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APPRAISAL OF A
THIRD EDUCATION PROJECT
IN
NIGERIA

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May 25, 1973

Western Africa Projects Department
Education Division

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Appraisal of a Third Education Project in Nigeria - May 25, 1973 - Report Number
60a-UNI - Western Africa Projects Department Education Division

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Currency Equivalents *

(Official Exchange Rate)

US\$1	=	NW 0.658
NW 1	=	US\$1.52
NW 1 million	=	US\$1,520,000

Measures

1 m	=	1.09 yd
1 m ²	=	10.76 sq ft
1 km ²	=	0.38 sq mi
1 hectare	=	2.47 acres

Fiscal Year: April 1 - March 31

Glossary

A.B.U.	:	Ahmadu Bello University
A.T.C.	:	Advanced Teacher Training College, 3-year course after the W.A.S.C. (see below)
K.P.	:	Kaduna Polytechnic
N.T.T.C.	:	National Technical Teachers College at Lagos
P.T.C.	:	Primary Teacher Training College
W.A.S.C.	:	West African School Certificate, awarded after completion of five years of secondary education.

*Nigeria adopted a new decimal currency system (1 Naira = 100 Kobo) on January 1, 1973.

2 Naira are the equivalent of the former Nigerian pound.

NIGERIA
APPRAISAL OF A THIRD EDUCATION PROJECT

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This report is based on the findings of an appraisal mission which visited Nigeria in May/June 1972. The mission consisted of Messrs. S.Z. Sung (technical educator), R.H.S. Fennell (public administrator), S. Futagami (media specialist), C. Hammerschmidt (architect), J. McNown (university education specialist) and G. Shepherd (economist) of the Bank; Messrs. J. Alles (general educator), R. Brain (agricultural educator), B. Kimmins (architect) and W. Taylor (economist) of Unesco; and Mr. B. Braithwaite (general educator, consultant). Mr. Gamble (general educator) also contributed to the report.

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Location of Project Institutions

NIGERIA

BASIC DATA (Est.) - 1971

<u>General</u>	<u>Area</u> ('000 km ²)	<u>Population</u> (millions)
Nigeria	924	68*
Six Northern States:		
Benue Plateau	101	4.9
Kano	43	7.0
Kwara	74	2.9
North-Central	70	5.0
North-Eastern	273	9.4
North-Western	169	6.9
Total	730	36.0
Population Growth Rate (Nigeria)	2.5% per annum	
Labor Force : Nigeria	24 million	
(Age 15-64) Six Northern States	12.5 million	
 <u>Education</u>		
	<u>Nigeria</u>	<u>Northern Nigeria</u>
Primary school enrollment as % of age group 7-12	34% (1970)	13% (1971)
Secondary level enrollment as % of age group 13-17	4.2% (1970)	1.7% (1971)
Total public expenditure on education as % of GNP	3.4% (1970/71)	
State government education expenditure as % of total State government expenditure in 1971/72:		
Benue Plateau	23.3%	
Kano	23.0%	
Kwara	25.5%	
North-Central	32.0%	
North-Eastern	25.7%	
North-Western	28.6%	

* Official Nigerian estimates; a UN estimate is 11 million lower, and a Nigerian Institute of Social and Economic Research estimate is 13 million lower.

APPRAISAL OF A
THIRD EDUCATION PROJECT
IN NIGERIA

SUMMARY AND CONCLUSIONS

- i. This report appraises a third education project for Nigeria for which a loan of US\$54.0 million is proposed.
- ii. With a population estimated at almost 70 million, Nigeria is one of the largest countries where the Bank has lent for education. As in other large countries, the Bank faces the problem of designing projects big enough to have a significant impact on the country's educational system while also remaining manageable.
- iii. The first project, Credit 72-UNI, signed in March 1965, provided US\$20 million to assist secondary, technical and primary teacher training schools in all parts of Nigeria. It is now near completion except in the three Eastern States where it was delayed by the civil war. The second project, Loan 814-UNI, provided US\$17.3 million to assist reconstruction, expansion and improvement of secondary schools and teacher training institutions in the three States most affected by the war. This loan became effective on November 28, 1972. A third project, now proposed, would focus on the six Northern States, with the specific purpose of helping redress imbalances of educational opportunity, an important element in present national education policy.
- iv. The national average enrollment ratios of 34% for the primary school age group and 4% for the secondary school age group do not reveal the considerable disparities in educational opportunities in Nigeria. In the Northern States, the primary and secondary enrollment ratios are only two-fifths of the national averages, resulting in widespread illiteracy and major manpower shortages which now cannot be met by internal migration because of reduced labor mobility following the civil war. In addition, the educational system is over-academic and there are insufficient qualified secondary school leavers to fill the (reasonable) number of university places.
- v. The proposed project would help meet the most obvious and immediate needs of the six Northern States: it would expand and diversify secondary education, improve access to university by doubling the enrollments in a one-year university course of basic studies as an alternative to the sixth form; and increase output of primary and secondary teachers in line with primary and secondary school expansion plans. The project would also assist the development of a more relevant system of primary education in the Northern States by supporting an ongoing pilot project at Ahmadu Bello University.

vi. Specifically, the proposed project would provide, in association with complementary works undertaken by the six Northern States governments:

- (a) about 30,000 secondary places in 19 new and 40 existing schools;
- (b) about 5,000 primary teacher training places in 8 new and 16 existing colleges; and about 150 places in a secondary teacher training college; and
- (c) about 1,000 places at the School of Basic Studies and the Faculty of Education of Ahmadu Bello University, together with specialist support and accompanying equipment in support of a pilot project at its Institute of Education.

vii. The project director appointed in the Federal Ministry of Education under loan 814-UNI would have overall responsibility for project implementation, and would coordinate the work of seven project units to be established at Ahmadu Bello University and in the six Northern State Ministries of Education. A firm of architectural consultants complemented by executive architects in each State would assist project implementation including design of facilities and supervision of construction. Contracts for civil works and procurement of furniture and equipment would conform to the Bank's guidelines on international competitive bidding; all civil works contracts are likely to be awarded to local or locally-based foreign contractors. Domestic manufacturers of furniture and equipment would be accorded a preferential margin equal to 15% of the c.i.f. price of competing imports or the existing rate of import duty, whichever is the lower.

viii. Total project costs are estimated at US\$107.4 million equivalent with a foreign exchange component of up to US\$54.0 million depending on the outcome of furniture procurement. The proposed Bank loan would meet all foreign exchange costs and up to \$3.1 million of local costs. Retroactive financing of a part of the costs of professional services incurred before signing of the loan agreement up to US\$100,000 is recommended. The proposed project would be completed in about five years.

ix. The proposed project constitutes a suitable basis for a Bank loan of US\$54.0 million equivalent to the Federal Republic of Nigeria for a term of 25 years including a 10-year grace period.

I. INTRODUCTION

1.01 The World Bank Group first assisted education in Nigeria with a credit for US\$20 million, signed in March, 1965 (Credit 72-UNI). The project mainly comprised the extension and equipping of secondary, technical and primary teacher training schools throughout Nigeria. Implementation was slow due to delays in the appointment of the consultant architects, constitutional changes dividing the four Regions into twelve States, the civil war and shortage of building materials and resulted in a cost overrun of about 40% due to increased labor and materials costs. Following the war, implementation improved and the project is expected to be substantially completed by mid-1974, including that part of the project concerning the three Eastern States where project content was revised at the request of the State Governments.

1.02 A second loan (Loan 814-UNI, US\$17.3 million) was signed in April, 1972 to assist the three Eastern States in post-war reconstruction and in expanding and modernizing secondary schools and primary teacher training colleges. The loan became effective on November 28, 1972 and initial implementation is satisfactory.

1.03 The project now proposed concentrates on the six Northern States, namely Benue Plateau, Kano, Kwara, North-Central, North-Eastern, and North-Western where educational opportunities are much less than in the rest of Nigeria. It would support expansion of secondary education, primary and secondary teacher training and university education. It would also improve educational quality at the secondary level by diversifying the curriculum, and at the primary level by aiding research into a more relevant curriculum. The total project cost would be US\$107.4 million, with a foreign exchange component of up to US\$54.0 million.

1.04 The project was identified by a Unesco project identification mission (June 1971) followed by a Bank/Unesco reconnaissance mission (February/March 1972), and prepared and appraised in May/June, 1972 by a mission composed of Messrs. S.Z. Sung (technical educator), R.H.S. Fennell (public administrator), S. Futagami (media specialist), C. Hammerschmidt (architect), J. McNown (university education specialist) and G. Shepherd (economist) of the Bank, Messrs. J. Alles (general educator), R. Brain (agricultural educator), B. Kimmins (architect) and W. Taylor (economist) of Unesco and Mr. B. Braithwaite (general educator, consultant).

II. THE SETTING

The Country

2.01 Nigeria extends over 924,000 km² in West Africa, an area almost four times that of Great Britain. Its population, officially estimated at 68 million in 1971, is the largest in Africa and encompasses marked regional differences. The six Northern States have a population density of only 50 inhabitants per km² compared with 160 per km² for the rest of the country.

The Federation at independence in 1960 comprised the Western, Eastern and Northern Regions, inhabited respectively by Yorubas, Ibos and Hausas, the three dominant ethnic and language groups. A major objective of the Federal Government made still more important by the civil war of 1967-70, has been to strengthen national unity. The Regions were divided into 12 States in 1968, a move aimed at strengthening central Federal authority and at providing a more appropriate administrative framework for dealing with the continuing problems resulting from regional diversity. The States have inherited from the Regions constitutional responsibility for the provision of most economic and social services although they often lack experienced administrative staff. About 70% of their revenues derive from Federal transfers which are allocated on the basis partly of a revenue sharing formula ("Statutory Appropriations"), partly of need ("Distributable Pool").

2.02 The Nigerian economy is still largely based on a slowly growing agriculture sector which accounts for 50% of GDP and employs 70% of the labor force. The output of the non-agricultural sectors grew by almost 10% per annum during the 1960s, due to rapid growth of the petroleum sector and continuing industrial progress. It is estimated that GNP can continue to grow at above 8% per annum into the 1980s. Per capita income, almost \$100 in 1970, could rise to over \$200 by the early 1980s assuming a continuation of the present population growth of 2.5% p.a. Nevertheless, Nigeria will remain for many years a poor country faced with the problems of inequitable distribution of growth, between sectors, regions and rural and urban areas.

The Northern States

2.03 The six Northern States account for four-fifths of Nigeria's total land area but only about half of its population. Their average per capita income is probably about 40% less than that of the South. The North's economic, social and cultural structures have evolved very slowly, during a period when the rest of the country has experienced rapid development. In the education sector only about 13% of the age group are enrolled in formal primary schools (with a somewhat larger number in Koranic schools) and less than 2% in secondary level schools. These ratios are about the same as those of the poorest countries in Africa such as Niger or Upper Volta (Annex 1). Subsistence agriculture together with some commercial agriculture accounts for almost two-thirds of GDP and four-fifths of the labor force. Agricultural progress is hampered by inadequate coordination of agricultural policies among the States, low producer prices, primitive methods of cultivation, paucity of modern inputs and a poor transport infrastructure.

2.04 Manufacturing and commerce, however, have grown rapidly from a small base in recent years and the industries located mostly in North-Central and Kano States now account for one-third of Nigeria's industrial output. In agriculture it appears that the monetized sector, though largely unorganized, will be capable of substantial future growth: groundnuts and cotton in the northernmost States, principally for export but also for local processing; food crops such as cassava, yams, maize and rice in the Middle Belt (Kwara and Benue Plateau States); and livestock.

2.05 Nevertheless, with its comparatively small modern sector the Northern States have a meager tax base. This affects not only taxes collected directly, but also their part of the Federal transfers based on Statutory Allocations. As a result, public per capita expenditure in the North is only half that of the South. Relying on Federal transfers for 80% of their revenue, the Northern States will depend mainly on increased Federal transfers for the further expansion of economic and social services.

National Development Objectives

2.06 Having substantially completed its immediate objective of post-war recovery, Nigeria is now able to concentrate more fully on its other objectives which are, broadly, to create the conditions for sustained economic growth, to increase employment opportunities, and to ensure balanced regional development as a means to reinforce national unity. Sectoral priorities for public investment in the Second National Development Plan, 1970-74, include agriculture, industry, transport and human resources, which account for over 60% of planned Federal and State investment for the period. However, there are few regional programs likely to have a significant impact on the North. Preparation of the next plan is now under way and the rapid growth of revenues from petroleum in the 1970s should provide the Federal Government with the financial resources to pursue a more effective policy of balanced regional development.

Human Resource Development in the North

2.07 An immediate priority of human resource development in the North is the need for increased Government transfers directed towards reducing the shortage of trained local manpower and executive capacity and towards providing basic literacy to the rural population - less than 2% of which is literate. Although detailed statistical information on the present Northern labor force and future manpower requirements is not available, the severe shortage of skilled manpower in the modern sector is evident. State civil services are undermanned at all levels by up to 20% and there are an estimated 4,000 to 5,000 expatriates mainly in teaching and managerial positions. This situation, particularly at middle levels, has been exacerbated by reduced labor mobility between the North and the South associated with the civil war. As in many African countries in the early sixties, the public and private sectors have attracted many of those qualified to teach, resulting in high primary and secondary school teacher turnover and a significant proportion of expatriate secondary teachers.

2.08 With regard to agriculture, the supply of graduates and technicians seems sufficient, at least for the time being, and the priority need is to improve the education of the rural population, although not necessarily through formal methods. What is required is the formulation of an appropriate rural training system to improve general literacy and to introduce modern agricultural practices, while avoiding the creation of a generation gap and the acceleration of rural-urban drift. To this end, the structure and content of the formal education system and its relationship with the traditional religious schools and other forms of non-formal learning or training need to be reexamined (see education study, Chapter IV).

III. THE EDUCATION AND TRAINING SYSTEM

The National System (Appendix 1)

3.01 The administration and financing of primary and secondary education are at present the sole responsibility of the States. The Federal Government and the States share responsibility for higher education. The States' resources are supplemented by local government contributions at the primary level, by student fees, and by the existence of voluntary agency schools (70% of all secondary enrollments) which are only partially subsidized. In order to become more effectively involved in the equalization of educational opportunity, the Federal Government has recently decided to make an important constitutional change which would result in its sharing responsibility for primary and secondary education with the States and assuming sole responsibility for higher education.

3.02 There are variations among the States in the length of the primary and teacher training courses and in the language of instruction in the initial grades. Coordination of the 12 education systems is the task of the Federal Ministry of Education. Unesco assists in national educational planning, which should improve as the Federal Government becomes more involved in education at all levels.

3.03 The structure of the Nigerian education system is based on the British pattern (Chart 1). Academic standards in some institutions are high. Major weaknesses of the system, however, are: (a) low enrollment ratios: in 1970 only 34% of the 7-12 years age group were in primary schools and only 4% of the 13-17 years age group in secondary schools; (b) imbalance in educational opportunity; (c) excessive emphasis on academic subjects; and (d) a lack of modern teaching methods. Some of these problems are receiving attention: the first two Bank Group projects are assisting in expanding the system, broadening secondary level curricula and improving teacher training; local production of science equipment is being helped by UNDP. In addition, radio and television for both formal and non-formal education is now being introduced.

3.04 However, partly due to the disruption caused by the civil war, Nigeria has not yet developed a comprehensive long-term strategy of educational development and planning has necessarily focused on short- and medium-range targets and measures. In broad terms, the principal aims of educational development, as spelled out in the Second National Development Plan, 1970-74, are: (a) to restore facilities damaged by the war; (b) to reduce inequalities of educational opportunities between States; and (c) to prepare young Nigerians for productive employment. Since the needs for reconstruction and rehabilitation are being met under Federal and State programs, assisted by the second Bank education project, the Nigerian authorities are now specifically focusing on the other two objectives.

3.05 If the Northern States are to achieve by the 1980s the existing national level of educational opportunity, the share of public education expenditure in GNP, which has not grown significantly in recent years and is at present almost 3-1/2%, would have to increase to at least 4-1/2% by the end of

the decade. Federal Government expenditures on education, 14% of total public education expenditures in 1970/71, would have to grow at the rate of about 20% per year in real terms in the next decade to reach about one-third of total education expenditures by 1982, reflecting the new Federal responsibilities for education finance (para. 3.01). The latter amount would correspond to only about 8-10% of total Federal expenditure, which is feasible (Appendix II).

Education in Northern Nigeria

3.06 In Northern Nigeria only about 13% of the relevant age group find places in primary schools and only 1.7% in secondary level schools (para. 2.03; Charts 2-7). Outside the formal education system there is a large number of small religious traditional schools (Koranic schools) which enrolled over 1 million pupils in 1971, more than the formal system. These schools are not recognized by the Federal and State Governments who consider their standards inconsistent with the rest of the system, although a number have added secular subjects to the curriculum. Non-formal learning schemes, such as functional literacy programs for adults, are still at an early stage of development.

3.07 Weaknesses, apparent elsewhere (para. 3.03) are more acute in the North. For instance, girls' access to primary education is less than half that of boys; to secondary and higher education, less than a third. Secondary enrollments are too small to provide the numbers required for further studies at university level or other post-secondary institutions. The orientation of primary and secondary curricula is towards the needs of the minority who proceed to the next educational level, and diversification of the secondary curriculum is much less advanced in the Northern States than in the rest of the country.

3.08 Three-fourths of the primary teachers have completed at least 10 grades of education (grade III teachers) and can be considered qualified. Only 14% are women. About 37% of the secondary school teachers are expatriates. Teacher turnover is high. Many of the better qualified primary school teachers enter Advanced Teacher Colleges (ATCs) or pre-university classes due to the shortage of qualified secondary school leavers for admission to higher education institutions. In a similar way, non-graduate secondary school teachers from the ATCs enter universities, to which their Nigerian Certificate in Education gives access. As a result the State governments have found it difficult to recruit and retain teachers at both primary and secondary levels.

3.09 Technical and vocational training for skilled and clerical workers in industry and commerce enrolls about 6,000 students corresponding to an annual output of about 2,000. Technician courses are given only in Kaduna Polytechnic, the enrollment being about 1,000 (in full-time and part-time courses) and the output about 300 technicians; 30 technical teachers per year will be produced from 1974 onwards. These outputs are too small to meet the requirements of the rapidly expanding industrial sector, but any expansion needs to be built on a larger educational base at the lower levels and an adequate general system. In addition, the programs need to be better

coordinated with local industrial requirements. Expansion and improvement in this field now depends on leadership from the Industrial Training Fund Council which was established in October 1971. Agricultural education at the technician level is given in five schools, with an enrollment of 560 in 1972, and an output of about 350 per year.

3.10 Only one of Nigeria's six universities, Ahmadu Bello University (ABU), is located in the North and caters mainly to the needs of the Northern States. ABU and its associated Institutes of Agricultural Research, Education, Health and Administration is one of the few institutions common to all the Northern States and is acquiring a position of leadership in many economic and social areas, in addition to its established academic role. The Institute of Education is involved in curriculum work in both primary and secondary schools. Science kits are being provided to primary schools under a joint UNESCO/UNICEF project aimed at improving primary curricula. The Institute is in charge of this experiment. It also directly controls the Advanced Teacher Colleges at Kano and Zaria, which train non-graduate secondary teachers.

3.11 ABU consists of 12 faculties/schools with an enrollment of nearly 4,000 or one-fifth of the total university enrollment in Nigeria. Its development has been adversely affected by the lack of qualified entrants from the sixth forms of the Northern secondary school system. As a result, and as a preliminary to the development of general four-year courses, the university has established a preliminary basic studies course given on campus for qualified West African School Certificate holders. Even so, freshman vacancies remain. They are filled by graduates from the Advanced Teacher Colleges and from primary teacher training colleges (the latter after completion of a preparatory course). This loss of teachers can only be resolved by the systematic expansion of secondary enrollments relative to university enrollment, together with an expansion of the basic studies course which is under present circumstances in Nigeria a more efficient preparation for university work than the traditional sixth form course of study.

