

# **SUSTAINABLE FINANCING OF HIGHER EDUCATION IN NIGERIA: FUNDING MODELS**

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## **1.0 PREAMBLE**

Sustainable financing of higher education institutions is largely predicated on the answer to the fundamental question – what are these institutions for? Overall, the global trend sees higher education moving from the periphery to the centre of governmental agendas in most countries. Universities are now seen as crucial national assets in addressing many policy priorities, and as: sources of new knowledge and innovative thinking; providers of skilled personnel and credible credentials; contributors to innovation; attractors of international talent and business investment; agents of social justice and mobility; contributors to social and cultural vitality; and determinants of health and well-being. This is what some have referred to as the as an economic growth-oriented model of academic funding by government. No matter the model, most developed and developing nations have regard higher education institutions as agents of growth and development. Consequently, they have placed great premium on the sustainable financing of these institutions in order for them to perform creditably the key functions of teaching, research and community development in tune with the development of the nation state. The federal government of Nigeria has expressed its desire to fund most public HEIs to world-class through injection of special intervention funds. However, institutions aspiring to transform to world-class must have access to multiple sources of funding to achieve their vision goals.

Section 2 of this paper is devoted to an overview of our HEIs with particular reference to the operating funding mechanisms. It is shown that the Nigerian higher education is a sector locked in the triangle of access, quality and cost. In response to the access problem, the federal and state governments as well as private initiatives have established several institutions. The public institutions face major challenge of funding and inadequate academic human capital to ensure programme quality. Tuition fees payment by students has become a big issue with federal institutions not charging fees while students in private universities are understandably paying fees only affordable by the middle class. Furthermore, the system is still to be optimally managed through the preparation of proper budget and professional management of resource inflow. Paradoxically, a system that is experiencing inadequate funding is also exhibiting poor spending capacity with several billions of naira still left unspent with the Tertiary Education Trust Fund years after allocation to some of the institutions.

The basic features of a computer-based enterprise resource planning (ERP) model are presented in Section 3 towards the management of resource inflow and outflow to any institution. There is no doubt that our public HEIs will have to find innovative ways of generating income to supplement government funding in order to improve the quality of their programme offerings.

## **2. OVERVIEW OF THE HIGHER EDUCATION INSTITUTIONS (HEIs) IN NIGERIA**

The higher education (HE) sector in Nigeria can be described, to a large extent, as a sector locked in an iron triangle defined broadly by the vectors of *Access*, *Quality* and *Cost*. The basic features of each of these vectors are briefly presented below.

**The Access Problem**

The problem of access to higher education in the country is manifested by the inability to admit all qualified candidates seeking admissions into the HEIs. In the process of addressing the access problem, particularly access to university education, universities were established at rapid rate. There are at present 122 universities, 71 polytechnics, 47 monotechnics and 79 colleges of education with temporal and geographical distribution as shown in Figs. 1.1 and 1.2. The uneven distribution of the federal universities led to the establishment in one fell swoop of 9 universities by the Federal government in 2011 towards ensuring a federal university in each of the 36 states in the federation. The educationally advantaged states, particularly in the South Western and South Eastern Zones, established their own universities towards alleviating the problem of access. This gave birth to the State universities. Whilst this helped, it however did not solve the general problem of access to HEIs. This made the Federal Government to encourage private sector participation through the enactment of Decree No. 9 of 1993 (National Minimum Standards and Establishment of Institutions). Thus, any private enterprise, public institution, group of persons or individuals can establish and run a university in accordance with the guidelines laid down by the National Universities Commission (NUC). The 122 universities as at 2011 are in three categories: Federal (36), State (36) and Private (50) with profile of establishment over time as shown in Fig 1.1.

**Fig 1.1: Profile of Establishment of 122 Universities in Nigeria (1948-2012)**

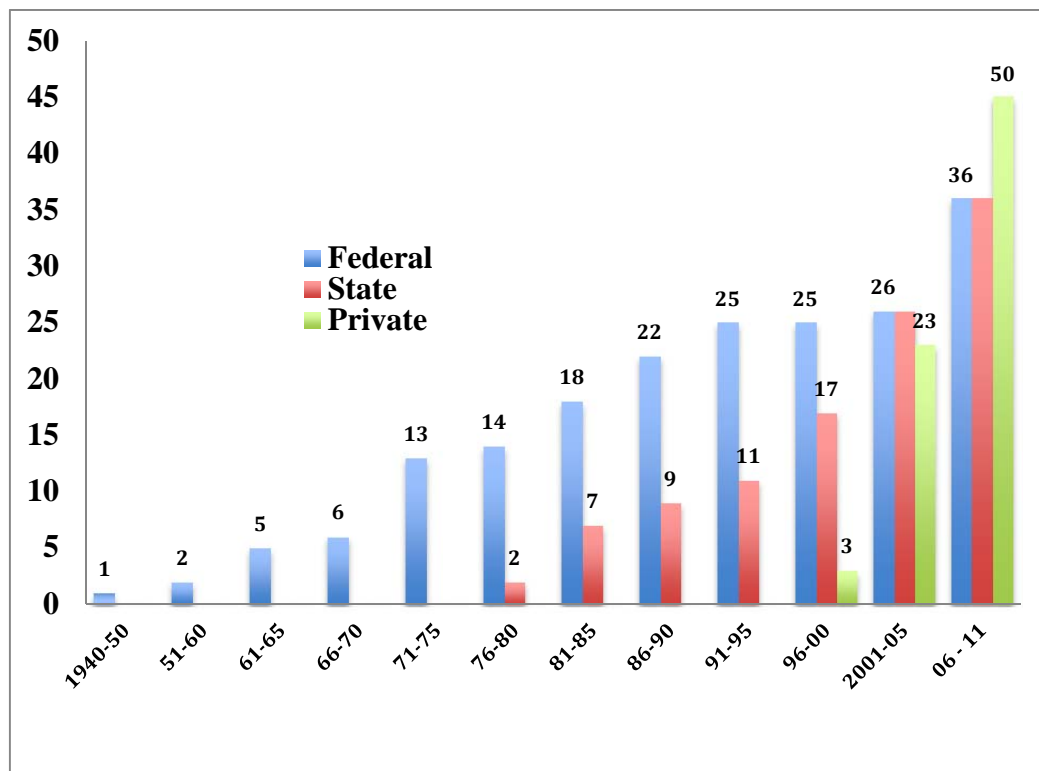
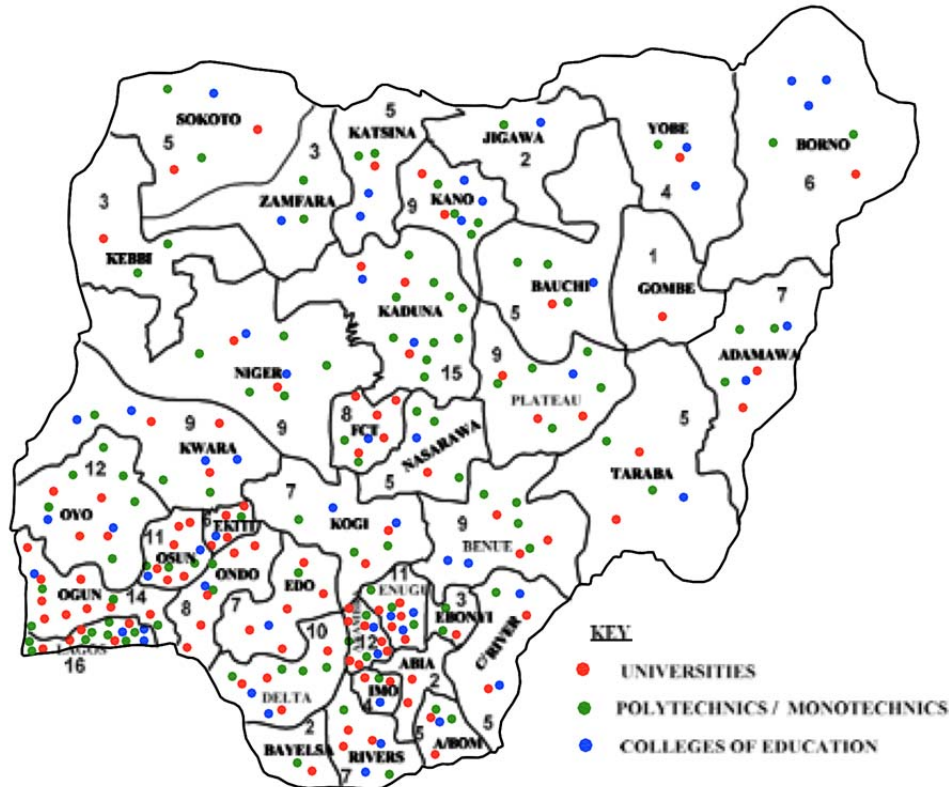


Figure 1.2: HIGHER EDUCATIONAL INSTITUTIONS IN NIGERIA



We must also take note of another dimension to the problem of access created by the present ownership structure of universities. At the federal universities, students pay the least due to the abolition of tuition fees in federal institutions, while at the private universities students pay more than ten times what obtains in the federal universities for similar programmes. State universities generally charge higher fees than the federal universities but much less than the fees in private universities. This reality has heightened the problem of access in the manner depicted in Fig. 1.3 in which children of the rich have far more choices than children of the poor. Furthermore, the access problem has also led to a situation whereby Nigeria has become a ready market for the recruitment of children of rich parents by universities from abroad. According to the Public Affairs Section of the US Consulate and the Visa Section of the British High Commission, about 6,222 and 10,000 Nigerian students were registered in the United States and the United Kingdom universities respectively in the 2007/2008 session. The figures increased slightly in 2008/2009 session to 6,256 and 10,090 in the US and the UK universities respectively. In respect of the cost to the nation, Azania (2010) made the following observation:

