

The Impact Of World Bank And Other International Organizations On Higher Education System In Nigeria

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ABSTRACT

Education is an essential tool for human, economical, societal and technological development. When education is properly utilized and financed, learning outcomes with higher quality are achieved. Under-funding is the critical challenge facing the Nigerian higher education (NHE) system. There is considerable increase in the demand for NHE and government could no longer adequately finance it because of this increasing-demand. This paper attempts to assess the impact of international organization in NHE system. Among the key important international organizations operating in Nigerian Education (NE) are the World Bank, IMF, EU, UNICEF, UNESCO and many NGOs operating from both in and out of the country. The paper concludes by recommending that adequate consecration should be given to higher education since basic education and secondary level have so far benefitted more from the World Bank. It is also recommended that all other international organizations and other sectors should focus on impacting NHE if truly high quality education is desired for Nigerian university students.

Key words: World Bank, International Organisation, UNESCO, UNICEF, IMF, EU, Nigeria Higher Education System, Education Finance.

INTRODUCTION

International organizations are organizations with an international membership, scope, or presence. They tend to operate in many countries of the world. International organizations are of two types: non-governmental and governmental international organizations. Among key and important international organizations operating in Nigeria in terms of activity impact are the World Bank, International Monetary Fund (IMF), European Union (EU), United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO) and many others coupled with myriad of Non-Governmental Organizations operating from both home and abroad.

Created alongside with IMF is the World Bank, established in 1944 after Second World War and was primarily intended to help rebuild structures, facilities and equipment destroyed as result of the war. It was also intended to help improve status and faces of infrastructures and capital projects in developing economies through the provision of medium to long term loans at zero and/or low interest rate.

The World Bank later transformed into an organization that grants loans to all countries who are in need of it for economy growth and development. In most cases, this granted loans are meant to be adequately provided to

developing nations. Record from the World Bank shows that they are about 183 member countries are involved in partnership with World Bank organization. However, the major goal of World Bank are; "to end poverty and boost prosperity for the poorest people, helping to create sustainable economic growth, the surest path out of poverty, Investing in people, through access to health care, education, water and sanitation and energy, Building resilience to shocks and threats that can roll back decades of progress"-The World Bank, 2018.

The UNICEF which was established on 11 December, 1946 is aimed at children's welfare. Among the child survival activities that UNICEF focuses on are: early childhood development, HIV/AIDS, nutrition, health, immunization and wash. Every human have the right to Education irrespective to who they are. UNICEF holds that every female and male child all over the world is legitimate to education.

UNICEF is committed to ensuring that all human mostly children have to right to not just education but quality education from childhood education to adult education for life prosperity. On global basis, more children of primary school age are likely to miss out education than others. Though such may probably have relatively permanent consequences that often extend to the next generation. Inequality and deprivation that arise may therefore disrupt the potentials of

every human and his society. Lack of quality education has a negative effect on individual skills, societal and economy (Micro and Macro Level of effect).

To tackle this challenges of micro and macro economy effect of lack or poor quality education to every child/human, it is the goal of UNICEF to direct all focus excluded children. Their arm has gone beyond just to increase the attendance of school children but to also provide a well quality educational environment that will help to facilitate learning among teachers and students.

UNESCO which was established on November 4, 1946 was intended to lift and support poor nations academically, technologically, scientifically and culturally. The major purpose for creating UNESCO's is to help in building and maintaining peace and order, eradicate poverty, cultural sustainably and development, intercultural development through education, information technology (science) and information. It offers nations of the world policy access and prescriptions to that effect.

In 1944 at Bretton Woods, International Monetary Fund (IMF) was established with the aimed to help nations on balancing payments and settling issues on currency and exchange. IMF operates as a global hub for knowledge sharing on issues that are financial and economic. They assist is solving related issues as related to financing and development. For several years, IMF has been actively playing the role of assisting nation's policies to work, implemented and also enhancing national development.

Summarily, the IMF's knowledge sharing work concentrates on financing public sector, setting a well monetary and financial policies and strategies, legislative policy/frameworks, statistics and macroeconomic frameworks. IMF concerns itself with advising policies that help economies stabilize and foster economic growth.

