

**WORLD BANK AND HIGHER EDUCATION IN
NIGERIA: THE CASE OF AHMADU BELLO
UNIVERSITY (A.B.U.) ZARIA**

By

**JOYCE HAJARA GALADIMA (MRS)
M.Sc INTERNATIONAL AFFAIRS AND DIPLOMACY**

**A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU BELLO UNIVERSITY,
ZARIA. IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER IN
INTERNATIONAL AFFAIRS AND DIPLOMACY (MIAD), DEPARTMENT OF POLITICAL SCIENCE,
FACULTY OF SOCIAL SCIENCES.**

FEBRUARY, 2000

AFFIRMATION

This work was conceived, researched and written by me. It has not been presented before in any publication for higher degree. I therefore take exclusive responsibility for its strengths and weaknesses.



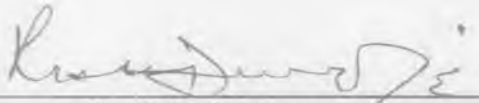
Joyce Hajara Galadima (Mrs)
(Candidate)

1 / 2 / 2000

Date


CERTIFICATION

We the undersigned hereby certify that this thesis titled "World Bank and Higher Education in Nigeria: The Case of Ahmadu Bello University (A.B.U.), Zaria" was written by Joyce Hajara Galadima (Mrs) and is found to have met the requirements for the award of the Master of Science Degree (M.Sc.) in Political Science of Ahmadu Bello University, Zaria and is hereby approved for political knowledge and literary presentation.



Prof. R.A. Dumoye
Supervisor

10-11-06
Date

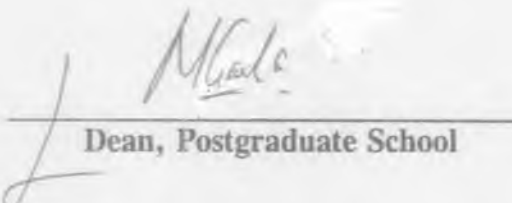


Head of Department
Ahmadu Bello University
Zaria

18/11/2006
Date

External Supervisor

Date



Dean, Postgraduate School

18/11/2006
Date

ACKNOWLEDGEMENT

The realisation of this work was made possible by the financial and moral supports of some vital people I cannot but to acknowledge them. First and foremost is my able supervisor, Prof. R.A. Dumoye of the Faculty of Social Sciences, Department of Political Science, A.B.U., Zaria. Despite all his numerous academic demands, he gave me his spare time to listen to my complaints, fed me with useful pieces of advice and constructive criticisms. Moreover his thorough reading and corrections gave this work a required standard for the award of the degree.

I sincerely appreciate the moral and financial support of my beloved husband, Dr. M. Galadima of Microbiology Department, A.B.U., Zaria.

I must also appreciate the tireless contributions of my dear uncle in the Lord, Dr. J.F. Alamu. He has been so good to me throughout the period of the research.

I also appreciate greatly the contributions of Mr. N.D. Afuwai of the EMDC A.B.U., Zaria, Mr. Funsho Jerome the Administration Secretary of KIL, A.B.U., Zaria. Both of them made some vital documents available to me.

My gratitude also goes to Mr. and Mrs. E. Adeniji, Comrade S.J. Ekpo, Mr. M.B. Obot, Mr. Yusuf Dauda Bulus and Rev. I.D. Hamman for their various contributions to the successful completion of this project.

Above all, I wish to thank the Almighty Father for His sustenance throughout the period of this research. help me O, God to use every step forward in my life for your Glory - Amen!

DEDICATION

This work is dedicated to God the Father, Son, and Holy Ghost, my beloved husband, children and Dr. J.F. Alamu.

ABSTRACT

A study was carried out in 1999 to ascertain the activities of World Bank and Higher Education in Nigeria and Ahmadu Bello University (A.B.U.), Zaria was made the case study. It was discovered that the World Bank's funding of Education was not in physical cash but by material supply such as Books, Journals, Equipment, E-mail, Management Strength among others.

Federal Universities, who satisfied the World Bank's criteria benefited from the loan scheme in various sectors of the universities.

It was also discovered that the World Bank's conditionalities were very unfavourable for smooth running of educational system in Nigeria.

This led to serious crisis across the Universities. Lecturers went on strike, students embarked on violent demonstrations which led to closure of some Universities and the public also erred their views over the implementation of the World Bank loan.

Findings revealed that the World Bank loan scheme is not the best solution to the educational crisis in the Nigerian Universities.

TABLE OF CONTENTS

	Page
title Page	i
Affirmation	ii
Certification	iii
Acknowledgements	iv
Dedication	v
Abstract	vi
Table of Contents	vii
Definition of Abbreviations Used	viii
List of Tables	ix
Chapter One	
Introduction	1-7
Chapter Two	
Literature Review	8-18
Chapter Three	
Research Design and Methodology	19-20
Chapter Four	
Data Analysis and Discussion	21-44
Chapter Five	
Recommendations and Conclusion	45-49

DEFINITION OF ABBREVIATIONS USED

1. A.B.U. - Ahmadu Bello University.
2. A.S.U.U. - Academic Staff Union of Universities.
3. F.M.E. - Federal Ministry of Education.
4. G.D.P. - Gross Domestic Product.
5. L.D.Cs - Less Developed Countries.
6. L.P.B. - Low Priced Books Limited
7. N.T.A. - Nigerian Television Authority.
8. N.E.S.S. - Nigerian Expatriate Salary Scheme.
9. N.U.C. - Nigerian Universities Commission.
10. K.I.L. - Kashim Ibrahim Library.
11. I.C.B. - International Competitive Bidding.
12. S.N.N. - Sunday New Nigerian

LIST OF TABLES

	Page
Table 4.1:	23-24
Table 4.2	26
Table 4.3	27-33
Table 4.4	34
Table 4.5	35
Table 4.6	40
Table 4.7	41
Table 4.9	44

CHAPTER ONE

1.1 INTRODUCTION

The Educational dependency of most developing countries is based on the fact that they are poor without the capability to control their local wealth. Their financial position also is grossly inadequate to support education along with other necessities of the populace. Therefore, they depend on the products of education and modern technology imported from the industrialized nations.

Nigeria has made progress in increasing access to education, but rapid expansion and budgetary constraints constitute severe obstacles to the system. This can be seen from the fact that about 49 percent of Nigerians total population was illiterate in 1990, with a higher rate of 61 percent for women due to their lower school enrolment levels. (World Bank, 1995). This is an improvement over the 1985 estimate of 58 and 69 percent respectively.

Over the same period, the secondary school enrolment ratio increased from 5 to 22 percent and the tertiary ratio increased by negligible levels to 5 percent. The pupil to teacher ratio has worsened from 34 students per teacher in 1970 to 40 students per teacher in 1990. Recent studies indicate that ratios in excess of 40 students per teacher can harm performance (World Bank, 1996). Decline in quality and efficiency have resulted from prolonged deficiencies in the inputs to, and the processes of, education delivery. Teachers morale is low, training is inadequate, and there are problems with the quality of staff and the remuneration system. As at the time of writing the Academic

Staff Union of Universities (ASUU) have been on strike for over two weeks because of remuneration and allowances among other things. To compound the problem, there is a dearth of teaching material throughout the system. The worst hit programmes in our universities are the Sciences and Vocational related courses in which students are made to graduate without the necessary facilities to conduct experiments or practicals in their respective field of study (Oduleye, 1985).

In addition, existing buildings have been allowed to decay at all levels of the system and some primary school systems, especially in the urban areas, do not have enough class rooms. This is due in part to a weak administrative system, lack of reliable data, and ineffective planning and budgeting.

The World Bank's involvement in funding education started in 1965, with a loan of \$20.0 million. In 1972, another loan of \$17.13 million was approved while in 1973, the third education loan values at \$37.8 million was extended. This gives a total of \$75.1 million (Nigeria and the World Bank 1987, p.73). Furthermore, in 1988 a loan of \$23.3 million was approved for technical education and in 1989, a \$120.0 million university sector loan was approved by the World Bank.