3.12 Financial disparities between the North and the South are illustrated by the low per capita expenditure on education, about US\$2 in the North in 1970/71 against US\$5 in the South. In addition, unit costs in the more rural and sparsely populated Northern States are higher mainly because of high boarding ratios. Progress in the North, however, has been substantial and the States' educational efforts considerable. With the rapid growth in enrollment of recent years, there has been some rise in education's share of public recurrent expenditure, especially in the poorest and educationally most disadvantaged States, Kano, North-Eastern and North-Western, which now averages for all six States 36% (Annexes 2 and 3). The high priority given to education by the Northern States in the current Plan period (1970-74) is evidenced by its 18% share in planned public capital expenditures.

Educational Plans

3.13 Proposed developments in the Northern States rightly give priority to expanding and improving primary and secondary education taking into account existing and projected constraints such as financial resources, teacher supply,

administrative capability and the capacity of the building industry. In terms of enrollment ratios, the targets are reasonable: by 1982, an increase from 13% to 30% of the relevant age group in primary schools and from 1.7% to 4% of the relevant age group in secondary education. In absolute terms, primary enrollments would increase from some 800,000 in 1971 to 2.3 million in 1982 or at 11% p.a. and secondary enrollments from about 64,000 in 1971 to 210,000 in 1982 or at a 12% p.a. (Annex 4). Teacher requirements would increase from about 23,000 to 63,000 at primary level and from about 3,100 to 8,300 at secondary level (Annexes 5 and 6). The projected expansion of primary teacher training colleges is sufficient to meet the requirements except in two States, Benue Plateau and North-Eastern. However, by converting the 5-year courses in existing colleges into one- or two-year programs these deficits could be eliminated. The need for graduate secondary teachers would be met by ABU, while the output of the three existing Advanced Teacher Colleges - one of which would be expanded - would ultimately satisfy the demand for non-graduate secondary teachers. Higher growth rates, although needed in the North, would cause quality deterioration and are therefore undesirable. As a result, educational opportunity in the North will continue to lag behind the national averages - although at a reduced rate:

	National Averages		6 Northern States		Ratio of Northern to National Averages	
	1970	1982	1970	1982	1970	1982
Primary enrollment ratio	34%	47%	13%	30%	1:2.6	1:1.6
Secondary enroll- ment ratio	4.2%	9%	1.7%	4%	1:2.5	1:2.3
University students per 100,000 population	21	45	7	23	1:3.0	1:2.0

3.14 In terms of quality, efforts are being made to improve the relevance of primary education to take account of the needs of the majority who will not continue to the next level. In secondary education, the present over-academic curricula will be gradually replaced by multilateral programs including technical, agricultural, commercial and home economics streams. The teacher training programs will be reviewed accordingly to give adequate emphasis to experimental science and practical subjects. While these steps are in the right direction, more fundamental issues remain, such as:

- the role of the primary school, and its relationship with the traditional religious schools and future non-formal rural education schemes;
- the influence of present boarding and staff housing policies on the costs of secondary education, taking into account future needs; and

- the level and duration of teacher training programs and their effect on the supply and cost of teachers.

However, such basic issues cannot be resolved at once, and consideration of them should not be allowed to delay satisfaction of more immediate needs. Efforts should be made to ensure that short and medium range plans do not reinforce existing rigidities or create new ones, which would compromise the possibilities of future change.

3.15 The above educational targets have not yet been incorporated into detailed educational development plans and programs. It is however evident that they would require substantial increases in recurrent and capital expenditures in the Northern States, the order of magnitude of which can be roughly estimated (Annex 7). Unit costs in primary education are estimated to increase from US\$33 equivalent in 1971 to US\$40 by 1982 as teacher educational qualifications and remunerations increase. Moreover, the States will have to assume an increasing share of these costs given the slow expected growth in local revenues. At the post-primary level the gradual State take-over envisaged for voluntary agency schools will tend to counterbalance the relative savings in average unit costs resulting from increased student/teacher ratios. Overall the public recurrent costs of education in the North can be expected to rise in real terms by about 15% per annum up to the beginning of the 1980s against about 8% for total public revenues of the Northern State governments. Substantial increases in capital expenditure, particularly in the next few years, will also add to the problems of educational financing. The States can hardly increase the current share of education in total expenditure without threatening the provision of other vital government services and additional recurrent Federal aid of the order of US\$50 million equivalent is estimated to be required by 1977/78 (Appendix II).

3.16 This amount, however, would represent only about 2% of projected retained Federal revenues assuming no change in present revenue sharing arrangements. The Federal Government, consistent with its commitment to improving educational opportunity in the North, has undertaken to provide the necessary funds.

3.17 The Proposed Bank Project. The education project now proposed would support educational developments in the North in the medium and long term. It would focus on expansion and diversification at the secondary level and accompanying secondary teacher training. It would provide about 30% of the additional secondary school places to be built over the period 1971-78, and also increase primary teacher training capacity by 25%. The proposed project would thus be of limited scope in relation to total needs and justified even if changes are made in the targets following in-depth consideration of basic educational policies; it represents a first step towards improving educational opportunity in the Northern States. The project would also support an ongoing experimentation and research effort, at the Institute of Education at Ahmadu Bello University, aimed at the development of a more relevant system of primary (or basic) education.

IV. THE PROJECT

General

4.01 The proposed project would help finance: (a) construction, furniture and equipment for new and existing facilities, as shown below:

Project Items	Grade *	No.	Present Enroll- ment	Additional Student Places to be fi- nanced by Bank	Total Enroll- ment/ <u>1</u>	Board- ing Places	Housing Units
A. <u>Ahmadu Bello</u> <u>University (ABU)</u> School of Basic Studies	13	1	750	750	1500	750	30
Faculty of Education	15-17	1	200	280	480 <u>/2</u>	200	20
Institute of Education: work units (prim.schools)	6-7	66	n.ap.	-	n.ap.	-	-
B. <u>Secondary Teacher</u> <u>Training</u>	13-15	1	150 <u>/3</u>	40S	300	-	2
C. <u>Primary Teacher</u> <u>Training</u>	various between 8-14	24	6,710	4000N 1060S	11,800	4440	278
D. <u>Secondary Education</u>	8-12	59	8,720	13000N 6640S 840C	38,200	15920	775

/1 Including Government financed expansion.

/2 Full-time equivalent places.

/3 In temporary premises.

* One grade less in Kwara and North Central States (Chart I)
N = places in new institutions; S = specialist room places;
C = classroom places.

(b) 26 man-years of technical assistance for (i) the design and evaluation of an education research and experimentation program at Ahmadu Bello University, together with equipment requirements; (ii) project implementation, including the training of project managers, architectural staff and clerks of works; and (c) the cost of architectural services for the design and detailed engineering of the Faculty of Sciences of ABU.

The project institutions would be located in the States of Benue Plateau, Kano, Kwara, North-Central, North-Eastern and North-Western. (Map).

Higher Education

4.02 Basic Studies. The proposed project would assist in the expansion of the enrollments at Ahmadu Bello University's School of Basic Studies from 750 to 1,500 of which two-thirds in science streams, through provision of additional classrooms, lecture theaters, and laboratories plus 750 boarding places and 30 staff housing units. This item would help improve the supply of qualified entrants to university courses (para. 3.11). Salient details are:

- (a) the basic studies course would be reduced from the present 18 months to 13 months, without significant loss in study time; successive 13 month courses would overlap in the summer and use other facilities on the campus which are available during the summer vacation;
- (b) the annual output would be about 1,500, 90% of whom based on past experience can be expected to qualify for university entrance (compared with between 13% and 50%, varying with the states, for the sixth forms); this would correspond to about two thirds of university intake with the remaining third to be supplied from sixth forms.

As a result, it is also expected that the high teacher turnover, partly related to the insufficient number of qualified candidates to enter university (para. 3.11), will be progressively reduced. This would help stabilize the primary and secondary teaching force and increase educational quality.

4.03 Faculty of Education. This item would be directly aimed at meeting the teacher requirements generated by the proposed secondary school and primary teacher training expansion (para. 3.13). It would consist in the construction of and equipment for teaching and boarding accommodation and related staff housing to accommodate an enrollment of 480 full-time equivalent students, corresponding to an annual output of 400 teachers. (Annex 6). Science teacher requirements of about 200 p.a., however, could not be met by the Faculty of Science which is presently graduating less than 100 from an enrollment of 470, including students in the preliminary year. Expansion of the Faculty of Sciences is therefore also needed but could not be included in the project because of insufficient planning. The proposed loan provides funds to meet the cost of architectural and equipment studies up to the preparation of detailed designs and specifications. Construction and equipment costs may be incorporated as part of a subsequent project.

4.04 About half of the teaching staff at ABU is still expatriate and mostly obtained from bilateral sources; expansion requirements together with assistance for the further development of local staff would be obtained from the same sources. The Government provided information on staff recruitment plans during negotiations, and no difficulties are expected.

4.05 Education Study. The project would provide about 8 man-years of specialists and fellowships for the Institute of Education at ABU (para 3.10) - which is administratively under a Board of Governors with strong government representation - to support its efforts to develop a primary education system more relevant to Northern Nigeria's needs. These efforts include:

- (a) design and implementation of an applied research program to better relate the primary school to the economic and social environment of the North;
- (b) initial testing of alternative schemes, in association with selected primary teacher training institutions; and
- (c) close cooperation with Federal and State planning units and the National Educational Research Council (responsible for curriculum coordination) in Lagos.

4.06 The Institute would propose a work plan for the study - possibly in conjunction with other university institutions. The project would include financing for 66 "work units" and related equipment for experimental practical training in the upper grades of primary schools.

4.07 Secondary Teacher Training (Non-graduate). The project would help cover the North's additional secondary teacher needs by assisting in the provision of new buildings for the Sokoto Advanced Teacher College (North-Western State) to permit an output of 100 non-graduate teachers per year in a post-WASC three-year course. At a later stage the College will be further expanded to an output capacity of 250. The other two ATCs at Zaria and Kano have already been expanded to this output capacity, which would bring the annual total for the North to the 750 required. The project would provide the workshops needed to enable the Sokoto ATC to train practical subject teachers for the diversified secondary curriculum. The North-Western State Government would provide the additional classrooms and other academic facilities.

Primary Teacher Training

4.08 This item would consist in the construction, furniture and equipment for 8 new and 16 existing primary teacher colleges (PTCs) in five of the six Northern States as shown in Annexes 8 and 9 and the following table:

	Number of Institutions		Existing Enrollment	Additional Enrollment Provided by the Project		Total Enrollment	Estimated output p.a.	Boarding Places	Housing Units
	New	Existing		In new Colleges	In Existing Colleges ^{/1}				
Benue									
Plateau	2 (A)	6 (B)	2,350	800	650	3,800	1,000	800	54
Kano	4 (B)	-	-	2,400	-	2,400	480	2400	132
Kwara	-	3 (C)	760	-	440	1,200	1,200	440	24
North-Eastern	2 (A)	-	-	800	-	800	400	800	54
North-Western	-	7 (B)	3,600	-	-	3,600	720	-	14
Sub-Total	8	16	6,710	4,000	1,090	11,800	3,800	4,440	278
Total	24			5,090					

Legend: (A) Post-secondary 2-year course.
 (B) Post-primary 5-year course.
 (C) Post-secondary 1-year course.

^{/1} Including government financed expansion.

The North Central State is already completing the expansion and improvement of its primary teacher colleges without Bank assistance.

4.09 As indicated in the above table and in Chart 1, the structure of primary teacher training varies, although the common long term goals of all the States are to have one- or two-year post-secondary (WASC) courses. When these goals are met, the output capacity of the existing PTCs will be greater than the annual needs and the surplus PTCs will be converted to secondary schools, for which purpose they are quite suitable. The proposed project would support expansion needs to allow implementation of primary enrollment targets. However, a one-year intensive equivalent course appears preferable in principle to the 5-year post-primary course still in operation in all Northern States. During negotiations the States agreed to prepare a review of their teacher training policies, the conclusions of which would be submitted to the Bank within two years from signing the loan agreement. This review would examine State teacher training policies in terms of:

- duration of the studies and their level;
- the supply of sufficient candidates for the courses and other studies/employment opportunities;

- the supply and cost of primary teachers (paras. 3.08, 3.13); and
- the nature of primary education (para. 4.05).

If during project implementation a one- or two-year course were adopted in the Benue Plateau, Kano and North-Western States (para. 4.08), where the project includes assistance for 5-year post-primary courses, the Bank would agree to the necessary changes in the schedules of accommodation and to the use of any funds thus saved for secondary school construction.

4.10 Full boarding and staff housing would be provided for the eight new colleges, and partial boarding and staff housing for the 16 extensions. The additional academic facilities (laboratories and workshops in particular) would permit the colleges to enrich and modernize the curricula of the primary teacher training course. Some colleges would be chosen for special experimentation programs (para. 4.05(b)), and all would use the new curricula developed at the Institute of Education, ABU.

Secondary Education

4.11 The proposed project would provide construction, furniture and equipment for 19 new and 40 existing secondary schools (Annexes 8 and 9). Together with government financed expansion at the same schools, nearly 30,000 places (68% of the present enrollment or 24% of the projected enrollment by 1978) would be added to the northern education system, of which about 20,000 would be directly financed under the proposed loan. More than half of the added places would be in diversified courses, which would give reasonable access to further studies (which was confirmed during negotiations), and provide a better preparation to the students for employment in an increasingly technical environment. There would be 73 technical, commercial, agricultural and home economics (HE) streams, or 38% of the 191 streams in the 59 schools as shown in the following table:

State	No. of Schools		Enrollment			Streams						Boarding Places	Housing Units
	New	Extensions	Existing	Addi- tional	1/ Total	Arts & Science	Tech.	Com.	Ag./ Tech.	Tech. HE	Total		
Benue-Plateau	6	-	-	4,800	4,800	12	6	-	6	-	24	4,800	204
Kano	-	6	1,900	2,900	4,800	12	6	6	-	-	24	2,920	111
Kwara	-	21	3,780	8,820	12,600	42	14	1	6	-	63	-	84
North-Central	6	8	1,880	6,520	8,400	28	9	2	2	1	42	3,600	170
North-Eastern	2	-	-	1,600	1,600	4	-	2	-	2	8	1,600	66
North-Western	<u>5</u>	<u>5</u>	<u>1,160</u>	<u>4,840</u>	<u>6,000</u>	<u>20</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>-</u>	<u>30</u>	<u>3,000</u>	<u>140</u>
TOTAL	19	40	8,720	29,480	38,200	118	40	12	18	3	191	15,920	775

1/ Including Government-financed expansion.

4.12 As with the primary teacher colleges, full boarding and staff housing would be provided for all new schools, and partial boarding and staff housing for the extensions. All the schools would have at least three streams of entry, the minimum economical size, and include at least one pre-vocational stream to improve relevance and quality of instruction.

4.13 The transfer rate between primary and secondary level education would increase from 30% to about 33% as a result of the projected expansion between 1971 and 1978. This is reasonable. Teacher supply in general would be adequate, in view of the ABU expansion plans (graduate teachers) and those of the Advanced Teacher Colleges (non-graduate teachers) (Annex 6). Some shortages of technical subject teachers may however develop. The Kaduna Polytechnic (KP) which started in 1972 to train technical teachers with an annual output of about 30 from 1974 onwards, is planning to double its capacity. The National Technical Teachers College (NTTC) at Lagos (financed under Credit 72-UNI) will also produce 75 teachers a year of whom 25 will be allocated to the North. The project secondary schools would require a total of 150 technical teachers, or about 40 p.a. during their period of development. They alone would thus absorb most of the output of 55 teachers p.a. from the KP and the NTTC. Information is scanty on the development of technical education as a whole in the Northern States and on the turnover of technical teachers. This turnover is likely to be higher than for general secondary teachers, and

the States have unfilled vacancies for technical teachers. Bilateral agencies, notably the U.K., are aware of this need and their future technical assistance is expected to take account of it. The Nigerian authorities agreed during negotiations that, pending a review of long term needs, they would (a) prepare projections of technical teachers supply and demand in the Northern States and (b) in the event of shortfalls, make their best efforts to obtain technical teachers from bilateral sources.

Boarding and Staff Housing

4.14 Over 80% of the existing places in government secondary schools in the sparsely populated Northern States are boarding. Because of the housing shortage most government teachers are housed, and pay 8-1/3% of their salary as rent. The new project institutions would be located in towns which had less than 20,000 inhabitants in 1963, the date of the last census. These towns are intended to become poles of development, and their schools would attract students from other rural towns and villages. There is thus a prima facie case for the provision of boarding and staff housing, and the project costs have been calculated on this basis. However, there may be some new school locations where 100% boarding and staff housing would not be justified in view of the high capital and recurrent costs and likely population growth patterns. The State Governments were therefore requested during negotiations to review the basis for the existing boarding and staff housing policies, taking into account the present expansion plans of primary teacher training and secondary education in general. They agreed to conduct such a review within two years of loan signature. Disbursement for the construction of boarding and staff housing would be conditional upon receipt, within two years of signing the loan agreement, of the justification for continuing present policies, or of proposals for revised policies, based on:

- (a) a survey of the distances at which pupils live from the existing secondary schools and primary teacher training colleges to be expanded under the Project, based on the primary schools the pupils have attended;
- (b) a survey of primary schools located in the vicinity of the new secondary level institutions under the Project; an analysis of the growth in enrollments in such primary schools in the last five years at each grade and details of the percentage of final grade pupils entering secondary schools;
- (c) an evaluation of the cost of alternatives to boarding such as the provision of appropriate transportation to students living within a reasonable distance from the school, and the provision of boarding allowances;
- (d) a comparison of the educational attainments of boarding and day pupils;
- (e) a survey of housing standards taking account of family size and other conditions; and

- (f) an evaluation of the cost of alternatives to staff-housing such as the payment of a housing allowance in towns where suitable housing is available.

Savings which may result from alternative boarding and staff housing policies would be used for the construction of additional secondary school places.

Technical Assistance (Appendix III)

4.15 In addition to assist the Institute of Education at Ahmadu Bello University (paras. 4.05, 4.06) the project would include 18 man-years of specialists services for project implementation.

Cost of the Project

4.16 Construction cost estimates are based on recent contract awards made under the Bank's first education project in Nigeria and other awards for school buildings in Northern Nigeria. Because of the local adjustments for additional transportation costs, due to distance and difficulty, the cost per m² in June 1972 is estimated at about N_£ 49 (US\$150) for teaching and communal areas, despite austere standards of construction. Schedules of accommodation reflect about 80% utilization of the 40 available periods per week. Professional fees, including design and supervision, are estimated at about 11% of construction and site development costs. About 35% of the professional fees relate to design and take account of possible savings from standardized drawings and repetition. About 65% are for the establishment of detailed lists of furniture and equipment, and for the supervision of procurement and civil works.

4.17 The estimated costs (Annex 10) and foreign exchange components of the various parts of the proposed project are as follows:

Estimated Costs and Foreign Exchange Component
of the Various Parts of the Project

	NN (millions)			US\$ (millions)			% of Total
	<u>Local</u>	<u>Foreign</u>	<u>Total</u>	<u>Local</u>	<u>Foreign</u>	<u>Total</u>	
<u>Ahmadu Bello University</u>							
Faculty of Education/ Institute of Education	0.48	0.40	0.88	0.73	0.61	1.34	1.6
Faculty of Science ^{1/} and Dept. of Basic Studies	<u>1.42</u>	<u>1.20</u>	<u>2.62</u>	<u>2.16</u>	<u>1.82</u>	<u>3.98</u>	<u>4.7</u>
Subtotal	1.90	1.60	3.50	2.89	2.43	5.32	6.3
<u>Teacher Training</u>							
Secondary	0.04	0.04	0.08	0.06	0.06	0.12	
Primary	<u>6.08</u>	<u>5.44</u>	<u>11.52</u>	<u>9.24</u>	<u>8.27</u>	<u>17.51</u>	
Subtotal	6.12	5.48	11.60	9.30	8.33	17.63	21.0
<u>Secondary Education</u>	19.98	18.74	38.72	30.38	28.49	58.87	70.0
<u>Technical Assistance</u>	0.12	0.50	0.62	0.18	0.76	0.94	1.1
<u>Project Administration</u>	0.58	0.30	0.88	0.88	0.46	1.34	1.6
Base-line costs	28.70	26.62	55.32	43.63	40.47	84.10	100.0
<u>Contingencies</u>							
Physical	2.76	2.40	5.16	4.20	3.65	7.85	9.3
Price	<u>5.72</u>	<u>4.44</u>	<u>10.16</u>	<u>8.68</u>	<u>6.76</u>	<u>15.44</u>	<u>18.4</u>
Subtotal	8.48	6.84	15.32	12.88	10.41	23.29	27.7
Total Project Cost	<u>37.18</u>	<u>33.46</u>	<u>70.64</u>	<u>56.51</u>	<u>50.88^{2/}</u>	<u>107.39</u>	<u>127.7</u>

1/ Architects' fees only.