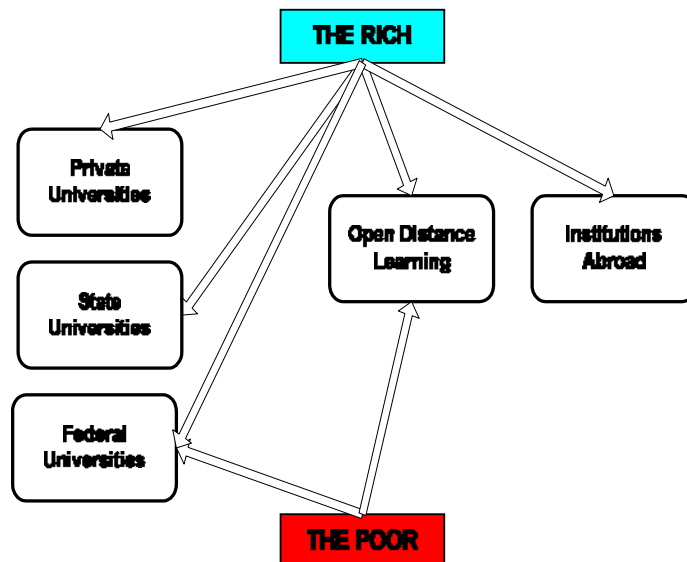
*Nigerians studying in British and American universities may have spent over ₦ 137 billion on tuition and living expenses in the above two academic sessions going by an average of £19,000 per session for*

*international students in the UK universities and \$21,000 tuition and living expenses for international students in the US universities.*

It is pertinent to note that the Federal Government budgeted ₦210 billion for the education sector in 2008 and ₦249 billion in 2009. Thus, the total budgetary allocation to the education sector in 2008 and 2009 was ₦459 billion. Thus, the estimated total expenditure on Nigerian students in the US and the UK universities, during the two sessions, amounted to about 30% of the federal budget for education during the period. A survey of fees paid in the United Kingdom in 2009 showed that some universities were charging foreign undergraduate students more than £17,000 per year as tuition fees. This is to be compared with the £3,070 per year charged British and European Union (EU) students studying in British universities as at that time. With the recent significant increase in fees to be paid by British and EU students, surely foreign students will also be affected.

Furthermore, the number of Nigerian students in Ghanaian universities has been estimated at 75,000 with expenditure for their tuition and maintenance estimated at close to \$1.0 billion per session.

**Figure 1.3: Profile of Access to HE between the Rich and the Poor**

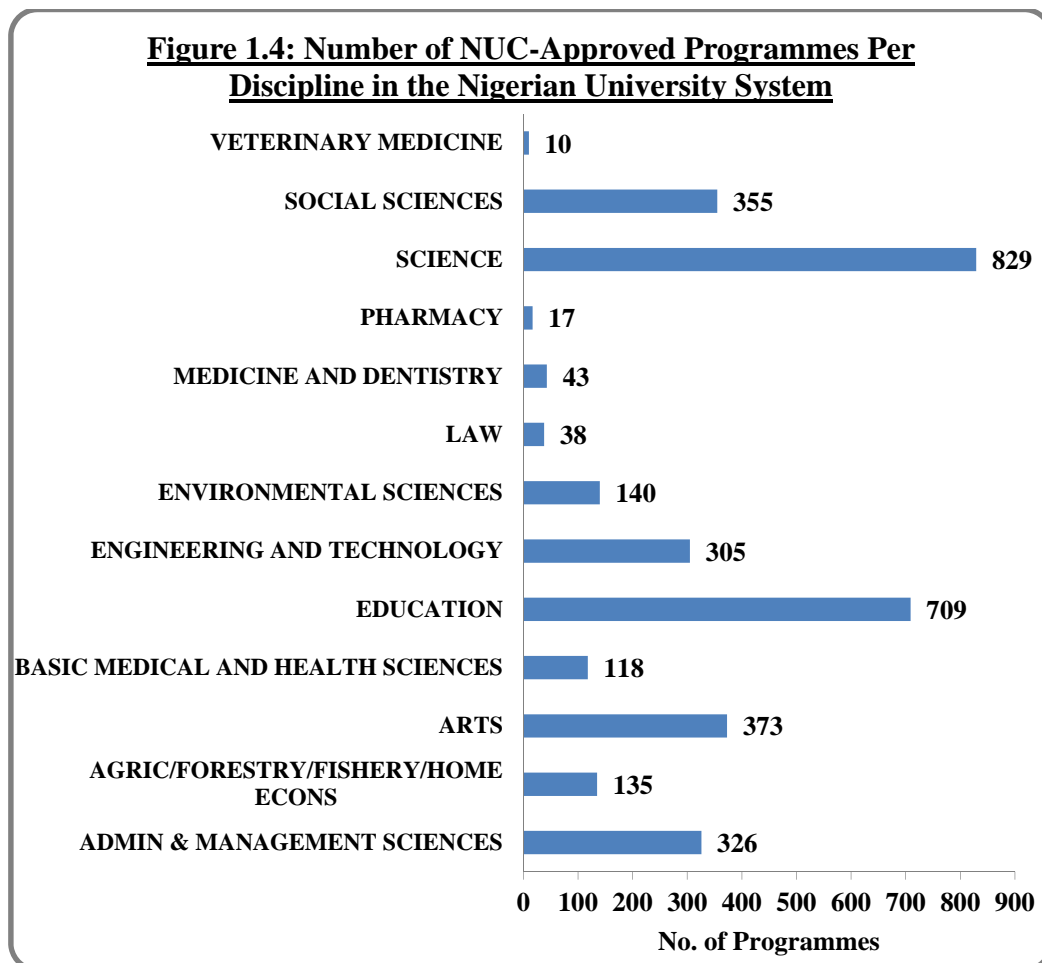


**The issue of Quality**

The issue of quality comes into play in the discussion of the proven and potential impacts of the products of HEIs in the various sectors of the economy. It is pertinent to note that human resource development (HRD) plays a key role in the achievement of the national development goals. HEIs are, in the main, relied upon to provide the broad array of quality education and training for the development of the individual for flexibility, adaptability and continuous learning. HE, whatever form it takes, whether it be professional, technical or liberal, should be able to open, nurture, refine minds and create independent learners. It should enable individuals to grow intellectually, achieve personal fulfilment, and contribute meaningfully to the development of the society at large. The *quality*

parameter comes in as a measure of the extent to which HEIs have provided the expected broad access to skills and competencies needed to improve the match between labour supply and demand. Of paramount importance is the extent to which the curriculum and its delivery has translated to products meeting the demands/satisfaction of both the customers and employers of labour. Suffice it to say that there is a high degree of disconnect between the institutions and industry in most critical areas. Consequently, the nurturing of Industry-Academia partnership has been one of the key areas attracting interventions from funding agencies and foundations intervening in the system.

The National Universities Commission (NUC) is the agency responsible for the accreditation of programmes run in the Nigerian university system. The enormity of the problem of programme accreditation is accentuated by the existence of about 3,398 NUC-approved programmes being run in the system as at 2011 spread over the 13 disciplines as shown in Fig. 1.4. Since programmes, even with full accreditation, have to be re-evaluated every six years, it can readily be seen that it is indeed an uphill task to keep pace with accreditation schedules not to talk of the cost which is born by the Federal Government through NUC, which is expected to budget for the exercise every budget year.



The staffing situation also poses serious challenge to the quality of programme delivery. As shown in Table 1.1, the total enrolment for the different programmes and levels in the university system during the 2006-2007 session was 1,096,312 with the Federal Universities accounting for 56% of enrolment, State Universities 37% and Private Universities 3% only. The total staff strength of 27,934 translated to a students/academic staff ratio of 40:1 globally. Private universities had the lowest ratio of 19.2 while the State universities had the highest ratio of 59.1. These figures show the rather poor staffing levels of the universities, particularly the State universities. The then Executive Secretary of NUC captured the situation as follows:

*A key challenge at present towards actualizing the desired quality university education remains the paucity of high quality academic staff. There were a total of 27,394 academic staffs within the University system as at 2006 comprising Federal – 17,836 (65%), State- 7,586 (28%) and Private 1972 (7%). Of these, Professor/Reader cadre constituted just 5,483 (20%), Senior Lecturer Cadre 6,475 (23.6%), while Lecturer I cadre constituted 15,436 (56.4%). Computation using current approved student/teacher ratios however indicates that the Nigerian University System requires a total of 34,712 academic staff for effective course delivery across the disciplines.*

From the above, the system recorded a shortfall of 7,318 academic staff to adequately take care of the programmes being run in 2007. With the establishment of close to 25 additional universities since 2007, the staff situation has worsened due to the fact that the new universities have been poaching staff mainly from the 1<sup>st</sup> - and 2<sup>nd</sup> - generation universities while the rate of production of Ph.D graduates with interest in academic profession has been rather low.