Although higher educational institutions have expanded in Nigeria, participation rates for females at the post-secondary school level continues to be considerably lower than for males. Clearly, gender parity in enrolments in higher education has not received as much attention as expansion of places. Education of women is important not only from the angle of education opportunity between the sexes, but also for the substantial social and economic returns to female education that can be achieved by

raising women's productivity and income level, producing better educated and healthier children and reducing fertility rate (Schultz, 1989).

Since the early 1980s, the World Bank projects have introduced policy reforms affecting the expansion, financing and internal efficiency, especially of higher education system. The reforms were designed to reduce uncontrolled growth of higher education expenditures by capping university intake, introducing students fees, and rationalizing academic programmes and staffing. In addition, as from mid-1980s, the Bank projects have increasingly paid attention to gender issues in higher education projects.

1.2 STATEMENT OF RESEARCH PROBLEM

All over the world, Universities are viewed as the highest educational institutions. The motives behind the establishment of universities, among other things, include teaching, learning, researching, disseminating of information and rendering services to the communities in which they are located (Abdulrahman, 1985) stressing the importance of education, the World Bank Report of 1991 said, its wide survey of 158 countries between 1960 and 1985 showed that one percent increase in the average years of education could increase the gross domestic product (GDP) of a country by three percent. This assertion affirms that adequate funding of education is not only important, but essential and crucial for overall development of any country.

According to the Federal Ministry of Education (FME publication, 1991) there are about two hundred thousand (200,000) students enrolled in the Nation's thirty-two (32) Universities with about eight thousand (8,000) academic staff. The Nigerian

University system is presently facing a threat of degradation due to inadequate funding. Hardly, could there be a session that will not be disrupted by crisis. This is probably due to inadequate funding.

The question is in a situation where students are made to graduate from our Universities without spending the normally prescribed duration for their studies how can our degrees not loose their values in the international scene? This question calls for a critical review of funding of university education in Nigeria if the status of Nigerian Universities should not be under valued.

We want to examine the extent that the World Bank educational project has helped in improving Higher Education in Nigeria.

1.3 JUSTIFICATION

Education is not only the greatest force that can be used to bring about change, it is also the greatest investment that the country can make for quick development of its economic, political, sociological and human resources. It is a invaluable asset of fundamental importance to the individual and the society (Abdulrahman, 1985).

Inspite of the importance of education there are a number of constraints that inhibits the quality and efficiency of education in Nigeria. These constraints can be eliminated. The World Bank has been instrumental in providing data and funding to improving the prolonged deficiencies in the input to, and the processes of, education delivery, but from the facts before us, there is still a dearth of teaching materials

throughout the system. Apart from this, teaching equipment are not supplied or properly maintained.

Therefore, this study can be justified since the problems are recognised. A study of policy failure and an attempt to bridge the gap between policy formulation and policy implementation. The study will thus, give an understanding to hindrances that often militate against serious articulate intervention strategies on educational issues. It will also make suggestions that may eliminate the constraints identified.

1.4 RESEARCH OBJECTIVES

The general objective of this study is to investigate how the World Bank has been providing funds to Education in Nigeria:

The specific objectives are to:

1. Identify the various funding that the World Bank has given Nigeria as educational loans.
2. Investigate form and amount of funding that A.B.U. has received in the past 5 years; and
3. Examine how such funds have been used in A.B.U.
4. Examine the impact of the funds on learning, research and infrastructural development in A.B.U..
5. Examine the implications of receiving such funds.

1.5 HYPOTHESIS/PROPOSITIONS

There has not been serious crisis in the Nigerian Universities.

The standard of Education in the Universities is not low.

There is no significant difference between enrolment of students into the universities before and after the World Bank credit facilities.

Nigerian Universities have not been depending on the instructional materials that are imported from advanced countries.

The World Bank credit facilities did not aim at addressing such issues as Books, Journals, Academic strength, Equipment Maintenance, Management Strength, Strategic Planning and Electronic Communication.

A.B.U. has not witnessed any significant difference in students enrolment, staff development and other aspects of instructional materials since the commencement of the project in the University.

SUMMARY OF CHAPTERS

Chapter One: Consist of introduction, statement of the problem, justification and objectives of the study, propositions, as well as the theoretical framework.

Chapter Two: Discusses some vital information regarding the World Bank loaning of funds to Higher Education and related areas, in Nigeria and other countries. This information is collected from various literatures available.

Chapter Three: This chapter explains the methodology used in collecting the data for the research.

Chapter Four: This chapter consist of discussion and analysis of all the information and data that has been collected by the researcher.

Chapter Five: Consist of conclusion and recommendation made by the researcher.

CHAPTER TWO

2.1 LITERATURE REVIEW

A lot of literature abounds on the role of the World Bank in funding education in the developing countries. Ballantine, (1975) said in recognition of the importance of education as a vehicle for National development, the World Bank decided to enter the field of education financing in 1992. It was hoped that the improvement of National educational systems would contribute to overall economic development by providing skilled manpower in essential area.

Over the past decade therefore education has become an area of increasing importance to the Bank, and the amount of financial resources available to educational development has increased steadily. For example, between 1972 and 1976, the amount lent to education by the World Bank was more than three times the amount for the previous five years period, 1967-1971.

According to (Carton, 1995) the World Bank spent more than two million dollars on the production of its policy paper on Higher education which appeared in August 1994. The paper is an analysis of the crisis affecting numerous systems in both the North and the South. Based on the analysis the following points are recommended:

- (a) The need to diversify the types of higher educational establishments, and to create alternatives to the universities themselves.
- (b) The need to diversify financing and introduce procedures for the evaluation of the performance of the establishments concerned.

- (c) The need to place emphasis on quality and response to new economic circumstances; and
- (d) The need to re-define the role of government in University policy and management and to encourage transparent operation.

Chuta, (1994) in his paper "Funding Education in a Recession", said in the face of global economic recession and lean resources available, there is need to review the role of government as a sole financier of the educational sector. He went on to say that in Nigeria, in particular and armed with adequate statistical information, the recession in the funding of education shows the following:-

The Federal Government of Nigeria recurrent allocation to education as percentage of total budget declined from 32 percent in 1979/80 fiscal year to 20 percent in 1990 and further to about 14 percent in 1991. Also, at the sub-sectoral level capital and recurrent allocations to the universities have fluctuated especially between 1981 and 1987. For example, capital allocation declined from approximately ₦350 million in 1981 to ₦120 million in 1987 while recurrent expenditure declined from ₦334 million to ₦304 million during the same period.

Ikegbune (1995) talking about journals procurement under the World Bank assisted project, said the journal supplied to the twenty Federal Universities in Nigeria, participating in the Universities development sector Adjustment Operation was not as smooth as the book supply. He went on to say this was not surprising because the

acquisition of books and many other educational materials are never as technical as the acquisition of journals. This is because journal acquisition is time bond.

He gave examples of 1993 and 1994. According to him, the 1993 journals contract was signed early enough for the journals to be supplied in 1993, but the procurement agent could not perform. Similarly, the 1994 journals contract has been awarded to B.H. Black well. The journals will however be supplied early in 1995 in few large consignments because of the delays involved the contract award.

He also said a total allocation of 12 million US Dollar equivalent was made for the procurement of journals under the Adjustment project, and 4 million US Dollars equivalent was meant for the first Tranche. In 1993 a total of \$1.96 million has been paid 1994 a total of \$3 million was signed while in 1995 a total of \$3.3 million was also signed. He went further to say that the journals would be supplied in the normal delivery method as current journals, so that for the first time in the life of the World Bank Assisted Federal Universities sector. Adjustment project there would be current journals in the libraries. Moreover, journal procurement under the current project would improve from being the weeping child of the adjustment project to getting double of the initial allocation.

Asiobe (1995) concerning current books said, teaching, learning and research, the trilogy of university education draws its live source from current publications. Current publications provide the primary, secondary and tertiary sources of information that feed and drive the educational enterprise.

