDGETARY ALLOCATION	FEDERAL UNIVERSITIES	FEDERAL POLYTECHNICS	FEDERAL COLLEGES	TOTAL ALLOCATION TO TETIARY EDUCATION	% SHARE TO TETIARY EDUCATION
2006	167,278,378,749	78,066,798,856	21,989,138,817	16,371,127,992	116,427,065,665	70%
2007	189,199,774,929	87,600,179,082	21,795,974,088	19,569,569,513	128,965,722,684	68%

2008	220,974,830,792	108,815,842,033	27,752,763,519	18,251,939,068	154,820,544,620	70%
2009	224,676,889,661	110,805,682,501	31,723,150,183	19,911,333,012	162,440,165,696	72%
2010	271,251,288,165	125,645,082,438	36,495,425,343	24,712,388,548	186,852,896,330	69%
2011	356,495,828,145	182,150,608,693	56,019,654,599	36,680,728,084	274,850,991,376	77%
2012	409,531,390,348	209,498,125,598	61,990,540,311	44,037,678,418	315,526,344,327	77%
2013	437,478,097,032	227,308,738,961	64,450,047,068	46,795,019,686	338,553,805,715	77%
2014	496,724,752,420	227,235,861,814	65,225,297,288	45,632,774,014	338,093,933,116	68%
2015	415,883,784,642	233,798,394,039	64,533,203,385	42,562,363,278	340,893,960,702	82%
2016	403,168,215,122	219,875,450,125	62,248,963,574	39,792,265,826	321,916,679,525	80%
2017	455,161,976,979	240,668,311,899	66,727,531,004	43,652,659,429	351,048,502,332	77%
2018	651,226,697,523	278,116,975,513	71,281,063,956	48,284,686,777	397,682,726,246	61%
2019	634,557,159,877	276,685,073,894	72,432,533,572	51,499,593,355	400,617,200,821	63%
2020	607,664,880,997	273,462,848,409	76,201,358,077	55,817,298,666	423,035,247,634	70%
2021	771,461,372,053	335,484,239,581	100,926,502,662	69,709,836,814	506,120,579,057	66%
2022 PROPOSAL	875,925,404,037	355,471,144,930	112,458,369,482	77,621,091,698	545,550,606,110	62%

Data source: Budget of the Federation

- **Note:** The 2022 budget has just been signed into law by Mr. President.

Table 1b: Other Funding Sources by Federal Government

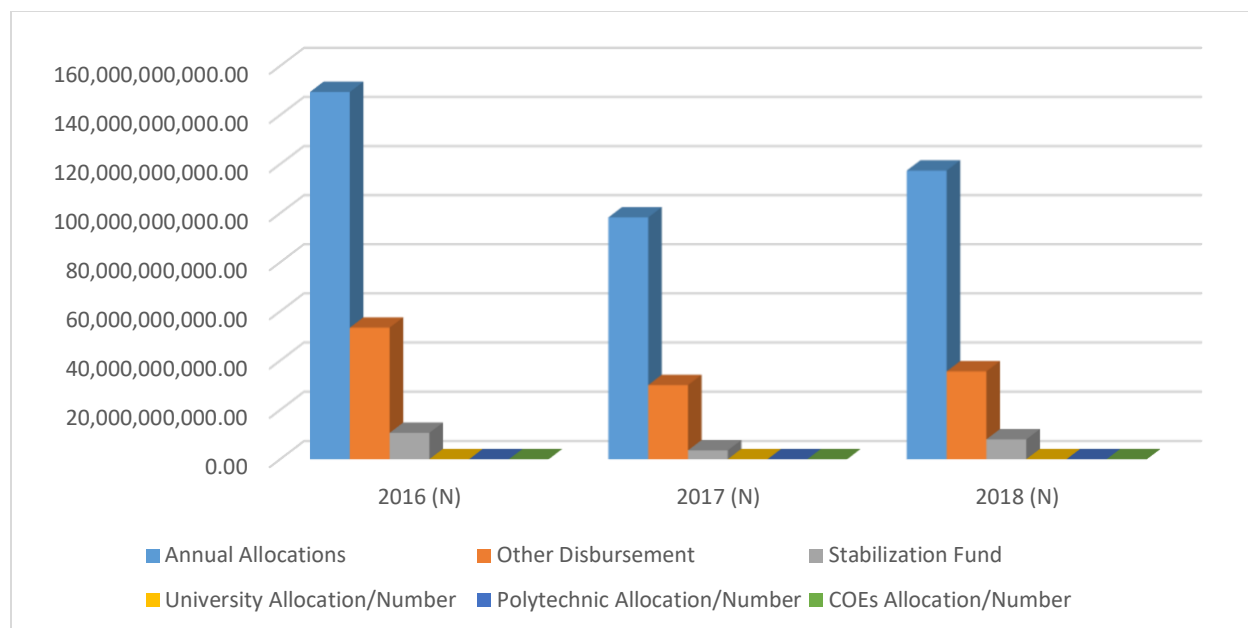


Table 2: Allocations to Federal Universities (2020 Releases)

