

# Development Administration and the Challenges of Neo-liberal Reforms in the Expansion of Nigerian Education System

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**Abstract:** - The quest of every nation state is to attract, sustain and fast-track growth and development in all ramifications. The Nigerian state between 1960 and 2020 has experienced an unabated expansion of universities. Ironically, the war against illiteracy is yet to be won, despite the experimentation of different western developmental ideologies in the Nigerian educational system. The study examined the contributions of development administration in the Nigerian educational sector as well as ascertained if the current neo-liberal reform has aided the expansion or retrogression of the educational sector most especially, the university sub-sector in Nigeria. The theoretical framework of the study was anchored on the post-colonial Nigerian state theory. Methodologically, the study strictly utilized the documentary method and data were sourced through the secondary sources and analyzed in content. The study found that the experimentation of western development ideologies in Nigeria actually aided the expansion of the universities but undermined the realization of free, quality and accessible university education for all and sundry. The study recommended among others: the applications of the action plan of Professor Okonjo as regards creating a universal tertiary education for all Nigerians and sustainably financing it.

**Keywords:** - Neo-liberalism, literacy, development administration, university education, Nigeria

## I. INTRODUCTION

The quest of every nation state is to attract, sustain and fast-track growth and development in all ramifications. Development administration was inaugurated during the 1950s by the west, as a developmental plan of action capable of fostering nation-building in order to salvage the backwardness of many post-independence third world countries. Thus, development administration was recognized as a development pathfinder as well as a development catalyst capable of satisfying the development desires of the third world countries.

The evolution of development administration in Nigeria can be traced in the 1948 general directives from the colonial office in London to the colonial government with the specific instruction of reforming the local government and civil service, so as to expand the tasks of government through the mobilization and utilization of local human and material resources in order to aid development. Development administration was further applied in Nigeria through; the establishments of agencies and management techniques aimed

at achieving development goals, coupled with the establishment of public corporations and agencies for the management of public resources.

Neo-liberal reforms were introduced in Nigeria, through the Structural Adjustment Programme (SAP) of 1986. This brought about the end to the Keynesian development ideology in which development administration was built on. As such, state intervention that was needed in order to drive the wheels of development administration was gradually reduced. Hence, market forces were unleashed in order to regulate the prices of goods and services through the price mechanism.

Over the years, the infectivity of universities among higher institutions, has led to the short fall of capable graduates, who can really impact efficiently into the growth of the economy. Presently, universities in Nigeria are characterized with the existence of Exam Malpractices, Low infrastructures, Cultism, Strike actions, Unqualified Lecturers, Under-funding etcetera. The educational system within the Development Administration period has been described by so many scholars as being more proficient than the latter, with series of facts presented.

Thus, the study will try to fill the gap in literature by examining how development ideologies influenced the Nigerian University education through the evaluation of how the educational sector thrived under development administration and also under the current neo-liberal reforms.

However, the focus of the study is to evaluate the contributions of development administration as an ideology in the educational sector as well as to ascertain if the current neo-liberal reforms in the educational sector especially, the university system, has aided the expansion or retrogression of the educational sector in Nigeria. Author's dispositions would as well be presented on the affectivity of these development ideologies in general.

## II. THEORETICAL PERSPECTIVE

This study employed the post-colonial state theory. The post-colonial state theory is partly a Marxist theory of the state. The post-colonial state theory portrays the legacies of the colonial era, as it reveals the unequal relations between the metropolitan centre's and their ex-colonies as well as between the state operators (indigenous bourgeoisie) class and the

masses (Udeogu and Onwanabile 2016, as cited in Emordi, 2019). The following are the proponents of the post-colonial state theory; (Alavi, 1972, Millband 1977, Ake, 1981, Saul, 1984, Cooper, 2000, Smith, 2003 and Sethi, 2016 as cited in Emordi, 2019).

The post-colonial state theory arose as an opposing force as regards the liberal state paradigm, which sees the state as an independent force that is neutral in nature and as such, stands in support of the citizen's welfare. However, the Marxist perception differs in the sense that, the state to them, was perceived to exist as a product and expression of the confrontational class contradictions and antagonisms. Thus, the state stood as a powerful force and entity standing above the society, saddled with the mandate of mediating in a considerable way, the class struggles and antagonisms in order to keep them within the bounds of the law (Engels, 1844, Lenin, 1918 as cited in Ezirim et al 2016).