The World Bank impacts on education having acknowledged education as one of the avenues for investing in people. This role has, over the years, affected all levels of education. For example, the Bank has worked to increase enrollment at primary, secondary and post-secondary levels. Evidently, data from World Development Indicators is a proof to the positive trend in enrollments.

The World Bank Organization is the highest global educational support (GES) established since 2012 purposely to help enhance and fast track the goal of Education for All (EFA). GPE was targeted at Millennium Development Goal (primarily meant to achieve universal basic education for all; promote and support gender equality, empower women and rendering special care and help to children) as well as the EFAE Goals. These MDG's goals were agreed in Dakar in 2000.

MAJOR CHALLENGE

Right from the beginning of 21st century, funding of Nigeria higher education institution has been on the increase. However, the funds has not been sufficiently provided. For example, in year 2004, the Federal Ministry of Education (2009) affirmed that the sum of N216, 708,206.00 was requested from Federal Government (FG) to fund some federal

universities but the FG released the sum of N53,466,287.01 representing about 24.7% of the budget request from this universities. According to Nigeria constitution, the law as regards funding of higher education (HE) shows that it is the responsibility of the FG to fund about 93% of university (Saint, et al 2013).

Moja (2000) report that most of the relevant need of the universities such as infrastructural facilities, granting student financial loans, grants and scholarship has been ineffective to assist student with less privileges and limited resources to take full advantage of HE. It was also noted that since total income from students fees is amount to 5% of university income as result of lesser school fees demanded from federal university, universities as asses to limited funding to carter for their needs.

The insignificant effect of this insufficient funding NHE are reflected in school laboratory, class rooms for practical studies, low participation in academic conferences, less field trips involvement, inadequate provision of school facilities such as furniture, bulk of class rooms and equipment, research grants, just to mention but few (Odebiyi & Aina, 1999).

In attempting to address the challenges of insufficient funding in Nigeria higher education (NHE), Okuwa 2004 associated the problem to cost sharing. Cost sharing is related to HE funding strategy that allows educational cost to be shared among students, parents, philanthropists and government. The cost share supports that all this four parties should borne all the cost for funding NHE rather than the government. However, several effort by the government has been attempted to introduce tuition fees to federal institutions which has resulted to crises from student union, parents and society. So far, present researchers are aware there is an enormous role and devotion of international organization to other level of education like the Universal Basic Education at primary and lower secondary but to date there is no research on the impact of international organization in Nigeria higher education. Nigeria is a participatory member of the World Bank group, European Union (EU), International Monetary Fund (IMF), United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO) with myriad of Non-Governmental Organizations operating from both in and abroad.

Purpose of the Study

Generally the article assesses the role of international organization in Niger higher education (NHE). The Specific purpose of the study are to:

1. examine the roles of international organizations in NHE.
2. Identify the level at which the international organizations have rendered aids to NHE.
3. explore the possible sources of funding NHE.
4. examine some of the effects of inadequate funding in NHE, and
5. examine some of the factors affecting cost and financing of NHE.

Research Questions

The article is guided with the following research questions:

1. Which international organizations are responsible for developing NHE?
2. How far have the international organizations rendered aids to NHE?
3. What are the sources of funding NHE?
4. What are the effects of inadequate funding in NHE?
5. What are the factors affecting cost and finance of NHE?

OVERVIEW OF NIGERIAN HIGHER EDUCATION

Higher education essentially refers to that education other than that of basic and secondary education and which includes education acquired in universities, polytechnics and colleges of education. The Nigeria government has always encouraged pursuit of higher education (HE) and this is reflected in the continual establishments of higher institutions of learning, both by governments and private individuals, as a consequence of both government laws and liberalization policy.

In order to encourage smooth organization, high standards and regulated orderliness in the establishment and running of higher institutions of learning, various regulatory authorities have been set up. In 1962, National Universities Commission was established to see all issues in the country universities. Analogously, National Board for Technical Education and National Commission for Colleges of Education were subsequently established to oversee all affairs of polytechnics and colleges of education respectively.