S/N	INSTITUTIONS	TOTAL PERSONNEL	TOTAL OVERHEAD	TOTAL CAPITAL	TOTAL RELEASES
1	National Universities Commission Secretariat	1,609,507,376	504,632,073	540,000,000	2,654,139,449
2	University Of Ibadan	13,712,984,760	117,933,098	78,728,315	13,909,646,173
3	University Of Lagos	11,651,634,181	78,758,452	70,628,641	11,801,021,274
4	University Of Nigeria, Nnsuka	17,991,362,800	109,712,538	249,628,641	18,350,703,979
5	Ahmadu Bello University, Zaria	17,106,546,713	109,871,632	228,571,902	17,444,990,247
6	Obafemi Awolowo University	11,635,021,499	84,327,798	47,608,645	11,766,957,942
7	University Of Benin	14,381,682,982	83,370,934	70,628,641	14,535,682,557
8	University Of Jos	10,668,068,975	88,868,120	104,500,000	10,861,437,095
9	University Of Calabar	16,192,171,453	101,808,702	50,773,718	16,344,753,873
10	University Of Ilorin	10,124,085,303	87,413,037	60,628,468	10,272,126,808
11	University Of Abuja	5,302,280,790	63,126,639	1,312,161,380	6,677,568,809
12	University Of Agriculture, Abeokuta				-
13	University Of Agriculture, Makurdi				-
14	Michael Okpara University Of Agriculture, Umudike				-
15	University Of Port Harcourt	11,495,994,670	73,119,199	70,678,641	11,639,792,510

16	Abubakar Tafawa Balewa University, Bauchi	5,302,696,131	53,850,516	174,527,660	5,531,074,307
17	University Of Technology, Owerri	10,103,363,171	99,235,384	70,678,641	10,273,277,196
18	Federal University Of Technology, Akure	5,748,603,143	83,643,684	70,043,673	5,902,290,500
19	Federal University Of Technology, Minna	5,113,058,180	70,892,491	70,678,641	5,254,629,312
20	Federal University Of Technology, Yola	3,666,436,763	56,864,022	70,678,641	3,793,979,426
21	University Of Uyo	9,216,226,412	70,032,192	70,678,641	9,356,937,245
22	University Of Maiduguri	11,928,568,856	93,294,856	1,257,978,641	13,279,842,353
23	Nnamdi Azikiwe University, Awka	11,717,955,332	59,143,698	70,519,213	11,847,618,243
24	Bayero University, Kano	10,206,094,053	91,385,290	696,342,313	10,993,821,656
25	Usman Dan Fodio University, Sokoto	8,485,405,551	66,057,093	470,678,641	9,022,141,285
26	National Mathematical Centre, Sheda	604,077,613	71,686,667	173,378,000	849,142,280
27	French Language Village Badagary, Lagos	496,928,751	48,448,195	72,348,575	617,725,521
28	Arabic Language Village Ngala, Borno	561,357,800	39,720,771	65,729,313	666,807,884
29	National Institue For Nigerian Languages	434,954,783	37,614,485	108,778,642	581,347,910
30	Division Of Agricultural College, Abu Zaria	1,612,291,572	70,594,748	152,414,904	1,835,301,224
31	Federal University Of Petroleum Resources, Effurun	2,129,740,740	69,112,342	14,000,000	2,212,853,082
32	Federal University Wukari	4,111,145,326	100,231,028	886,627,988	5,098,004,342
33	Federal University Oye-Ekiti	3,881,427,734	70,572,809	149,211,508	4,101,212,051
34	Federal University Otuoke	3,676,433,824	67,444,193	29,188,445	3,773,066,462
35	Federal Univeristy Ndufu Alike Ikwo	4,513,973,783	69,803,846	105,629,480	4,689,407,109
36	Federal University Lokoja	2,426,367,262	70,199,485	96,280,094	2,592,846,841
37	Federal University Lafia	3,078,134,111	70,721,172	125,629,480	3,274,484,763
38	Federal University Kashere	4,161,256,373	70,566,096	365,629,480	4,597,451,949
39	Federal University Dutsin-Ma	3,568,896,854	70,305,669	211,261,266	3,850,463,789

40	Federal University Dutse	3,183,838,810	71,514,231	164,702,291	3,420,055,332
41	Federal University of Bernin Kebbi	2,122,238,127	110,353,980	209,792,973	2,442,385,080
42	Federal University of Gusau	3,315,179,372	97,354,011	173,400,000	3,585,933,383
43	Federal University of Gashua	2,648,824,341	97,696,117	133,282,459	2,879,802,917
44	Nigeria Maritime University, Okerenkoko	1,037,021,421	110,431,330	333,548,928	1,481,001,679
45	International Centre For Biotechnology, University Of Nigeria Nsukka, Enugu State		68,420,898	246,751,366	315,172,264
46	Nigeria Army University, Biu	1,163,837,751	102,631,347	335,350,000	1,601,819,098
47	National Open University	6,378,912,177	286,983,618	1,024,117,345	7,690,013,140
	TOTAL	262,313,305,181	2,851,599,092	8,297,944,136	273,462,848,409