2/ Up to \$54 million depending on the outcome of international bidding.

4.18 The distribution of costs by category of expenditure is summarized below:

Disbribution of Costs by Category of Expenditure

	NM (millions)			US\$ (millions)			% of Total
	<u>Local</u>	<u>Foreign</u>	<u>Total</u>	<u>Local</u>	<u>Foreign</u>	<u>Total</u>	
<u>Construction</u>							
Academic and Communal	8.08	6.34	14.42	12.28	9.64	21.92	26.1
Boarding	6.32	4.96	11.28	9.61	7.54	17.15	20.4
Staff Houses	5.56	4.36	9.92	8.45	6.63	15.08	17.9
Site Development	3.40	2.68	6.08	5.17	4.07	9.24	11.0
Professional Fees	<u>2.44</u>	<u>2.44</u>	<u>4.88</u>	<u>3.71</u>	<u>3.71</u>	<u>7.42</u>	<u>8.8</u>
Sub-total	25.80	20.78	46.58	39.22	31.59	70.81	84.2
<u>Furniture</u>	1.98	0.88	2.86	3.01	1.34	4.35	5.2
<u>Equipment</u>	0.22	4.16	4.38	0.34	6.32	6.66	7.9
<u>Technical Assistance</u>	0.12	0.50	0.62	0.18	0.76	0.94	1.1
<u>Project Administration</u>	0.58	0.30	0.88	0.88	0.46	1.34	1.6
Base-line Costs	28.70	26.62	55.32	43.63	40.47	84.10	100.0
<u>Contingencies</u>							
Physical	2.76	2.40	5.16	4.20	3.65	7.85	9.3
Price	<u>5.72</u>	<u>4.44</u>	<u>10.16</u>	<u>8.68</u>	<u>6.76</u>	<u>15.44</u>	<u>18.4</u>
Sub-total	8.48	6.84	15.32	12.88	10.41	23.29	27.7
Total Project Cost	<u>37.18</u> =====	<u>33.46</u> =====	<u>70.64</u> =====	<u>56.51</u> =====	<u>50.88</u> ^{1/} =====	<u>107.39</u> =====	<u>127.7</u> =====

^{1/} up to \$54 million.

4.19 The foreign exchange component of between US\$50.9 and US\$54.0 million equivalent, depending on the outcome of international bidding represents between 47% and 50% of estimated total project cost, and has been estimated as follows: (a) site development and construction, 44%; (b) professional fees, 50%; (c) furniture, 31%-90%; (d) equipment, 95%; and (e) technical assistance, 80%.

4.20 Contingencies, consisting of (a) unforeseen factors: 10% of estimated costs of site development and construction, 13% of professional fees (which includes 3% for professional fees related to preliminary studies for a Fourth Education Project), and 5% of furniture and equipment; and (b) cost escalations: 6% p.a. for local currency and 5% p.a. for foreign exchange expenditures, are shown in Annex 11. All contingencies amount to 21.7% of the total estimated project cost or 27.7% of the total cost before contingencies.

4.21 The average capital cost per student place for teaching and communal facilities in new project secondary schools and primary teacher training colleges is about US\$960 and for boarding facilities about US\$840. Staff housing averages about US\$14,500 per unit. These costs are within the range of estimated costs in other education projects in neighboring countries. (Annex 12).

4.22 The project's estimated recurrent costs would amount to about 11% of the Northern States' projected recurrent expenditures on education in 1977/78 (or about 18% of their projected increase between 1971/72 and 1977/78). As mentioned in para 3.16 the Federal Government has undertaken to provide funds to assist the Northern State governments to meet their educational targets. During negotiations the State governments undertook to complete detailed plans for their educational expansion within two years of loan signature.

V. IMPLEMENTATION AND DISBURSEMENT

5.01 Administration - Project Units. The implementation of the project would be under the overall direction of a full-time project director, responsible to the Permanent Secretary of the Federal Ministry of Education, and with qualifications mutually acceptable to the Federal Government and the Bank. During the initial operation of the project, the project director for the second education project could fulfill these functions. In addition to coordinating the work of the project unit for Ahmadu Bello University (ABU) and the six project units to be established in the Ministries of Education of the six Northern States, his functions would include financial control of the proposed project, liaison with the Bank and overall supervision of implementation. The project units of ABU and the six Northern States would each be headed by a project manager, responsible respectively to the Vice Chancellor and the Permanent Secretaries of the six States' Ministries of Education, with mutually acceptable qualifications. Under the guidance of the Federal project director, the major functions of the project managers would be to supervise and coordinate project implementation at ABU and in the

States. The project director and seven managers would have adequate supporting staff and local currency budget to meet the operational costs of the project director's office and the seven project units. The foreign exchange cost of these project units has been included as part of the cost of the project and would be reimbursed. Selection of the project director and managers would be made after consultation with the Bank. While the project director appointed under loan 814-UNI would be responsible for both the second and third education projects, appointment of the six State project managers would be a condition of effectiveness of the proposed loan.

5.02 The loan would be administered by the Federal Ministry of Education. The Borrower would be the Federal Republic of Nigeria which would sign subsidiary loan agreements with the six State governments and relend the appropriate portion of the proceeds of the loan to them on terms and conditions satisfactory to the Bank. The Federal Government would pass on the portion of the loan relating to Ahmadu Bello University (ABU) as a grant. Project execution would be the responsibility of ABU and the six State governments on the basis of project agreements.

5.03 Consultants and professional fees. A consultant firm acceptable to the Bank with experienced architects, engineers, educators and equipment specialists would be engaged on terms and conditions acceptable to the Bank, to assist the project director and managers to survey and inventory project schools, improve and simplify design guides, prepare sketch plans and working drawings, draft master equipment lists and prepare bid packages for construction, furniture and equipment. This firm would work in cooperation with executive architects to be appointed by the State governments for the detailed design work and construction supervision. The cost of these services has been included in the proposed project under professional fees. To accelerate implementation, the Government is in the process of selecting consultants and retroactive financing of professional fees incurred before loan signing up to US\$100,000 is recommended. The appointment of this consulting firm would be a condition of effectiveness of the loan. To assist in project implementation including training of local clerks of works, 18 man-years of technical assistance (para. 4.15) have also been included in the proposed project. Space requirements, building standards, design and construction drawings prepared under the first and second education projects would be used wherever feasible to economize on professional fees and expedite implementation.

5.04 Sites. During negotiations, the Nigerian authorities concerned gave assurances that, where necessary, land for all the project schools would be acquired in good time for the construction works to start.

5.05 Civil Works. For the extension to the Sokoto Advanced Teachers College (para 4.07) the North-Western State gave an assurance during negotiations that it would make improvements and additions to the existing buildings which, together with the Bank financed workshops, would increase their total capacity to 300. For the extensions to the primary Teacher Training colleges in Benue Plateau, Kwara and North-Western States, where the project would add only workshops and special rooms, the three State governments gave similar assurances, to bring total capacity to the figures in para. 4.08. For the extensions to existing secondary schools in Kwara, North-Central and

North-Western States, the three State governments gave assurances during negotiations that improvements and additions would be made to the existing project schools to bring total capacity to the figures in para. 4.11. The Kano State government gave assurances during negotiations that improvements would be made to the existing buildings of the six project secondary schools; in this case all additional construction would be included in the proposed project.

5.06 Procurement. The selection of civil works contractors and the procurement of furniture and equipment would conform to Bank guidelines on international competitive bidding. It is expected that all civil works contracts would be awarded to Nigerian building contractors or to foreign firms already operating in Nigeria. Contractors would be allowed to bid for individual contracts or for a group of contracts at their option - which would not only promote competition among major firms, but also give a fair chance to small contractors where they may be more economical. It is expected that most furniture would be supplied locally and most equipment from abroad. Furniture and equipment bid packages would be grouped to encourage international competitive bidding and minimize administrative and handling costs. In comparing bids domestic manufacturers of furniture and equipment would be accorded a margin of preference equal to the existing rate of customs duty on competing imports or 15% of the c.i.f. price, whichever is lower. Nigeria is not a member of a regional preferential tariff arrangement. Implementation of the project is expected to be completed in about five years (Chart 8).

5.07 Disbursements from the proposed loan would finance:

- (a) 44% of civil works expenditures;
- (b) 100% of the c.i.f. price of imported furniture and equipment or the ex-factory price of locally manufactured furniture and equipment;
- (c) 48% of architectural fees and project administration; and
- (d) 80% of technical assistance.

The schedule of estimated disbursements is shown in Annex 13. In case UNDP or bilateral agencies were to cover part or all of the technical assistance costs (para. 4.15), the amounts thus saved would be available for cancellation. If on the other hand savings were made on the cost of primary teacher training colleges (para. 4.09) or boarding or staff housing accommodation (para. 4.14), such savings would be available for further expansion of secondary education in agreement with the Bank.

VI. AGREEMENTS REACHED AND RECOMMENDATION

6.01 During negotiations, agreement was reached on the following principal points:

(a) with the Federal Government:

(i) financial support to the Northern States to permit implementation of their educational plans (paras. 3.16 and 4.22);

(ii) access to further studies from the diversified secondary courses (para. 4.12);

(b) with the Northern States Governments: preparation, within two years from loan signing of detailed educational plans (including for technical teachers) and review of their primary teacher training policies and of their boarding and staff housing policies in secondary education and primary teacher training (paras. 4.09, 4.13, 4.14 and 4.22);

(c) with Ahmadu Bello University: information on their staff recruitment plans (para. 4.04).

6.02 Conditions of effectiveness of the proposed loan would be:

(a) appointment of a project manager to each of the six State project units responsible for implementing the project under the overall direction of a full-time project director (para. 5.01); and

(b) appointment of a firm of architects to coordinate project implementation (para. 5.03).

6.03 A condition for the disbursement of the funds relating to student boarding and staff housing would be the receipt, within two years from the date of loan signing, of the justification for continuing present policies or of proposals for revised policies (para. 4.14).

6.04 The proposed project constitutes a suitable basis for a Bank loan of US\$54.0 million equivalent to the Federal Republic of Nigeria for a term of 25 years including a 10-year grace period.

NIGERIA
EDUCATION AND TRAINING

Administration and Policy

1. Primary, secondary, technical, commercial and teacher training education, but excluding agricultural education, is administered by State governments through a ministry or department of education. University education is semi-autonomous, operating through governing councils of each university and the National Universities Commission. Responsibility for educational planning is shared between the Federal Government and the State governments but coordination is lacking. It is expected to improve following a recent decision by the Federal Government to share responsibility for primary and secondary level education with the State governments, and to assume major responsibility for the financing of higher education.
2. Progress towards improved coordination of State policies and plans in the light of national needs will also depend on increased effectiveness of the work of the National Council on Education (NCE) and the Joint Consultative Committee (JCC). The NCE, comprising the Federal and State Commissioners for Education, was established in October 1969 to:
 - (a) coordinate and harmonize educational policies throughout the country;
 - (b) recommend changes in policy;
 - (c) review the progress of education and consider how best to utilize existing facilities; and
 - (d) consider and submit proposals for the appropriate revision of educational laws in the country.

The JCC consists of all the Chief Inspectors from each State Ministry of Education, representatives of universities and all Federal Advisers, and is an advisory and consultative, but not a decision-making, body. A Nigerian Educational Research Council (NERC) was established by decree in August 1972. Its main function will be to encourage, promote and coordinate educational research programs carried out in Nigeria.

Inspectorate

3. Nigeria has 630 inspector posts and 427 have been filled, but only 312 of them on a full-time basis. The average number of primary school teachers per inspector is 354, a high ratio. Once the present shortage of high level manpower is over it should be reduced. The pressure of work on serving inspectors makes it difficult for them to attend seminars and receive training in the application of new and more relevant curricula.

Present Structure

4. The structure of the education system (Chart I) provides for
 - (a) primary education of seven years in the six Northern States (to be reduced to six years in Kwara and North-Central States after 1972) and

six years in the South; (b) lower secondary education of five years; (c) upper secondary education of two years, and (d) post-secondary courses. Admission to secondary education is by competitive examination. Secondary examinations are conducted by the West African Schools Examination Council which awards the West African School Certificate (WASC) to successful candidates after the lower course and the Higher School Certificate after the upper course. There is some diversification into technical and commercial education at lower secondary level with teacher training operating at four levels. The language of instruction in primary schools is the vernacular for two to three years with a gradual change-over to English. Thereafter it is English, the national language. The main emphasis of the schools is the preparation of candidates to enter the subsequent stage of education; they provide very few terminal courses aimed at fitting students to enter employment.

Primary Education, Northern States

5. The basic data for primary schools in 1971 were as follows:

<u>State</u>	<u>Rounded Enrollment</u>	<u>Teaching Staff</u>	<u>% of of Staff Qualified</u>	<u>Pupil/ Teacher Ratio</u>	<u>Enrollment as % of Age Group 6-11 ^{1/}</u>
Benue Plateau	179,000	5,150	73	35:1	22%
Kano	82,000	2,560	67	32:1	7%
Kwara	137,000	4,230	92	32:1	28%
North-Central	134,000	3,720	77	36:1	16%
North-Eastern	144,000	4,400	70	33:1	9%
North-Western	<u>92,000</u>	<u>2,920</u>	67	<u>32:1</u>	<u>8%</u>
Sub-total (1971)	768,000	22,980	75	34:1	13%
Six Southern States (1970)	2,974,000	n.a.	n.a.	n.a.	58%
Total (1970)	3,661,000	n.a.	n.a.	n.a.	34%

^{1/} As indicated in para. 4, the actual theoretical age range should be the seven-year group 6-12 inclusive. The range of 6-11 has been used for purposes of comparison and because of future reductions in the length of the primary course.

6. Primary education is not compulsory. Fees are charged, ranging from US\$3-9 a year and students buy their own books. School buildings are the responsibility of Local Education Authorities, ad hoc bodies set up for the purpose some ten years ago; however, they lack adequate resources and may soon

be taken over by the States. Teachers' salaries and appointments are the responsibility of the States. Subjects taught cover English, vernacular, arithmetic, history, geography, rural science, craft/drawing, physical education and religious education. The emphasis is on academic study rather than practical work. Between 20% and 40% of pupils leaving primary schools achieve places in secondary level schools. Private education, in Koranic and Islamiyya schools, operates on a substantial scale. A recent unofficial survey conducted by the Institute of Education of Ahmadu Bello University (see para. 11) in the six Northern States indicates 1,100,000 pupils in such schools compared with 770,000 in the state primary schools. The Koranic schools offer religious education by rote learning of the Koran. Many primary pupils also attend Koranic schools outside school hours. Islamiyya schools are regarded as an intermediate type of school (with a curriculum that emphasizes more religious and Arabic studies than the government primary school) designed to overcome the opposition and suspicion of conservative parents to western education.

Secondary Education, Northern States

7. The basic data for general secondary schools in 1971 were as follows:

<u>State</u>	<u>Relevant Age Group^{1/}</u>	<u>Rounded Enrollment</u>	<u>Teaching Staff</u>	<u>% of Staff Qualified</u>	<u>Student/Teacher Ratio</u>	<u>Enrollment as % of Age Group</u>
Benue Plateau	13-17	7,900	420	80%	19:1	1.3%
Kano	"	4,200	222	n.a.	19:1	0.5%
Kwara	"	12,400	566	62%	22:1	3.5%
North-Central	"	7,200	365	86%	20:1	1.2%
North-Eastern	"	7,400	381	76%	19:1	0.6%
North-Western	"	<u>4,900</u>	<u>200</u>	67%	<u>25:1</u>	<u>0.5%</u>
Sub-total (1971)	"	44,000	2,154	n.a.	20:1	1.2%
Six Southern States (1970)	12-16	259,000	n.a.	n.a.	n.a.	6.7%
Total (1970)		298,000	n.a.	n.a.	n.a.	3.6%

^{1/} Gradually it will become 12-16 for those States which change to the 6-year primary cycle, and then the age group will be mixed, some 13-17 and some 12-16.

8. These general secondary schools are the first choice of successful primary school leavers, being preferred to the teacher training and technical and vocational schools. While the instruction offered is mainly academic, some schools offer technical or commercial courses in the curriculum. Syllabuses and timetables are determined by the heads of schools and are based on

the requirements of the West African Schools Examination Council for the respective school and higher certificate examinations at the end of lower and upper secondary education. Teaching standards, as measured by success in the examinations, are satisfactory at school certificate level, though less so at the higher level. Most secondary schools, other than those in Kwara State, are boarding schools; they are reasonably equipped and well staffed. Some 37% of the teaching staff are expatriates, most of whom are graduates. Transition rates from lower to upper secondary level are only about 15%: there are only 23 schools in the six Northern States which provide upper secondary courses and they have an annual output of only about 600.

Teacher Training, Northern States

9. The basic data for primary teacher training institutions in 1971 were as follows:

State	Rounded Enroll- ment	Teaching Staff	% of Expatriate Staff	% of Grad- uate Staff who are Expatriates	Student/ Teacher Ratio	Enrollment as % of 13-17 Age Group
Benue Plateau	2,500	140	44	88	18:1	0.4
Kano	3,300	170	40	78	19:1	0.4
Kwara	2,840	145	10	23	20:1	0.8
North-Central	3,800	155	37	71	25:1	0.6
North-Eastern	4,580	215	35	73	21:1	0.4
North-Western	<u>3,390</u>	<u>160</u>	<u>36</u>	<u>67</u>	<u>21:1</u>	<u>0.3</u>
Total	20,400	985	34	68	21:1	0.5

10. Most primary teacher training courses comprise five years at lower secondary level including one year practical teaching. The target for most of the States is, however, two additional years after the West African School Certificate (WASC). Kwara plans to have one additional year after lower secondary in 1974. Other States will begin a two-year course in the seventies. Meanwhile, the shortage of teachers is such that North-Western and North-Central States have begun to operate three-year post-primary emergency courses. The present system suffers because many Grade II teachers, products of the five-year course, regarded the course as an alternative to lower secondary general education into which they had failed to gain entry. After qualification, they try to continue their education further by entering a university or a secondary teacher training course. Until the secondary level schools produce a substantially greater number of qualified school leavers to fill the available university places, this loss of primary school teachers is likely to continue.

11. Indigenous secondary school teachers derive from three sources: untrained graduates directly from universities; graduates of the schools of education within the universities; and products of the three-year Advanced Teachers Colleges (ATCs) of which three (Kano, Zaria and Sokoto) operate

in the Northern States. The three colleges are affiliated with the Institute of Education at Ahmadu Bello University (ABU), Zaria, the first two being jointly run by the six States. Enrollments at Kano and Zaria are 750 each in a three-year course. Sokoto was begun two years ago and is operated by and at present serves only North-Western State; its enrollment is expected to grow to 300 by 1974.

Technical and Vocational Education, Northern States

12. At the lower secondary level, the States operate technical/trade schools, craft schools and commercial schools providing a three-year course. The basic data for these (1970) were as follows:

State	Enrollment			Staff			Student/Teacher Ratios		
	Craft	Tech./ Trade	Commer- cial	Craft	Tech./ Trade	Commer- cial	Craft	Tech./ Trade	Commer- cial
Benue Plateau	-	587	1,656	-	50	77	-	12	22
Kano	224	318	339	18	31	13	12	10	26
Kwara	314	416	-	28	38	-	11	11	-
North- Central	294	-	397	23	-	18	13	-	22
North- Eastern	533	206	-	54			14		
North- Western	-	387	366	-	18	18	-	21	20

13. At post-lower secondary level, education for technicians is given in Kaduna Polytechnic, which admits holders of the WASC and offers courses at two levels. The first, extending over two years, leads to the Ordinary Technician Diploma of the City and Guilds of London Institute. The second level extends over a further two years of full-time study for the Higher Technician Diploma with entry requirements of an Ordinary Diploma. Total enrollment in full-time courses in 1971 was 566 and 409 were enrolled in part-time courses.