Demand for education can be explained in terms of derived demand, both in microeconomic and macroeconomic context. At individual level, each individual demands education, especially at tertiary level, in order to earn such benefits such as being informed and getting a higher certificate with potentially accompanying chances of securing highly paid jobs. At national level, the demand for education is increasingly higher than as perceived at individual level and it derives essentially from the need to invest in developing human capital with the strategy of growing and consequently developing the nation's economy. A global perspective of education includes the advocacy by international organizations such as the United Nation enshrined in the Millennium Development Goals (MDGs). The aim of educational demand by international organizations is aimed at raising global literacy and output on premises of findings by several studies which posit that education and output are positively related.

The ownership and management structure of higher institutions learning vary from government levels to private individuals, following the liberalization of education sector which simultaneously allows and accounts for increased of private control in order to give room for more provision of HE institution in the country. In Nigeria, It is assumed that the private ownership and participation in HE will significantly help to meet the high demand of HE.

Historically, Yaba College of Technology established by the British Colony in 1932 is the first tertiary institution

in NHE. Following its establishment, Nigerian nationalists protested and rejected it, saying that what the Nation needed then was a university and not a polytechnic. The income of the nationalist protest resulted in establishing the Nigeria first University; University College, Ibadan established in 1948. The University is the present University of Ibadan founded in 17 November, 1948. Consequently, some good universities have added, ranging from government-owned universities to private ones. At present, there are about 110 universities in the country, comprising 45 Federal Universities, 50 State Universities and 25 Private Universities.

In Nigeria, the word 'Polytechnic' is mostly used for both polytechnics and monotechnics or specialized higher institutions and it is next to university education. The first polytechnic in the country was earlier identified as the Yaba College of Technology, Lagos. Since then, a large number of growing polytechnics have been coming up in the country. Part of the function of Nigeria polytechnics is to offer a quality technical or vocational and business skills with the right to award a National Diploma (ND), Higher National Diploma (HND) and Post-HND certificate. There are at present about 100 polytechnics in the country.

Next to NHE category are the colleges of education, established with the purpose of teaching skills development (teacher education) in order to be professionals for lower educational levels which are formally primary and secondary schools. History has it to tell that the beginning of teachers' college stated between 1858 and 1890 and then it was called 'The Training Institution'. This was part of the movement of the Church Missionary Society who were engaged in training teachers' during the period of western education in Nigeria. The college was later relocated to Oyo, then to St Andrew College and presently become the Oyo State College of Education. Since then, other colleges of education have come up so that the country currently has 110 Colleges of Education distributed as 21 Federal, 48 State and 45 Private Colleges of Education.

As earlier noted, additional institutions continues to increase in NHE for the purpose of bridging the gap between increase demand for HE and increase of secondary education graduate that will give room for more access into universities, polytechnics and colleges of education. Besides, most students seem to prefer universities rather than other HE. Increasing demand for university education becomes necessary following rising discrimination against those in polytechnics and colleges of education, and more unfortunately the source of such discrimination does not exclude the government. Limited source of supply of higher institutions in Nigeria necessitates the purpose of education as some Nigerians choose to pursue same education abroad from year to year.

REGULATORY AUTHORITIES FOR NIGERIA HIGHER EDUCATION (NHE)

National Universities Commission (NUC)

In 1962, the NUC was established as an administrative unit and it became a statutory union in 1974 with a board to see

to the implementation of its mandates which have since been expanded to include the following:

- Monitoring of universities
- Approval of courses and programmes
- Determination and maintenance of minimum academic standards
- Accreditation of academic programmes
- Provision of guidelines and processing of applications for establishing a private University of private.

Financing Nigeria Higher Education (NHE)