**Table 1.1: Students Enrolment and Staffing Level in the University System (2006-2007)**

Ownership	Sub-Degree	Undergraduate	Postgraduate	Total	Total Academic Staff	Students/Staff Ratio
Federal	49,999	503,154	57,300	610,453	17,836	34.2
State	8,734	419,901	19,459	448,094	7,586	59.1
Private	357	36,641	767	37,765	1,972	19.2
Total	59,090	959,696	77,526	1,096,312	27,394	40.0
<b>% of Total</b>	<b>5.4</b>	<b>87.5</b>	<b>7.1</b>			

One of the key issues generating debates in the HE sector in respect of staff quality is the policy of NUC that lecturers in the university system must possess Ph.D degrees. In other words, the possession of Ph.D degree by lecturers has become the recognized currency for stay in the Nigeria academia. This is a policy widely supported by those committed to seeing that the academic human capital in the sector possesses evidence of competences in teaching, research and, possibly, innovation in the sense of ideas/research results getting to the market place. The centrality of research in any academic setting cannot be faulted. So also is the use of a Ph.D degree as a pseudo-measure of not only the research capability of staff but, to some degree, teaching quality, as one reinforces the other. A survey of some universities, conducted recently (Bamiro and Adedeji, 2010) showed a variation in the percentage of staff having Ph.D degree from as low as 5% to the highest of 68%. It also varies from faculty to faculty with professional faculties such as Clinical Sciences, Dentistry and Law typically lagging behind other faculties. The scarcity of staff with doctoral degrees in most disciplines, especially the science-based, should be regarded as a challenge for staff development scheme that must look beyond the local institutions into foreign institutions that are ready to engage in staff capacity building through the operation of mutually-benefiting memoranda of understanding. This is already happening at some federal universities through the funding support by Foundations like MacArthur and also the Tertiary Education Trust Fund (TETFund).

### **Polytechnic/Monotechnic System**

The word 'polytechnic' is used generically to cover the polytechnics and the Monotechnics/Specialised institutions in the country. The polytechnics offer a variety of technical, technological/business programmes to the level of National Diploma (ND), Higher National Diploma (HND) and Post HND. In contrast, the Monotechnics/Specialized institutions are single-discipline technical institutions for ND, HND and Post HND. As at 2009 there were:

- 58 Polytechnics
- 21 Monotechnics/Specialised Institutions
- 26 Colleges of Agriculture

The pattern of ownership of these institutions is presented in Table 1.2.

**Table 1.2: Tertiary Technical Institutions Offering Approved/Accredited Programmes**

<b>Institution Type</b>	<b>Federal</b>	<b>State</b>	<b>Private</b>	<b>Total</b>
Polytechnics	21	27	10	58
Monotechnics				
✚ Colleges of Agriculture & Related	16	10	0	26
✚ Colleges of Health Technology	4	1	1	6
✚ Other Special Colleges	12	0	3	15
<b>TOTAL</b>	<b>51</b>	<b>38</b>	<b>14</b>	<b>105</b>



National Board of Technical Education (NBTE) sets minimum standards (Act 16 of Aug 1985) and accredits the programmes run in the system. As noted by the Executive Secretary of NBTE:

“Polytechnic education should be accorded recognition because it is designed to, among others, provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development; impart the necessary skills to produce craftsmen, technicians, technologists and engineers, and to enable men and women to have the intellectual understanding of the increasing complexity of technology and the role it plays around them.”

NBTE identified the following as sources of problems militating against the polytechnic education in the country:

- Polytechnic admission perceived as the last resort for most students
- ND holders “crossing over” to Universities for degrees
- Negative individual, societal and even government discrimination.
- The cul-de-sac syndrome
- Poor infrastructural support

It is pertinent to note that government has started to convert some polytechnics to degree-awarding institutions. Not a few have expressed strong reservations about the policy vis-à-vis the impact on the development of technical manpower in the country.

### **The Colleges of Education (COEs)**

There are 79 Colleges of Education (COEs) distributed as follows: 21 Federal, 41 State, and 17 Private. These institutions award the National Certificate of Education (NCE). Seven polytechnics and two Federal institutions (Army and NTI) also award NCE certificates. The COEs are responsible for the training of teachers to feed the primary and secondary tiers of the educational system in the country. Their importance is derived from the fact that the quality of trained teachers largely determines the quality of the products of secondary school system, which eventually enter the tertiary institutions. Unfortunately, they are also experiencing problems similar to those identified above for universities and polytechnics. The National Commission for Colleges of Education (NCCE) shoulders the responsibility for the setting and maintenance of standards for all the colleges.

## **2. GENERAL OVERVIEW OF THE FUNDING MECHANISM OF HIGHER EDUCATION IN NIGERIA**

This section provides a general overview of the existing framework for funding higher education institutions in the country as a precursor to the discussion in Section 3 of plausible funding models to ensure the sustainable financing of the HEIs. The cost of university education is related to the cost of performance of the basic functions of teaching, research and community service. The pertinent question to ask in respect of cost is – are universities recovering the full cost of providing quality service in the delivery of their educational and training programmes?

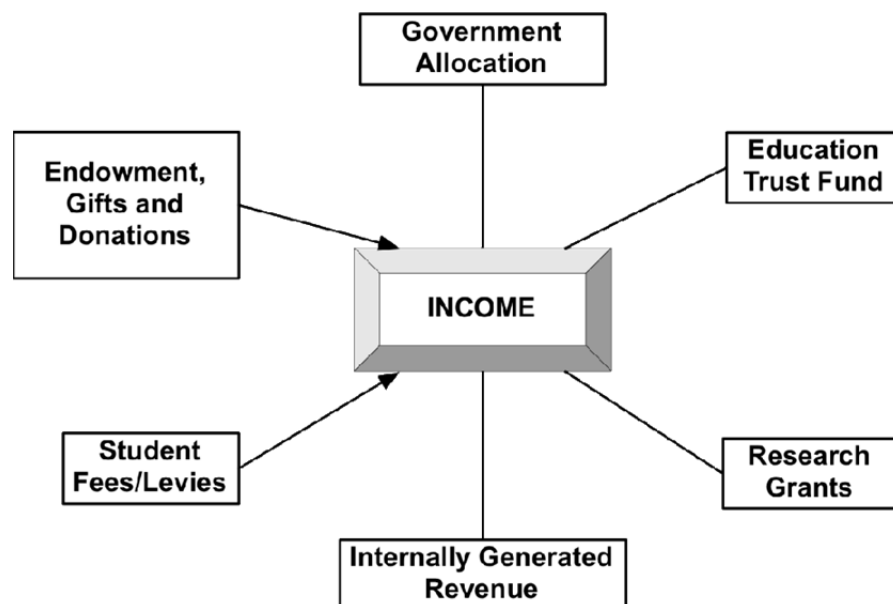
Are universities having access to sufficient funds to undertake research – basic and applied? To faithfully answer this question, and several others, it must be assumed that the universities also have ready figures of how much is needed for each of their programme offerings, and, by extension, a budget that reflects the income and expenditure of the university to perform its assigned functions creditably. This has turned out to be a problem in the Nigerian university system with most universities not preparing appropriate budget as discussed later. There is a high degree of ad-hocism in handling finances at the institutional level beyond the regular payment of salaries and wages. Presented herein are the major findings in respect of sources of income and the nature of expenditure by HEIs, particularly universities. As expected, the public institutions are funded primarily by their owners while private universities, depending on ownership – faith-based or private-for-profit -, depend, to a varying degree, on students fees.

### **Major Sources of Income**

Depending on the type of ownership of the institutions, the major sources of income, as depicted in Fig 2.1, are:

- ✚ Government/Proprietor Allocation
- ✚ Tertiary Education Trust Fund (TETFund)
- ✚ Student Fees/Levies
- ✚ Endowments
- ✚ Grants
- ✚ Internally generated revenue (IGR)

**Figure 2.1: Major Sources of Funds to an Institution**



## Government Allocation

As earlier indicated, there are at present 122 universities made up of 36 Federal, 36 State and 50 Private. Whilst the figures of the levels of funding of universities by the Federal Government are generally available, such figures for the state universities have been rather scanty. It has also been difficult to obtain figures for the private institutions. Such figures are not in the public domain. Presented in Table 2.1 are figures of Federal government allocations to the federal HEIs from 2006 to 2008 budget years. Allocations were in terms of personnel cost, goods and non-personnel services, and capital projects. There were 25 universities, 21 polytechnics and 21 COEs during the period. Fig. 2.2 shows the relative allocations to the universities, polytechnics and the COEs for the period 2006-2008. The total allocation of ₦392.9 billion during the period was shared as follows: 68.1% to universities; 18.9% to polytechnics; and 13.0% to COEs. Analysis of the various allocations to universities showed that, on the average, allocations to Personnel Cost accounted for 84.7% of the total allocation, Goods and Non-personnel Services 4.6%, and Capital Projects 10.7%.

**Table 2.1: Federal Government Allocation (Naira) to Federal HEI (2006-2008)**

			Goods & Non-		Tot
			Personnel	Capital	
<b>Universities</b>	2006	69,952,108,028	3,175,567,183	6,412,015,000	79,539,690,211
	2007	70,600,358,870	5,584,703,445	8,285,015,000	84,470,077,315
	2008	86,078,825,055	3,551,429,669	13,958,579,185	103,588,833,909
<b>Polytechnics</b>	2006	18,990,972,823	1,715,916,763	2,164,746,264	22,871,635,850
	2007	19,443,972,823	1,895,916,763	2,424,746,264	23,764,635,850
	2008	22,024,993,058	2,149,712,599	3,578,057,860	27,752,763,517
<b>Colleges of</b>	2006	10,911,206,151	1,067,435,864	3,063,175,000	15,041,817,015
	2007	11,401,898,534	1,207,989,217	4,991,020,000	17,600,907,751
	2008	14,088,802,102	1,279,807,659	2,883,329,309	18,251,939,070
<b>Total</b>	<b>2006</b>	<b>99,854,287,002</b>	<b>5,958,919,810</b>	<b>11,639,936,264</b>	<b>117,453,143,076</b>
	<b>2007</b>	<b>101,446,230,227</b>	<b>8,688,609,425</b>	<b>15,700,781,264</b>	<b>125,835,620,916</b>
	<b>2008</b>	<b>122,192,620,215</b>	<b>6,980,949,927</b>	<b>20,419,966,354</b>	<b>149,593,536,496</b>

Of interest is the total allocation to the education sector in relation to the total government budget. This is important against the general advocacy, particularly by the Academic Staff Unions of Nigeria Universities (ASUU), that our governments (State and Federal) should be allocating not less than 26% of total national budget or 6% of the GDP to education as recommended by UNESCO. One can readily appreciate the insistence of ASUU from the examination of Table 2.2 showing the rather low share of

the education sector in Nigeria compared to other developing countries, particularly in Africa. Recent figures from the UNESCO Institute of Statistics showed countries such as Tanzania, Mozambique and Lesotho achieving 27%, 21% and 24% respectively. Sadly there was no data on Nigeria.