Right from independence in 1960, successive governments in Nigeria have made huge investments in education, resulting in rapid expansion and growth in education at all levels right from primary to university level. This rapid growth in education acted as stimulus to the publishing industry in Nigeria. The huge market Base for primary education materials quickly gave rise to a self reliant local publishing industry to meet national needs at this level. By the early 70s secondary education in Nigeria had grown to the point in which it could sustain a viable local publishing industry. Thus by the mid-70s Nigeria had a self sustaining publishing industry to meet the educational needs of its people at the primary and secondary school levels. Though it still had to rely on Europe and North America for books and journals for its university education. The acquisition of these materials require hard currency.

He also said the nation had no problems with foreign exchange because of the oil boom of the early 70s. University libraries were able to acquire books and journals from foreign markets without problems. Most of the first generation universities subscribed to over 3 thousand journal titles annually while their textbooks and monographs collection grew by 40,000 volumes annually.

Glut in the oil market in the early 80s in combination with other political, social and economic factors led to a steady dwindling economy. By 1982 most of the Libraries could not sustain their journals subscription nor acquire books from overseas markets, as a result of drastic cuts in library funding. Most libraries could only sustain operating expenses such as salaries and wages, leaving negligible sums for books and journals.

Gradually the library lost its status as the focal point of information in the university and became a place for quiet study.

The World Bank assisted Federal Universities Development sector Adjustment programme has made provision for current books and monographs to the university library system. The first batch of books arrived in March 1993 at a cost of \$9,586,912.00. This has made both students and lecturers show greater interest in the library because they have access to current publications in their fields.

World Bank (1975) shows that its assistance to higher education has provided increased output to meet man power needs, particularly in the areas of agriculture, industry, engineering, and technology. The Bank gave the following examples as her support project designed to meet this objective the provision of 29,500 additional places in non-degree technical programmes and the improvement of eight agricultural colleges.

A second objective of the World Bank's higher education lending is the development of new areas of training designed to meet new economic priorities and manpower. In general, four main types of higher education have received Bank assistance namely: University, Faculties, Post Secondary Teacher Training Programs, Vocational Training in non-degree programs and research institutes.

According to Barrow, (1994) Nigerian universities are taking advantage of the funds made available under the World Bank credit facility to develop their young lecturers and update the professional skills of the older ones. Although the target of the staff development programme is the academic staff in order to improve the staffing

situation in the universities non-academic staff especially technicians and technologists are also trained mainly in the area of equipment maintenance.

Quite a number of beneficiaries have gone and returned from their staff development programmes Overseas. Some however, are yet to proceed on their programmes. Applications are still being received and processed. It is hoped that the funds allocated under this programme would be fully utilized before the expiration of the project.

Alan Richards (1992) writing about Higher Education in Egypt said that the fundamental problems of higher education system were created by the government of Gamal-el-Nasser (1952-1970). He said the educational system as a whole expanded rapidly, with growth in secondary and University enrolments being especially rapid. Higher education was offered free of charge, and in 1964 the granted a government job to any university graduate. A very large wedge was thus driven between the private and social returns to higher education.

However, the explosion of secondary school enrolments in the 1960 set stage for extremely rapid increase in university enrolment. The flood of students into the universities in the 1970s and early 80s led to a serious deterioration in the quality of instruction *World Bank Report* (1992) said that education in the developing countries is an important vehicle for tackling poverty through stimulating economic growth. The 1980 World Development Report emphasized how important education is in terms of influencing growth. For example, educated farmers are more productive, therefore, higher level of education is associated with a higher standard of health.

1982 *World Bank Report* said that a number of research papers reported on the effect of world wide economic difficulties on the support of Educational activities and institutions. In a number of developed countries, the financial crisis faced by governments was being met to some extent by cutbacks in social expenditures including support for education. Since the third world was suffering from similar economic difficulties funding expression in curtailed trade, inflationary costs, and increased unemployment, the financing of education was also more difficult.

Moreover, 1994 *World Bank Report* also said that Higher Education is in crisis in all parts of the world, both developed and developing, a study by the World Bank confirmed that. The crisis is acute in the developing world where financial constraints are tighter and pressures for expansion of enrolment are greater.

Furthermore, 1993 *World Bank Report* said that between 1972-1981, Africa accounted for largest regional share or 38% of 122 higher education projects. That is the East and South Asia, Emena and Latin America/Caribbean. The distribution of education projects with higher education components reveals significant regional shift in Bank lending strategies overtime.

Middleton, *et al.*, (1990) in their speech during the World Bank annual conference held in Washington, D.C. said that, the World Bank has been the largest single source of international financial support for skills training, joining governments in investing \$7.5 billion in the quarter century since lending for education and training began in 1963. Bank assistance has evolved along with training policies and systems in member countries during this period, with increased emphasis on support for national

training agencies, improving links between training and unemployment, and increasing efficiency. Support for secondary vocational schools has declined and support for post-secondary technical education, much of it for strategic technical skills, has remained stable as a share of total investment.

Investment in center-based vocational training has increased. Substantial investments have been made in developing vocational systems in middle income countries in all regions during the last decade, most often through a sequence of projects over a decade or more in which the development of institutional capacity figured prominently.

According to *World Bank Report* on Radio commentary (1999). The World Bank has extended a grant of \$8 million (about 800 million naira) to facilitate the take-off of an education programme for children on the Nigerian Television. (N.T.A.).

Justifying the necessity for external borrowing for university funding, the then Nigerian Minister of Education Professor Babs Fafunwa, said in his book *The History of Higher Education in Nigeria* that economic problems that started to manifest in the late 1970s and which were aggravated in the early 1980s did not spare the Nigerian university system like any other sector of the economy.

Moreover, since the Federal Government was the sole source of finance for the Federal Universities, the fall in revenue accruable to government from all sources, especially from the oil sector, caused serious fluctuations in grants allocation, both capital and recurrent (Sunday News 1990).

2.2 THEORETICAL FRAMEWORK

The theoretical perspective which guides this study is the Dependency theory. By dependency, we mean a situation in which the economies of certain countries are conditioned by development and expansion of another economy to which the former are subjected. The relation of interdependence between two or more economics and between these and World trade, assumes the form of dependence when some countries (the dominant ones) can expand and can be self-sustaining, while other countries (the dependent ones) can only expand as a reflection of the expansion of the dominant countries. Thus There is a relationship either a positive or negative effect on the immediate development of the dependent country (Dos Santos, 1970, p.231).

Dependency theory arose in the mid-1960s, particularly as a response to the apparent failure of the structuralist analysis and prescriptions. Dependency theorists argue that the import-substitution industrialization strategy of the structuralists failed to produce sustained economic growth in the less developed countries because the traditional, social and economic conditions of the less developed countries (LDCs) remained intact. Infact, the neo-colonialist alliance of indigenou feudal elites with international capitalism had even been reinforced by the import-substitution strategy.

The result has been an increased mal-distribution of income, domestic demand too weak to sustain continued industrialization, and ever greater dependence on those multinational corporations of developed economies that took advantage of the import-substitution policies. Therefore, LDCs have lost control over their domestic economies

as a consequence and have become more and more dependent on international capitalism (Baldwin, 1980).

The dependent school is the most recent interpretation of dependency theory. (Evans, 1979) acknowledging the rather spectacular economic success of several less developed economics such as Brazil, South Korea and Taiwan, this position holds that dependency relation under certain conditions can lead to rapid economic growth. It argues, however, that this type of growth is not true development because it does not lead to national independence.

Continued economic dependency is a limiting condition on economic development and is alleged to have the following evil consequences:

1. Over-dependence upon raw materials exports with fluctuating prices, which causes domestic economic instability;
2. A mal-distribution of national income, which creates in the elite inappropriate tastes for foreign luxury goods and neglects the true needs of the masses;
3. Foreign firms gain control of key industrial sectors and crowd out local firms in capital markets;
4. Introduction of inappropriate technology i.e. capital-intensive rather than labour-intensive; and
5. Reliance on foreign capital, which generally encourages authoritarian type i.e. government that cooperate with and give foreign corporations the political stability they demand (Gilpin, 1987, p.286).