The goal and purpose of NHE is to produce high quality skillful and well prepared world class graduate that will be well qualified for National and world labor market, national sustainability, globalization and competing with world standard. In respect, the Nigeria government under Ministry of education and University National Commission, have been dedicated to making sure that this goal is achieved. These major concerns of the Nigeria government for HE has significantly led increase in demand for education. Every young individual in Nigeria so desire to participate and benefit from the contribution of government to HE. This is why Adeyemo (2000) viewed that Nigeria Education is seen as an investment in human and a basic tool for economy and national development. National policy of Education (2004) states that "education is a government affair meant to provide a free education by government and state at all educational levels." For several years in Nigeria, federal government is the main source of financing education from elementary level to tertiary level since 70s. Since 1999 National Economics Empowerment Development Strategy (NEEDS), HE still remains stagnate and the most challenging agenda enunciated by most late and present administrations on assumption of office. The 1999 vision 2020 documented the relevant of education as a vehicle for empowering an individual and national development. In spite of the strategies and reforms employed by the government to for a world class HE, there is nothing significant to boost confidence in national economy. About 85% of Nigeria federal higher institutions are deterioration that most teaching staff/lecturers are leaving the country to another country for greener pastures. Most students' are desperately interested in seeking for better opportunities to further their studies abroad because of the present challenges in the education system. Besides the challenge of insufficient funding and poor education facilities, there is problem of inadequate support for student, teacher and non-academic staff. Students from disadvantaged background and poor support who gain lesser privilege of attending higher education are on the increase. It is obvious that the frequent challenges in NHE is the problem of inadequate funding which is the reason why different government demonstration has been confronted by Nigeria labor union under the education sector demanding for a permanent solution to this long lasting problem of inadequate funding.

In most cases, the union embark on yearly strike action to demonstrate their feelings and desire for quick response and intervention by the government to grant their demands. On several occasion the disagreement between the FGN and Academic Staff Universities Union (ASUU) led to closing

down all the federal universities for more than two to three academic sections/semesters. Imhabekhai and Tonew (2001) affirm that underfunded/inadequate funding in NHE has ended up destroying the goals arms of universities, resulted to poor management, academic crises and strike, dearth of facilities and equipment, indiscipline among student and staff, secret cults, poor student performance among others.

"In the quest for development, developing countries have acknowledged that investment in higher education should be adequately funded for good conditions that facilitate change since the value of education hinges on teaching, learning, research and the production of qualified personnel which are needed for national development" (UNESCO, 2002).

Oghenekohwo (2004) divided Nigeria higher education funding into two regime; Deregulation and Pre-deregulation regime. At the point where it is the government that born most of the cost or funding is called the pre-deregulation regime. While the point of Post Structural Adjustment Programme is called the deregulation regime. At present, higher education funding is assumed to fall largely under the care of individual as it is been called "private good" as beneficiaries is expected to pay (Schultz, 1961). Okebukola (2003) in his studies on issues in funding university in Nigeria affirm that more burden will be shifted to higher institution graduate because most grant that was supposed to enhance student funding will be converted to loans. Higher educational benefit is a collective effort of not only the stakeholders (student, parents, teachers, ministries, administrators but also other international organization. The government should not only be involved in funding NHE but all stakeholders and international organization are to enforce in supporting the system for optima development. This increase in higher education enrolment should significantly calls for a related increase in supplying adequate funding in catering high demand but unfortunately, reverse is the case.

Abdu (2003) added that most higher institutions are still finding it very difficult to meet up with 10% internal generation fund (IGF) to finance their institution.

IMPACT OF INADEQUATE FUNDING IN NIGERIA HIGHER EDUCATION

It is no doubt that just as the high enrollment rate of Nigeria Basic Education, NHE has also a similar increment rate in enrolment and more of higher institution. However, the present alarming situation in NHE is that there is lack of high level of quality higher education to meet up with global educational skills. NHE system is not boost of meeting up with world educational standard. For example, No university in Nigeria is counted among world top best 100 university. It is certain that they are some specific reason of policy instability in NHE to political problem of inconsistency in the system. As a result, most of assigned capital project that are might for educational and academic development are interrupted or abandoned. And most importantly, staff salaries are irregular together with deteriorating working conditions which lead to long strike. No doubt, all this challenges will definitely result to "brain-drain" among student and staff, low academic quality, reduction in academics support and

grants, inadequate equipped laboratory student riots, poor student attendance, etc.

THE FACTORS AFFECTING FUNDING OF NIGERIA HIGHER EDUCATION

Some of the basic factors affecting Nigeria higher education are; Lack of adequate data on student and teacher population, political exigencies, poor management policy, low staff (man-power) capacity, Economics crises. Akintayo 2004 associate this problem under low budget allocated to education, inadequate finance and donors from international organization, poor economy policy and vision to enhance adequate funding and economy crises. Fagbulu (2003) linked the problem to 'high level of poverty in Africa, high rate of unemployment, high level of tuition fees by private higher institution for example, Igbenedion University collects about (N1.5 million), Babcock (N1.3 million), Bowen (N900,000.00) etc. And Limited supply of higher institution by stakeholders.