14. Professional training leading to a degree is given in Ahmadu Bello University (ABU) whose main campus is located at Zaria, North-Central State. Courses are offered in civil, electrical and mechanical engineering, land surveying and architecture. Both the Kaduna Polytechnic and ABU are well equipped and staffed.

15. The States also run Trade Centers to train skilled workers, and vocational improvement centers which offer accelerated vocational training courses. Bilateral and multilateral agencies and the Ford Foundation have assisted technical institutions both with hardware and in curriculum and staff development. New revenues are now forthcoming from the Industrial Training Fund established in October 1971.

Agricultural Education, Northern States

16. Agricultural education at diploma and certificate course level was formerly the responsibility of the State Ministries of Agriculture, and in the Northern States they provided this at schools of agriculture, at Samaru for all levels, and at Kaduna and Sokoto for certificate level only in animal health and irrigation respectively. Specialized courses were run at Jos and Bauchi. The standard certificate courses are of one or two years duration with a further year to diploma level. Since 1969 the responsibility for this work has been taken over by ABU, which also provides degree courses in agriculture and, through its Agricultural Research and Special Services Institute, carries out agricultural research for the six Northern States.

17. With the control of most agricultural education in the six States now under ABU, the State Ministries of Agriculture confine themselves to running short courses of a practical nature for training field operators. The North-Western State also runs eight farm schools offering one- and two-year courses at post-primary level.

University Education

18. Nigeria has six universities of which only one, ABU, is located in the Northern States. Two of the six (at Lagos and Ibadan) are federal universities; the other four, including the one just starting up at Benin, are regional with some of the funding coming from the State governments. The total university enrollment in Nigeria was nearly 20,000 in 1971-72 and is projected to grow to 30,000 by 1975 and to about 50,000 in 1980. Federal government policy, executed through the National Universities Commission, is to control further expansion more strictly and in closer relationship to manpower requirements.

19. ABU at Zaria, North-Central State serves the six Northern States which contribute 25% of its financial support. Of its 4,000 students, about three-fourths come from the North. In addition to the programs in agriculture and technology already mentioned, it has 10 other faculties and schools, including one of Arts and Islamic Studies at Kano. Students are admitted to the University for the three- and four-year programs after completion of Form VI or directly from a new-18-month course of basic studies on the university campus. Most holders of WASCs prefer the basic studies course to the less efficient VI forms. The university awarded bachelor's degrees to 500 students and advanced degrees to 50 in 1971; most graduates go directly into employment.

Educational Mass Media

20. Nigeria started school radio broadcasting in 1957 and has operated experimental school television since 1970. The Federal School Broadcasting Unit (SBU) established at Kaduna, North-Central State in 1969 produces school radio programs for the primary and secondary schools of the six Northern States. Some 2200 primary schools receive the broadcasts; data are not available for secondary schools. These programs are distributed through two broadcasting organizations, the Nigerian Broadcasting Corporation (NBC) and Radio TV Kaduna (RTK). NBC has a nationwide network covering 80%-90% of the population and serving more than 400,000 radio receivers mostly by shortwave. It has its

own SBU headquarters at Ibadan, Western State, coordinating the programs produced by the Federal and State SBUs with the Federal SBU producing about 70% of all the programs which NBC transmits. RTK, a commercial station, supplements the transmissions to Northern States through its medium and shortwave transmitters.

21. The system lacks (a) an advisory and planning body to coordinate school broadcasting work; (b) a stable nationwide transmission system (preferably with medium wave) to provide reasonable reception to schools using radio lessons; (c) a modern radio studio and equipment; (d) adequate receivers and, more importantly, proper maintenance; and (e) funds for support material. It also needs expert advice, especially on the engineering and technical aspects, which could establish within a few years the infrastructure required for efficient school broadcasts.

Foreign Aid to Education

22. In 1971/72 Nigeria received public capital aid and technical assistance from foreign sources valued in excess of \$20 million. Almost half of this was devoted to university education and fellowships. The main donors, the U.K., U.S., Holland, Canada, Germany, the Ford Foundation, UNDP and IDA, accounted for about 90% of the total. There was some regional concentration of aid on reconstruction and rehabilitation in the East and on development in the North. In the North the U.K. government is of particular importance in supplying teachers to ABU and to secondary schools. In addition, Ahmadu Bello University and its Institute of Education are receiving technical assistance from several sources, notably USAID, UNICEF, and UNESCO.

The Financing of Educational Expansion in the North

1. An expansion of the Northern educational system sufficient to narrow the gap in educational opportunities between North and South is likely to be beyond the resources of the Northern States alone. The Federal Government intends, however, to increase its own role in this expansion. This Appendix sets out major assumptions about the nature of educational expansion in the North and the part of the resulting cost burden it may be necessary for the Federal Government to assume.
2. Projections of enrollments at all levels of education in Northern Nigeria (Table II.1) have been made in many cases in the absence of firm State or Federal plans for the next decade. They therefore represent only one of a set of possible development paths. Moreover, assumptions about the rate at which Northern State governments will take over voluntary agency schools and reduce the proportion of boarders in their own schools also have a strong effect on public education costs (see para. 9 of this Appendix).
3. Table II.2 gives actual 1971/72 and projected 1977/78 and 1981/82 recurrent costs per pupil (in 1971/72 prices^{1/}) for all levels of education in the North. The projections, both at primary and secondary levels, reflect the effects of increases in the size of classes (see pupil-teacher ratios in Annex 4) and rises in the real wages of teachers. The strongest element pushing up primary school costs, however, is the expected increase in the average level of qualification of teachers.

4. On the basis of these enrollment and unit cost projections, the projection of total recurrent costs is made in Annex 7^{2/}. The costs are allocated between the various authorities as follows:

- (i) States and Local Sources: In recent years the States have had to assume an increasing share of primary school costs since the revenue base of local sources (local government and school fees) has not been able to expand as fast as enrollments. These local sources are largely rural and this trend is expected to continue: their share in primary education is expected to fall from almost 40 percent in 1971/72 to under 15 percent in 1981/82^{3/}.
- (ii) State and Federal governments: At present the only statutory Federal educational responsibility in the North is to meet 75 percent of the recurrent and capital cost of the main

^{1/} 1972 year-end prices would be about 15 percent higher.

^{2/} This Annex also estimates costs of expansion of other expenditures such as administration and adult education.

^{3/} An extra £ 1 m. has been added to the primary school costs in 1981/82 to take account of possible developments in practical education.

campus and agricultural research activities of Ahmadu Bello University. There are also Federal capital grants allocated in the Second National Development Plan for primary and secondary education in the poorer states but few of these have so far been disbursed. Since the precise financial implications of the new Federal involvement in post-primary education are not yet clear, Annex 7 has allocated projected costs between State and Federal governments according to present arrangements for financing education.

5. Under these arrangements, however, State recurrent expenditures on education would be required to grow at almost 15 percent per annum in real terms in the period 1971/72 to 1981/82 (Annex 7) and would then amount to over 50 percent - an unrealistically large share - of overall Northern State recurrent expenditures. These are expected to grow at about 8 percent per annum under the present Federal revenue-sharing formula which, however, is to be reviewed within the next few years.

6. The deficit likely to be incurred by the States on current educational expenditure is calculated in the following table as the difference between State expenditure required under present financing arrangements (Annex 7) and feasible growth in State educational expenditure, viz. the same growth rate as that of overall State recurrent revenues. The deficit, which represents the size of direct Federal aid required, is then expressed as a percentage of projected retained Federal revenue, i.e., the revenue remaining with the Federation after all obligatory transfers to the States have been made.

Deficit on Recurrent Educational Expenditure of

the Northern States

(N£ m. in 1971/72 prices)

	<u>1971/72</u>	<u>1977/78</u>	<u>1981/82</u>
Required expenditures	21	48	81
Feasible expenditures	21	33	46
Deficit	-	15	35
Retained Federal Revenue	470	850	1,150
Deficit as percentage of Retained Federal Revenue	-	1.8	3.0

In addition, the North may require the Federal Government to meet some of the deficit on its required program of capital expenditures. This could possibly represent about £ 5 m. on an annual basis by 1982.

7. The deficit, though large by the standards of the States, is moderate in terms of the likely Federal budget. However, the Federal education budget will also have to cover existing Federal obligations, mainly in higher education. Rapid expansion in higher education in Nigeria could lead to a Federal contribution as large as its projected deficit expenditure for the North. In addition, it would be unrealistic to suppose that all increases in direct aid to the States could be confined to the North. As a result, the share of education in the total expenditure of the Federal Government in 1981/82 could reach in the range of 8-10 percent (c.f. 4% in 1970/71). The 1981/82 level of public educational expenditure, in the range of 17-20 percent of total Nigerian public expenditure, (about 15% in 1970/71), is considered reasonable and feasible for the country as a whole.

8. Whilst educational expansion at the projected rate is thus financially feasible, a critical examination of the high unit costs in post-primary education in the North (Table II.2) could lead to policies capable of reducing the total cost or increasing the rate of this expansion. The 1971 average recurrent cost for a pupil in a secondary school is 9 times that for a primary pupil or 14 times if boarding is taken into account^{1/}. The secondary school costs reflect small classes, the cost of boarding, and teacher salaries which are on average five times those of primary teachers. The unit costs of post-secondary education are extremely high. Boarding and staff housing add significantly to the capital costs of all post-primary education.

9. There is ample room for the States to review and rationalize some of these policies. For example, at 1982 levels of secondary enrollment a reduction of the boarding ratio from the assumed 70% to 60% would save almost £ 1 m. per annum (cf. para. 4.15, main report). In addition, if voluntary agencies were to maintain their 1971 number of fee paying secondary school places, instead of possibly being taken over by Government, the savings to the States in 1982 would be almost £ 2-1/2m per annum.

^{1/} The 1971 ratio of boarders to total pupils in Northern State secondary schools was 70 percent in Kwara and 85-95 percent in the other States. Day students also receive generous maintenance. The 1971 boarding ratio in Northern voluntary agency schools was about 70 percent.

NIGERIANorthern States: Estimated Future Enrollments (000s)
at all Levels of Education

	Actual <u>1971</u>	Projected	
		<u>1977/78</u>	<u>1981/82</u>
<u>Primary</u>	768	1,563	2,326
<u>Secondary General</u>			
State	20	81	179
Voluntary Agencies	24	30	-
Total	<u>44</u>	<u>111</u>	<u>179</u>
<u>Primary Teacher Training</u>			
State	11	26	28
Voluntary Agencies	9	-	-
Total	<u>20</u>	<u>26</u>	<u>28</u>
<u>Secondary Technical/Commercial</u>			
State	3	8	16
Voluntary Agencies	3	3	-
Total	<u>6</u>	<u>11</u>	<u>16</u>
<u>Total Secondary</u>	70	148	223
Of which: State	34	115	223
Voluntary Agencies	36	33	-
Ratio of Boarders in State Schools	90%	80%	70%
<u>Higher Education</u>			
University	4	7	11
Advanced Teacher Colleges	1	2	3
Kaduna Polytechnic	1	2	3
Total	<u>6</u>	<u>11</u>	<u>17</u>

Source: Actual: Educational Statistics of Northern States.

Projected: Annex 4 and Bank staff estimates.

December, 1972.

NIGERIA

Northern States: Recurrent Costs per Pupil
at all Levels of Education

(N~~£~~ in 1971/72 prices)

	<u>Actual</u> <u>1971/72</u>	<u>Projected</u>	
		<u>1977/78</u>	<u>1981/82</u>
<u>Primary Schools</u>			
Teachers Salaries	7.8	8.8	9.6
Other	3.1	3.6	4.1
Total	10.9	12.4	13.7
<u>Secondary Schools</u>			
Government General and Teacher Training:			
Teachers' Salaries	60	58	57
Other Teaching Costs	36	34	37
Total Teaching Costs	96	92	94
Government Technical:			
Teachers' Salaries	107	110	110
Other Teaching Costs	79	90	90
Total Teaching Costs	186	200	200
Pupil Maintenance ^{1/}	52	48	44
State Contributions to Voluntary Agencies	70	70	-
<u>Higher Education</u>			
University ^{2/}	1,300	1,300	1,300
Advanced Teacher Colleges	400	400	400
Kaduna Polytechnic	800	800	800

1/ Based on £56 per boarding student and £16 per day student, weighted in the proportion of boarders and day pupils in State schools (Table II.1)

2/ Includes overhead cost of research facilities.

Source: Actual: Bank staff estimates based on budget estimates and actual enrollment.

Projected: Bank staff estimates.

TECHNICAL ASSISTANCEA. Institute of Education, Ahmadu Bello University (US\$320,000)

These funds would be used by the Institute to employ as necessary foreign specialists and to provide fellowships for Nigerian staff to develop a primary education system more relevant to the needs of the Northern States. This work would include :

- (a) The design and implementation of an applied research program to better relate the primary school to the economic and social environment of the North, including:
 - (i) possible ways to capitalize on the existence of the Koranic and Islamiyya schools;
 - (ii) an examination of appropriate age requirements for entrance to formal primary schools;
 - (iii) alternatives to formal primary school: their relationship with possible adult education schemes, the extension services provided under the Ministries of Agriculture, and the timing of the students' absorption into the labor force;
 - (iv) an examination of the teacher profiles relevant to (iii) above;
 - (v) possible curriculum changes in the formal school system, including the use of vernacular languages (to the extent that ongoing projects in the Institute do not already cover them); and
 - (vi) costing of the various alternatives.
- (b) Initial testing and experimentation of alternative schemes, to include for instance selection of the most dynamic of the existing primary teacher training institutions included in the project and located within easy access from ABU, to conduct such experiments.
- (c) Close cooperation with the planning units designated by the Federal Government and the State Governments to ensure appropriate liaison with interested Ministries and the National Educational Research Council (responsible for curriculum coordination) in Lagos.

B. Northern States' Ministries of Education (18 man-years of specialist services).

Six specialists would be attached for a period of three years to the project units to be established in each of the six Northern States in order to help project implementation and to train local clerks of works. The posts would be open to architects or civil engineers with experience in school construction work.

C. Cost

	<u>Specialist services</u>
Institute of Education	US\$320,000
Northern States' Ministries of Education	<u>630,000</u>
	US\$950,000
	=====

COMPARATIVE EDUCATION INDICATORS

	Year	Population (Millions)	GNP/CAPITA (US \$)	Literacy Rate (% of Adults)	Public Education Expenditures Per Capita (Market Prices US \$)	% of GNP Devoted to Education (Public Expenditures Only)	% of Total Public Ex- penditures Devoted to Education	Primary Enroll- ment Ratio Net	Primary Students Per Teacher	Secondary Enrollment Ratio Net	% Secondary Enrollment in Vocational Schools	Secondary Students per Teacher Full-time Equivalent	% Higher En- rollment in Agriculture and Engineering	Annual Output from Higher Education per 100,000 Population	
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	
ADVANCED															
Comparative education data are useful in the evaluation of various education systems and the analysis of relative stages of educational development between various countries. However, on the basis of the present data, cross-national comparisons should be approached with great caution. Data presented in the following table have been collected largely by the Bank missions from government sources; the remainder are staff estimates or data from Unesco. Efforts have been made to standardize definitions and, within limits, to check the accuracy of the data. Nevertheless, such data are still imperfect in several respects and the Bank is working to improve them progressively on the occasion of its operational work. In the use of these data, the following qualifications should be borne in mind:	Austria	69	7.4 F	2,010 F	99	73	4.3	9.9	99	24	46	60	12	24	77 B
	Canada	70	21.4	3,700	93	309	8.1	22.5 E	99 E	25	80 D	12 E	17	9	513
	Germany, Fed. Rep.	69	61.6 F	2,930 F	99	85	3.1	9.1 D	96	28	66 Y	28	21	25	230
	Japan	69	103.4 F	1,920 F	99	50 C	3.9	20.5	99	26	90	20	21	21	308
	Netherlands	69	13.0 F	2,430	99	180	7.2	20.0	99 D	30	66	41	19	25	230
	New Zealand	71	2.8 F	2,700 F	99	110	4.8 M	16.5 M	99	27	68	...	18	18	287
	Norway	70	3.9	2,860	99	169	6.7	17.5	99	23	71 E	22 E	16	22	64 C
	Sweden	69	8.1 F	4,040 F	99	230 D	7.1	14.6	99 D	16	75	34	11	10	180
	United Kingdom	69	55.7	2,270	97	94	5.8	13.8	98	28	58	5 C	18	16	188 B
	U.S.A.	70	204.8	4,850	99	253	5.8	16.0	97	25	94	...	20	7	520
EUROPE															
	1. Greece	71	8.9 F	1,090 F	82 E	23 E	2.2	9.3 E	99 E	33 E	59 E	16 E	31 E	14 E	86 F
	2. Ireland	69	2.9 F	1,360 F	98	58	4.8	11.4	95	33	54 YC	25	17	13 B	133 A
	3. Spain	70	33.6	1,020	94 D	20	2.4	12.5 E	91	35	29	22 C	30	19	31 C
AFRICA															
	4. Algeria	70	14.3	300	25 B	35	10.5	20.0	51	42	9	22	20	6	6
	5. Cameroon	70	5.8	180	...	6	3.0	20.0	74	48	8	23	25	4	7
	6. C. A. R.	70	1.6	140	...	5	4.0	20.0	73 X	64	4 X	18	30
	7. Chad	70	3.6	60	7	3 D	4.3 N	14.3 D	33	72	2	8	30
	8. Congo (B)	70	0.9	300	50 ?	14	5.8	23.2	80 X	59	13	10	28
	9. Ethiopia	71	24.6 F	80 F	7	3	4.0 F	19.5	16	51	5	2	34	17	5
	10. Gabon	68	0.5 F	630 F	30 D?	11 C	3.3 C	13.7 C	75	40 E	10	18	18 E	1	...
	11. Ghana	70	8.6	310	...	13	4.7	21.7 Q	74	29	8	4	18	15 E	13 E
	12. Ivory Coast	68	4.9 F	310 F	9 A	10	4.2 C	20.4	44	46	6	8	23
	13. Kenya	70	11.3 F	150 F	30 D	8 H	5.3 H	20.0	64	34	10	2	22	29 D	5 A
	14. Liberia	70	1.5	240	15	8	3.7	11.7	50 X	31	12 X	6	16	12 C	9 C
	15. Morocco	70	15.5	230	20	9	4.1 N	17.4	54	35	12	3	22	3	7 A
	16. Nigeria	71	55.1 F	120 F	...	3	3.2 N	...	34 X	37	4	18	23	16	6
	17. Senegal	69	3.9 F	230 F	10	11 P	3.5	20.1	43 X	46	8 X	27 B	25	2 C	8 A
	18. Sierra Leone	68	2.6 F	190 F	7 YA	4	2.9	19.5 C	32	30	13	7 C	25	17	7 C
	19. Somalia	71	2.8 F	70 F	5	1	...	6.7 E	6	30	2	5	20	20	0 A
	20. Sudan	70	15.7	120	...	4 A	3.5 B	22.0 B	31 X	48 A	2 A	3 C	17 A	23 B	10 C
	21. Tanzania	71	13.3 F	100 F	...	4	4.5	16.4	37	45	2	6	29	11	3
	22. Uganda	70	9.8	130	25 A	6	5.2 N	24.3 Q	46 EU	36	4 U	11	21	10	5
	23. Upper Volta	72	5.4 F	64 F	5	2	4.0	27.6	10	45	2	5	23	6	1
	24. Zaire	70	18.8	90	13	8	5.7 N	19.0 E	78	44	8	20	24	10	2 B
	25. Zambia	70	4.1	400	41 A	20	6.2	15.0	84 X	56	11	5	22	2	2
AMERICA AND CARIBBEAN															
	26. Dominican Republic	69	4.1 F	350 F	55	6	2.9 F	17.0	80	56	17	1	26	10	16 C
	27. El Salvador	69	3.5 F	300 F	49 YA	10 BV	3.0 B	25.4 CQ	63 C	31	15 C	32 E	...	15 C	7 A
	28. Guatemala	68	5.2 F	360 F	38 YA	6 B	2.5 B	17.6	43	38	6	22	26	10	6
	29. Jamaica	69	1.9 F	670 F	86	24	4.4	19.1	86 X	52	43	9 A	19	...	11 A
	30. Mexico	70	50.7	670	76	18	2.6	17.1 Q	71	46	19	23 C	23	26 C	22
	31. Nicaragua	69	2.0 F	430 F	53	10	2.4	19.8	80	36	13	8	23	20 F	15
	32. Trinidad and Tobago	71	1.0 F	860 F	90	40	5.1	18.9	95	35	49	11	25	19	14
SOUTH AMERICA															
	33. Brazil	69	92.8 F	420 F	65 D	10	3.2	14.0	64	31	16	17	...	18 C	35 C
	34. Chile	69	9.8 F	720 F	90	32	5.4	29.0 F	90 F	40	35	31	32 A	28 C	41 A
	35. Colombia	68	21.6 F	340 F	73 A	12	4.0	13.6 B	70	40	21	22 C	13	29 C	20 B
	36. Ecuador	68	6.1 F	290 F	68 A	8 V	3.2 V	21.5 C	71	38	18	29 D	13 A	29 C	21 C
	37. Guyana	68	0.7 F	370 F	83 A	15	5.0	14.4	90 X	33 A	18 C	3 C	28	3 C	...
	38. Paraguay	70	2.4	260	79	5	2.2	14	89 X	26	17 X	2	15	12	31
	39. Venezuela	70	10.4	980	81	45	4.9	22.0	80	33	35	32	22	18	59
ASIA															
	40. China (Taiwan)	71	14.0 F	390 F	73	15	4.2	19.0	98 F	52 F	50 F	16 F	35 F	27 F	179
	41. India	71	538.1 F	110 F	29	3 AV	2.6 AVY	...	79 X	43 A	28 X	6 AY	20 AY	11 AY	52 AY
	42. Indonesia	71	115.6 F	80 F	63	1 Q	2.2	16.0 F	76 X	39 V	15 X	26	18 V	8	...
	43. Iran	71	28.7 F	380 F	37	11	3.1	10.8	62	33	23	3	36 F	23	39 F
	44. Iraq	70	9.7	320	26	19	6.7	16.3	64	22	25	3	26	17	80
	45. Jordan	70	2.3	250	55 A	7.3	4.6	17.1 Q	90	34 G	35	9	22	1	46
	46. Korea	71	31.8 F	250 F	85 B	13.0	3.6	16.7	100 X	56	46	49	36	28	117
	47. Lebanon	71	2.7 F	590 F	86 F	21 F	4.0	21.0	79	18 U	34	36	23	4	120
	48. Malaysia	70	10.9	380	89 B	17	4.7	18.5 E	89 X	31	29 X	3	25	16	74
	49. Philippines	70	36.9	210	72	6	3.6	29.0	119 X	30	71	8	36	10	457
	50. Singapore	70	2.1	920	75	30	3.4	16.1	90	32	40	16	25	18	182
	51. Thailand	71	36.2 F	200 F	70	8 V	4.1 V	17.1	83 X	34	13 X	13	25	15	37
	52. Turkey	69	35.4 F	390 F	49 A	9	3.5	17.1	92 X	42	25 X	14	33	26	41
SUMMARY FOR DEVELOPING COUNTRIES															
Number of Countries				46	52	51	50	53	53	53	52	51	47	45	
Range				(5-98)	(1-58)	(1.4-6.7)	(6.3-29.0)	(6-119)	(22-72)	(1-59)	(1-49)	(13-38)	(1-38)	(0-457)	
Quartiles: Upper				75	17	4.7	21.0	89	46	29	22	29	18	46	
Median				50	10	4.0	18.1	74	37	15	11	24	15	15	
Lower				25	6	3.2	15.0	46	33	8	5	20	10	6	