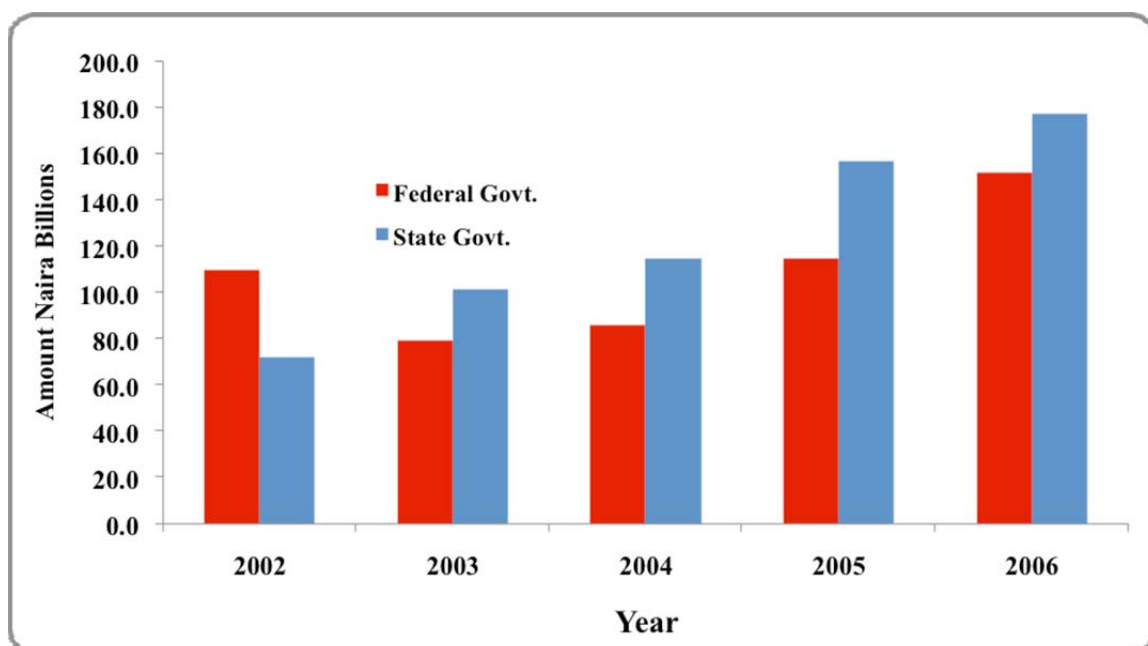
Table 2.2: Comparative Government Expenditures on Education Relative to the Total Expenditure (2002-2005)

Countries	Current Enrollment (Tertiary)	Proportion of Education to Total (%)			
		2002	2003	2004	2005
Kenya	102,798	23.1	22.1	29.2	30.0
Morocco	366,879	26.4	26.6	27.8	27.2
Nigeria	1,289,656	9.2	6.5	6.2	6.6
South Africa	735,073	18.5	18.5	18.1	17.9
United Arab Emirates	68,182	23.5	24.9	25.1	27.4
United Kingdom	1,287,541	11.5	12.7	12.1	12.2
United States	17,272,044	15.2	15.3	15.3	15.3

I must however hasten to note that there is nothing sacrosanct about the so-called UNESCO-prescribed 26% allocation to education. This ‘magic’ figure emanated basically from comparison of calculated figures for different countries – developed and developing. In other words, it emanated from a basket of figures, such as those in Table 2.2, with a calculated average of 26%. There is no doubt as to the usefulness of such comparative studies; but we must be careful on the extent of the usage of such figure for planning at the national level. To my mind, it is intellectual laziness to base our funding policy entirely on such a figure in place of the very much required determination of the funding needs of the institutions and the expectations from government allocation to meet such identified needs. In such a situation, a case of funding will be predicated on how to meet any realistically established shortfall between budget and allocation/release. Also critical, in relation to shortfall, is the internal efficiency of our institutions towards optimal and prudent usage of financial resources.

The pattern of total allocation to the education sector by the Federal and State Governments from 2002 to 2006 is shown in Fig. 2.2. The State government allocation increased steadily over the period. The pattern of allocation to education relative to the total government budget by the Federal and State governments showed that the highest percentage allocation of 9.5% by the Federal government dipped to about 6% for the next three years before rising again to 9.4% in 2006. The percentage allocation by the State governments was almost constant at an average of 11.6%.

**Figure 2.2: Total Allocation to the Education Sector**  
(N' billions) (2002-2006)



The allocation to education is also examined further against the background of universities budgets. The Federal government appropriation and amount eventually released to Nigerian universities in relation to their budgets between 1990 and 2008 are presented in Table 2.3 and graphically illustrated in Fig. 2.3.

**Table 2.3: Funding of Federal Universities from 1990 to 2008**

Year	Budget (₦ million)	Appropriation (₦ million)	Released (₦ million)
1990	1,216.6	748.3	734.8
1991	1,453.3	779.3	783.8
1992	3,663.2	2,989.0	2,985.2
1993	5,075.9	4,532.2	3,801.5
1994	7,342.9	5,469.3	4,370.9
1995	11,328.5	6,392.6	6,056.8
1996	12,442.7	7,535.6	7,535.6
1997	15,820.2	7,059.2	5,348.2
1998	22,767.5	8,196.5	9,798.4
1999	40,884.1	10,507.4	11,831.9

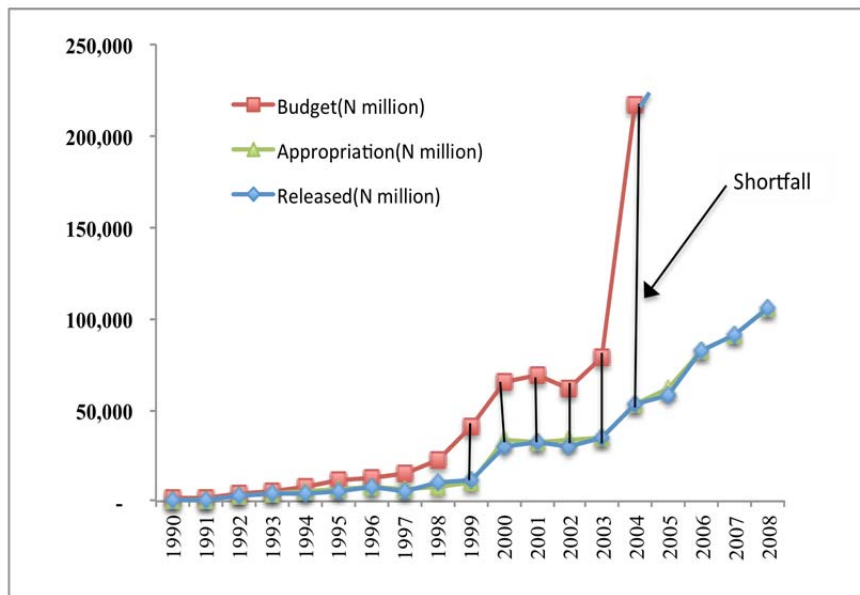
2000	65,580.0	33,788.9	30,143.0
2001	68,911.8	31,844.3	32,646.4
2002	62,155.5	33,778.5	30,351.5
2003	78,762.1	34,411.3	34,203.1
2004	216,622.7	53,024.6	53,466.3
2005	-	62,215.6	58,276.0
2006	-	82,376.7	82,376.7
2007	-	90,565.3	90,565.3
2008	-	105,751.7	105,751.7

Notes: (a): *The Federal Govt. also made direct releases to some universities from approved budget/allocation in some years without reference to NUC. The NUC therefore has no record of such releases.*

(b): *The allocations represent approved allocations based on the Approved Budget.*

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**Figure 2.3: Funding of Federal Universities (1990-2008)**



In Years 2005-2008, the Federal Government applied the "Envelope" system of fund allocation. In other words, the allocation had nothing to do with the actual budgets of the institutions. Unfortunately, the Envelope system led to the institutions not

bothering to engage in proper budgeting as used to be the case. The question that arises is – were the universities able to cover their shortfalls from other sources? The answer is unequivocally, no; thereby casting serious doubt on the quality of service delivery. However, government, as a result of series of agitations by the staff unions for increased funding, have been increasing steadily the funding of the institutions. This has partially informed the current 2012 budget in terms of quantum of allocation to the education sector. The total allocation of ₦400.15 billion to the Education sector translates to only 8.43% of total budget despite the increase in the quantum of allocation. The Security sector took the lion share of almost 20%! As shown in Table 2.4 the HEIs took the lion share of ₦307.757 billion out of the total allocation of ₦400.15 billion to the education sector. Most significant is the fact that Recurrent accounts for 93% of total allocation. It is however worth noting that the public HEIs are also expected to enjoy the annual interventions by the TETFund in addition to the allocation by the Federal government.