According to Mar and Engel (1848) the state later changed from resolving the class struggles and antagonisms between the haves (elites or bourgeoisies) and the have-not (peasants or working class) into aligning itself towards the betterment of the committee of the dominant class while subjugating and repressing the working class. Marx and Engel further revealed that the state was able to side and protect the interest of the dominant class through; enacting, executing and adjudicating of laws to such effect. These processes enabled the dominant elite class to primitively accumulate wealth at the dispossession of the poor masses.

From the above, the post-colonial state is highly characterized as exhibiting a dominance of the elite class over the masses, authoritarian in style, powerful in repressing dissent, neo-patrimonial in disposition and prebendal in political and economic considerations as well as rent seeking in nature (Clapham, 1990, Cooper, 2002 and Young, 2004 as cited in Habib and Ahmed, 2012).

Commenting on the woes of the post-colonial state theory in Nigeria, Ake (1996) noted that at independence, Nigerian nationalist leaders failed to deliver the development they promised to the people. Rather, they were caught up with ideological backlash, inordinate quest to capture state powers, retain it and share whatever economic benefits it breeds with their cronies. Also, the inheritors of state powers were unable to change the colonial state structure, institution and economy framework. This is why the Nigerian educational system, mostly the university sub-system still operates like a replica of British model in terms of structure, teaching methodologies etc. Furthermore, Ake (1981) noted that the colonial capitalist economy logic of little input for maximum output is still in existence.

Thus, the same way the colonial government under-funded education, health and social welfare services have been replicated by the Nigerian state operators. The budgetary allocations to security, debt servicing, power and other sectors that promotes the interest of the elites in Nigeria, receives

bigger allocations while the educational sector remains in a dysfunctional state. Between 2009 and 2018 a total of N3.39 trillion was allocated to education out of the total budget of N55.19 trillion. The outcome of such under-funding coupled with the privatization, commercialization and politicization of the educational system, has resulted in the unending war against illiteracy, high school drop-out, and brain drain in the university sector. The Nigerian state losses \$2 billion annually in form of education tourism abroad, incessant strike actions between ASUU and the federal government has taken place as well as the reduction in quality of education and the graduates unemployed or underemployed.

### III. DEVELOPMENT ADMINISTRATION IN THE EDUCATIONAL SECTOR OF NIGERIA

The term development administration was first used by an Indian scholar named Goswami as cited in Obi and Chukwumeka (2006). Collins (1980) stated that development administration deals with the achievement of change under conditions where change is difficult as cited in Onah (2002). Rathod (2010) opined that development administration deals with the utilization of existing and new resources as well as the cultivation of appropriate skills that are needed for the realization of development objectives. Thus, development administration is not only an action oriented paradigm, but rather it is also a goal oriented administrative system, Weidner as cited in Rathod (2010). Rathod's view reveals the fact that the success and failures of planning as regards the welfare of the citizens of a given country, largely depends on the effectiveness of the development administration that is operational in such a given country.

Education remains the only viable force that can unlock the doors of civilization. As such, education remains an agent of national development. A country with weak educational system is a façade of a moving lorry with no tyres. Abamba (1997) argued that education was mainly left in the hands of the missionaries in Nigeria during colonial era. The culminated events between 1919 and 1930 and 1940 and 1950 which comprise of the first and second world wars and its devastating effects coupled with decolonization movements, all these aroused the interest of the colonial government to participate in the provision of education.

Okon (1986) posited that prior to the introduction of development administration in Nigeria, most developmental plans at the community level as regard education was highly centralized and normally carried out in a top-bottom approach with elite's interest overriding that of the local people. But development administration changed this elitist approach to educational planning through a bottom-top approach that enabled the local people, state their problems and proffer solutions that are viable. The above statement was reiterated by The Nigerian Chronicle (1976) as cited in Okon (1986) Development administration achieved so much in the education sector, Scholarships were awarded, schools and colleges built and maintained.

Ughamadu (1992) asserted that during the 1960s government financial investment in education brought about quantitative expansion of the educational sector in order to resolve the inherent problems of acute shortage of skilled manpower in all sectors of the country. Furthermore, the 1967 curriculum conference also showed the bottom-top approach of development administration. This is because, the interest of the masses were accommodated since some occupations were represented such as; market women, farmers etc

The table below shows the budgetary allocation to the education sector during the first, second, third and fourth national development plans.