Data source: Federal Ministry of Education

Table 2b: Tertiary Institutions and Share % of Public Funding

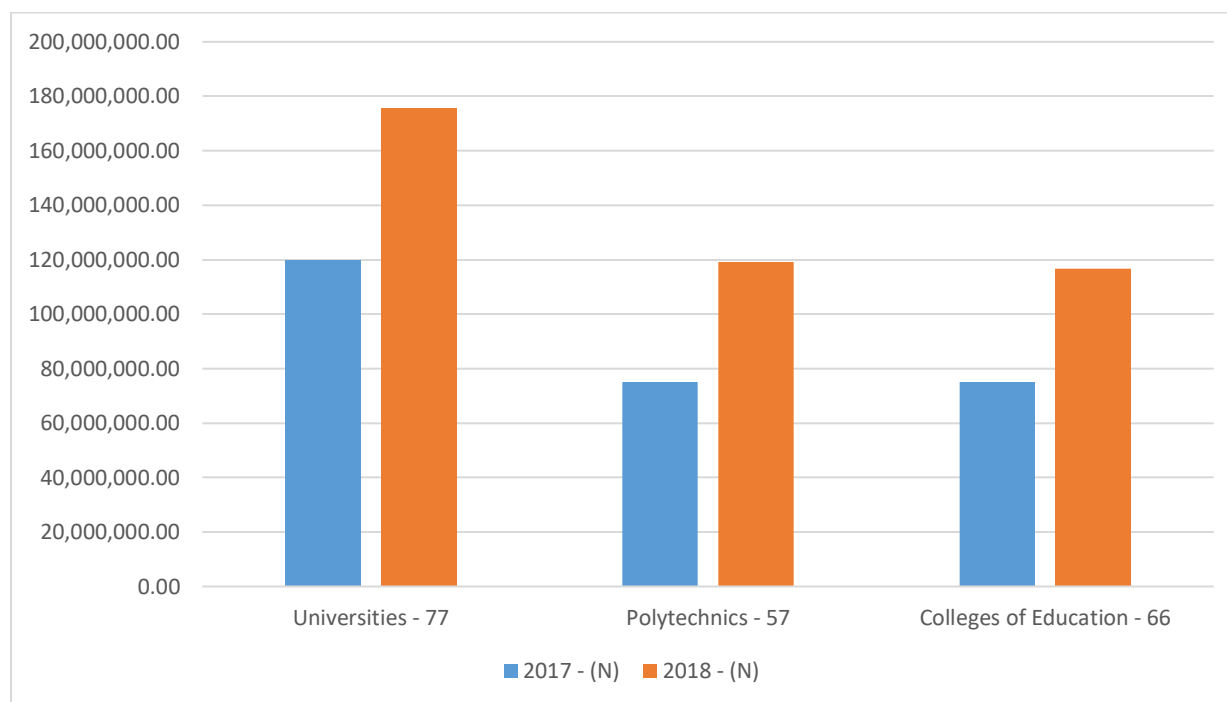


Table 3. Allocation to Federal Polytechnics (2019 Releases)

S/N	INSTITUTIONS	TOTAL PERSONNEL	TOTAL OVERHEAD	TOTAL CAPITAL	TOTAL RELEASES
1	Federal Polytechnic Ado-Ekiti	3,231,947,395	99,266,864	40,028,094	3,371,242,353
2	Federal Polytechnic Bauchi	2,698,806,518	86,276,380	40,028,094	2,825,110,992
3	Federal Polytechnic Bida	3,621,080,287	137,496,530	64,288,220	3,822,865,037
4	Federal Polytechnic Idah	2,401,807,003	124,905,264	40,028,094	2,566,740,361.00
5	Federal Polytechnic Kaura-Namoda	2,850,647,369	89,768,948	40,028,094	2,980,444,411.00
6	Federal Polytechnic Mubi	3,816,205,500	88,199,476	61,028,094	3,965,433,070.00
7	Federal Polytechnic Nasarawa	2,484,737,201	78,565,357	495,028,095	3,058,330,653.00
8	Akanu Ibiam Federal Polytechnic, Unwana - Afikpo	3,991,326,552	87,348,646	128,677,637	4,207,352,835.00
9	Federal Polytechnic Kaduna	7,362,144,511	202,401,588	40,028,094	7,604,574,193.00
10	Federal Polytechnic Offa	3,113,402,056	84,308,290	40,028,094	3,237,738,440.00
11	Federal Polytechnic Ede	2,137,891,219	63,474,791	40,028,094	2,241,394,104.00
12	Federal Polytechnic Auchi	4,952,379,615	119,154,675	107,630,430	5,179,164,720.00
13	Federal Polytechnic Nekede	3,947,560,185	84,181,797	275,028,094	4,306,770,076.00
14	Federal Polytechnic Oko	5,841,904,396	120,417,276	73,196,462	6,035,518,134.00
15	Federal Polytechnic Damaturu	1,170,329,778	53,374,187	40,028,094	1,263,732,059.00
16	Federal Polytechnic Hussaini Adamu	846,563,589	93,270,539	75,028,094	1,014,862,222.00
17	Federal Polytechnic Gwandu	2,767,088,143	84,175,180	40,028,094	2,891,291,417.00
18	Federal Polytechnic Ilaro	2,070,266,030	62,000,007	40,833,392	2,173,099,429.00
19	Yaba College Of Technology	4,907,432,618	174,967,784	239,782,433	5,322,182,835.00
20	Federal Polytechnic Bali	768,480,651	150,823,121	103,443,988	1,022,747,760.00
21	Federal Polytechnic Ekowe	998,873,916	150,868,103	49,401,761	1,199,143,780.00
22	Federal Polytechnic Bonny	375,796,160	151,353,967	70,541,730	597,691,857.00
23	Federal Polytechnic Ukana	228,821,819	37,482,085	252,858,479	519,162,383.00
24	National Institute For Construction Technology Uromi, Edo State	236,457,309	37,482,081	103,572,360	377,511,750.00
25	Federal Polytechnic, Ile-Oluji, Ondo State	369,986,314	100,000,000	178,642,387	648,628,701.00
	TOTAL	67,191,936,134	2,561,562,936	2,679,234,502	72,432,733,572

Data source: Federal Ministry of Education

Table 4. Allocation to Federal Colleges of Education (2020 Releases)