The dependent school, which is the most recent interpretation of dependency theory is the theoretical framework chosen for this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the Methodology and procedure to be used to conduct the research are presented. The sampling techniques, instrument for data collection and the procedure in collecting the data analysis are discussed.

3.2 STUDY AREA

This study will be conducted in Ahmadu Bello University, Zaria (A.B.U.). The University is located in Kaduna State, with two Campuses one in Samaru and the other in Kongo. It has a population of over ten thousand students, and it is the largest University in Nigeria in terms of student and staff population.

3.3 SAMPLING PROCEDURE

The field survey will cover the two major libraries in Ahmadu Bello University (A.B.U.) namely: Kashim Ibrahim Library (K.I.L.) as well as John Kennedy Library.

Additional information will be gotten through oral interview of Administrators, head of maintenance centre, head of library and staff of the World Bank Office in A.B.U.

Information to be gathered will include: data on World Bank funding of Universities in Nigeria, how the funds have been used, specific areas that have been

improved in the Universities with the aid of the funds. Whether equipment, books and journals as well as the effect of such equipment, books and journals in University education.

Other areas will include ways the funds have been used for staff development, especially academic and non-academic staff like technicians and technologist. What are the criteria for getting such in-service training and what percentage of the lecturers have benefitted from this in the past five years.

In addition, National Universities Commission's (NUC) quarterly Newsletters will be obtained to know how funds have been coming from the World Bank and how they have been used. Specially, records of funds made available to Ahmadu Bello University for the -past five years will be asked for and ways the funds have been utilised.

Simple descriptive statistics will be employed in order to have a summary description of data collected. This involves the use of measures of central tendency such as mean, mode frequency distribution, tables and percentages.

Moreover, a test of hypothesis will be conducted to determine whether there is significant difference between enrolment in A.B.U. before and after the World Bank's aid.

CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

In order to have a summary of the data collected a simple descriptive statistics will be employed.

4.1 ORAL INTERVIEW

4.1.1 Administrators

One of the Administrators disclosed that the initial World Bank Credit facilities to be disbursed was \$120 million for the educational development in Nigeria. But that only \$43.5 million was actually disbursed and spent through the African Development Bank. He said no physical money was sent to any of the universities who were credit worthy or who satisfied the World Bank criteria. The money actually came in terms of Books, Journals, Equipment, Staff training, E-mail etc.

He said also that, the project took off in full in A.B.U. in 1993 and terminated in 1997. The first phase was to last for only three years. Then the second phase was to begin immediately which did not take off at all because the Federal Government was not satisfied with the World Bank credit facilities' conditionalities.

According to him, five sectors benefitted from the project in A.B.U. They are:

1. Staff Training Division;
2. Libraries;
3. Equipment and Maintenance Division;

4. E-mail; and
5. Nigerian Expatriate Special Scheme (NESS).

The N.U.C. coordinates the drawing system no university could draw the money except through the N.U.C. The universities were allowed to make submissions as to what they need and were supplied.

Moreover, fifteen (15) Academic and one (1) Non-Academic staff from A. B. U. benefitted from the World Bank project. See Table 1 below for detailed information.

Table 4.1 World Bank Project Implementation Unit Office of the Sole Administrator, Ahmadu Bello University, Zaria.

S/No.	Names	Status	University of Placement	Course	Commencing Date	Returning Date	Remarks
1.	Oyebode, M.A.	Lecturer	IME, Netherlands	Engineering	Jan. 1994	Oct. 1994	Returned
2.	Jonah, S.	Lecturer	Kosuth, Hungary	Experimental Physics	Jan. 1994	February 1995	Returned
3.	Akpan, H.	Lecturer	Stratchilide, Glasgow	Civil Engineering	January 1994	January 1995	Returned
4.	Adewumi J.K.	Lecturer	Granfield, U.K.	Met. Engineering	March 1994	November 1994	Returned
5.	Hassan, S.B.	Lecturer	Stratchilide, U.K.	Met. Engineering	October 1994	December 1995	Returned
6.	Obi, A.L.	Lecturer	Stratchilide, U.K.	Mech. Engineering	June 1994	August 1995	Returned
7.	Plimade. O/P/	Lecturer	Gent, Belgium	Nuclear Physics	November 1994	August 1995	Returned
8.	Dangpra, B.B.	Lecturer	Scotish Inst. U.K.	Horticulture	December 1994	September 1995	Returned
9.	Yaro, S.	Lecturer	Univ. Exefer, U.K.	Met. Engineering	October 1995	June 1995	Returned
10.	Ibrahim	Lecturer	Kosuth, Hungary	Experimental Physics	August 1995	May 1996	Yet to Return

S/No.	Names	Status	University of Placement	Course	Commencing Date	Returning Date	Remarks
11.	Chinyid, A.E.	Lecturer	Reading, U.K.	Operation Res.	February 1994	July 1995	Yet to Return
12.	Bala Kabir	Lecturer	Albertay, U.K.	Building	November 1994	November 1995	Returned
13.	Saror, J.M. (Mrs.)	Dep. Reg.	East Anglia, U.K.	Computer Appl. to Planning Sci. Educ.	August 1995	September 1995	Returned
14.	Ajagun, G. (Mrs.)	Lecturer	Univ. of London	Science Educ.	January 1995	November 1995	Returned
15.	Bala, A.E.	Lecturer	Vrije Univ. Brussels	Geology	October 1996	June 1997	Yet to Return
16.	Adigun, J.O.	Lecturer	Univ. of Cardiff Wales, U.K.	Chemistry	August 1995	September 1996	Returned

A Report prepared by A. Funsho Jerome, The Ag. Admin. Secretary on 14th November, 1996.

The participating universities Libraries received 214,233 volumes of books during the period of the project confirmation. A.B.U. received 15,272 volumes of books.

A.B.U. received 19,815 titles of journals during the period of the project.

Equipment were also supplied to the University as well as spare parts.

Nunet (E-Mail) was introduced in April, 1996 when the programme was rounding up. So, not much was achieved under the World Bank but the N.U.C. has taken the project up and wishes to continue with it.

The Nigerian Expatriate Supplementary Scheme (NESS) was introduced due to brain drain in our Universities because of poor funding of education in Nigeria. they were paid in hard currency. For the NESS in A.B.U. \$29,462.00 US dollars was paid to them. Moreover, a total of USS 778,588.00 was expended on NESS Account for all the participating Universities.

See Table 2 below:

Table 4.2: Schedule of NESS Payment

S/No.	University	US\$
1.	Ibadan	94,603.00
2.	Lagos	6,041.00
3.	Nsukka	17,785.00
4.	Zaria	29,462.00
5.	Ile-Ife	1,750.00
6.	Benin	31,518.00
7.	Jos	127,805.00
8.	Calabar	2,768.00
9.	Kano	22,166.00
10.	Maiduguri	295,860.00
11.	Sokoto	33,882.00
12.	Bauchi	74,060.00
13.	Owerri	307.00
14.	Minna	31,820.00
15.	Yola	8,761.00
	US\$	778,588.00

Source: FUDSAC - Financial Report as at 31st May, 1996.

4.1.2 Equipment and Maintenance Centre (A.B.U.)

The technical coordinator said that the centre under the World Bank project had received 159 equipment and had been distributed to the departments in A.B.U.

he also disclosed that they had received 273 spare parts most of them had been used, while some are still there unused because the parts were not complete initially

they were to come in the second phase and the programme had since been terminated by the Federal Government.

a Report submitted by the Equipment and Spare Parts Sub-Committee disclosed that the sum of 45 million dollars was allocated for the procurement of new equipment, spare parts, tools and tinlib under the first tranche, it also included the fees for consultant's services for equipment.