Table 1: Budgetary allocations to Education from 1955-1985

Financial year	Percentage of total expenditure
1955-1961	4.6%
1962-1968	8.5%
1970-1974	11.4%
1975-1980	13.8%
1981-1985	8.6%

Source: Obi (2005)

Table 1 reveals an improvement in the funding of education during the colonial regional days down to independence and oil burble era of the 70 s. As the figure, rose from 4.6% in 1955-1961 to 13.8% in 1975-1980. There was a -5.2% cut in the allocation to education between 1981 and 1985. This could be attributed to the oil glut era in which the Nigerian economy witnessed some economic crises coupled with debt burden which eventually, ushered in the shock therapy doctrine in 1986 known as the Structural Adjustment Programme (SAP).

Shuaibu (2019) observed that Nigerian student that studied between 1930 and 1960s enjoyed quality education in terms of numeracy and literally skills. There also exists free education: free meals for students, clothing and free transport to and fro schools. Thus, these entire aids where made possible through the adequate finance of the educational system which was part of the social safety nets that development administration facilitated through tax payer’s monies. Eneasator (1986) claimed that development administration with adequate funds provided, as well as aided the advancement of the Nigerian educational system. The British government invested in human capital development between 1946 and 1956. Their aim was to utilize the forces of education in sourcing for skilled manpower that will replace the vacant post in the civil service.

Corroborating, Lenshine (2013) submits that in the past, Nigerian educational systems, especially universities were rated among the best in Africa. The universities then in Nigeria were able to attract and sustain foreign students, scholars and investors which were a plus for our educational system. During this period of time, foreign investors were

willing to invest in the Nigerian education sector without much appeal. Although, the Nigerian state experienced political and economic instabilities prior to the implementation of neo-liberal reforms in 1986, the Nigerian government continued to pursue the philosophy of relentless investment in Education between 1960 and 1985.

#### IV. NEO-LIBERAL REFORMS AND THE EDUCATIONAL SYSTEM IN NIGERIA

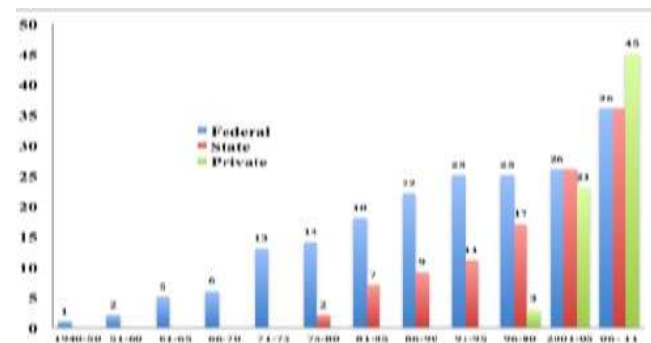
The contributions of neo-liberal globalization in the advancement of the global educational system cannot be neglected. This was made a reality, through the powers of Information Communication Technology (ICT). The introduction of the internet, computers and other electronic devices, coupled with electronic library, e-books (electronic books), and other database repositories that facilitates easy learning and exchange of information among scholars, all these have made research much easier than before. Students can even study online; through the zoom application, participate in online learning platforms in affiliations with foreign academic institutions in order to earn their degrees in exchange for some tuition fees been charged.

Neo-Liberalism took place in Nigeria through the introduction of Structural Adjustment Programme (SAP) in 1986, with the removal of subsidies as regards the introduction of tuition fees, cut down in the budgetary allocation of the education sector; mostly, recurrent capital allocation, privatization of schools and the subsequent embargo on salary increase and minimum wage Umezurike (2019).

Although, the Nigerian situation as regards catching up with educational advancement through the powers of ICT is still in an infant stage compared to what is obtainable in Indian, China, Singapore etc. The shift from development administration into neo-liberalism was base on the perception that government is not effective in engaging in business. Thus, the state had to back off and allow market forces to regulate the economy through the price mechanism. This action many actors say retrogressed the progressive state of development administration in the educational sector.

The below figure showcases a drastic increase of universities in Nigeria, following the advent of both ideologies

Figure 1- Bar Chart on the increase of universities in Nigeria 1940-2011



Source: Bamiro (2012)

The neo-liberalization of the educational system actually aided the expansion of the university education in Nigeria in terms of rising number of universities in Nigeria which currently stands at 174; 79 privatized, 43 federally owned and 52 states owned universities. The neo-liberalization of the education sector in Nigeria, have aided the expansion of

education in general and the expansion of university education in particularly in Nigeria. However, the introduction of neo-liberal reforms led to the cut down of government expenditure on education and this have led to the dysfunctional state of the education system in Nigeria.