**Table 2.4: Federal Government Allocation to HEIs in the 2012 Budget**

INSTITUTION (Number)	ALLOCATION (N' million)			Capital	Total Allocation	% of Total
	Personnel Cost	Overhead Cost	Total Recurrent			
Colleges of Education (21)	36,092.9	1,942.6	38,035.5	4,555.1	42,590.6	13.8
Polytechnics (21)	54,399.5	3,268.4	57,667.9	3,300.0	60,967.9	19.8
Universities (36)	184,292.0	6,090.9	190,382.9	13,815.7	204,198.6	66.4
<b>TOTAL</b>	<b>274,784.4</b>	<b>11,301.9</b>	<b>286,086.4</b>	<b>21,670.8</b>	<b>307,757.1</b>	<b>100.0</b>

### **Tertiary Education Trust Fund (TETFund)**

The Education Tax Fund, later re-named Education Trust Fund (ETF) and now referred to as the Tertiary Education Trust Fund (TETFund), was established under Act No. 7 of 1993 to engage in projects aimed at improving the quality of education in Nigeria. The Act imposed a 2% Education Tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Services (FIRS) is charged with the responsibility of collecting the education tax which it pays into the Education Fund opened with the Central Bank of Nigeria (CBN). After the initial take-off problems, the Fund is now well established with a Board to manage its resources. The Fund has been a substantial source of financial assistance to the various institutions in the country, especially in the commencement, completion or rehabilitation of capital projects embarked upon by institutions at the Federal, State and Local Government levels.

Most of the recent capital developments in our tertiary institutions have been sponsored or financed by the Fund. It is pertinent to note that the fund from ETF was used initially to support activities at all the levels of education based on a sharing ratio of 2:3:5 for the Primary, Secondary and Tertiary institutions respectively. Through a major policy shift, informed by the commitment of the Federal government to revamping the higher education sector, ETF is now to fund only public tertiary institutions. Consequently, the Fund is now referred to as the Tertiary Education Trust Fund (TETFund). Fortunately, the inflow of fund to TETFund has increased significantly due to the efficiency of FIRS in collecting the education tax from registered companies in Nigeria. For example, about ₦135.4 billion was received by the Fund from FIRS collection for January to October, 2009 as against the ₦40.9 billion received for the same period for year 2008. TETFund then ETF was the source of the special intervention of close to ₦42 billion to develop 6 universities, 3 polytechnics and 3 COEs into world-class institutions. While announcing the special interventions in April 2009, the Honourable Minister of Education made the following pertinent statements:

*There is no doubt that the education sector is facing enormous challenges. The effective resolution of these challenges is a pre-condition for our nation's development. As you are aware, the present Administration is committed to the realization of the 7-Point Agenda and our national vision of becoming one of the top 20 economies in the world by 2020. In order to succeed, the nation needs world-class manpower, possible only through world-class institutions. This calls for strategic investment towards improving the teaching and learning environment as well as the quality of lecturers in our institutions.*

The Honourable Minister of Education also noted further that the objective of the special intervention was the provision and upgrading of facilities for the promotion of the core activities of teaching, learning and research in the following critical areas:

- ❖ Establishment of standard central teaching and research laboratory in each of the six selected universities. This is to be a facility for the benefit of all institutions in a particular zone although located in the federal university.
- ❖ Programme upgrade in Science, Technology and Humanities/Social Sciences such as Medicine, Engineering, Agriculture and the Arts/Social Sciences. Here, the intervention is targeted towards nurturing the programmes into centres of excellence.
- ❖ General improvement of the teaching and learning environment ranging from lecture theatres, classrooms, laboratories, workshops etc. This is to involve the rehabilitation of physical infrastructure and the provision of instructional facilities and learning resources

Of relevance was also the following statement of the Minister on the same occasion, and I quote:

*In addition, the Federal Government is aware that the realization of the 7-Point Agenda and Vision 2020 lies not only in the provision of facilities but equally importantly in encouraging research and scholarly publications. Accordingly, the sum of ₦3 billion has been approved to*



*support our scholars, as individuals and groups, to conduct research capable of contributing to national development in their areas of specialization. Similarly, the sum of ₦2 billion has been approved to support the revival of scholarly journals, the publication of well researched tertiary level textbooks and to make these materials available to the libraries of our tertiary institutions.*

The above shows the commitment of the Federal Government to developing some of its institutions to world-class standard in order to address pressing developmental problems engendered in its development initiatives – the Vision 20-2020 and the 7-Point Agenda. Most significantly, it sees the intervention as an investment towards the development of requisite human capital. Nonetheless, the major driver of the current government massive intervention in the select institutions was the concern for the rather poor ranking of Nigerian institutions in the increasingly influential, but least understood, global ranking of universities. It is the desire of the Federal Government that the selected institutions would improve their rankings after the implementation of the various projects. The Federal Government has since 2009 given special intervention fund to additional public HEIs.

It is rather sad to note that almost three years after the special allocations by TETFund to the first set of beneficiary institutions (with six universities allocated ₦5.5 billion each), most of them are still to fully draw down their allocations for reasons which will require a separate study. Similarly, the TEFTFund Research Fund is still to take off effectively through award of grants. Thus, it is one thing for money to be allocated and be available; it is becoming a separate matter for the system to display the required spending capacity. It is really a paradox bearing in mind the often-touted problem of underfunding of our HEIs.

Suffice it to note that TETFUND's normal interventions in the tertiary institutions are in the following areas:

- Construction and Rehabilitation of buildings and laboratories
- Procurement of teaching and research equipment
- Academic staff training
- Research and book development
- Capacity building and teacher training programme
- Provision of ICT infrastructure
- Development of facilities that sustain institutions such as boreholes, electric power generators, etc.

Noteworthy is the significant achievement of TETFund in the area of capacity building through which from 2008 when it started to March 2010, a total of 2,068 junior academics has been involved with postgraduate programmes distributed as follows: Ph.D Abroad – 206; Ph.D Local – 644; Masters Degree Abroad – 179; and Masters Degree Local – 1,039. The staff in foreign universities (located in Malaysia, United Kingdom, United States of America, Canada, South Africa, China, Sweden, Ghana and Japan) are in disciplines spanning medicine, sciences, technology, law among others.

### ***Internally Generated Revenue (IGR)***

Universities have developed different channels for the generation of funds. It varies from the establishment of part-time programmes to consultancy outfits. Actually, federal institutions are being expected by the Federal Government to generate IGR equivalent to not less than 10% of the total allocation by the government. This has led to diverse initiatives by these institutions with conflicting impacts on the performance of their core research and academic functions. As noted by Leigh (2007):

*Many Nigerian universities tried to augment their income through provision of evening and weekend degree programmes at both diploma (sub-degree), undergraduate and postgraduate levels. Before the NUC clamped down on unregulated and abuse of these programmes, otherwise referred to as "satellite campus", many universities had one lecture center in important cities of the country. The untidy nature of the staffing and delivery of courses made the NUC to restrict universities to their state of location. Up till today many universities make substantial income from their external campuses. Lagos State University, Ogun State University and the University of Lagos are examples in point because of their nearness to Lagos, the economic nerve center of Nigeria. Although, substantial amount of money is realised from this source, however it is still not sufficient to accommodate the budgetary needs of these universities.*

Whilst the regulatory agency has rightly frowned against any institution establishing unsupervised outreaches, at least it is some activity that has some elements of intellectual engagement. What does one say of institutions glorifying revenue generation through engagement of academic staff with the business of table water and bread production coupled with collection of tolls at designated car parks in their campuses! How does this compare with universities, such as University of California, Massachusetts Institute of Technology, etc, generating significant revenues from royalties emanating from businesses that have taken up patents coming from researches conducted by these universities? If truly knowledge drives the globalised world economy with nation states looking in the direction of their universities for the production of knowledge workers and research-driven innovation to face the resulting competition for the control of markets and resources, I doubt very much if our Nigerian universities, so engaged in the manner indicated above, are reading the signals correctly. It raises the question – what does a university do to generate additional income in manner that does not compromise its hallowed functions and known academic tradition? It boils down to our having to revisit the question – what are universities for that a nation will channel its resources into them?

### ***Student Fees/Levies***

As earlier noted, all federal institutions, and a few state universities, are not allowed to charge tuition fees. They are only allowed limited charges/levies for the provision of services such as accommodation in the halls of residence, sports, limited contribution to meeting the cost of municipal services (water and electricity),

laboratory consumables in science-based programmes, etc. Consequently, undergraduate students registered in the various programmes in these universities end up paying between ₦30,000 and ₦50,000 per session including accommodation. Attempts by federal institutions to increase levies have always been met with stiff opposition by students; leaving these institutions to make do with whatever can be amicably settled with students. The incident sometime ago at the Ambrose Alli University (AAU), Ekpoma, a state university, illustrates the interlocking issue of fees, funding and governance. The AAU authorities increased school fees from ₦18,000 to ₦58,000 to enable it 'meet the standards of other institutions where higher fees are being paid'. The students protested violently. Towards brokering peace, the Governor of the State and Visitor to the University admonished the students as follows:

*...if the fee is to remain at ₦18,000 as being demanded by the students, then the possibility of improving the standard of the university to compete effectively with other institutions now charging hundreds of thousands is very remote.*

But most interestingly the Governor noted further, and I quote:

*... AAU has not grown while the student population has been on the increase with physical infrastructure also collapsing. ...The State government gave a grant of ₦1.8 billion to the institution last year, but the money was used to pay only salaries instead of building lecture theatres...*

The above assertion shows the disconnect between the management of the institution and the owner state in terms of determining the budget of the institution and the level of funding support to meet the established funding requirement.

The University of Ado-Ekiti (UNAD), another State university, also increased fees which attracted strong protest not only from students of the university, but rather, the entire Nigerian students body namely, the National Association of Nigerian Students (NANS) which directed UNAD students not to pay the new fees. But interestingly UNAD, while increasing the fees, created a differential between the humanities and the sciences. Students registered in humanities programmes were asked to pay ₦90,000 per session while those in sciences paid more with the college of medicine students paying ₦200,000.