Table 4.3: Shows Distribution of Equipments by Departments.

Ahmadu Bello University, Zaria
Equipment from World Bank Project Per Department
Faculty of Agriculture

Department	Equipment Status	Art/No.
<i>Agronomy:</i>	1. Abbe refractometer	
	2. Soils drying oven	LAG 413.011
	3. Basic HI-CAP balance SB 16001	LAG 35.034
	4. Digital spectrophotometer	LAG 701.031
<i>Agric Econs & Rural Sociology:</i>	1. Liquid pris. compass	.
	2. Walking measure	Trumpeter
	3. PC. W. Monitor	
	4. Matrix Printer	CPF-136-RA
	5. Programmable desk top cal.	HP 48G
	6. Pocket calculator	HC 106
	7. Slide projector	8002-14
<i>Crop Protection:</i>	1. VIS/IR Spectrophotometer	LAS 721.021
	2. Knapsack sprayer	K15
	3. Portable suction sampler	TD 040 D
	4. Microscope Camera	PHE 106.001

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.	
<i>Plant Science:</i>	1. balance analt. college B154	LAG 94.001	
	2. Slide Projector	AVE 81.021	
	3. Overhead Projector	AVE 71.001	
<i>Soil Science:</i>	1. balance basic hi-cap SB 32000	LAG 38.001	
	2. Maxi scoop	LAG 38.001	
	3. Slide Projector	AVE 81.021	
Faculty of Engineering	1. XYT recorder	REC 221.001	
	2. XYT rec. consumables	REC 212.001/S	
<i>Electrical Engineering:</i>	3. Digital multimeter	EXE 343.211	
	4. Hand held digital multimeter 2	8060A	
	5. Sweep function Gen.	PGG605	
	6. Single phase wattmeter	25030	
	7. Logic analyser	LA160	
	8. Double beam scope 60mHz	PM3335	
	<i>Metallurgical Engineering:</i>	1. Mixer Waring	LAG 80.006
		2. Jaw crusher	ESP 251.001
3. Pascal ballmill		ESP 505.001	
<i>Chemical Engineering:</i>	1. Immersion circulator	LAG 113.001	
	2. Ion Analyser	LAG 358.021, A&B	
	3. Gear pump	LAG 443.001	
	4. Balance, basic annt. AB 204	LAG 34.022	
	5. Dig. cap, meter	E&E 333.001	
	6. Transistor tester	E&E 501.011	
	7. Image scanner	C2570A	
	8. Digital IC tester	CM4000120	
	9. Conductivity meter	4070	

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.	
<i>Civil Engineering:</i>	1. Stop watch	LAG	401.001
	2. Oven	LAG	412.002
	3. Vibrating hammer	CON	73.011
	4. Vibro consistometer	CON	203.001
	5. Pundit ultra. con.	CON	431.001
	6. Lab. air compressor	APC	811.001
Faculty of Medicine	1. Calorimeter	LAG	86.901 +
	2. Meter mod. check Mate		A&B
<i>Medicine:</i>	3. Port. microplate reader	LAG	353.001 + A
	4. Micro haematocrit	LAG	463.001
	5. Balance basic Analt. AB 204	LAG	252.001
	6. Port. lung func. spiro	LAG	34.022
	7. Nasal insp. flow meter	FUT	74.001
		VEN	119.001
<i>Traumatology & Orthopaedic Surgery:</i>	1. Double X-ray film view.	DXR	602.00
	2. Slide projector	AVE	81.021
<i>Pathology (Morbid Anatomy):</i>	1. Bone Decalcifier	LAG	176.001
	2. Rectangular Hot Plate	LAG	282.201
	3. Delta 340	LAG	356.043
	4. Retracting Rotary Microtome	LAG	384.001
	5. Balance basic level PB 5001	LAG	34.157
	6. ICE Flake maker MFL ZBE 150-100	REF	421.001
	7. Paraffin Bath	PRE	540.001
	8. Port. elec. drill	MEP	151.503
<i>Anaesthesia:</i>	1. Lung func. spirometer	FUT	71.001

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.	
<i>Chemical</i>	1. Dri block heater	LAG	261.103A,B,C,&D
<i>Pathology:</i>	2. meter module checkmate	LAG	353.001 & A
	3. Vortex Mixer	LAG	394.001
	4. Microplate reader	LAG	463.001 A&A
	5. Ultrawash 11, 96 channel washer	LAG	673.011
	6. Bench Top Cent	LAG	92.051,A,B
	7. UV/VIS/IR Spectrophotometer	LAS	731.001
Faculty of Pharmaceutical Sciences			
<i>Pharm. Chem.:</i>	1. Mistral 200	LAG	92.102
	2. Ice Flake maker	REF	421.001
<i>Pharmacognosy:</i>	1. Melting Point App.	LAG	101 + A&B
	2. Rotary Evaporator	LAG	206.001 + A&B&C
	3. Delta 340 (PH Meter)	LAG	356.043 + A
	4. Polarimeter	LAG	436.011
	5. Waterbath solid state control	LAG	52.022
	6. Gravity conected oven	LAG	411.001
	7. Monocular microscope	LAG	362.011
	8. Ice Flake maker	REF	421.001
	9. Overhead projector	AVE	71.011
	10. Slide projector	AVE	81.021
<i>Pharmacology:</i>	1. Universal Kymograph Assembly	BIO	11.011
	2. UV/VIS Spectrophometer	LAS	711.101
	3. Fluorescence detector	LAS	296.001
Faculty of Science			
<i>Biological</i>	1. Cooled incubator	LAG	295.031
<i>Science:</i>	2. Spring scale 50KGX2000	LAG	512.101
	3. Lab. air compressor	APC	831.011

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.	
<i>Chemistry:</i>	1. Moisture analyser LJ 16	LAG	37.001
	2. ICE Flake Maker	REF	421.001
	3. Lab. Air Compressor	APC	831.001
<i>Physics:</i>	1. Linear air track	EXP	455.001
	2. Resis. meter/tetrameter	ESP	32.001
	3. U.P.S.	E400	
	4. Brunton compass	1866	
	5. Measuring chain	PSU	221.001
	6. Scus. meter/kappamter	ESP	116.001
<i>Microbiology:</i>	1. Delta 340	LAG	356.043
	2. balance HI-CAP PM 16K	LAG	34.122
	3. Trilocular microscope	LAG	374.041
	4. UV/VIS/IR Spectrophotometer	LAG	731.001
	5. Water Distillation Unit 1	WATT	761.001
<i>Geology:</i>	1. Atomic Absorption Spectrop	LAS	706.011
	2. Constant head permea.	SOS	781.001
Faculty of Veterinary Medicine			
<i>Vet.</i>	1. Tail flick analgesia meter	VET	51.001
<i>Pharmacology:</i>	2. 2-CH Strip chart recorder	REC	102.021
	3. Set of spares/cons 2	REC	102.021/S
<i>Vet. Public Health:</i>	1. Mixer waring	LAG	80.008
	2. Mixer kenwood (pastes & Viscous mate)	LAG	391.001
	3. Egg incubator	BIO	41.001
	4. Stereo-zoom microscope	LAG	363.301
	5. Nichol Illumina. 24V	LAG	363.301
	6. Binocol. Inverted scope	LAG	378.001

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.	
<i>Vet. Par & Ent.:</i>	1. Binocular microscope	LAG	364.121
	2. Trino. zoom & photomicros	LAG	374.001
	3. Nicholas Illumination	LAG	374.001
<i>Vet. Pathology & Microbiology:</i>	1. PH/Deg C meter	LAG	356.051 A&B
	2. Egg incubator	BIO	41.001
	3. Stereo-zoom micros.	LAG	363.301
	4. Nichol. Illumin.	LAG	363.301
	5. Balance, portable	LAG	34.156
	6. Laboratory air comp.	APC	12.001
	7. Automatic slide projector	AVE	81.091
<i>Vet. Anatomy:</i>	1. Base sledge microstome	LAG	383.021
	2. Trino. zoom & photomicroas.	LAG	374.011
	3. Nicholas Illumination	LAG	374.011
<i>Vet. Surg. & Medicine:</i>	1. VHS Video monitor/TV set	AVE	44.001
	2. VHS Video recorder	AVE	43.001
Centres, Institutes and Other Units			
<i>Univ. Health Services:</i>	1. Balance, basic college B154	LAG	49.001
	2. Binocular microscope	LAG	365.001
	3. Immersion oil	LAG	365.001
	4. Diff. Lab. counter	LAG	163.001
	5. Scale W. height meas.	ESI	101.013
<i>Institute of Education:</i>	1. VHS Video cam recorder	AV	42.001
<i>Institute of Administration:</i>	1. Program. desk top cal.	EDP	21.001
	2. Pocket calculator	EDP	31.001

Table 4.3 Cont'd.