FEDERAL COLLEGES OF EDUCATION RELEASES 2020					
S/N	INSTITUTIONS	TOTAL PERSONNEL	TOTAL OVERHEAD	TOTAL CAPITAL	TOTAL RELEASES
1	Federal College Of Education Abeokuta	2,166,879,268	42,166,624	23,850,335	2,232,896,227
2	Federal College Of Education Akoka	1,724,523,861	51,302,490	45,540,703	1,821,367,054
3	Federal College Of Education Asaba	2,127,961,602	53,324,203	53,591,722	2,234,877,527
4	Federal College Of Education Bichi	1,839,754,501	33,618,677	750,000,000	2,623,373,178.00
5	Federal College Of Education Gombe	2,172,173,164	69,920,699	368,023,581	2,610,117,444.00
6	Federal College Of Education Gusau	1,283,765,750	43,136,572	26,203,591	1,353,105,913.00
7	Federal College Of Education Kano	2,329,486,448	50,029,430	169,276,612	2,548,792,490.00
8	Federal College Of Education Katsina	1,477,026,516	50,934,047	41,196,742	1,569,157,305.00
9	Federal College Of Education Kotangora	1,755,894,164	50,699,885	27,609,690	1,834,203,739.00
10	Federal College Of Education Obudu	2,489,866,756	72,564,605	377,001,188	2,939,432,549.00
11	Federal College Of Education Okene	2,493,092,984	74,302,458	432,825,720	3,000,221,162.00
12	Federal College Of Education Omuku	2,913,257,298	62,284,604	31,548,097	3,007,089,999.00
13	Federal College Of Education Ondo	2,779,059,637	67,017,309	93,349,584	2,939,426,530.00
14	Federal College Of Education Oyo	2,867,665,524	73,010,486	873,563,636	3,814,239,646.00
15	Federal College Of Education Pankshin	2,250,954,127	61,551,629	96,481,000	2,408,986,756.00
16	Federal College Of Education Potiskum	1,472,911,299	38,986,623	45,650,496	1,557,548,418.00
17	Federal College Of Education Umunze	2,462,050,796	62,840,109	25,000,000	2,549,890,905.00
18	Federal College Of Education Yola	1,892,089,081	27,778,242	16,049,400	1,935,916,723.00
19	Federal College Of Education Zaria	4,502,431,531	58,415,705	61,976,649	4,622,823,885.00
20	Federal College Of Education Eha-Amufu	2,163,736,809	56,069,725	908,175,722	3,127,982,256.00
21	Alvan Ikoku College Of Education, Owerri	4,980,598,773	43,597,618	61,652,569	5,085,848,960.00
	TOTAL	50,145,179,889	1,143,551,740	4,528,567,037	55,817,298,666

Data source: Federal Ministry of Education.

For the purpose of this lecture, we observe closely about two broad decades of public funding of tertiary education in Nigeria and the first period shows a stable funding until 2008, then a period of sharp growth and decline set in, followed by inconsistent budgets for the education sector. In all of these periods, federal government funding was still considered inadequate. However, the facts remain that, tertiary education in Nigeria has been experiencing deterioration both on structural facilities and quality standards as a result of poor funding and the implications of all of these is that the quality of output from tertiary institutions cannot guarantee the attainment of national goals and objectives as well as sustain future of tertiary education in the country.

4.0 WHY TERTIARY EDUCATION IS IMPORTANT?

Nigeria is currently experiencing a crucial manpower deficiency with a high prevalence of unskilled workforce while at the same time the number of graduate from tertiary institutions is substantially increasing year in year out. It is a fact that highly skilled workforce is brought about with lifelong access to tertiary education which essentially served as a prerequisite for innovative growth and productive economy. The role of Tertiary education as essential to national development cannot be over emphasized. This is due to the contribution of tertiary education in producing higher-level skills and competencies that are essential to national development, particularly in the context of globalization and the paradigm shift towards knowledge-based economies. For these reasons, countries all over

the world, Nigeria inclusive must consider tertiary education as an essentially requirements for achieving national growth and inclusive development for the whole country.

It is in the light of the above that, the federal government introduced the National Policy on Education (2004), which aimed to achieve key objectives for tertiary education as follows:

- a) contribute to national development through high level relevant manpower training.
- b) develop and inculcate proper values for the survival of the individual and society;
- c) develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- d) acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- e) promote and encourage scholarship and community service;
- f) forge and cement national unity; and
- g) promote national and international understanding and interaction.

Considering the importance of university education, Ajayi and Ekundayo (2006) submitted that “the funds allocated to higher education should not merely be considered as an expense but a long-term investment, of benefit to society as a whole. These benefits are reflected on a societal level in terms of lower unemployment rates, better health, lower crime rates, more involvement in societal activities, higher tax returns and other trickle-down effects.”

Also, Johnstone (2006) opines that “higher education as an agent of change, national growth and instrument for the realization of collective aspiration should contribute to the development of the entire education system through teacher education, curriculum development and educational research, thereby providing the crucial mass skills and educated populace needed by any country to ensure genuine local sustainable development.”

Globally, according to UNESCO on world enrollment of the number of tertiary students per 100,000 inhabitants, the world bank countries confirm that over six-fold increase in students' enrollment worldwide rose from 13 million in 1996 to 102 million in 2003. This was further observed to have increased to 180 million in 2019. Furthermore, a broadening gap has been observed between industrially developed and developing countries; particularly the least developed countries with regards to access and resources for higher learning and research leading to increased socio-economic stratification and greater variance in educational prospects amongst countries (UNESCO, 2019).

According to the Global Education Digest (GED) (2019), the Sub-Saharan Africa has experienced the highest average regional growth rate with student enrolments that have risen by an average of 13.5% each year. Yet, in spite of this achievement, the region still lags behind other regions in terms of total tertiary student's enrolment. According to multiple researchers, the increase in students' enrollment is one of the major areas of crisis in higher education as the available limited

resources (physical and human) have not been able to meet the enrolment needs thereby having implications for low quality education.

In Nigeria, National Universities Commission (NUC) reports that the Nigerian education system has expanded from one University in 1948 (University of Ibadan- University College London), to eighty (80) in 2005, which included 27 Federal, 26 State, 24 private and four (4) International universities. As at 2021, in Nigeria, there were 437 higher institutions; 190 universities (FG – 43, SG – 48, Private 99), 132 polytechnics, 26 mono-technics, and 89 colleges of education. This number is grossly insufficient in catering for the increasing secondary school leavers population. Furthermore, Data according to the National Bureau of Statistics indicated that from 2016-2019, out of every ten million applicants that sought admission into tertiary institutions, only about 25% were successful.