Of relevance to the issue of fee payment in the Nigerian university system is the issue of appropriate pricing of the cost of quality programme delivery. When the cost structure and the resulting cost allocation on a programme basis are determined, it becomes relatively easy to quantify any shortfalls and explore ways of meeting them, including charging of tuition fees, so as to enable the universities recover cost. The university system is still to exhibit that capability for budget preparation, cost evaluation, management and monitoring. Be that as it may for the Federal and State institutions as the situation is quite different in private universities.

The private institutions are autonomous. As to be expected, they depend largely on fees paid by students for their sustenance. Fees paid by undergraduates for

various programmes in private universities vary from ₦300,000 to close to ₦800,000 or more per session. Professional science-based programmes such as engineering and medicine attract high fees. The fees being paid in these institutions are to be compared to the close to ₦1.0 million total fee, including accommodation, being charged foreign students by most Ghanaian universities.

In respect of the significant differences in the fee payments by public and private institutions in Nigeria, Osagie (2009) observed as follows:

*Many education observers are convinced that the aforementioned levels of fees are too high for the average working class Nigerian to pay. They further express the opinion that it is wrong for there to exist two types of educational systems catering for the rich and the ordinary masses, arguing that it has introduced a class factor into the entire education system in the country. The prevailing condition does represent some form of class problem as high fees result in denial of access for children of the working class and lower middle class.*

Some have noted that the private institutions should also enjoy interventions by the TETFund so as to enable them reduce fees. This is still an on-going debate in the country. Suffice it to note that since private institutions depend on tuition fees for their existence, their multiplication will continue to put the spotlight on fees. Fees are a special problem for countries like ours that have made higher education almost free in the public sector, i.e., totally subsidized by the state. As noted by Daniel and Kanwar (2006):

*Most countries realise they now have to pay attention to fees policy and are gradually introducing fees in the public sector, either because of a conviction that it is more socially equitable or because there is no financial alternative. This puts the private sector on a more level playing field and gives private institutions greater latitude to set fees, which makes them more attractive as investments.*

The level of tuition fees in American universities was one of the issues discussed in the special edition of the Time Magazine of October 22-29, 2012 titled “*Re-inventing College: A Special Report on Higher Education*”. The Web-based poll of close to 1,000 US adults and 540 university administrators showed that the average debt load for college students who took out loans and graduated in 2010 was \$25,250. Some observed that this figure was rather high while quite a number felt that ‘...the education students receive is not worth what they pay for it’. Towards alleviating the problem of cost, the report recommends greater use of online classes. This shows that the issue of increasing cost and cost sharing will continue to dominate HE globally. But worth noting is the fact that most countries are confronting the problem frontally as they continue to explore various financing models.

The present imbalance between the fees paid in the private institutions and

in public institutions in the country will continue to challenge funding policy formulation in the sector. It has been suggested in several quarters in the country that governments should allow federal universities to charge tuition fees so as to improve the quality of programme delivery. To cushion the effect of high fees there should be funding schemes including scholarships, bursaries, loans, etc. as being done successfully in many other countries. For example, Kenya has a very successful loan scheme in terms of loan recovery from graduates who have enjoyed such facility during their undergraduate days. Nigeria will still have to explore all these possibilities.

### ***Grants***

A number of universities have been enjoying grants from funding agencies such as the John D. and Catherine T. MacArthur Foundation, Carnegie, Ford Foundation, World Health Organisation (WHO), etc. For example, between 2000 and 2010, the MacArthur Foundation supported four universities in Nigeria – Universities of Ibadan, Ibadan, Ahmadu Bello, Zaria, University of Port-Harcourt, Port-Harcourt and Bayero University, Kano – in the key areas of staff development, development of ICT infrastructure, etc. University of Ibadan was awarded a total of \$10.4 million between 2000 and 2010. Bayero University, Kano received \$3.1 million for the period 2008-2010. The award to the University of Ibadan, was to enable it to expand access to higher education by increasing enrolment in its accredited distance learning programmes from 7,000 to 25,000 students by 2010; equip its Central Research Laboratory to enable it conduct top end research; improve staff training; upgrade its ICT infrastructure; and advance library automation. It is pertinent to note that since its emergence in Nigeria in 1989, the MacArthur Foundation has awarded more than \$91 million in grants to different institutions and causes. Worthy of note in the MacArthur-funded universities is the establishment of University Advancement Centre through which these universities have been exposed to professional fund raising. The Carnegie Foundation has also given substantial support to Ahmadu Bello University, Obafemi Awolowo University and University of Jos.

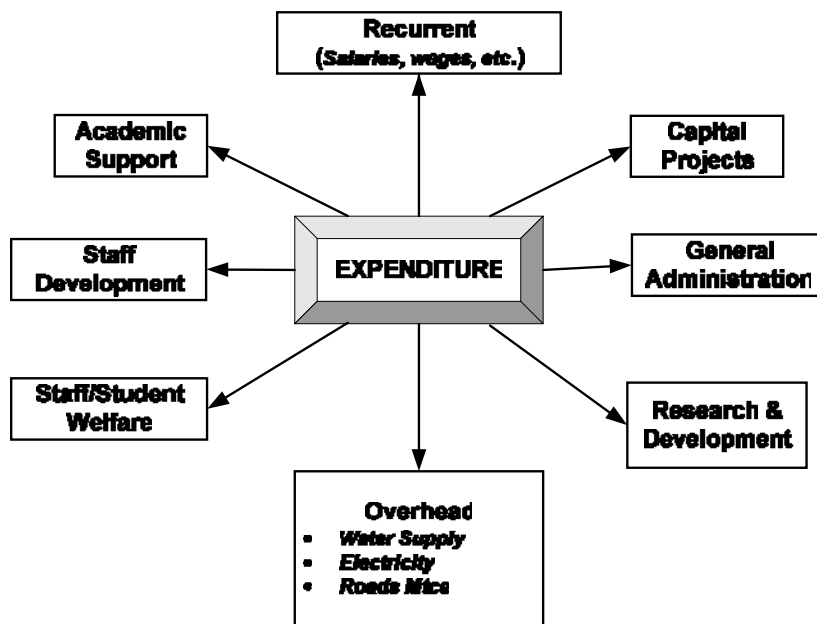
### ***Endowment, Gifts and Donations***

One of the traditional sources of income generation for universities is endowment. Endowment is in different forms: professorial chairs, scholarships for students, donations towards programmes of interest to the donors, etc. The Petroleum Technology Development Fund (PTDF) established professorial Chairs at six universities - Ahmadu Bello University, University of Ibadan, University of Port-Harcourt, University of Nigeria, Nsukka, Uthman Dan Fodio University, Sokoto, and University of Maiduguri to undertake research relevant to capacity building in the oil and gas industry. The Chairs are being funded in perpetuity using interests generated from the initial ₦360 million invested on behalf of all the six universities (₦60 million per university).

## Major Items of Expenditure

The major items of expenditure in the university, as illustrated in Fig. 2.4, comprise: Recurrent expenditure (salaries and wages); Capital Projects; Overhead (electricity and water supply, maintenance of facilities, etc.); Research and Development; Staff Development; Staff/Student welfare; and General Administration. federal universities are now fully supported in respect of salaries and wages through the allocation under the Personnel cost. As seen in Table 2.4, allocations to Personnel Cost accounted for 93% of the total allocation in the 2012 budget. This follows closely the trend of expenditure in most universities with salaries and wages accounting for close to 80% of total expenditure. Before the advent of the current democratic dispensation in 1999, most universities used to borrow from banks to cover the perennial shortfalls in personnel cost. It was therefore a welcome relief to the system when the federal government funding policy chose to cover completely the personnel costs of universities after carrying out an audit of their staff nominal roll to arrive at realistic figures of their personnel costs.

Figure 2.4: Nature of Expenditure in the University System



The requirements for capital expenditure for most institutions far exceed the usual capital allocation by government. Consequently, most institutions deploy part of their IGR to execute some of the capital projects. First and Second generation universities require a lot of capital to meet the needs of rehabilitation of academic and administrative buildings which have suffered from several years of neglect. For example, between 2006 and 2010, University of Ibadan spent a total of ₦6.683 billion on capital projects with 33% from IGR, a total of 64% from government sources (Federal and ETF/TETFund). Endowment accounted for the balance of 3%. An appreciation of the serious shortfall in capital requirement and allocation by the government is provided by the case of University of Ibadan. As at the time ETF allocated ₦5.5 billion to the University of Ibadan in 2009, an allocation that was apparently subsequently reduced to ₦3.0 billion, the total estimated requirement of the University was ₦13.872 billion, with breakdown as shown in Table 2.4.

**Table 2.5: Shortfall in Capital Requirement and Allocation under the ETF Special Intervention at the University of Ibadan in 2009**

<b>AREA OF INTERVENTION</b>	<b>UNIVERSITY ESTABLISHED NEED (₦' million)</b>	<b>AMOUNT APPROVED BY ETF (₦' million)</b>
New Buildings	4,938	1,013
Rehabilitation of Buildings	500	796
Research-Based Equipment	3,026	1,954
Teaching Equipment	3,375	1,084
Supporting Units	2,033	694
<b>TOTAL</b>	<b>13,872</b>	<b>5,541</b>

The amount being allocated under Overheads is grossly inadequate to meet the needs of the universities for electric power supply, water supply etc. The allocation could not even cover the cost of electric power supply, i.e., the settlement of the Power Holding Company of Nigeria (PHCN) monthly bills and the purchase of diesel fuel for self electric power generation during the frequent power outages. Over all, most universities deploy their IGR to meet the need of municipal functions that they have to perform.