Department	Equipment Status	Art/No.
<i>K.I.L.:</i>	1. Terminal	
	2. VHS Video camrecorder	AVE 42.001
	3. Photogra. color enlarger	DRE 421.031
	4. Paper Drier	DRE 170.011
<i>EMDC:</i>	1. Digital multimeter	
	2. High voltage probe	1012
	3. Portable scope 10MHZ	1023
	4. Spectrum analyser adaptor	1037
	5. Test leads fused	1039
	6. Three phase tester	1040
	7. Warring mixer	LAG 80.006
	8. Sweep func. generator	E&E 202.033
	9. Metre module checkmate	LAG 353.001
	10. Microwave freq. counter	5350B
	11. Ultrasonic signal Gen.	SMT 02
	12. Signal injector	W02384
	13. Fault locator	T1000
	14. Logic pulser TTL/CMOS	DP1
	15. Analogue multimeter	1601
	16. Handheld multimeter	8060A
	17. Double beam scope 60mHz	PM3335
	18. UPS	EDP 20/18
	19. Digital IC tester	EXE 507.011
	20. PC.W. Monitor	EDP 221.214
	21. Laser Printer	C2001A
	22. Set of spares/consu	EDP 221.005/S
	23. Set of spares/consu	EDP 303.005/S
	24. Programmable pocket cal.	EL9200
	25. Prof. Vac. Cleaner	DOM 102.103
	26. Balance	LAG 34.103
<i>A.B.U. WPIO:</i>	1. PC W. Monitor	EDP 221.201
	2. Prog. desk top cal. 2	EDP 21.001
	3. Set of spares 2	EDP 221.201
TOTAL NUMBER OF EQUIPMENT RECEIVED = 159.		

Daniel N.D. Afuwai
 Technical Coordinator
 EMDC, A.B.U., Zaria.
 AS AT 23/10/96.

4.2 HEAD OF LIBRARY (K.I.L.)

The Librarian disclosed that they did not receive any cash from the World Bank to purchase the books, journals, magazines, Newspapers etc. The library was asked to make a submission and the materials were sent to them. The materials were sent in gradually in bits. The books were purchased by a foreign contractors, B.H. Blackwell and Messrs Low Priced Books Limited (LPB). As the books come in to A.B.U. they were sorted out and distributed to the various libraries. He said the project started in 1993 and lasted up to 1996.

Table 4.4: Distribution of World Bank Project to A.B.U. as at 1993 Only

S/No.	Libraries	No. of Vol. Collected
1.	P.K.L. (Kongo Campus)	101
2.	Lee T. Rails Back (Main Campus)	111
3.	Medical Library (T/Wada)	154
4.	Faculty of Education Library (Main Campus)	99
5.	Institute of agric. Research (I.A.R.)	90
6.	Division of Agric. Colleges (D.A.C.)	71
7.	S.G.R.S. Library (Main Campus)	60
8.	N.A.P.R.I. (Shika)	29
9.	C.I.L.S. Library (Kongo Campus)	34
10.	C.N.C.S. Library (Main Campus)	28
11.	Public Library Samaru (Main Campus)	22
12.	Kashim Ibrahim Library (KIL)	1,844
13.	Institute of Education (Main Campus)	26
14.	Adult Education	8
Total Volumes Received =		2,677

Table 4.5: Library Development Fund and Acquisition of Materials by Faculty , December, 1994/95

S/No.	Libraries	Copies
1.	Kashim Ibrahim Library (KIL)	3,202
2.	P.K.L.	548
3.	Medical Library	227
4.	Veterinary Library	286
5.	Law Library	183
6.	I.A.R.	158
7.	S.P. Library	288
8.	G.I.L.S.	267
Total		= 5,159

From the information gathered all the Libraries and faculties within the A.B.U. Campuses have actually benefited from the World Bank Development Fund. All the subjects taught also were covered, though not adequately because some of the books are not very relevant. The sciences which they qualify as Broad subjects benefited above other subjects with the total of 15,499 volumes and titles.

The Head of Collection Division of KIL Library said on the whole they have received the total of 22,087 titles and volumes of books apart from magazines, Newspapers and stationeries which was sent gradually.

Due to the lack of current books, journals, and other vital materials the libraries welcomed the World Bank project hoping that it would alleviate the objective problems facing the libraries which has made research and teaching difficult and uninteresting in the University. But it turned out to be unsatisfactory because of the following reasons:-

- (1) The libraries were not allowed a free-hand to purchase the books by themselves. Instead it was contracted out to foreigners.
- (2) They were made to make submissions according to the needs of the libraries which were not honoured as such most of the materials were not relevant to their needs. It is as if the Western countries were looking for dumping grounds for their junks.
- (3) We cannot reject the unwanted books because we have already signed the agreement since it was to be a material agreement not monetary. So, "we can only bark but not bite".
- (4) The yearnings of people were not met adequately therefore, they are still not satisfied.
- (5) Concerning training of library staff, no staff of the libraries in A.B.U. benefited from the project because the N.U.C. did selected people randomly around them in Abuja and did not spread across most of the other Universities. This is because of the benefits attached to the scheme. Moreover it involves going out of the country.

4.3 STAFF OF THE WORLD BANK OFFICE SENATE BUILDING (A.B.U.)

On getting to the office it was discovered that the office is no longer existing. The Sole Administrator Lt. Major-General Mamman Kontagora had closed up the office since his arrival to the University. Some of the staff have since left A.B.U. and the few

remaining were posted to other faculties within the University. When they were approached they were not willing to answer any question on the project.

4.4 WORLD BANK FUNDING OF EDUCATION IN NIGERIA (DOCUMENTARY)

This came into being because of the economic crisis in Nigeria which has affected all the sectors of Nigerian industries. With this development and the introduction of SAP by the former Head of State, General Babangida. The Educational sector was badly affected thereby, causing multiple problems and setbacks for the Nigerian Universities. So, it became very necessary for Nigeria to look out for foreign aid.

The proposal for implementing the loan began in 1987, but did not take effect until the 1990s because of the conditionalities which was kicked and debated against among the people.

The project document envisages that the minimum foreign exchange requirements of the Federal Universities over a period of three years will be in the order of \$150 million and will be disbursed within the following drawing limits, subject to the Universities meeting the eligibility criteria:

- | | | |
|-----|--------------------------------------|--------------|
| (a) | Six first generation Universities | |
| | \$7.5 million each | \$45 million |
| (b) | Seven second generation Universities | |
| | at \$7.71 million each | \$55 million |

(c)	Seven third generation Universities	
	at \$6.57 million each	\$46 million
(d)	NUC	\$3 million
(e)	NSLD including Education Bank	\$2 million
	Total	\$151 million

WHAT THE LOAN WILL BE USED FOR

(a)	Maintenance and spare parts	\$38 million
(b)	New equipment and consumables	\$30 million
(c)	Library books and journals	\$31 million
(d)	Staff development	\$18 million
(e)	topping up salaries of expatriate staff	\$12 million
(f)	Completing scientific academic space	\$16 million
	Sub total	\$145 million
	NUC & NSLB	\$5 million
	TOTAL =	\$150 million

4.5 ELIGIBILITY CRITERIA

This eligibility criteria for drawing the funds are as follows:-

- (1) First year Eligibility criteria staff Reduction, course Rationalization and Equipment Maintenance Procurement.