In spite of the enormous benefits of tertiary education to national development, its potential is recurrently thwarted by long-standing difficulties affecting the system. According to Ajayi “higher education in Nigeria is in travail, the system is riddled with crises of various dimensions and magnitude. A number of multi-faceted problems have prevented goal attainment and are raising questions, doubts and fears, all of which combine to suggest that the system is at a cross road” (Ajayi *et al.* 2002).

5.0 ASSESSMENT OF CONTEMPORARY ISSUES, CHALLENGES AND OPPORTUNITIES

Public Tertiary institutions in Nigeria are funded through budgetary allocations. According to multiple data sourced from the supervising agencies for tertiary institutions, public tertiary institutions derive 85% of their funds from the government, 10% from internally generated revenue and 5% from other sources such as endowment, fees/levies, services, consultancy, and renting facilities. The government funds come through annual budgetary allocations excluding interventions from other government agencies such as TETFund etc. Government's budget to the education sector is usually shared among the following agencies/parastatals: Main Ministry of Education, Universities, Polytechnics, Colleges of Education, Government Unity Colleges, Technical Schools and statutory transfer to Universal Basic Education Commission (UBEC).

There is growing shortage of funds and learning resources in the tertiary education system in Nigeria. These issues have long existed and remaining unsolved. The major challenge facing the management of tertiary education system in Nigeria is **inadequate funding**. While there has always been increase in the proportions of total expenditure devoted to tertiary education, this increase has been considered to be rather wholly insufficient considering the upsurge or rise in student enrolment, and increasing cost of running these institutions, which has been heightened by inflation. Besides, the

Nigerian government over the years have never met the United Nations Educational Scientific and Cultural Organization (UNESCO) recommendation of 26% of the total national budget allocation to education sector. It can therefore be posited that government priority to education **is still very low**. These revelations expose the extent to which the government itself is a contributing factor to the financial complications of the tertiary education system. The seeming scarcity of fund accessible by the tertiary education system has been responsible for declining library, research and laboratory facilities in recent years. This has subsequently increased the difficulty in the governance of the system.

The fundamental justification for public funding of education is to ensure effective impartation of the requisite knowledge, skills and capacities to improve the quality of life, enhance productivity and capacity to gain knowledge of innovations, so as to be able to participate proactively in the growth and development process. That is, for the sake of continuity of society and humankind, the new generation must be given the appropriate access to knowledge that previous generation have accumulated. For instance, research shows that initially, Ibadan being the only University in the country was adequately funded in all aspects of teaching and research. In fact, the first-generation universities were all well - funded and some of

them were established and maintained in accordance with internationally acclaimed and respected standards. It was reported that there were years in which the amount received was slightly more than the amount requested for, but this is no longer the case today. (Okebukola, 2012).

At creation, UCI operated as a college affiliated to University of London, it was however accorded university status in 1962 and named as University of Ibadan (UI). UCI was funded from two main sources. The Nigerian government provided 70 per cent of the funds while the United Kingdom provided 30 per cent of the total recurrent cost. Since then and up till now, there is low level of University education funding and it is often an issue among stakeholders with its effects on quality of university education in Nigeria. The World Bank in 2010, reveals that the problem of higher education financing, especially University education is more serious in Africa than the rest of the world.

According to Ekundayo (2007), as a result of enrolment growth and currency devaluation, recurrent allocation per university student in the federal system has drastically reduced over the last 30 years and this has obvious implications for educational quality. Thus, in current value terms, the governments' allocated funding to tertiary institutions may appear to have increased dramatically over the years, but in real terms, however, total recurrent grants per student in 2020 is now less than one-tenth of what it was 3 decades ago. Thus, increased budgetary allocation has been muted by the effect of rising enrolment, inflation, insecurity and other factors.

6.0 GOVERNMENT FUNDING, ISSUES, **CHALLENGES** AND WAY FORWARD.

Funding shortfalls have therefore, become the norm for many years as enrolments have increased more rapidly than the governments capacity to maintain its proportional financial support. There still exist difficulties on the part of tertiary institutions to meet their 10% internal fund generation quota despite the normal government subventions (allocation). These can only be facilitated through adequate financing. The trend in fund allocation to federal universities and higher institutions of learning are shown in the tables and figures below as sourced from TETFund, FMFBNP and FME. Focus was on data between 2016-2021.

Table 5a: Special High Impact Project (SHIP) Allocation by TETFUND (2016 & 2017)

Region		2016		2017	
	Beneficiary	Amount (₦)	Beneficiary	Amount (₦)	
North Central	Kwara State Poly, Ilorin	1,000,000,000.00	University of Abuja	3,000,000,000.00	
	COE, Zuba		FCE, Pankshin		1,000,000,000.00
North East	Abubakar Tatari Ali Poly, Bauchi	1,000,000,000.00	Gombe State University	3,000,000,000.00	

	COE, Hong		COE, Waka Biu	1,000,000,000.00
North West	Nuhu Bamalli Poly, Zaria	1,000,000,000.00	Hassan Usman Katsina Poly	1,000,000,000.00
	FCE (T), Bichi			
South East	Imo State Poly, Imagwau	1,000,000,000.00	Imo State University, Owerri	3,000,000,000.00
	COE, Ikwo			
South South	Fed Poly, Auchi	1,000,000,000.00	Ambrose Alli University, Ekpoma	3,000,000,000.00
	COE, Ekiadolor		FCE, Asaba	
South West	Fed Poly, Ede	1,000,000,000.00		
	FCE (Special), Oyo			
TOTAL		6,000,000,000		16,000,000,000.00

Table 5b: Policy, Programmes, Special Interventions, Administrative & Governance Structure