SOURCES OF FUNDING NIGERIA HIGHER EDUCATION.

Akinsanya (2007) listed possible solution to how government can fund higher education as government own fund, fund from private sectors such as business organization, tuition and fees, gifts and award from sports and competition, grant and income from other investment, Alumni, community participation, consultancies activities and research, international organizations, etc.

NATIONAL BOARD FOR TECHNICAL EDUCATION (NBTE) AND NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE)

The obligations and functions of NBTE and NCCE is management and monitoring of the affairs of polytechnics and colleges of education system. Their roles and responsibility are similar to those indicated above for NUC. Particularly noteworthy is the establishment of credible systems of programme accreditation by the NBTE and the NCCE towards quality assurance. These agencies are also responsible for applications and accreditation process for establishments of private colleges and polytechnics in Nigeria.

It is very challenging to find trending literatures on impacts of the international organizations on higher education

on any national economy. This may be because there is almost no empirical work on the subject matter. Secondly, it appears be no individual country's analysis of impact of the efforts of international organizations. Also, almost all the international organizations have not had impact on Nigeria higher education system. Little available information on this concerns project locations and value estimates (cost estimates) presented on the World Bank's institution's website. Only the World Bank seems to have a documented impacts on Nigeria higher education. Hence the few citations focuses only on what World Bank contribution.

The World Bank appears to be the largest external financier contributor to HE in most developing countries. Generally since the year 2000, the World Bank invested more than \$45billion USD in education (World Bank, 2018). However, evidences abound that bulk of this spending is domiciled in basic/primary and secondary education levels.

More importantly, nations that mainly benefited from most of this financial resources committed by World Bank Group includes Senegal, Democratic Republic of Congo, Mongolia, Haiti, Niger, Mauritania, Tajikistan, The Gambia, Cambodia, Ethiopia and Sudan. (World Bank, 2018).

In 2017, the World Bank planned to invest \$70m on Nigerian varsities. This was intended to affect ten universities in Nigeria which are Redeemers University, Ahmadu Bello University, University of Jos, University of Benin, Africa University of Science and Technology, University of Port Harcourt, Obafemi Awolowo University, Bayero University, Benue State University and Federal University of Technology (Vanguard Newspaper, 2017).

PRESENTATION OF FINDINGS AND DISCUSSION

Of all the international organizations considered in this study, the paper observed that World Bank has well documented impact projects in Nigeria. World Bank has an impacts on Nigeria higher education in three main areas which are: research, scholarship and finance. These facts which represent the main focus of this work are substantiated in Table 1:

Table 1. World Bank Intervention Projects in Nigeria and Estimates of Worth (1958-2018)

From the above table presented above, it can be observed that projects embarked upon by World Bank in Nigeria between 1958 and 2018 are 235 in all. Of this, 16 were targeted at education sector while higher education (subset of education sector) got 2 of them (less than 1% of the entire projects).

Table 1. World Bank Intervention Projects in Nigeria and Estimates of Worth (1958-2018)

Sectors of World Bank Intervention	Number of Projects	Percentage	Amount Committed	Percentage
Education Sector	16	6.8	1,776.3	6.7
Higher Education	2	0.85	222.4	0.84
Other Levels (Pre-Primary, Primary &Secondary Education)	14	5.95	1553.9	5.86
Other Sectors	219	93.2	24,777.24	93.3
Total	235	100	26,553.54	100

Computed by Authors from World Bank Data (1958-2018)

Also, the World Bank extends its higher education support to Nigeria via research. This is made possible by including Nigeria in the list of countries whose macroeconomic time-series data are published on World Development Indicators. This has helped researchers at higher education level to conduct good and reliable researches.

The Bank has also supported NHE by sponsoring supporting qualified candidates to pursue degrees in some developed countries universities. This is made possible through annual World Bank Scholarship Programme for HE student at all levels in different programmes/field of learning. It also offers Fellowship training programme (Post-Doctoral Research). Nigeria happens to be one of the beneficiary countries, among others.