- (2) Second Eligibility criteria staff reduction including removing half of the excess academic staff discipline as directed by NUC, Course Rationalization - The University shall have phased out any department which has been in existence for more than 10 years and has less than $\frac{2}{3}$ required academic staff increasing Revenue from non-governmental sources i.e. the University should be able to raise funds by itself up to 10%, sub-degree programmes e.g. Remedial programmes in arts shall have been phased out and Tuition fees must have increased, Equipment Maintenance and procurement e.g. sixty percent of all equipment source of funds must have been from standard specifications and from approved manufacturers, and Implementation of the Management Information System that is the University shall have provided to NUC details of Unit costs and costs per graduate by level, department and faculty, calculated according to the systems and methodologies proposed by NUC.

4.6.1 Books

The books were actually delivered to the Universities by the different agents. Messrs Low Priced Books Limited (LPB) started the delivery from 1992 up to December 1993 while B.H. Blackwell took over from January 1994 as well as Baker & Taylor International.

The following table shows the delivery of books by the agents.

Table 4.6:

S/No.	University Code	Agent: B.H. Blackwell Limited
1.	01	University of Ibadan, Ibadan
2.	02	University of Lagos, Lagos
3.	03	University of Nigeria, Nsukka
4.	04	Obafemi Awolowo University, Ile-Ife
5.	05	University of Jos, Jos
6.	07	Bayero University, Kano
7.	09	University of Maiduguri, Maiduguri
8.	10	University of Ilorin, Ilorin
9.	12	University of Port-Harcourt, Port-Harcourt
10.	13	Abubakar Tafawa Balewa University, Bauchi
11.	14	Federal University of Technology, Owerri
12.	20	Federal University of Technology, Yola
Agent: Low Priced Books Limited		
13.	04	Ahmadu Bello University, Zaria
14.	08	University of Calabar, Calabar
15.	17	Federal University of Technology, Minna
15.	18	Federal University of Technology, Akure
17.	19	University of Agriculture, Abeokuta
Agent: Baker & Taylor International		
18.	06	University of Benin, Benin-City
19.	11	Usman Danfodio University, Sokoto
20.	15	University of Agriculture, Makurdi

4.6.2 Journals

Delivery of journals to the Universities was handled by a single Agent, Messrs Low Priced Books Limited till December, 1993. Messrs B.H. Blackwell Limited took over the supply of 1994 and 1995 delivery of journals from Messrs Low Priced Books Limited with effect from September 21, 1994.

Table 4.7 below shows:- 1994 Journals Subscription.

S/No.	University	Spending Limit (US\$)
1.	Ibadan	229,000.00
2.	Lagos	229,000.00
3.	Nsukka	229,000.00
4.	Zaria	229,000.00
5.	Ile-Ife	229,000.00
6.	Benin	229,000.00
7.	Jos	130,500.00
8.	Calabar	130,500.00
9.	Kano	130,500.00
10.	Maiduguri	130,500.00
11.	Sokoto	130,500.00
12.	Ilorin	130,500.00
13.	Port-Harcourt	130,500.00
14.	Bauchi	54,000.00
15.	Makurdi	54,000.00
16.	Owerri	54,000.00
17.	Minna	54,000.00
18.	Akure	54,000.00
19.	Abeokuta	54,000.00
20.	Yola	54,000.00

4.6.3 Equipment and Spare Parts

The procurement of equipment and spare parts for the varsities have been procured through the International Competitive Bidding (I.C.B.) since February 1994. After the bids evaluation exercise, eleven bidders were successful and the contracts were signed from 5th September, 1994 - 18th October, 1994.

The eleven successful bidders were:-

1. Health Aid Nigeria Limited
2. Simed International B.V.
3. I.T.E. Nigeria Limited
4. John Laing International Ltd.
5. Mckins Agro Product
6. Philip Project Centre
7. J.C.L. Limited
8. Fisions Scientific PLC
9. V.W.R. Corporation
10. Tecwuiqment Limited
11. Jencons Scientific

Spare Parts

The two bidders for the spare parts were Eagle Scientific Limited and Eil Services Limited. The procurement procedure was concluded on 26th January, 1995 and the contract was assigned in March, 1995.

According to a report by the spare parts sub-committee two categories were identified namely proprietary sparts and non-proprietary sparts. The following shows the budget breakdown:

- (a) New equipment US 15.26 million Dollars
- (b) Proprietary spares US 027 million Dollars
- (c) Tin Lib US 427 million Dollars
- (d) Non-proprietary spares US 246 million Dollars
- (e) Consultants fees US 490 million Dollars

4.7 STAFF DEVELOPMENT

Nigerian Universities took advantage of the funds made available under the World Bank Credit Facility to develop their young lecturers and to update the professional skills of the older ones. Even non-academic staff also benefited from the scheme especially technicians and technologists were trained mainly in the area of equipment maintenance.

The table below shows the summary of beneficiaries from the Universities Academic/Non-academic staff as at 31-3-95.

Table 4.8:

S/No.	University	Academic Staff	Non-Academic Staff
1.	Ibadan	7	5
2.	Lagos	11	-
3.	UN (Nsukka)	7	5
4.	Zaria	15	1
5.	Obafemi Awolowo Univ. Ile-Ife	18	2
6.	Benin	18	-
7.	Jos	18	14
8.	Calabar	12	3
9.	Kano	14	7
10.	Maiduguri	18	3
11.	Sokoto	6	3
12.	Ilorin	18	11
13.	Port-Harcourt	6	10
14.	Bauchi	17	-
15.	Makurdi	21	2
16.	FUTO	11	2
17.	FUT Minna	9	1
18.	Akure	7	1
19.	Abeokuta	10	8
20.	Yola	10	8

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In the course of this study some propositions were drawn in order to examine the World Bank credit facilities' project in the funding of Higher Education in the Nigerian Federal Universities.

Oral interview was used in collecting data as well as documentary information. However, from all data collected all the information gathered were found valid.

That Nigerian Universities have been through a devastating experience; from the proud position of academic excellence on the continent which they once held they are now striving, after shortages of funds over many years, to maintain even the most basic standards of quality.

Moreover, the levels of funding provided by federal government to Universities have fallen dramatically in real terms. Even import of books, journals and other items requiring foreign exchange had almost disappeared.

There has been the political pressures to create new universities and also to increase enrolments in the existing institutions. There has been brain drain of skilled academic staff from the Universities into other, better paid jobs in the private sector.

This has made Nigerian University degrees lost their values in the international scene. Since no thorough teaching, research, practicals etc. takes place in a full session without a compulsory break as a result of strikes or students unrest in our campuses.

Moreover, the study shows that Nigerian Universities have been depending on the foreign countries for most instructional materials such as books, journals, equipment etc. to enhance their educational input. In the absence of all these problems arise.

The University Librarian (A.B.U.) has said that for many years the University Libraries has been bankrupt. This has made both staff and students loose interest in any research work because they are tired of the same old materials kept in the libraries. Some of the library workers are also redundant since the libraries are no longer utilized as it used to be.

The Laboratories are hardly used by staff and students due to lack of genuine reagents and Laboratory equipment for practicals. This has made most science students to graduate from the University without adequate experience.

Study has shown that many staff have been stagnant and unproductive due to lack of sufficient and frequent training to update their knowledge.

Enrolment of students grew from 93,661 in 1982-87 to about 134,532 in the 1988-89 academic session (Sunday News (SNN) 1990. it is not only University education that has been affected by adjustment. Education at all levels has been devastated, particularly, at primary and post primary levels. Nigerian school child, more than any one else, has been the most tormented victim of economic anarchy prevalent at these levels of education. He is badly battered, betrayed and entirely hopeless (solidarity 1990).