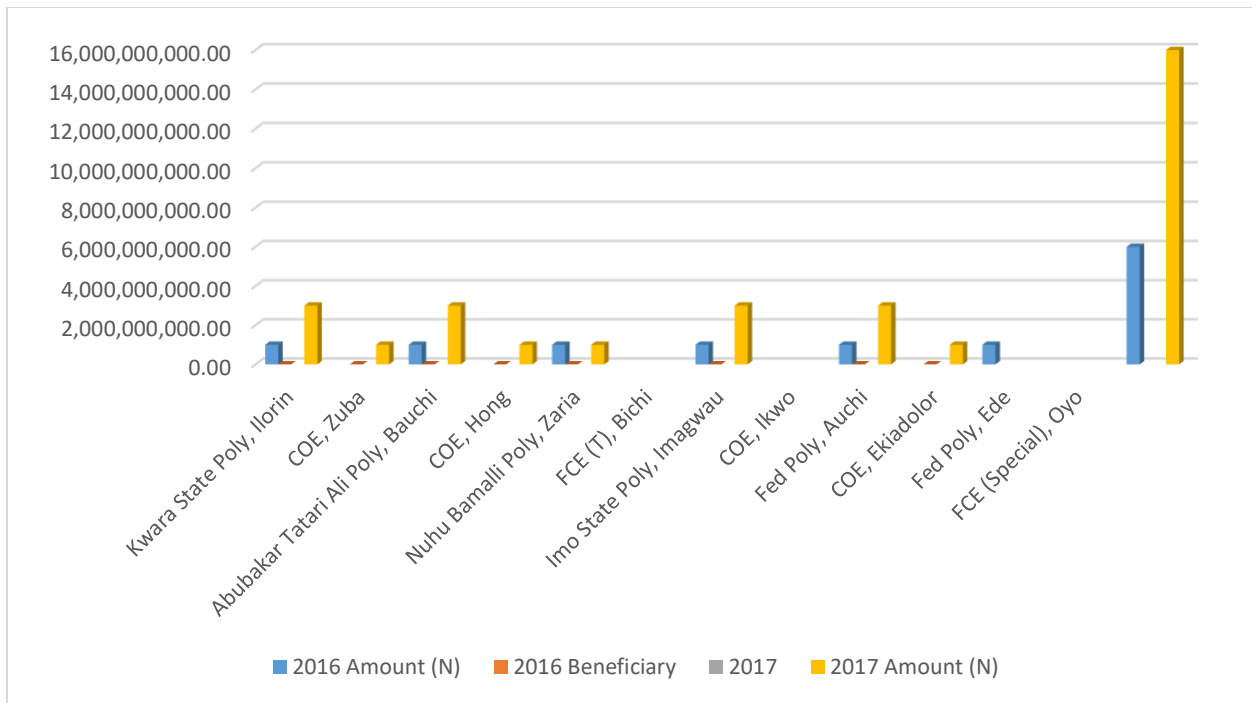


Table 5c: Disaster Recovery Allocation - 2018

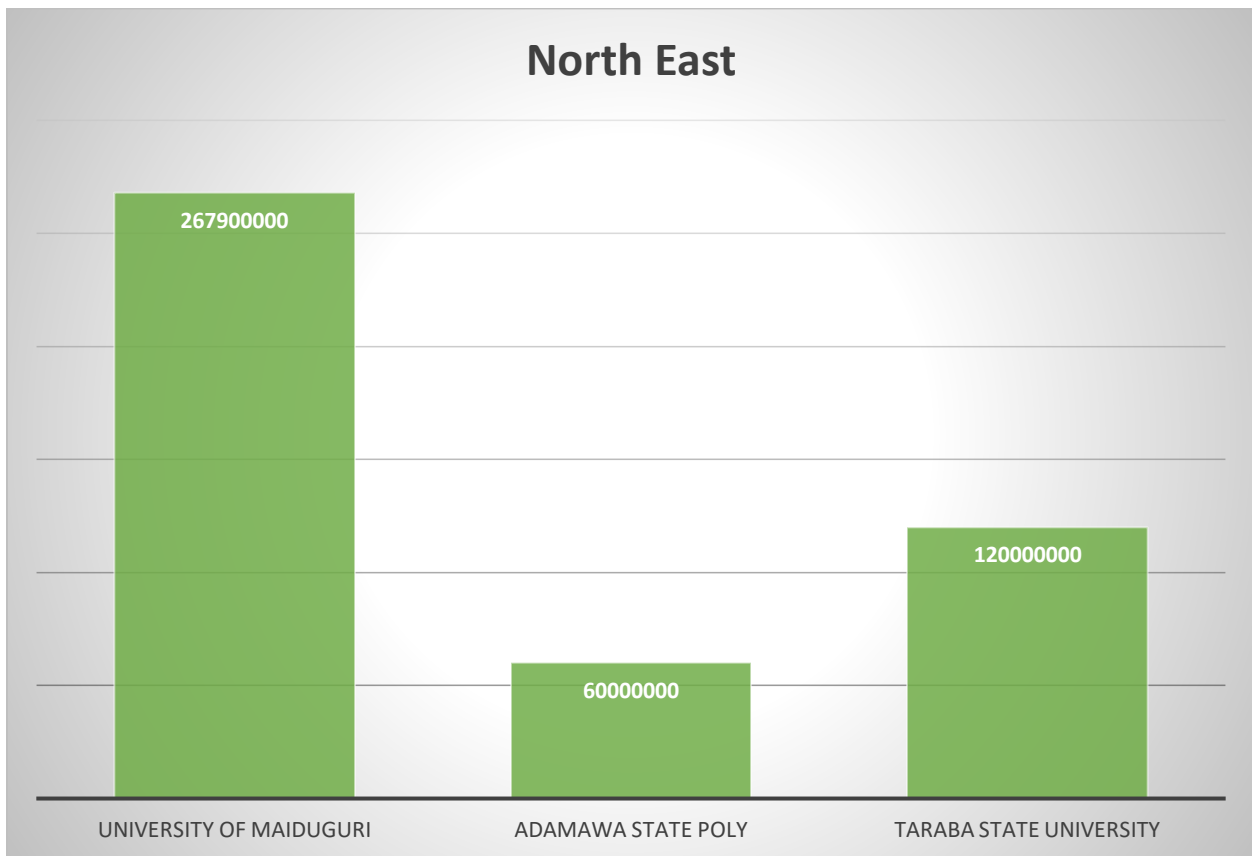
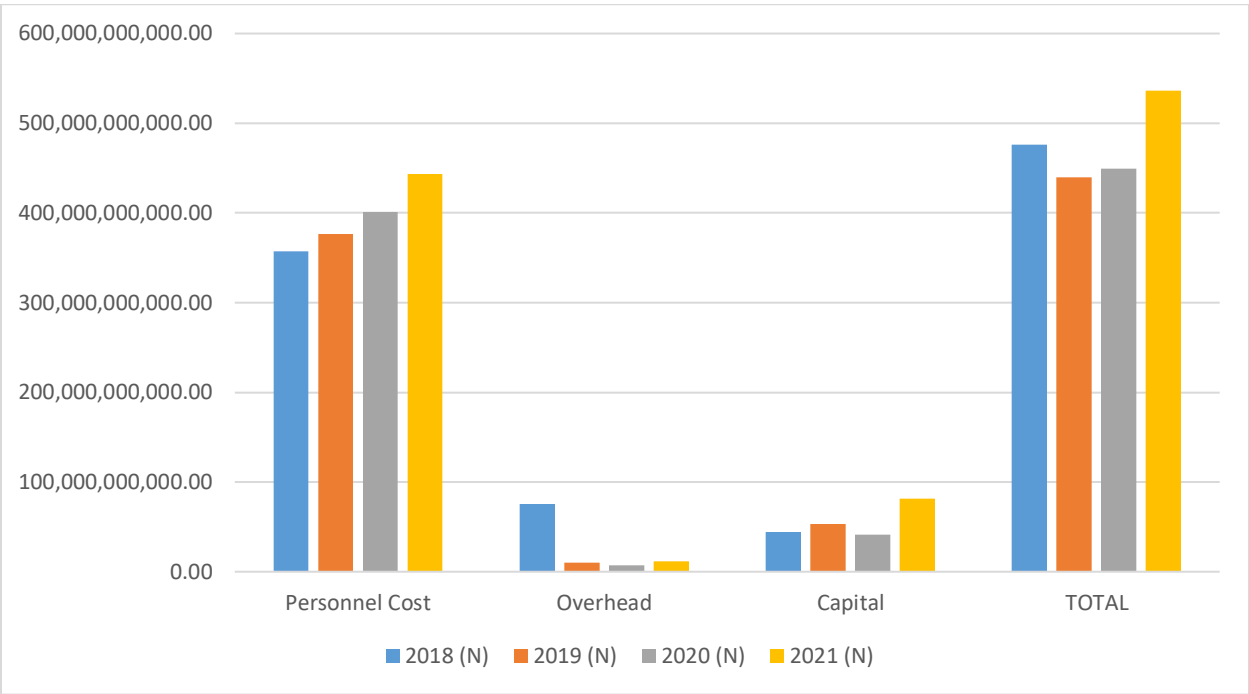


Table 6: Zonal Intervention Projects

	2017 - (₦)	2018 - (₦)
Universities - 77	120,000,000.00	175,823,700.00
Polytechnics - 57	75,000,000.00	119,074,602.00
Colleges of Education – 66	75,000,000.00	116,776,600.00

Source: TETFund Annual Report 2018

Table 7: Federal Budget for Tertiary Institutions Only (2018 – 2021)



Source: GIFMIS, OAGF. Data extracted from total Education Budget for specific years.

7.0 IMPLICATIONS OF INADEQUATE FUNDING FOR TERTIARY INSTITUTIONS IN NIGERIA

It is saddening to note that many of the indices that can guarantee quality higher education are not taken into consideration in the country's quest to meet quantitative target. It has been observed that political factors are the main motives behind many of the expansion

polices especially in the university system. In fact, in many cases, capital projects needed to meet expanding programmes could not take off, and where they took off, the majority had to be abandoned due to lack of funds. The result was an unsurmountable pressure on the limited resources available, thereby resulting in dwindling promotions and static remunerations for personnel together with deteriorating working conditions. This overtime resulted in a high degree of "**brain-drain**" among the academic staff, incessant strikes actions, students' riots and lecture boycotts, and many other negative impacts. All the aforementioned have resultant effects on the quality of tertiary education in Nigeria and how sustainability, growth and development targets are attained. The effects of dwindling funding in tertiary institutions can be summarized below:

- Limitation of laboratories/practical classes
- Limited number of field trips
- Restriction in the attendance of academic conferences,
- Limitations in the purchase of library books, chemicals and basic laboratory equipment.
- Freezing of new appointments
- Virtual embargo on study fellowships, and reduction in research grants, among others.
- Too narrow strategic profiles
- Loss of variety in research and teaching
- Loss of autonomy through increased dependence from external principals (third party funding)

- Increased administrative burdens at the expenses of research and teaching

8.0 RECOMMENDATIONS FOR SUSTAINABLE FINANCING OF TERTIARY EDUCATION IN NIGERIA

Recommendations for how government can approach tertiary education funding to make it more equitable and cost effective in a time of financial difficulties.