#### *Research and Development*

Research is funded from various sources: the university internal resources, government allocations, grants from funding agencies, support from research linkages, etc. Most universities rely on funds from external sources as government allocations are indeed small. Worthy of note is the fact that such researches are in the areas defined by these agencies. Also, most agencies now demand institutional guaranty of proper management of research funds and project execution. The universities benefit from this arrangement in two ways: one, through payment by the funding agencies of administrative charges, which are usually between 10% and 20% of the total grant; and two, most importantly, the development of the research capacity of the staff and students involved in the project execution. Worthy of note is the limited funding for development of research idea beyond the laboratory stage. Only a few institutions have been able to secure funding for the commercialisation of some of their research results, i.e., research leading to innovation.

#### *Staff Development*

Staff development is in different forms: support for junior academics to undertake research leading to award of postgraduate degree; sponsorship of staff under linkage programmes to other institutions for general exposure to teaching and

research; attendance of conferences (local and overseas); participation in professional training courses, particularly by technical support staff, etc. Most universities rely on funding agencies (as earlier identified) and IGR for financial support. It is only of recent that the TETFund created a window for staff development in the public institutions through allocation of close to ₦50 million per session per institution for staff development. The level of activities in this respect has been presented earlier.

### *Staff/Student Welfare*

Most universities, especially the First and Second Generation universities, built hostels to accommodate their students as well as several housing units for staff. For example, at the University of Ibadan, there are 12 student hostels built over a period of 50 years now with capacity to accommodate about 10,000 students out of the student population of 20,000. Undergraduate students pay ₦14,000 per session for accommodation while the University has been spending close to ₦35,000 per bed space. This translates to a subsidy of ₦21,000 per undergraduate student accommodated. The subsidy, of course, is borne from the University's IGR since Government has already asked the universities to hands off the management of accommodation. Postgraduate students are charged economic fees ranging from ₦ 40,000 to ₦ 70,000.

Although staff are expected to pay economic fees for their accommodation in university quarters, suffice it to note that they too enjoy one form of subsidy or the other since the rents being paid by them are much lower than the amount being paid by those having to rent accommodation outside the campus.

Thus, there is considerable pressure on the universities to provide accommodation for students. The operational policy of government is that universities attract private investors to build hostels under the build-operate-and-transfer (BOT) scheme. This has started to yield results in a number of universities. For example, at the University of Ibadan, there are already three private-sector- operated students hostels charging between ₦35,000 and ₦50,000 per bed space per session while a postgraduate hall is under construction.

However the general trend with the newly established universities is the operation of the policy of no university hostel accommodation for students with students having to seek accommodation from surrounding communities. This has been creating problems with frequent clashes between students and the communities. The recent sad event at the University of Port-Harcourt resulting in the death of four students has brought to focus the need to re-visit the policy of unsupervised off-campus accommodation for students. The build-operate-and transfer (BOT) scheme under which private investments are being encouraged to build hostels for students is not exhibiting uniform success across the country. Whilst institutions located in the urban centres have been recording success, those in the remote areas have not been as lucky.

### **3. PROPOSED MODEL OF FUND MANAGEMENT**

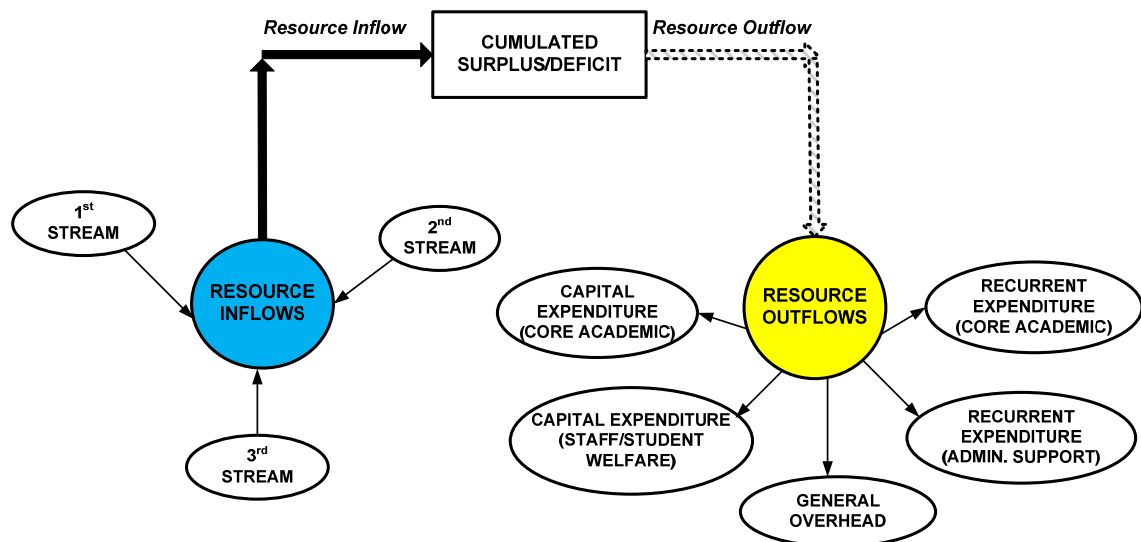
As earlier remarked, there is a need for an institution to recover its cost of operation



if it is to operate optimally. The cost of service provision by a university is related to the cost of performance of the basic functions of teaching, research and community service. Based on the analysis presented above, and in line with the best practices in most properly run institutions, a resource planning model (RPM), as depicted in Fig. 3.1, is recommended as a very useful tool for the management of resource inflow (income) and outflow (expenditure) of an institution. The cumulated surplus or deficit is determined by the dynamics of the net resource flows. Most significantly, the model provides the mechanism for the evaluation of the impacts of different funding models which, almost invariably, are policies affecting the different income streams as well as the pattern of expenditure. The elements of resource outflows help to measure the overall quality of deployment of resource inflow in the performance of the key functions of an institution. A useful outcome of the RPM is the institution's budget, budget implementation strategy and performance measurement.

It is often said that public universities are not in business and therefore can operate from the viewpoint of less rigorous management since it probably cannot run out of business in an atmosphere devoid of performance measure. Surely, this is no longer tenable as institutions are now being increasingly challenged to justify the resources being ploughed into them. Thus, in proposing the RPM, one posits that though public institutions are, in general, not in business, they must, however, be business-like in their operations through accounting for and managing resource inflows and outflows in a sustainable manner.

**Figure 3.1: Identified Elements of Resource Flow Model for HEIs in Nigeria**



Resource inflows are cast in terms of 1<sup>st</sup> Stream, 2<sup>nd</sup> Stream and 3<sup>rd</sup> Stream with the elements shown in Fig. 3.2. The 1<sup>st</sup> Stream comprises:

- ✓ Government/Proprietor subventions

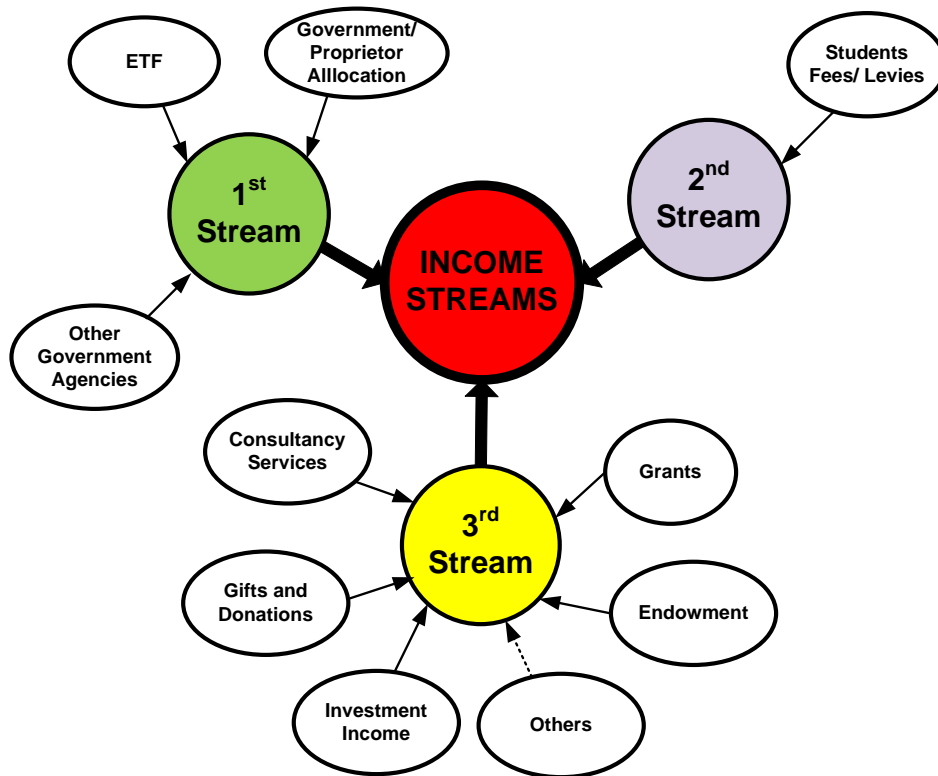
- ✓ Education Trust Fund (ETF), now TETFund
- ✓ Other Agencies of government

Students fees/levies constitute the 2<sup>nd</sup> Stream. The 3<sup>rd</sup> Stream has as its elements, sources of income other than those from the above identified 1<sup>st</sup> and 2<sup>nd</sup> Streams.

These are mainly:

- ✚ Grants from funding agencies
- ✚ Endowment
- ✚ Gifts and donations
- ✚ Investment Income
- ✚ Consultancy services
- ✚ Others

**Figure 3.2: Elements of the Income Streams**



The Resource Outflow is captured in terms of Recurrent Expenditure and Capital Expenditure with elements shown in Figs. 3.3a and 3.3b.