The need for an improvement in the key inputs into the University education in Nigeria prompted the Federal Ministry of Education in 1987 to seek a World Bank loan

for the Federal Universities restructuring exercise. The objective was to ensure effective teaching and research raise increasing and significant revenue from non-governmental sources, effective management of scarce revenue and ensure development of a sound management information system.

Under these objectives the World Bank had certain criteria which were not favourable to Nigeria for drawing on the fund. For example, World Bank's decision to cut down the number and size of the African existing universities, privatization of adjusted Universities to suit the World Bank's market philosophy, and their decision to directly take over the control and determination of the curricula, books, equipment, courses, staffing and administrative policies to monitor them, through the Ministries of Education and their Agents.

The World Bank loan scheme did not augur well to most Nigerians, it attracted a lot of debates and disagreements which led to strikes by teachers and unrest by students on the campuses. As a result some lecturers were arrested, dismissed from their jobs, those who were abroad as expatriate were deported, many students were shot dead and universities closed down.

After the forceful implementation of the programme by the Federal Government, it could not continue with the second phase because of the harsh conditionalities which was not known initially.

Not much has been achieved under the first phase. Because the project did not take off as scheduled, there were problems of implementation in some areas. Since very few indigenes were involved in the execution of most of the projects. And since the

aim was to create room for dependency and colonization, we could not dictate for them any term so, we have to wait for the colonizers until they are ready.

5.2 RECOMMENDATIONS

The World Bank Loan is not a suitable method for funding of Higher Education. Therefore, policy makers should guide the Federal Government and the Federal Ministry of Education on a better way of financing Higher Education. Since the conditions of the World Bank are not favourable to the Nigerian system.

The Federal Government should place Educational sector on the top most of her agenda. It should not be seen as a mere acquisition of knowledge it means more than that. Education should be treated as compulsory privilege which should be given to the society. And must not be termed as a commodity limited only to the few rich that can afford it.

Any further loan that will not permit free participation of indigeneous technologies, contractor, policy makers etc. The Federal Government should close its door against it.

Books that were received from the World Bank project did not satisfy all the quest for the staff and students because most of the books were not relevant to the request put forward and needs of the Universities. We are happy we have new books but what do we do with the irrelevant ones?

Equipment supplied did not satisfy all the requirements since some of them could not be used because of incomplete parts and cost of maintenance.

Staff training did not receive much attention. Only 16 staff altogether benefited from the scheme which is not good enough and the duration for the training was too short and concentration was only given to the science subjects.

Some staff on training abroad also refused to come back after their training and stayed back. The government should find a better way of making such staff to come back so that they could put what they learnt abroad in practice at home to develop the students. Instead of merely terminating their appointments.

The attitude of the government towards the staff and students over the World Bank debate was rather harsh. In future the government should act with a soft mind to guide its citizen to a peaceful demonstration instead of stirring them to anger.

The E-mail facilities should be improved by the Federal Government to make life more comfortable for everybody on our campuses. The World Bank has not done a thorough job on that aspect.

Were it not for the harsh conditionalities of the World Bank project, I would have said the second phase should continue, but I am suggesting to the new government to find a suitable way of continuing where the World Bank project had stopped since 1996.

BIBLIOGRAPHY

- (1) Daniel, O. (1980). p.73-81. Imperialism and Dependency. Fourth Dimension Publishing, Nigeria.
- (2) Dos Santos, T. (1970). The Structure of Dependency. American Economic Review, 60: 231-236.
- (3) Guy, A. (1985). Aid and the Third World. Robert Royce Ltd., Great Britain.
- (4) Gilpin, R. (1987). The Political Economy of International Relations. Princeton University Press, Princeton New Jersey, p.286.
- (5) Fafunwa, A.A. A History of Higher Education in Nigeria. MacMillan and Co. Nigeria, 1971.
- (6) Mamadou, et. al., (1994). Academic Freedom in Africa. Antony Rowe Ltd., p.154.

JOURNALS

- (7) Abdulrahman (1985). "Funding and Management of Education in Nigeria". A case study of the Nigerian Universities.
- (8) Ahmadu Bello University: Equipment from World Bank Project per Department compiled by Daniel N.D. Afuwai, Technical Coordinator EMDC, A.B.U., Zaria, as at 23/10/96.
- (9) Alan richards (1992). "Higher Education in Egypt". A research report written in World Bank Annual Report.
- (10) A Quarterly Newsletter of the National Universities Commission (NUC) Project Implementation Unit for the Federal Universities Development Sector Adjustment Operation. Vol. 02, No. 1, March, 1995, Garki, Abuja - Nigeria.

- (11) Asiobe S.A. (1995). "Revitalising the University System through the provision of current books: The Federal University Development Sector Adjustment Credit Experience". A paper presented in a sub-committee on current books acquisition.
- (12) Ballantine, D.S. (1975). "International Support for Emerging Universities". Panel 7 position paper presented at the 58th Annual Meeting of American Council of Education, Washington D.C.
- (13) Baldwin, D. (1980). "Power Analysis and World Politics, New Trends Versus Old Tendencies". World Politics V.31: p.161-194.
- (14) Barrow, M.I. (1994). A Proposal for Establishing Universities Staff Development Centre. A project proposal presented at a course on "Management of Training Institute". International Training Centre of the ILO, Turin Italy.
- (15) Carton Michael, (1995). "What's New in the World Bank's Policy Paper on Higher Education?" A written paper in NUC project News, p.3.
- (16) Chuta, E.J. (1994). Highlight of (Funding Education in a Recession" delivered at the Nigerian Educational Bank at an NERD Seminar.
- (17) Evans, P. (1979). "Dependency Development: The Alliance of Multinational State and Local Capital in Brazil, Princeton": Princeton University Press.
- (18) F.M.E. (October 1991). Report of the Panel on "Higher Education in the Nineties and Beyond".
- (19) F.R.C.N., September 10, 1999.
- (20) FUDSAC: Financial Report as at 31st May, 1996 presented at the WRAP-UP Meeting of the Executive Secretary, NUC with the Chairman PICS, World Bank Official, Procurement Agents and the NUC Project Implementation Unit, Durbar Hotel, Kaduna on 13th June, 1996. By the Department of Finance and Supplies.
- (21) Mass Democratic Movement of A.B.U. (Students MAMBUS).

- (22) National Universities Commission: Federal Universities Development Sector Adjustment Operation CR. 2139 UNI. A Report on Equipment and Spare Parts Procurement by the Equipment Acquisition Sub-Committee.
- (23) Solidarity Organ of National Association of Nigerian Student, Maiden Issue No. 1, Ife, 1990.
- (24) World Bank Project Implementation Unit, Office of the Sole Administrator, Ahmadu Bello University, Zaria. 14th November, 1996. A report by Ag. Administration Secretary, A. Funsho Jerome.
- (25) World Bank, (1995). Nigeria Federal Public Expenditure Review.
- (26) World Bank, (1975). Annual Report, Washington D.C.
- (27) World Bank, (1982). "Financing Educational Development: Proceedings of an International Seminar" held in Mount Sainte Marie, Canada.
- (28) WRAP-UP-Meeting of the Executive Secretary with Chairmen of University PLCs on The Adjustment Credit CR2 139-UN1: A NuNet Report by Engr. Akin Sawyer Chairman, NuNet Committee, 13th June 1996.
- (29) WRAP-UP-Meeting of the Executive Secretary with Chairmen of University PLCs on the Adjustment Credit CR2139; UNI: A Report by DR. S.A. Osiobe, Chairman, Books/Journals Procurement, 13th June 1996.
- (30) Oluleye, S.O. (1985). "Decline in Nigerian Universities": Higher Education Vol. 14P. 17-40.

NEWS PAPERS

- (31) Sunday New Nigerian Newspaper, 8th April, 1990.
- (32) SNN Magazine "Brain Drain in Nigerian Universities" 9th September, 1990.
- (33) Today's News Paper, "Cold War at A.B.U.", 21 & 27th October, 1990.