Symbols: ... Datum unavailable
 - Magnitude nil or negligible
 O Magnitude less than half of unit employed
 ? Questionable
 * Includes part-time students

Notes: A = 1965 or before
 B = 1966
 C = 1967
 D = 1968
 E = 1969
 F = 1970
 G = 1971

M = Current prices
 N = G.D.P.
 P = Including foreign aid
 Q = Central government only
 U = Public only
 V = Including private expenditure
 X = Including overaged students
 Y = Unesco sources

Sources: Columns (1) and (2): World Tables (IBRD) Provisional Figures
 Columns (3)-(9) and (11): IBRD Missions
 Columns (10)-(12) and (13): UNESCO Statistical Yearbook and IBRD Missions

Northern States: Public Recurrent Expenditure on Education
1971/72
(NN 000)

	Benue Plateau	Kano	Kwara	North- Central	North- Eastern	North- Western	Total	
							NN 000	Percent
A. By Source of Funds and Level of Education (NN 000)								
I. State Ministry of Education								
Administration and Other	188.3	290.2	165.4	170.1	257.2	305.1	1,376.3	5.0
Primary Education	1,052.4	830.9	995.6	770.0	872.4	740.0	5,261.3	19.2
Secondary General Education	761.0	609.6	805.1	892.0	1,058.1	709.5	4,835.3	17.7
Technical-Vocational Education	113.7	160.4	130.6	103.8	139.3	6/	647.8	2.4
Primary Teacher Training	263.7	645.6	331.4	301.9	698.8	552.4	2,793.8	10.2
Scholarships	203.1	425.1	90.5	115.2	330.7	178.3 ^{7/}	1,342.9	4.9
Adult Education	29.7	59.7	28.1	7.0	112.6	68.7	305.8	1.1
Total	<u>2,611.9</u>	<u>3,021.5</u>	<u>2,546.7</u>	<u>2,360.0</u>	<u>3,469.1</u>	<u>2,554.0</u>	<u>16,563.2</u>	60.5
II. Other State Ministries								
Subventions to Higher Education	625.7	547.0	616.9	1,092.7	619.5	550.0	4,051.8	14.8
Ministry of Agriculture and Natural Resources ^{1/}	16.3	20.0	14.5	70.4	28.0	26.0	175.2	0.6
Ministry of Establishments ^{2/}	10.0	24.0	21.0	17.7	40.3	37.0	150.0	0.6
Total	<u>652.0</u>	<u>591.0</u>	<u>652.4</u>	<u>1,180.8</u>	<u>687.8</u>	<u>613.0</u>	<u>4,377.0</u>	16.0
III. Local Education Authorities^{3/}								
Primary Education	639.0	496.2	535.5	450.0 ^{5/}	580.0 ^{5/}	403.8	3,104.5	11.4
IV. Federal Government^{4/}								
Contribution to Ahmadu Bello University							3,302.1	12.1
Grand Total	<u>3,902.9</u>	<u>4,108.7</u>	<u>3,734.6</u>	<u>3,990.8</u>	<u>4,736.9</u>	<u>3,570.8</u>	<u>27,346.8</u>	100.0
B. By Level of Education (Percent)								
Primary	43.3	32.3	41.0	30.6	30.7	32.0	30.6	
Secondary	29.2	34.4	34.0	32.5	40.0	35.4	30.3	
Higher	21.2	23.7	18.9	30.3	20.1	20.4	31.8 ^{8/}	
Other	6.3	9.6	6.1	6.6	9.2	12.2	7.3	
Total	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	

^{1/} Farmer Institutes and Training Centers

^{2/} Staff Training Centers, including Inservice

^{3/} These figures are based on recurrent revenue from local sources only and exclude State Ministry of Education grants

^{4/} Source: ABU revenue estimates

^{5/} Mission estimates

^{6/} This item is included under Secondary Education

^{7/} Includes £73,000 for State's own Advanced Teacher Training College

^{8/} Includes contribution of Federal Government to ABU

Source: State and Local Education Authority Budget Estimates

September 7, 1972

NIGERIA

Northern State Governments: Educational Expenditure
1970/71 and 1971/72
(N# 000)

	<u>1970/71 Total</u>		<u>1971/72 Estimates</u>						
	<u>Estimates</u>	<u>Actual</u>	<u>Benue Plateau</u>	<u>Kano</u>	<u>Kwara</u>	<u>North-Central</u>	<u>North-Eastern</u>	<u>North-Western</u>	<u>Total</u>
I. <u>Education</u>									
Recurrent	15,470.0	n.a.	3,263.9	3,612.5	3,199.1	3,540.8	4,156.9	3,167.0	20,940.2
Capital	7,590.0	4,095.0 ^{2/}	1,900.4	1,562.0	815.9	2,435.3	2,331.5	2,919.3	11,964.4
Total	23,060.0	n.a.	5,164.3	5,174.5	4,015.0	5,976.1	6,488.4	6,086.3	32,754.6
II. <u>Total Government</u>									
Recurrent ^{1/}	47,448.0	n.a.	9,343.1	9,863.2	6,864.8	9,972.7	12,555.9	10,307.1	58,906.8
Capital	41,320.0	24,075.0 ^{2/}	9,544.4	12,650.0	8,889.0	8,714.9	12,690.6	10,989.2	63,478.1
Total	88,768.0	n.a.	18,887.5	22,513.2	15,753.8	18,687.6	25,246.5	21,296.3	122,384.9
III. <u>Educational Expenditure</u> <u>as % of Total Government</u> <u>Expenditure</u>									
Recurrent ^{1/}	32.6	n.a.	34.9	36.6	46.6	35.5	33.1	30.7	35.5
Capital	18.4	17.0	19.9	12.3	9.2	27.9	18.4	26.6	18.8
Total	26.0	n.a.	27.3	23.0	25.5	32.0	25.7	28.6	26.8

^{1/} Excluding transfers to capital account

^{2/} Source: Second National Development Plan 1970-74: First Progress Report

n.a.: not available

Source: Budget Estimates of each State

September 7, 1972

NIGERIA: NORTHERN STATES

Enrollments, Enrollment Ratios and Pupil Teacher Ratios - 1969-1982

Primary Education

	Benue Plateau			Kano			Kwara			North Central			North Eastern			North Western			Northern Nigeria		
	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T
1969	146	18.0%	35	54	4.9%	30	118	25.7%	30	98	12.5%	33	121	8.1%	33	64	5.8%	31	601	10.4%	33
1970	157	20.0%	35	62	5.5%	32	125	26.3%	32	116	14.4%	36	131	8.5%	33	78	6.9%	31	669	11.4%	34
1971	179	22.0%	35	82	7.0%	32	137	28.0%	32	134	16.2%	37	144	9.0%	33	92	8.0%	32	768	12.7%	34
1974	232	25.5%	36	120	9.5%	33	174	34.2%	33	163	18.3%	37	194	11.4%	34	147	11.6%	33	1030	15.7%	35
1978	332	34.3%	36	209	15.0%	35	263	45.2%	35	211	21.4	37	331	17.6%	35	217	15.7%	35	1562	21.7%	36
1982	477	44.6%	37	366	24.0%	37	361	56.0%	37	269	24.7	37	578	27.9%	37	275	18.0%	37	2326	29.3	37

Secondary Education - General

	Benue Plateau			Kano			Kwara			North Central			North Eastern			North Western			Northern Nigeria		
	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T
1969	6.0	1.0%	18	2.1	0.3%	18	8.0	2.3%	20	4.8	0.8%	20	4.5	0.4%	17	2.5	0.3%	21	27.9	0.8%	19
1970	6.5	1.0%	17	3.0	0.4%	16	10.0	2.8%	20	5.8	1.0%	19	5.7	0.5%	16	3.7	0.43%	22	34.7	1.0%	18
1971	7.9	1.3%	19	4.2	0.5%	19	12.4	4.5%	22	7.2	1.2%	20	7.4	0.6%	19	4.9	0.56%	25	44.0	1.2%	21
1974	13.6	1.7%	21	6.1	0.6%	21	25.9	6.6%	23	13.0	1.9%	21	13.6	1.1%	21	9.0	1.0%	25	81.2	2.0%	22
1978	22.6	3.1%	23	8.7	0.9%	23	31.1	7.2%	24	17.9	2.4%	23	18.0	1.3%	23	12.6	1.2%	25	110.9	2.5%	24
1982	34.5	4.3%	25	24.0	2.1%	25	47.9	10.0%	25	24.0	2.9%	25	31.0	2.0%	25	17.7	1.6%	25	179.1	3.7%	25

Secondary Education - Primary Teacher Training

	Benue Plateau			Kano			Kwara			North Central			North Eastern			North Western			Northern Nigeria		
	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T	E	ER	P/T
1969	2.2	0.3%	19	2.3	0.3%	26 ^{1/}	2.6	0.7%	20	2.1	0.4%	15	3.3	0.3%	17	3.1	0.4%	23	15.6	0.4%	19
1970	2.3	0.3%	19	2.4	0.3%	19	2.6	0.7%	20	3.0	0.5%	20	3.8	0.4%	19	3.1	0.4%	25	17.2	0.5%	20
1971	2.5	0.4%	18	3.3	0.4%	19	2.8	0.8%	20	3.8	0.6%	25	4.6	0.5%	21	3.4	0.4%	21	20.4	0.5%	21
1974	3.7	0.5%	21	3.9	0.4%	21	2.5	0.7%	21	3.4	0.5%	25	4.3	0.4%	20	4.7	0.5%	25	22.5	0.6%	22
1978	5.0	0.7%	23	5.5	0.5%	23	1.2	0.4%	23	3.5	0.5%	25	5.5	0.4%	22	4.8	0.5%	25	25.5	0.6%	24
1982	5.5	0.7%	25	7.0	0.6%	25	1.2	0.3%	25	3.5	0.4%	25	6.0	0.4%	25	4.8	0.4%	25	28.0	0.6%	25

E : Enrollment in thousands

ER : Enrollment ratio

P/T: Pupil/Teacher ratio

^{1/} This high pupil/teacher ratio is due to the inclusion of students on inservice teacher training courses.

Sources: 1969 to 1971 actual: State Ministries of Education.

1974 to 1982 projections: State Ministries of Education and Bank Staff.

NIGERIA

NORTHERN STATES - Primary teacher demand and supply^{1/} 1971-1982

<u>State</u>	<u>1971</u>	<u>1982^{2/}</u>	<u>Additional Requirements 1971-82</u>			<u>Supply 1971-1982</u>	<u>Surplus or deficit</u>
	<u>Actual</u>	<u>Target</u>	<u>Expansion</u>	<u>Losses^{3/}</u>	<u>Total</u>		
Benue Plateau	5,060	12,890	7,830	2,640	10,470	8,500	-1,970
Kano	2,560	9,890	7,330	1,980	9,310	9,480	+ 170
Kwara	4,230	9,760	5,530	2,520	8,050	11,660	+3,610
North-Central	4,140	7,780	3,640	2,440	6,080	7,700	+1,620
North-Eastern	4,370	15,620	11,250	2,750	14,000	10,650	-3,350
North-Western	2,920	7,430	4,510	1,910	6,420	7,200	+ 780
<hr/>							
Northern Nigeria	23,280	63,370	40,090	14,240	54,330	55,190	
							+1,640 (Benue Plateau and Kwara)
							- 780 (Remaining States)
						Total: +	860

^{1/} From existing institutions and the project schools only.

^{2/} Based on primary school enrollment targets and student-teacher ratios in Annex 2.

^{3/} Annual losses are assumed to fall from 6% of the stock in 1971 to 3% of the stock by 1974 and thereafter.

Source: Bank staff projections.

November, 1972

N I G E R I A

NORTHERN STATES - Secondary teacher^{1/} demand and supply 1971-1978, 1978-82

<u>1971-78</u>	<u>1971 Actual</u>	<u>1978 Target</u>	<u>Additional requirements 1971-1978</u>			<u>Supply 1971-1978</u>		
			<u>Expansion</u>	<u>Losses 2/</u>	<u>Total</u>	<u>ATC</u>	<u>University</u>	<u>Total</u>
Enrollment	64,000	136,400						
Pupil/teacher ratio	21	24						
Teachers :total	3050	5680	2630	1840	4470			4470
Nigerian	1920	4980	3060	1840	4900	3100	1800	4900
expatriate ^{3/}	1130	700	-430	-	-430			-430
<u>1978-82</u>	<u>1978 Target</u>	<u>1982 Target</u>	<u>Additional requirements 1978-1982</u>			<u>Supply 1978-1982</u>		
			<u>Expansion</u>	<u>Losses 2/</u>	<u>Total</u>	<u>ATC</u>	<u>University^{4/}</u>	<u>Total</u>
Enrollment	136,400	207,100						
Pupil/teacher ratio	24	25						
Teachers :total	5700	8300	2600	1200	3800			3800
Nigerian	5000	8000	3000	1200	4200	2700	1500	4200
expatriate ^{3/}	700	300	-400	-	-400			-400

1/ Covers secondary general schools and primary teacher training colleges.

2/ Losses are assumed to fall from 15% of the stock in 1971 to 5% of the stock by 1978 and thereafter.

3/ Changes in expatriate requirements have been derived as residuals.

4/ Including the additional output from Ahmadu Bello University due to this project.

Source: Bank staff estimates based on enrollment targets in Annex 2.

November 1972

NIGERIA

Northern States: Present and Projected Public Expenditure
on Education, 1970/71 to 1981/82^{1/}

(NEM)

	Actual (Budget Estimates)		Projected (1971/72 Prices)	
	1970/71	1971/72	1977/78	1981/82
A. Recurrent				
1. State Governments ^{2/}				
Primary Education	3.97	5.26	15	29
Secondary Education	6.44	8.28	19	32
Higher Education	3.43	5.39	(14	(20
Other	1.44	1.68		
Total	15.28	20.61	48	81
2. Local Education Authorities				
Primary Education ^{3/}	2.78	3.10	4	4
3. Federal Government				
Contribution to Ahmadu Bello University	1.80	3.30	7	11
Total Recurrent	19.86	27.01	59	96
	=====	=====	==	==
B. Capital (Annual average)				
1. State Governments ^{2/ 4/}				
Primary Education	2.09	1.80	3	4
Secondary Education	3.71	8.15	9	14
Higher Education	1.20	1.30	(2	(3
Other	0.59	0.71		
Total	7.59	11.96	14	21
2. Local Education Authorities				
Primary Education ^{3/}	0.46	0.79	1	1
3. Federal Government				
Contribution to Ahmadu Bello University	n.a.	n.a.	1	2
Total Capital	8.05	12.75	16	24
	=====	=====	==	==

^{1/} Projected costs of post-primary education are allocated between State and Federal governments according to present arrangements for financing education, rather than according to ability to pay.

^{2/} Ministry of Education and subventions to Higher Education only.

^{3/} These figures are based on recurrent revenue from local sources only and exclude State Ministry of Education Grants. It is assumed that local sources will not be able to maintain their present share of primary education expenditures and that the State governments will be obliged to assume an increasing share.

^{4/} State capital expenditure plans and estimates for 1970/71 are more than 100 percent higher than actual expenditure (see Annex 3).

n.a. : not available

Source: 1970/71 and 1971/72: State Plan and State and Local Education Authority Budget Estimates.
1977/78 and 1981/82: Mission projections.