The recurrent expenditure has been deliberately categorized as:

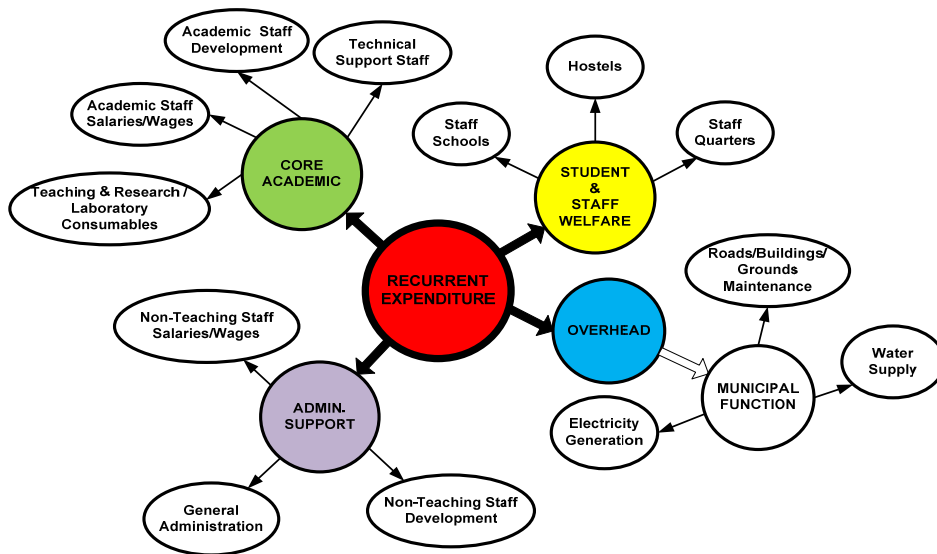
- i. *Core Academic* (in order to determine the level of deployment of resources to this core business).
- ii. *Administrative support*
- iii. *Overhead*
- iv. *Students and Staff welfare*

The Capital expenditure is similarly categorized as:

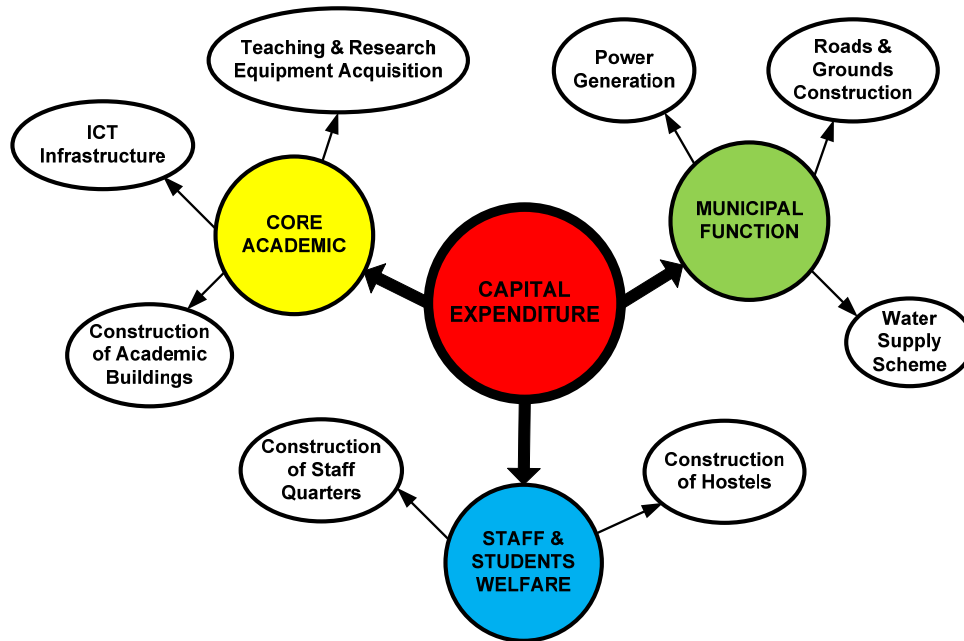
- i. Core academic
- ii. Municipal functions
- iii. Staff and Student welfare

The elements of the Recurrent Expenditure and the Capital Expenditure, shown in Figs.3.3a and 3.3b, will provide the pattern of resource outflows which when balanced against the Resource Inflows (Income Streams) will capture the general dynamics of resource accumulation. The framework will facilitate the identification of the key operational parameters for resource control. Such parameters can then be subjected to plausible scenarios towards evolving models for sustainable financing.

**Figure 3.3a: Resource Outflow: Recurrent Expenditure**



**Figure 3.3b: Resource Outflow: Capital Expenditure**



### **Implementation of the RPM**

The implementation of the RPM as articulated above is being executed at the University of Ibadan through the development of a computer-based Enterprise Resource Planning (ERP) with the various integrated sub-modules shown in Fig. 3.4. The developed sub-modules are installed at different units in the university where they are utilized for the performance of their specific functions while generating pre-determined aggregated management data and information for transfer to the Central Server. The latter is accessible to the top management for data and information to aid decision-making. For example, the Hostel Accommodation Manager provides the following information from its database:

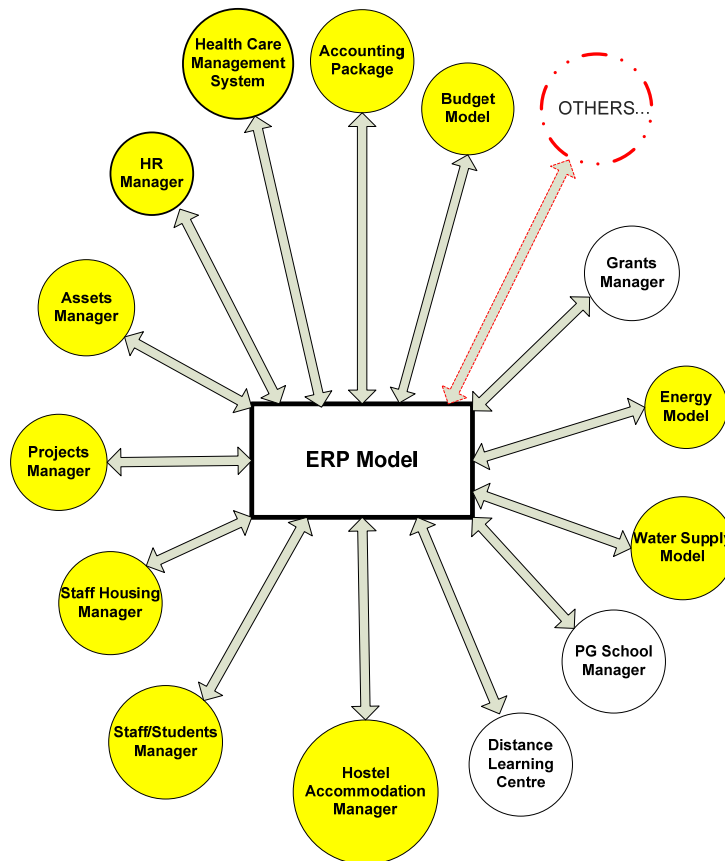
- The number of students accommodated in each hall
- The amount paid by accommodated students
- The funds released by the University to the hall.
- Cost on maintenance of infrastructure
- Cost of staff salaries and allowances
- Cost of cleaning contract
- Level of electricity consumption and cost
- Cost of water supply

Generated from the above is a report of the cost per bed space being borne by the university and the amount paid by students per bed space. For example, application of this model showed that the University was spending close to ₦35,000 per bed space while students were undergraduate students were paying only ₦ 4,000! When the Students Union was confronted by the University Management with this incontrovertible data of level of subsidy provided by the university, the students exhibited maturity and accepted to pay N10,000 with promise to accept future gradual

upward review to enable university recover cost. This was to be contrasted with students of a federal university that almost killed the vice-chancellor over a modest increase in accommodation fees! The message in this is that universities must endeavor to put in place the mechanism for cost determination in a transparent and examinable way towards the evaluation of impacts of policies and the evolution of cost sharing models.

A major outcome of the ERP when fully implemented is the provision of the aggregate unit cost per programme being offered in the university. Such figures will surely be of great utilitarian value in determining the level of fees payment to recover cost of provision of each programme.

**Figure 3.4: The Enterprise Resource Planning Model (ERP)**



#### **4. CONCLUDING REMARKS**

As we aspire to build world-class universities, it will help to take due cognizance of the submission of Jamil Salmi (2009) in a recent publication:

‘... the attributes of world-class universities comprise three complementary sets of factors at play among most top universities, namely (a) a high concentration of talent (faculty and students), (b) abundant resources to offer a rich learning environment and to conduct advanced research, and (c)

favorable governance features that encourage strategic vision, innovation, and flexibility, and that enable institutions to make decisions and to manage resources without being encumbered by bureaucracy...’

As observed by Materu, Obanya and Righetti in “*The Rise, Fall and Reemergence of the University of Ibadan, Nigeria*”<sup>1</sup> achieving excellence in these three components will still take time for the University of Ibadan. I dare say for any university in Nigeria. As underlined by me in the above quotation, attracting and managing financial resources is crucial to building a world-class university. From the presentation in this paper, the funding scheme of the public universities, characterized by heavy reliance on government funding, is highly unsustainable. The situation calls for the involvement of all the key stakeholders – government, our academic institutions, parents, funding agencies, etc – in cost sharing. The paper also calls for every institution having to put in place a computer-based enterprise resource planning model for optimal management of resource inflow and outflow. It is only against such a background that we can aspire towards the evolution of sustainable financing of our HEIs through evidence-based evaluation of impact of policies.

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