Financing higher education in Nigeria today is a crucial national challenge. The political, social and economic factors, which are currently having significant impact on the world economy, have necessitated the need to diversify the sources of education funding, mainly because reliance on only one source of revenue can retard educational growth. Some possible options of financing higher education are;

- i. Fund from Federal and State governments (at source contribution to education from FAAC)
- ii. Privatization and full autonomy
- iii. Private contributions by commercial organizations in the form of occasional grants for specific purposes
- iv. Tuition and fees
- v. Gifts, Grants and Endowments
- vi. Investment income
- vii. Auxiliaries (Enterprises, Licenses, Parents and Alumni Association)
- viii. Consultancies and Research activities
- ix. Community Participation
- x. International aids from development partners.

To address some of these challenges of quality higher education in Nigeria, the following are recommended:

- The Federal Government should place high premium on education by meeting up the recommended 26% educational spending prescribed by UNESCO, to help revitalize the higher education system,
- Enabling environment should be created for staff through improved conditions of service, provision of basic infrastructure, virtual libraries and information communication technologies and internet connectivity.
- Institutions of higher learning in Nigeria should set up internal quality assurance and monitoring units to enhance quality in service delivery.
- Reform in existing higher education institutions in Nigeria can be promoted through deliberate collaborative efforts by government, business sectors, civil society and the academia. This could help to reinvent the tertiary education system for better quality delivery in research, teaching and community services.
- To improve quality, lecturers and non-lecturers should be well paid and motivated to ensure efficiency, dedication, devotion and commitment.

Distinguished ladies and gentlemen, Government at all levels must consider funding of education as a priority project to ensure rapid growth and development of our dear nation. The issues of insecurity can also be solved through the provision of adequate and quality education. Furthermore, Funding of education at all levels **CANNOT** be left in the hands of government alone. For tertiary institutions to have additional resources, private sector participation must be strongly encouraged. The Nigeria government should key into the World Bank initiative in countries like Chile, Argentina, Mauritania, Mali, Indonesia, Senegal, among others. The World Bank is currently in the task of focusing its attention in private sector participation in educational development. Tertiary institutions must also mobilize external resources through bilateral agreements, with UNESCO, UNDP, UNICEF, World Bank, to help contribute to the funding of higher education in Nigeria.

Higher institutions themselves must make effort to raise a significant amount of their funding through private sources. In other words, higher institutions must be more entrepreneurial and business oriented. They must raise funds internally. Some tertiary institutions already have initiatives like this used in raising revenue to drive operations. Others, most especially state-owned higher institutions should also include this as a crucial funding strategy.

The federal government planned policy on the abrogation of tuition fees in federal institutions should be revisited and reviewed. As good as this policy is intended to be, it eliminates the financial drive nature

of higher institutions. Parent and students must know that the cost of having higher education is not cheap. In South Africa for example, students contribute 66% of cash in university education (Okebukola, 2003). A policy should be made that stipulates the compulsory increase of funds channeled towards tertiary education in Nigeria. This policy may also perform the advisory role of stating how the funds should be spent and enforced it.

The managers of higher institutions must be more prudent with the meager contributions of government, students, and internally generated funds. The issue of corruption in the management of funds in tertiary institutions and the high-headedness of Vice Chancellors, Rectors, and Provosts, must be put to check. Any staff found wanting in wasting funds through negligence or deliberate misappropriation must be sanctioned within the confines of the law. This will ensure that the little resources are prudently utilized to develop the much-needed infrastructure and manpower within the education system.

Finally, working conditions and staff welfare must be given adequate considerations to foster quality education. The theory of motivation confirms that inadequate salary, allowances, poor working conditions, will result in workers' dissatisfaction and eventually employee inefficiency and ineffectiveness. Educators must be made comfortable with adequate salaries, available teaching materials, and consistent or regular promotions. The conditions of service and welfare facilities (housing, car loans, insurance, health benefits) will help to motivate staff and boost employee morale. The long run

effect of these provisions is the optimization of staff productivity for quality assurance.

The funding of higher education in Nigeria needs to be improved upon especially in the area of capital expenditures funding. Stakeholders which include parents, guardians, the general public, non-governmental agencies, international partners and the private sector should support and subsidize the funding of tertiary education in Nigeria. These stakeholders have the holistic responsibility to drive the desired change in the quality of tertiary education in Nigeria. For the economy to thrive the government has to invest more in the education sector as well as ensure that the resources are properly managed and used for the development of education services. Government expenditure policy on education should be enhanced in order to contribute positively to real output growth (GDP) in Nigeria. The quality of education of the citizens will increase due to a relative increase in education expenditure which enhances their level of productivity.

9.0 CONCLUSION

In conclusion, I believe you would agree with me that prioritizing education funding, targeting investments in tertiary institutions to ensure equity in access and outcomes, and improving efficiency and quality of existing resources is key to ensuring both accessibility and availability. Investments in tertiary education are even more essential

at a time Nigeria is seeking global attention to improve and retained its international rating among peer African countries.

The need for tertiary education stems from the fact that the system is responsible for the development and production of high-level manpower within the context of the needs of the nation. It has been seen that tertiary education, which is the bedrock of development in the country is besieged with myriads of problems.

Statistically, Nigeria ranks amongst the lowest countries in terms of the budget allocated towards tertiary education. While most states give less than 15% of its yearly budget to education, only 7.9% of the Nation's budget for the year 2021 was allocated to the ministry of education, a meagre portion of which will be further distributed to tertiary institutions.

At this juncture, I must commend the efforts of the Borno State Government under the dynamic leadership of His Excellency Prof. Babagana Umara Zulum, mni for allocating 20% of the State budget to the education sector as contained in the 2022 State budget proposals made to the State Assembly. This is the first time in the history of any State within the federation to allocate such huge percentage of the State budget to the education sector. I urged him to sustain this momentum.

Generally speaking, for meaningful development to take place in the university system, the governments at all levels must be ready to address the issue of funding the system adequately.

Thank you for listening.

Long live University of Maiduguri!

Long live Borno State! Long live Federal Republic of Nigeria!