NIGERIA

Student Places in Project Secondary Schools and Primary Teacher Colleges

No.	Name of School and Location	Sex	Existing Enrollment (1972)	Additional Places to be provided by IBRD	Final Enrollment	No.	Name of School and Location	Sex	Existing Enrollment (1972)	Additional Places to be provided by IBRD	Final Enrollment
<u>Benue Plateau State</u>						<u>North-Eastern State</u>					
BP1SS	Wase, Wase	M		800	800	NE1SS	Damaturu, Damaturu	M		800	800
BP2SS	Akwanga, Akwanga	M		800	800	NE2SS	Toro, Toro	M		800	800
BP3SS	Udei, Udei	M		800	800	<u>North-Western State</u>					
BP4SS	Donga, Donga	M		800	800	NW1SS	Tangaza, Tangaza	B		600	
BP5SS	Pankshin, Pankshin	M		800	800	NW2SS	Illela, Illela	B		600	
BP6SS	Lafia, Lafia	M		800	800	NW3SS	Kutigi, Kutigi	G		600	
<u>Kano State</u>						NW4SS	Kuta, Kuta	B		600	
KA1SS	Birnin Kudu, Birnin Kudu	M	360	(80c) + (380s)	800	NW5SS	Kaoje, Kaoje	B		600	
KA2SS	Hadejia, Hadejia	M	360	(120c) + (380s)	800	NW6SS	Kontagora, Kontagora	B	220	40s	600
KA3SS	Danbatata, Danbatata	M	300	120c + 380s	800	NW7SS	Shinkafi, Shinkafi	B	220	40s	600
KA4SS	Kazaure, Kazaure	M	310	200c + 380s	800	NW8SS	Gumi, Gumi	B	220	40s	600
KA5SS	Dawakin Tofa, Dawakin Tofa	M	210	200c + 380s	800	NW9SS	Gwadabawa, Gwadabawa	B	150	40s	600
KA6SS	Rano, Rano	M	360	120c + 380s	800	NW10SS	Gusau, Gusau	B	350	40s	600
<u>Kwara State</u>						<u>Benue Plateau State</u>					
KW1SS	Borgu Secondary, New Bussa	M	160	200s	600	BP1PTC	The Government Teacher's College, Jos	M		400	400
KW2SS	Fatima Community, Ekanmeje	B	230	160s	600	BP2PTC	Langtang	M		400	400
KW3SS	Government Secondary, Omu-Aran	B	370	160s	600	BP3PTC	Government Teacher's College, Keffi	M	420	140s	600
KW4SS	Omuo Grammar, Omuo	B	220	120s	600	BP4PTC	Gindir, Gindir	M	490	140s	600
KW5SS	Playfair Memorial, Oro-Agor	M	250	200s	600	BP5PTC	Mkar, Mkar	M	330	60s	400
KW6SS	Batomu Baptist, Okuta	M	70	200s	600	BP6PTC	Oturkpo	M	320	80s	400
KW7SS	St. Anthony's Secondary, Ilorin	M	220	120s	600	BP7PTC	St. Augustine's, Lafia	M	550	100s	600
KW8SS	Ilorin Grammar, Ilorin	M	430	120s	600	BP8PTC	Holy Rosary, Adoka	M	240	60s	400
KW9SS	Government Secondary, Malete	B	70	160s	600	<u>Kano State</u>					
KW10SS	Anglican College of Commerce, Offa	M	210	200s	600	KA1PTC	Mallan, Maduri	B		600	600
KW11SS	Lafiagi Secondary, Lafiagi	M	110	200s	600	KA2PTC	Gezawa, Gezawa	G		600	600
KW12SS	Pategi Secondary, Pategi	M	110	200s	600	KA3PTC	Sumaila, Sumaila	B		600	600
KW13SS	St. Charles, Ankpa	M	240	200s	600	KA4PTC	Tudun Wada, Tudun Wada	B		600	600
KW14SS	Ogugu Community Secondary, Ogugu	M	110	200s	600	<u>Kwara State</u>					
KW15SS	Bassange Anglican Secondary, Gboloko	M	140	200s	600	KW1PTC	Ilorin, Ilorin	M	160	60s	400
KW16SS	C.M.M.L. Secondary, Ayangba	M	70	200s	600	KW2PTC	Women's College, Kabba	G	300	40s	400
KW17SS	Ejema Community Secondary, Ofogo	M	70	200s	600	KW3PTC	Our Lady's College, Ayangba	B	300	60s	400
KW18SS	Igbira Anglican, Okene	M	200	200s	600	<u>North-Eastern State</u>					
KW19SS	Egbe Girls, Egbe	G	210	240s	600	NE1PTC	Wingi, Wingi	M		400	400
KW20SS	St. Kizito, Isanlu	B	220	200s	600	NE2PTC	Little Gombi, Little Gombi	M		400	400
KW21SS	Government Secondary, Koton-Karfe	B	70	160s	600	<u>North-Western State</u>					
<u>North-Central State</u>						NW1PTC	Government T.C., Sokoto	B	800	80s	800
NC1SS	Pambegua, Pambegua	B		600	600	NW2PTC	College of Arts and Arabic Studies, Sokoto	B	600	40s	600
NC2SS	Ruma, Ruma	B		600	600	NW3PTC	Bida, Bida	B	400	40s	400
NC3SS	Baure, Baure	B		600	600	NW4PTC	Maru, Maru	B	400	40s	400
NC4SS	Kankara, Kankara	G		600	600	NW5PTC	Gusau, Gusau	B	600	40s	600
NC5SS	Anchau, Anchau	B		600	600	NW6PTC	Nasarawa, Kainji	B	400	40s	400
NC6SS	Jibia, Jibia	G		600	600	NW7PTC	Kaura Namoda, Kaura Namoda	B	400	40s	400
NC7SS	Bernin Gwari, Bernin Gwari	B	70	40s	600						
NC8SS	Padan Kaje, Padan Kaje	B	340	40s	600						
NC9SS	Makarfi, Makarfi	B	140	40s	600						
NC10SS	Sardauna Memorial College, Kaduna	B	360	40s	600						
NC11SS	Musawa, Musawa	B	70	40s	600						
NC12SS	Balewa Memorial College, Samaru Zankwa	B	200	40s	600						
NC13SS	Commercial College, Zaria	B	430	40s	600						
NC14SS	Daura, Daura	B	270	40s	600						

c = Classroom places (existing schools)
s = Specialist room places (existing schools)
M = Mixed
B = Boys
G = Girls

Revised: April, 1973.

NIGERIA

Boarding Places and Staff Quarters in Project Secondary Schools and Primary Teacher Colleges

No.	Name of School and Location	Sex	Boarding	Staff Quarters			
				A	B	C	D
A. MULTILATERAL SCHOOLS							
Benue Plateau State							
BP1SS	Wase, Wase	M	800	1	4	25	4
BP2SS	Akwanga, Akwanga	M	800	1	4	25	4
BP3SS	Udei, Udei	M	800	1	4	25	4
BP4SS	Donga, Donga	M	800	1	4	25	4
BP5SS	Pankshin, Pankshin	M	800	1	4	25	4
BP6SS	Lafia, Lafia	M	800	1	4	25	4
Kano State							
KA1SS	Birnin Kudu, Birnin Kudu	M	440			10	4
KA2SS	Hadejia, Hadejia	M	440			14	4
KA3SS	Danbatata, Danbatata	M	500			14	4
KA4SS	Kazaure, Kazaure	M	500			17	4
KA5SS	Dawakin Tofa, Dawakin Tofa	M	600			18	4
KA6SS	Rano, Rano	M	440			14	4
Kwara State							
KW1SS	Borgu Secondary, New Bussa	M				4	
KW2SS	Fatima Community, Ekanmeje	B				4	
KW3SS	Government Secondary, Omu-Aran	B				4	
KW4SS	Omu Grammar, Omu	B				4	
KW5SS	Playfair Memorial, Oro-Agor	M				4	
KW6SS	Batonu Baptist, Okuta	M				4	
KW7SS	St. Anthony's Secondary, Ilorin	M				4	
KW8SS	Ilorin Grammar, Ilorin	M				4	
KW9SS	Government Secondary, Maleta	B				4	
KW10SS	Anglican College of Commerce, Offa	M				4	
KW11SS	Lafiagi Secondary, Lafiagi	M				4	
KW12SS	Pategi Secondary, Pategi	M				4	
KW13SS	St. Charles, Ankpa	M				4	
KW14SS	Ogugu Community Secondary, Ogugu	M				4	
KW15SS	Bassange Anglican Secondary, Gboloko	M				4	
KW16SS	C.M.M.L. Secondary, Ayangba	M				4	
KW17SS	Ejema Community Secondary, Ofogo	M				4	
KW18SS	Igbira Anglican, Okene	M				4	
KW19SS	Egbe Girls, Egbe	G				4	
KW20SS	St. Kizitos, Isanlu	B				4	
KW21SS	Government Secondary, Koton-Karfe	B				4	
North-Central State							
NC1SS	Pambegua, Pambegua	B	600	1	3	17	4
NC2SS	Ruma, Ruma	B	600	1	3	17	4
NC3SS	Baure, Baure	B	600	1	3	17	4
NC4SS	Kankara, Kankara	G	600	1	3	19	4
NC5SS	Anchau, Anchau	B	600	1	3	17	4
NC6SS	Jibia, Jibia	G	600	1	3	19	4
NC7SS	Bernin Gwari, Bernin Gwari	B				2	
NC8SS	Fadan Kaje, Fadan Kaje	B				2	
NC9SS	Makarfi, Makarfi	B				2	
NC10SS	Sardauna Memorial College, Kaduna	B				2	
NC11SS	Musawa, Musawa	B				2	
NC12SS	Balewa Memorial College, Samaru Zonkwa	B				2	
NC13SS	Commercial College, Zaria	B				2	
NC14SS	Daura, Daura	B				2	
No. Name of School and Location Sex Boarding A B C D							
North-Eastern State							
NE1SS	Damaturu, Damaturu	M	800	1	4	24	4
NE2SS	Toro, Toro	M	800	1	4	24	4
North-Western State							
NW1SS	Tangaza, Tangaza	B	600	1	3	18	4
NW2SS	Illela, Illela	B	600	1	3	18	4
NW3SS	Kutigi, Kutigi	G	600	1	3	18	4
NW4SS	Kuta, Kuta	B	600	1	3	18	4
NW5SS	Kaoje, Kaoje	B	600	1	3	18	4
NW6SS	Kontagora, Kontagora	B	600	1	3	18	4
NW7SS	Shinkafi, Shinkafi	B				2	
NW8SS	Gumi, Gumi	B				2	
NW9SS	Gwadabawa, Gwadabawa	B				2	
NW10SS	Gusau, Gusau	B				2	
B. PRIMARY TEACHER COLLEGES							
Benue Plateau State							
BP1PTC	The Government Teacher's College, Jos	M	400	1	3	19	4
BP2PTC	Langtang	M	400	1	3	19	4
BP3PTC	Government Teacher's College, Keffi	M					
BP4PTC	Gindir, Gindir	M					
BP5PTC	Mkar, Mkar	M					
BP6PTC	Oturkpo	M					
BP7PTC	St. Augustine's, Lafia	M					
BP8PTC	Holy Rosary, Adoka	M					
Kano State							
KALPTC	Mallan, Maduri	B	600	1	4	24	4
KA2PTC	Gezawa, Gezawa	G	600	1	4	24	4
KA3PTC	Sumaila, Sumaila	B	600	1	4	24	4
KA4PTC	Tudun Wada, Tudun Wada	B	600	1	4	24	4
Kwara State							
KW1PTC	Ilorin, Ilorin	M	240			8	
KW2PTC	Women's College, Kabba	G	100			8	
KW3PTC	Our Lady's College, Ayangba	B	100			8	
North-Eastern State							
NE1PTC	Ningi, Ningi	M	400	1	3	19	4
NE2PTC	Little Gombi, Little Gombi	M	400	1	3	19	4
North-Western State							
NW1PTC	Government T.C., Sokoto	B				2	
NW2PTC	College of Arts and Arabic Studies, Sokoto	B				2	
NW3PTC	Bida, Bida	B				2	
NW4PTC	Maru, Maru	B				2	
NW5PTC	Gusau, Gusau	B				2	
NW6PTC	Nasarawa, Kainji	B				2	
NW7PTC	Kaura Namoda, Kaura Namoda	B				2	

A = Principal's house - 130 m²
B = Senior Staff house - 110 m²

C = Staff house - 95 m²
D = Men's quarters - 30 m²

M = Mixed
B = Boys
G = Girls

Revised: April, 1973.

NIGERIA
Summary of Project Costs
(in NN '000)

Name and Location	Area of New Construction m ² (Gross)	Cost of Site Development	Cost of Buildings						Cost of Furniture			Cost of Equip-ment	Cost of Profess. Services & Super-vision	Cost of Techn. Assist-ance	Cost of Project Adminis-tration	Total Costs	
			Teaching & Communal	Boarding		Staff Quarters		Total Cost	Teaching & Communal	Board-ing	Total					('000)	
				(No.)	Cost	(No.)	Cost									in NN	in US\$
<u>Ahmadu Bello University, Zaria</u>																	
Faculty of Education	5,678	30	192	(200)	212	(20)	214	618	22	24	46	30	104			828	1,259
Institute of Education (work units)	1,500	-	28	-	-	-	-	28	4	-	4	8	4	210	-	254	386
Department of Basic Studies	15,483	90	744	(750)	740	(30)	320	1,804	82	82	164	94	304	-	-	2,456	3,733
Faculty of Science ^{1/}	-	-	-	-	-	-	-	-	-	-	-	-	160	-	-	160	243
Sub-Totals for ABU	22,661	120	964	(950)	952	(50)	534	2,450	108	106	214	132	572	210	-	3,698	5,621
<u>Totals - Northern States</u>																	
Benue Plateau State	93,879	1,644	3,394	(5,600)	2,910	(258)	2,418	8,722	396	296	692	842	1,140	68	200	13,308	20,228
Kano State	84,002	1,196	2,668	(5,320)	2,602	(219)	1,956	7,226	304	274	578	908	928	68	180	11,084	16,848
Kwara State	37,540	616	2,014	(440)	230	(108)	978	3,222	244	26	270	1,066	424	68	120	5,786	8,795
North-Central State	60,160	938	1,918	(3,600)	1,740	(168)	1,452	5,110	238	192	430	532	666	68	130	7,874	11,968
North-Eastern State	41,712	662	1,356	(2,400)	1,270	(120)	1,126	3,752	156	128	284	288	486	68	120	5,660	8,603
North-Western State	55,235	896	2,108	(3,000)	1,570	(156)	1,466	5,144	224	160	384	608	666	68	130	7,896	12,002
Grand Totals	395,239	6,072	14,422	(21,310)	11,274	(1,079)	9,930	35,626	1,670	1,182	2,852	4,376	4,882	618	880	55,306	84,065

^{1/} Professional fees only.

April, 1973.

NIGERIA
Summary of Contingency Allowances
(in US\$ millions)
PROJECT ADMINISTRATION

	<u>Site Development</u>		<u>Construction</u>		<u>Furniture</u>		<u>Equipment</u>		<u>Professional Services</u>		<u>Technical Assistance</u>		<u>Project Administration</u>		<u>Total</u>		<u>Total</u>
	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	<u>Local</u>	<u>Foreign</u>	
Allowance for Unforeseen Factors	10%	10%	10%	10%	5%	5%	5%	5%	13%	13%	-	-	-	-	9.6%	9.0%	9.3%
Allowance for Price Increases	20%	17%	20%	17%	20%	17%	20%	17%	20%	17%	-	-	20%	17%	19.9%	16.7%	18.4%
Total	30%	27%	30%	27%	25%	22%	25%	22%	33%	30%	-	-	20%	17%	29.5%	25.7%	27.7%
Total Cost before Contingencies	<u>5,169</u>	<u>4,061</u>	<u>30,325</u>	<u>23,827</u>	<u>2,991</u>	<u>1,344</u>	<u>333</u>	<u>6,319</u>	<u>3,710</u>	<u>3,710</u>	<u>188</u>	<u>752</u>	<u>870</u>	<u>468</u>	<u>43,586</u>	<u>40,481</u>	<u>84,067</u>
Contingencies:																	
Physical	517	406	3,033	2,383	150	67	17	316	482	482	-	-	-	-	4,199	3,654	7,853
Price	1,034	690	6,065	4,051	598	229	67	1,074	742	631	-	-	174	80	8,680	6,755	15,435
Total	<u>1,551</u>	<u>1,096</u>	<u>9,098</u>	<u>6,434</u>	<u>748</u>	<u>296</u>	<u>84</u>	<u>1,390</u>	<u>1,224</u>	<u>1,113</u>	-	-	<u>174</u>	<u>80</u>	<u>12,879</u>	<u>10,409</u>	<u>23,288</u>
Total Cost including Contingencies	<u>6,720</u>	<u>5,157</u>	<u>39,423</u>	<u>30,261</u>	<u>3,739</u>	<u>1,640</u>	<u>417</u>	<u>7,709</u>	<u>4,934</u>	<u>4,823</u>	<u>188</u>	<u>752</u>	<u>1,044</u>	<u>548</u>	<u>56,465</u>	<u>50,890</u>	<u>107,355</u>

Revised: January 18 1973

NIGERIA

Capital Unit Costs in Project Schools^{1/}
(in US \$)

	<u>Gross Area/ Student Place (m²)</u>	<u>Site Development</u>	<u>Building</u>	<u>Furniture</u>	<u>Equipment</u>	<u>Total</u>	<u>Unit Capital Costs in Neighboring Countries^{2/}</u>
<u>Academic and Communal Facilities</u>							
Primary Teacher Training Colleges	5.8	70	650	90	147	957	1,866 (Cameroon) ^{3/}
Secondary Schools	5.8	70	650	103	144	967	850 (Cameroon) 1,783 (Liberia)
<u>Boarding</u>							
Primary Teacher Training Colleges	5.6	74	662	82	-	818	1,476 (Cameroon) ^{3/}
Secondary Schools	5.6	77	700	82	-	859	1,180 (Cameroon) 1,240 (Gabon) 1,671 (Chad) 1,108 (Liberia)
	<u>Average Gross Area/Unit</u>						
<u>Staff Houses</u>	98	1,500	13,000	-	-	14,500	18,000 (Cameroon) 20,000 (Congo B)

^{1/} Professional fees and contingencies are not included.

^{2/} At 1970 prices.

^{3/} At 1972 prices.