IMPACT OF OTHER INTERNATIONAL ORGANIZATIONS IN NIGERIA HIGHER EDUCATION

While it is established that other international agencies are involved in granting financial aids to Nigeria education system, most of them do not necessarily have impact on higher education. As obviously stated in Table 1 World Bank impact on Nigeria's education sector is countable to about 16 projects with only two on HE in 60 years.

Unfortunately, many of other international organizations assist Nigeria's education sector at basic and secondary education. For example, activities of the UNICEF and UNESCO have focused on childhood education and educational policy prescriptions, respectively. UNICEF impacted much in the area of childhood education and health, helps to strengthen foundation for further levels of education. Although these roles are commendable because higher education quality relies on the efficiency and effectiveness of previous educational levels.

UNESCO via its educational policy recommendations, also helps Nigeria operate in line with best global educational practices. Their qualitative and subjective role is something to write home about. They help in giving recommendations about how FGN could increase budget to education sector and render guided policy frameworks to boost educational access for all. And lastly, they assist in guiding Nigeria policymakers on education sector to advocate for adequate financing.

The Non-Governmental Organizations (NGOs) operating in Nigeria have been supporting education sector in one way or the other. For example, some of them (especially the locally-based) have supported higher education through award of scholarships to indigent and hardworking students.

IMF should concentrate on helping economies maintain stable exchange rate and improve balance of payment positions.

There is no established documented project that has ever been recorded and undertaken by IMF on NHE. The same explanation holds for other international organizations. The only exception is the World Bank with evidence of impact projects well documented. This does not deduce that IMF has not been supportive to Nigeria in other sectors and contexts.

CONCLUSION

The highly financial challenge for several years in Nigeria has incurred educational bankrupt. The FGN might still find it so challenging to fund HE adequately if data of students and teachers are inaccurate. To sustain NHE, it is necessary that it goes behold collaboration of all internal stakeholders, parents/guardian, the society and private sector but a frequent intervention of international organization and non-governmental agencies. The education sector can only perform effectively when all key international organization stakeholder strives to carry out their responsibilities and obligations on financing NHE.

The World Bank concentrates and pays more attention to basic and secondary education and largely give less focus on NHE. This may be the reason why World Bank targeted in raising literacy level and enrollment rates up to the college level. With about 60 projects undertaken in Nigeria between 1958 and 2018, only 16 affected education sector. Out of these 16 projected, only 2 affected higher education.

The World Bank documents only projects and associated costs it commits itself into for each country. Surprisingly, the World Bank seems to be the only international organization executing developmental projects on NHE system. The paper also find out that empirical study about the impact of World Bank and other international organizations on higher education is almost non-existent.

World Bank plays a role in NHE, although most dominant, obvious and in the class of international organizations, but it is very minimal and insignificant in relative context. This is evident from the proportion of its projects committed to education in Nigeria out of all projects conducted so far for the entire period of 60 years (1958-2018).

Given the fact that higher education in Nigeria is plagued by low quality arising from poor learning facilities and environment, it is recommended that World Bank should help countries like Nigeria facing critical higher education challenges to raise facilities and general learning conditions.

Rather than just the Petroleum Trust Fund (PTF), the Federal Government of Nigeria should establish an organization that will major only on funding HE; in boosting infrastructural facilities, research training grant for the Academics Staff and Scholarship awards for outstanding students.

More attention has to be given to NHE since other level of education such as the basic education and secondary level has so far benefitted more from World Bank. This calls for consolidating existing projects with more aids that will help improve existing status and phase of Nigeria higher education system.

However, It is recommended that all other international organizations such as IMF, UNICEF, UNESCO, EU, AFDB, NGOs and others should focus on impacting Nigeria's higher education if truly high quality education is desired for Nigerians. In other words, desiring a world class standard higher education for Nigerians, Supporting HE should not only be in terms of making recommendations, but also in terms of helping to boost infrastructural facilities and financial supports.

And lastly, the government of Nigeria and the National University Commission should emphasize more on the

need for higher education development to international organization.

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