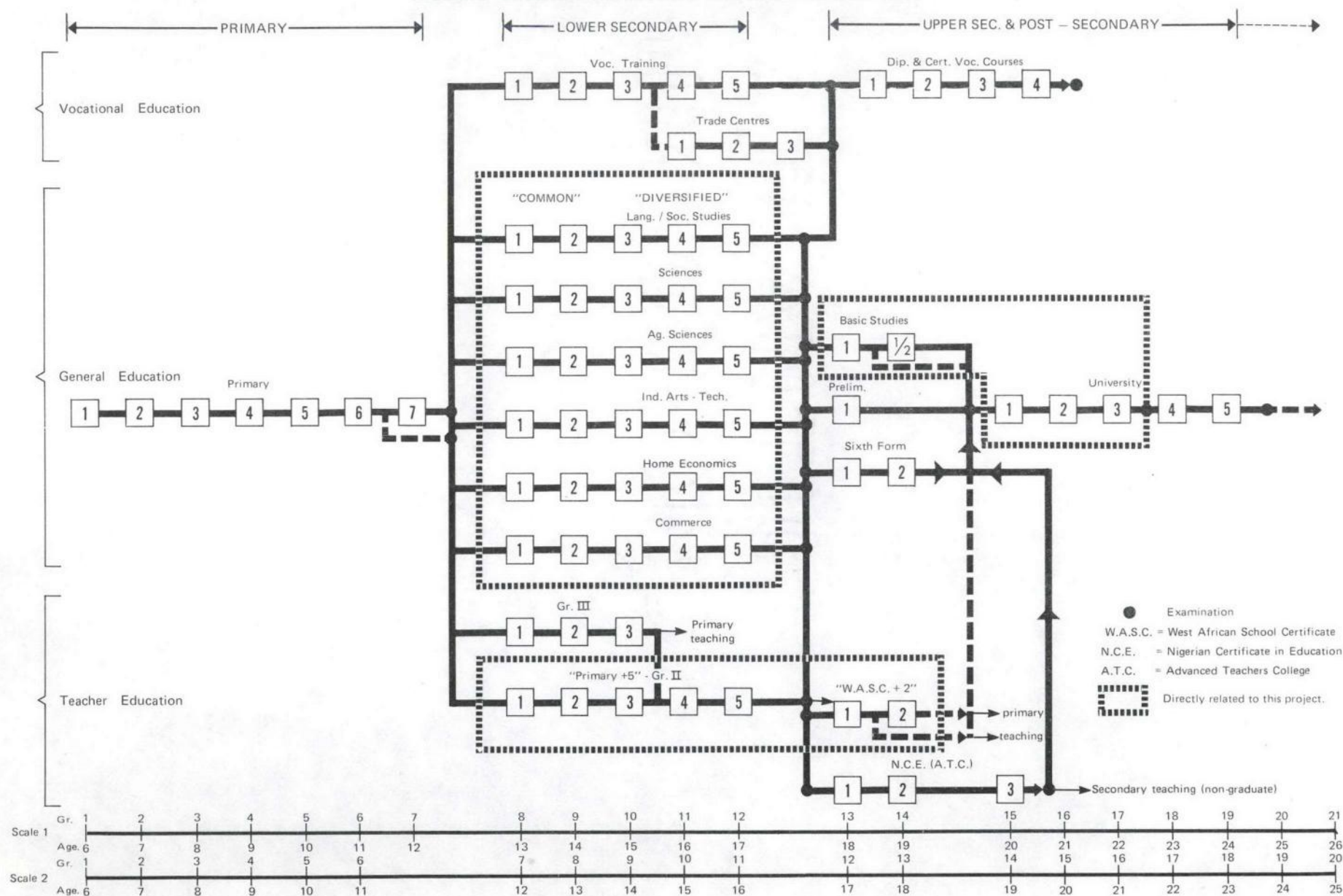
N I G E R I AEstimated Schedule of Disbursements

<u>Quarter *</u>	<u>Quarterly Disbursements</u>		<u>Accumulated Disbursements</u>		<u>Undisbursed</u>
	<u>%</u>	<u>US\$ (000's)</u>	<u>%</u>	<u>US\$ (000's)</u>	<u>Total Balance</u> <u>US\$ (000's)</u>
1	0.2	108	0.2	108	53,892
2	0.8	432	0.8	540	53,460
3	0.1	54	1.1	594	53,406
4	0.3	162	1.4	756	53,244
5	0.4	216	1.8	972	53,028
6	0.7	378	2.5	1,350	52,650
7	1.0	540	3.5	1,890	52,110
8	2.3	1,242	5.8	3,132	50,868
9	3.0	1,620	8.8	4,752	49,248
10	3.4	1,836	12.2	6,588	47,412
11	6.9	3,726	19.1	10,314	43,686
12	6.6	3,564	25.7	13,878	40,122
13	12.8	6,912	38.5	20,790	33,210
14	14.5	7,830	53.0	28,620	25,380
15	14.0	7,560	67.0	36,180	17,820
16	13.0	7,020	80.0	43,200	10,800
17	6.2	3,348	86.2	46,548	7,452
18	6.2	3,348	92.4	49,896	4,104
19	2.2	1,188	94.6	51,084	2,916
20	3.4	1,836	98.0	52,920	1,080
21	2.0	1,080	100.0	54,000	0
	<u>100.0</u>	<u>54,000</u>			

Source: Chart 8

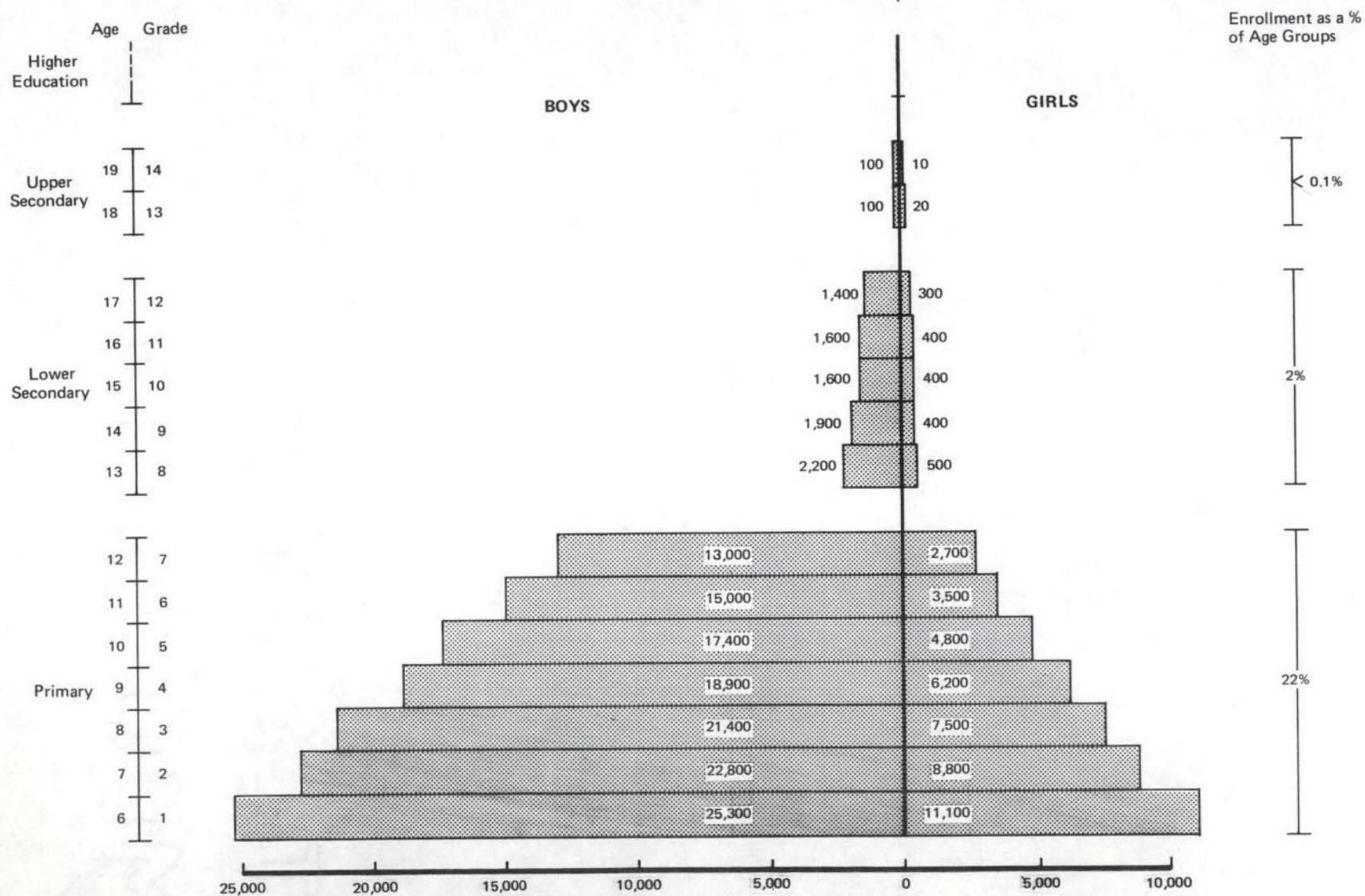
*Starting from date of effectiveness
January 18, 1973

NIGERIA: EDUCATIONAL SYSTEM - NORTHERN STATES - 1971



NIGERIA

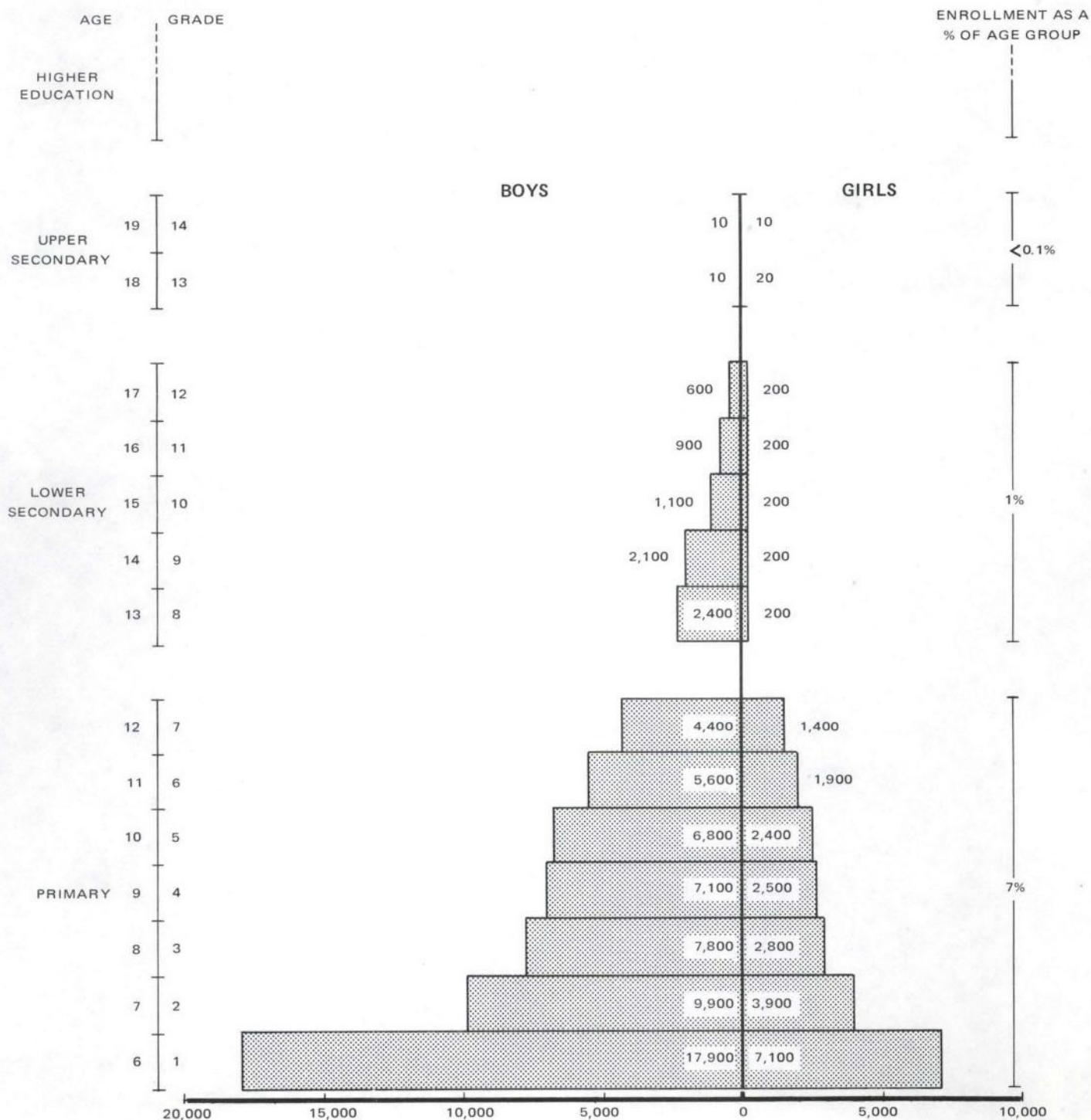
BENUE PLATEAU STATE: EDUCATIONAL PYRAMID 1971



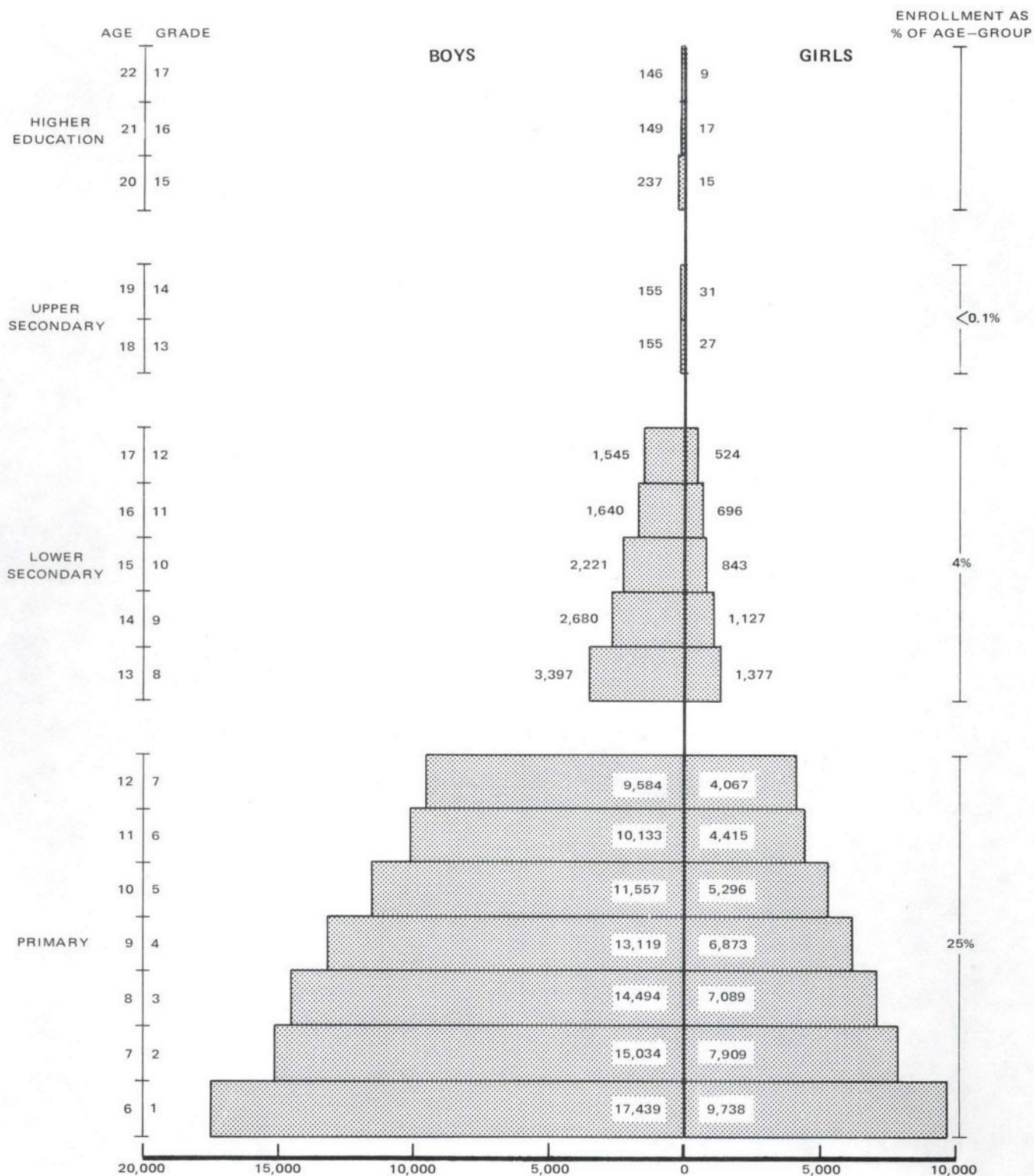
Source: Min. of Ed., Benue Plateau State.

World Bank - 6941 (R)

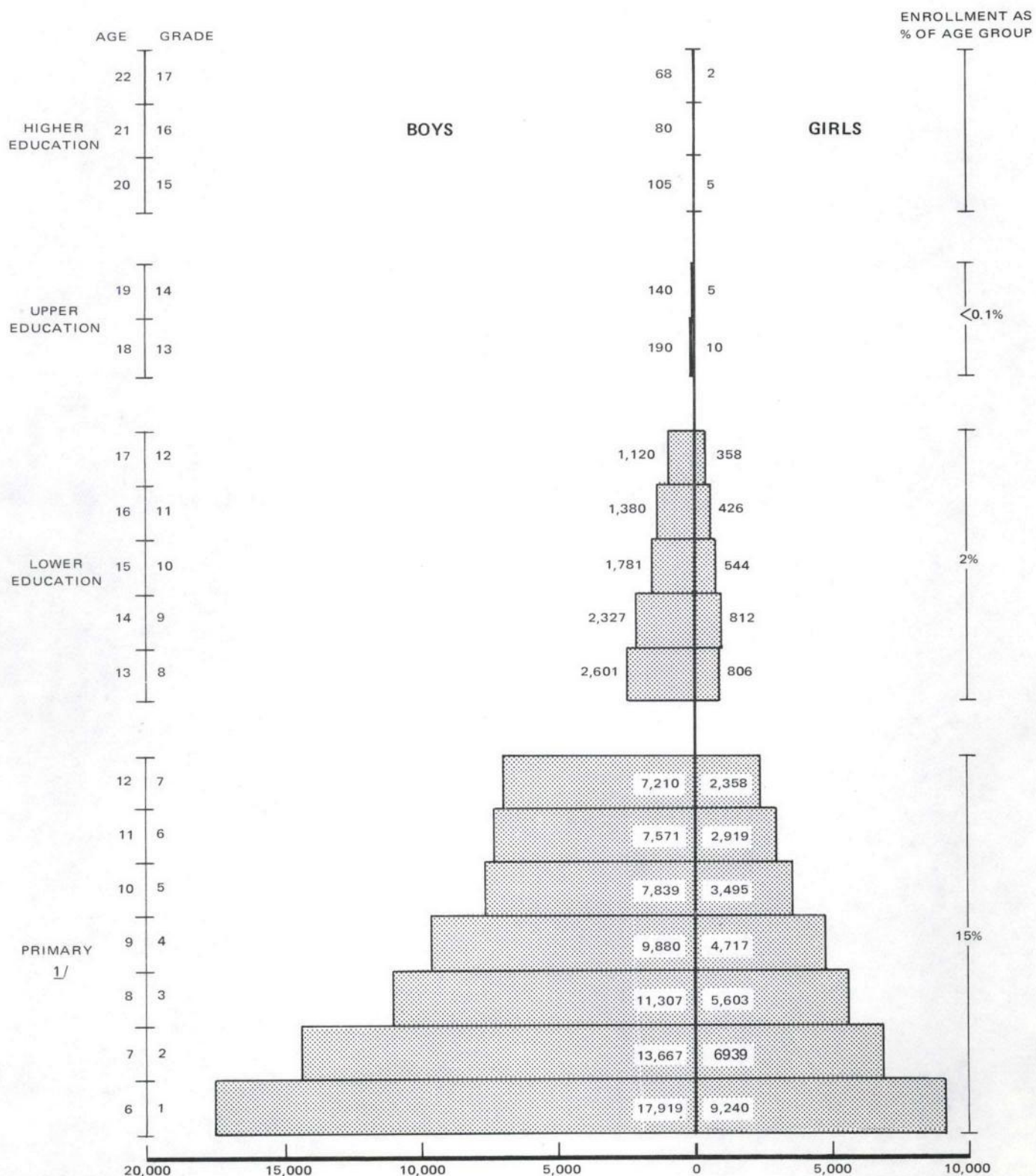
NIGERIA KANO STATE - EDUCATIONAL PYRAMID 1971



NIGERIA
KWARA STATE: EDUCATIONAL PYRAMID 1971

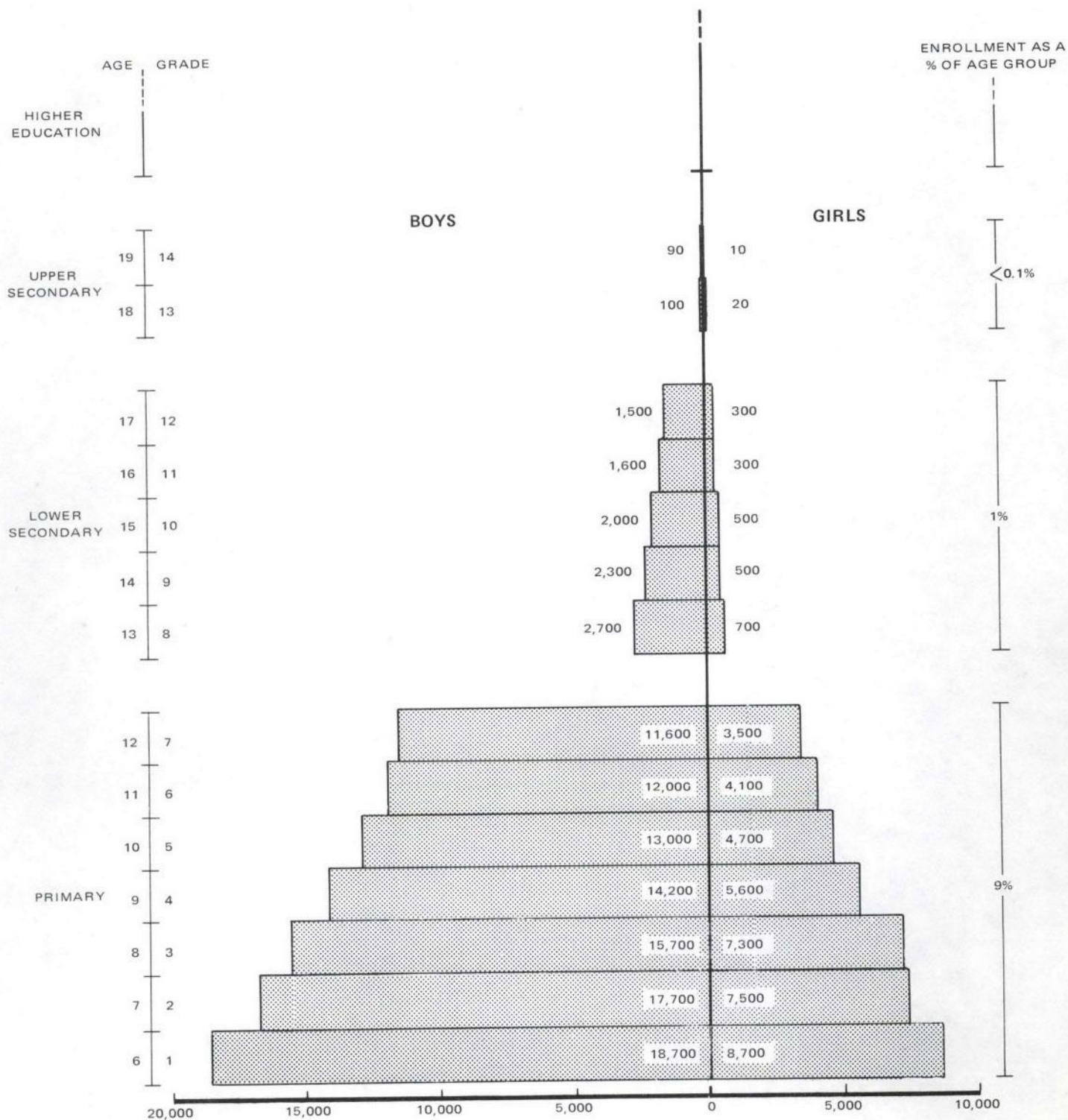


NIGERIA NORTH - CENTRAL STATE: EDUCATIONAL PYRAMID 1971

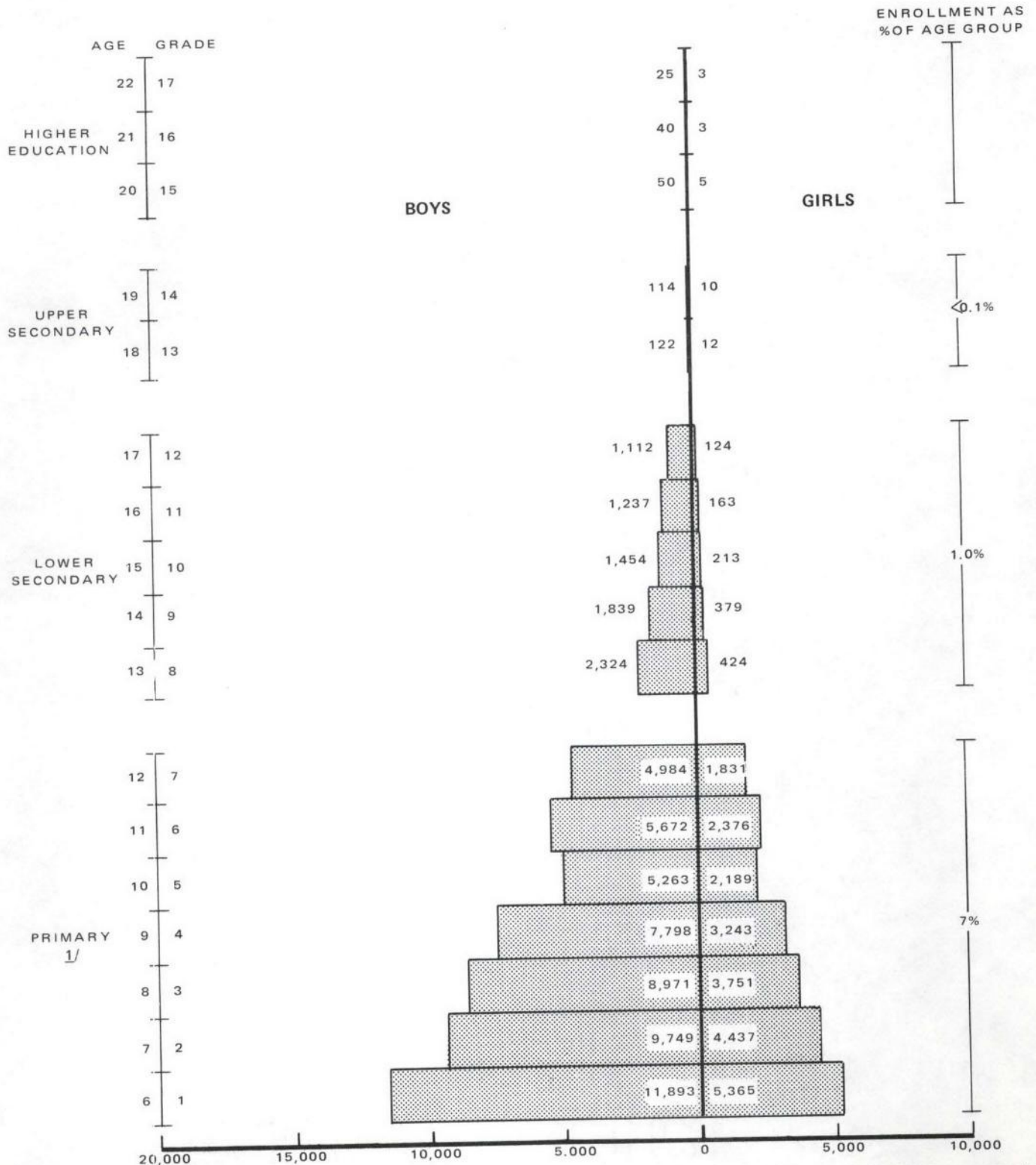


1/ The primary figures are for 1970

NIGERIA NORTH - EASTERN STATE: EDUCATIONAL PYRAMID 1971



NIGERIA NORTH-WESTERN STATE: EDUCATIONAL PYRAMID 1971



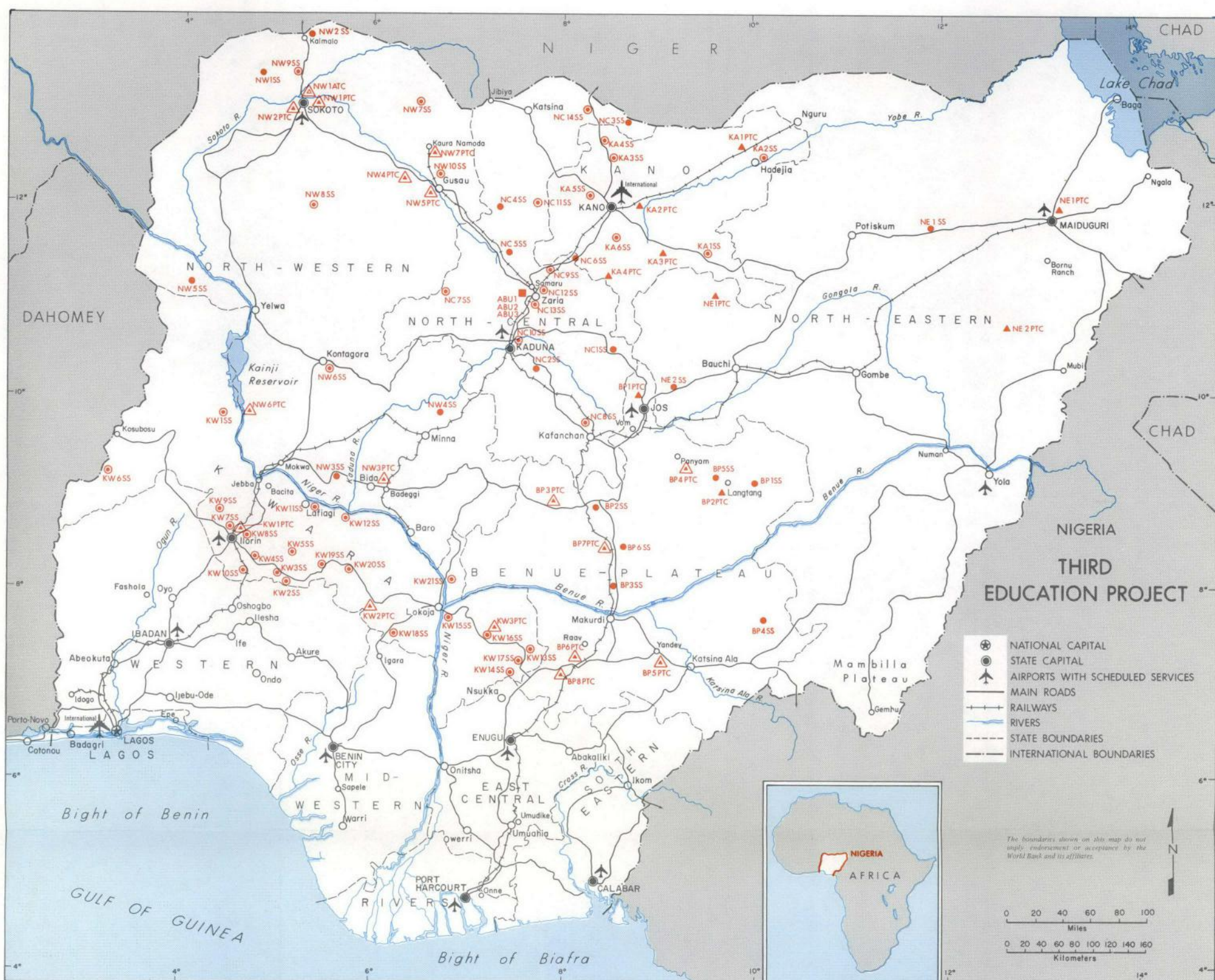
1/ Primary figures are for 1970

Year		Representation Schedule																						
Quarter		-2	-1	First Year				Second Year				Third Year				Fourth Year				Fifth Year				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
<u>Ahmadu Bello University</u>																								
1)	<u>Faculty of Education</u>																							
	Civil Works		AAA	///	***	:::	:::	TTT	CCC	CCC	CCC	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++				
	Furniture								LLL	LLL	TTT	00			1	111	+++	+++	+++	+++				
	Equipment								LLL	LLL	TTT	000			1	111	+++	+++	+++	+++				
2)	<u>Institute of Education (work units)</u>																							
	Civil Works		AAA					/	/**	:::	TTT	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++				
	Furniture										LLL	T00				111	+++	+++	+++	+++				
	Equipment										LLL	T00				111	+++	+++	+++	+++				
	Technical Assistance		AAA	AAA	AAA	222	222	222	222	222	222	444	444	444	444	444								
3)	<u>Department of Basic Studies</u>																							
	Civil Works		AAA		/	/**	***	:::	:::	:::	TTT	CCC	CCC	CCC	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++	
	Furniture											LLL	LLL	LTT	000				1	111	+++	+++	+++	
	Equipment										LL	LLL	LLL	LTT	000				11	111	+++	+++	+++	
4)	<u>Faculty of Science</u>																							
	Civil Works																							
	(arch. studies)																	AAA		/**	***	**;	:::	
<u>6 Northern States</u>																								
Phase I																								
<u>Academic & Communal (1/4)</u>																								
	Civil Works		AAA	///	***	***	:::	:::	TTT	CCC	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++					
	Furniture						LL	LLL	LTT	000	0				111	111	+++	+++	+++	+++				
	Equipment					L	LLL	LLL	LTT	000	0				111	111	+++	+++	+++	+++				
Phase II																								
<u>Academic & Communal (1/4)</u>																								
	Civil Works		AAA			///	***	:::	:::	TTT	CCC	CCC	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++			
	Furniture							LL	LLL	LTT	000				111	111	+++	+++	+++	+++				
	Equipment							LLL	LLL	LTT	000				111	111	+++	+++	+++	+++				
Phase III																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA			///	***	***	:::	TTT	CCC	CCC	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++			
	Furniture							LL	LLL	LTT	000				111	111	+++	+++	+++	+++				
	Equipment							LLL	LLL	LTT	000				111	111	+++	+++	+++	+++				
Phase IV																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA					///	***	***	:::	TTT	CCC	CCC	CCC	CCC	CCC	+++	+++	+++	+++			
	Furniture										LL	LLL	LTT	000				111	111	+++	+++			
	Equipment										LLL	LLL	LTT	000				111	111	+++	+++			
Phase V																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA							///	***	***	:::	TTT	CCC	CCC	CCC	CCC	+++	+++	+++	+++		
	Furniture													LL	LLL	LTT	000			111	111	+++	+++	
	Equipment													LLL	LLL	LTT	000			111	111	+++	+++	
Phase VI																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
	Equipment																							
Phase VII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
	Equipment																							
Phase VIII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
	Equipment																							
Phase IX																								
<u>Boarding & Staff Housing (1/4)</u>																								
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	Furniture																							
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Phase X																								
<u>Boarding & Staff Housing (1/4)</u>																								
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Phase XI																								
<u>Boarding & Staff Housing (1/4)</u>																								
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<u>Boarding & Staff Housing (1/4)</u>																								
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<u>Boarding & Staff Housing (1/4)</u>																								
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<u>Boarding & Staff Housing (1/4)</u>																								
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	Equipment																							
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<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
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Phase XVII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
	Equipment																							
Phase XVIII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
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Phase XIX																								
<u>Boarding & Staff Housing (1/4)</u>																								
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Phase XX																								
<u>Boarding & Staff Housing (1/4)</u>																								
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Phase XXI																								
<u>Boarding & Staff Housing (1/4)</u>																								
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Phase XXVII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							
	Equipment																							
Phase XXVIII																								
<u>Boarding & Staff Housing (1/4)</u>																								
	Civil Works		AAA																					
	Furniture																							

AAA = Appointment of Architects
 /// = Site Surveys
 *** = Architectural briefs
 (cost studies, design standards and sketch schemes)
 ::: = Preparation of construction drawings
 TT = Tendering - awards
 CCC = Construction

+++ = Guarantee Period
 LLL = Furniture & Equipment Lists
 000 = Procurement
 111 = Delivery and Installation
 222 = Man-months of Technical Assistance
 666 = Man-months of Technical Assistance
 XXX = Project Unit Costs

^{1/} Implementation starts from effective date of Credit Agreement.



CODE NUMBER NAME OF INSTITUTIONS AND LOCATIONS

- BENUE PLATEAU STATE**
- NEW SECONDARY SCHOOLS
 - BP1SS WASE, WASE
 - BP2SS AKWANGA, AKWANGA
 - BP3SS UDEI, UDEI
 - BP4SS DONGA, DONGA
 - BP5SS PANKSHIN, PANKSHIN
 - BP6SS LAFIA, LAFIA
 - ▲ NEW PRIMARY TEACHER COLLEGES
 - BP1PTC Government Teachers College, JOS
 - BP2PTC LANGTANG, LANGTANG
 - ▲ EXTENSIONS TO PRIMARY TEACHER COLLEGES
 - BP3PTC Government Teachers College, KEFFI
 - BP4PTC GINDIR, GINDIR
 - BP5PTC MKAR, MKAR
 - BP6PTC OTURKPO
 - BP7PTC St. Augustine's, LAFIA
 - BP8PTC Holy Rosary, ADOKA
 - KANO STATE
 - EXTENSIONS TO SECONDARY SCHOOLS
 - KA1SS BIRNIN KUDU, BIRNIN KUDU
 - KA2SS HADEJIA, HADEJIA
 - KA3SS DANBATATA, DANBATATA
 - KA4SS KAZAURE, KAZAURE
 - KA5SS DAWAKIN TOFA, DAWAKIN TOFA
 - KA6SS RANO, RANO
 - ▲ NEW PRIMARY TEACHER COLLEGES
 - KA1PTC MALLAN, MADURI
 - KA2PTC GEZAWA, GEZAWA
 - KA3PTC SUMAILA, SUMAILA
 - KA4PTC TUDUN WADA, TUDUN WADA
 - KWARA STATE
 - EXTENSIONS TO SECONDARY SCHOOLS
 - KW1SS BORGU Secondary, NEW BUSSA
 - KW2SS FATIMA Community, EKANMEJE
 - KW3SS Government Secondary, OMU-ARAN
 - KW4SS OMUPO Grammar, OMUPO

EDUCATIONAL INSTITUTIONS

- CODE NUMBER NAME OF INSTITUTIONS AND LOCATIONS
- KW5SS Playfair Memorial, ORO-AGOR
 - KW6SS BATONU Baptist, OKUTA
 - KW7SS St. ANTHONY'S Secondary, ILORIN
 - KW8SS ILORIN GRAMMAR, ILORIN
 - KW9SS Government Secondary, MALETE
 - KW10SS ANGLICAN College of Commerce, OFA
 - KW11SS LAFIAGI Secondary, LAFIAGI
 - KW12SS PATEGI Secondary, PATEGI
 - KW13SS St. Charles, ANKPA
 - KW14SS OGUGU, Community Secondary, OGUGU
 - KW15SS BASSANGE Anglican Secondary, GBOLOKO
 - KW16SS C.M.M.L. Secondary, AYANGBA
 - KW17SS EJEMA Community Secondary, OFUGO
 - KW18SS IGBIRA Anglican, OKENE
 - KW19SS EGBE Girls, EGBE
 - KW20SS St. KIZITOS, ISANLU
 - KW21SS Government Secondary, KOTON-KARFE
 - ▲ EXTENSIONS TO PRIMARY TEACHER COLLEGES
 - KW1PTC ILORIN, ILORIN
 - KW2PTC Women's College, KABBA
 - KW3PTC Our Lady's College, AYANGBA
 - NORTH CENTRAL STATE
 - NEW SECONDARY SCHOOLS
 - NC1SS PAMBEGUA, PAMBEGUA
 - NC2SS RUMA, RUMA
 - NC3SS BAURE, BAURE
 - NC4SS KANKARA, KANKARA
 - NC5SS ANCHAU, ANCHAU
 - NC6SS JIBIA, JIBIA
 - EXTENSIONS TO SECONDARY SCHOOLS
 - NC7SS BERNIN GWARI, BERNIN GWARI
 - NC8SS FADAN KAJE, FADAN KAJE
 - NC9SS MAKARFI, MAKARFI
 - NC10SS SARDAUNA Memorial College, KADUNA
 - NC11SS MUSAWA, MUSAWA
 - NC12SS BALEWA Memorial College, SAMARU ZONKWA
 - NC13SS COMMERCIAL COLLEGE, ZARIA
 - NC14SS DAURA, DAURA

CODE NUMBER NAME OF INSTITUTIONS AND LOCATIONS

- NORTH EASTERN STATE
- NEW SECONDARY SCHOOLS
 - NE1SS DAMATURU, DAMATURU
 - NE2SS TORO, TORO
 - ▲ NEW PRIMARY TEACHER COLLEGES
 - NE1PTC NINGI, NINGI
 - NE2PTC LITTLE GOMBI, LITTLE GOMBI
 - NORTH WESTERN STATE
 - NEW SECONDARY SCHOOLS
 - NW1SS TANGAZA, TANGAZA
 - NW2SS ILLELA, ILLELA
 - NW3SS KUTIGI, KUTIGI
 - NW4SS KUTA, KUTA
 - NW5SS KAOJE, KAOJE
 - EXTENSIONS TO SECONDARY SCHOOLS
 - NW6SS KONTAGORA, KONTAGORA
 - NW7SS SHINKAFI, SHINKAFI
 - NW8SS GUMI, GUMI
 - NW9SS GWADABAWA, GWADABAWA
 - NW10SS GUSAU, GUSAU
 - ▲ EXTENSIONS TO ADVANCED TEACHER COLLEGES
 - NW1ATC SOKOTO Advanced T.C., SOKOTO
 - ▲ EXTENSIONS TO PRIMARY TEACHER COLLEGES
 - NW1PTC Government T.C., SOKOTO
 - NW2PTC College of Arts and Arabic Studies, SOKOTO
 - NW3PTC BIDA, BIDA
 - NW4PTC MARU, MARU
 - NW5PTC GUSAU, GUSAU
 - NW6PTC NASARAWA, KAINJI
 - NW7PTC Kaura Namoda, Kaura Namoda
 - AHMADU BELLO UNIVERSITY
 - ABU1 Faculty of Education, ZARIA
 - ABU2 Faculty of Science, ZARIA
 - ABU3 Department of Basic Studies, ZARIA