Table 2: Monetary Allocation to the Educational Sector from 1960- 2019

Year	Allocation as of Total Budget	Year	Allocation as of Total Budget	Year	Allocation as of Total Budget	Year	Allocation as of Total Budget	Year	Allocation as of Total Budget
1960	6.02	1973	0.88	1986	7.69	1999	11.12	2012	10.0
1961	6.15	1974	2.96	1987	1.93	2000	8.36	2013	8.7
1962	5.19	1975	4.57	1988	2.40	2001	7.00	2014	10.6
1963	3.45	1976	8.71	1989	3.55	2002	5.9	2015	9.5
1964	3.65	1977	3.12	1990	2.83	2003	1.83	2016	6.10
1965	3.57	1978	11.44	1991	1.09	2004	10.5	2017	7.38
1966	4.23	1979	3.70	1992	3.86	2005	9.3	2018	7.03
1967	4.88	1980	4.95	1993	5.62	2006	11.00	2019	5.23
1968	2.84	1981	6.45	1994	7.13	2007	8.09		
1969	2.20	1982	8.09	1995	7.20	2008	13.0		
1970	0.69	1983	4.04	1996	12.23	2009	6.54		
1971	0.53	1984	4.49	1997	17.59	2010	6.40		
1972	0.62	1985	3.79	1998	10.27	2011	1.69		

Source: Central Bank (2015), Ndujihe (2019).

From the table above, it is obvious that the Nigerian government have been relatively stagnant in their revenue allocation to the educational sector, despite the rising number of persons as students in Nigeria.

Out of 55.19 trillion of budgets passed since 2009 to 2018, only 3.90 trillion was allocated to education sector in ten years. Whereas, other sectors like power, security and debt servicing attracted more votes than the education sector Ndujihe as cited in Emordi (2019). Government allocation to higher education plummeted by over 27% between 1990 and 1997. Whereas, school enrolment increased by more than 70% for the period reviewed Eno (2015).

Thus, during the years; 2014, 2015, 2016, 2017 and 2018 capital expenditure on education stood at 10.35%, 4.7%, 7.38%, 12.45%, 10.9% respectively Alubo (2018). Also, in comparison with budgetary allocations to the education system during the era of development administration, the education system under the neo-liberal agenda has failed to consistently attract a double digit of 11.4% and 13.8% respectively against the financial years of 1970-75 and 1975-80.

Nwokolo (1993) noted that out of the \$115 billion realized during the oil boom era of development administration, only \$30 billion was utilized towards the provision of physical infrastructures such as; roads, water, improved education, hospitals etc. Thus, the problem of Nigeria according to

Okonjo is that of weak institutions, lack of accountability and greed among the state operators as cited in Okonjo (2000).

The neo-liberalization of the educational system comes with a slogan which states that education will strive better in private hands and as such should be privatized through the introduction of school fees. However, in the first year of SAP in 1987, the government reduced the re-current expenditure on education from 429 million naira to 316 million naira. This exacerbated the problems in the education sector paving way for infrastructural decay and deterioration in staff development and conditions of service Jega (1993) as cited in Akhaine (2016). The expansion of universities in Nigeria is not in parity with the funds allocated to the university sector which have also affected the sorry state of facilities in the Nigeria universities. The university system suffers from outdated, dilapidated or non existence of infrastructure, poorly stocked libraries, inadequate laboratories and equipments, low lecturers to student ratio, poor quality of teaching as well as low quality of graduates in science and technology (Deigo, 2006).

During the development administration era in Nigeria, which was executed through the national economic plans, as the Nigerian economy grew, government allocation to education which triggered the expansion of the education system kept pace. But in a post-neo-liberal Nigeria, which is characterized with so many uncertainties ranging from negative economy

growth rate, unstable prices of oil at the international market, corruption, insecurity and the transformation of internal and external colonialist into dynamic and ruthless internal and external development hijackers. All these have impacted negatively in the critical sectors of education and health. Thus, there exist actual expansion of education in Nigeria, mostly universities, but government expenditures on education are not catching up with the pace of student enrolments and the sustainability of quality graduates. This is a replica of a statement success without a successor, is a failure in disguise. The education sector has expanded thanks to neo-liberalism, but the crisis in the education sector keeps maturing and transforming into a complex one just the same way Nigerian elites are transforming into grandmasters and pathfinders of corruption (Emordi and Onuegbu 2020).

Between 1988 and 1990, more than 1,000 lecturers left the Nigerian universities due to the harsh austerity measures that accompanied the neo-liberalization of the education sector Omobowale (2016). This statistics updated by Abina (2019) stated that 23,000 lecturers left the shores of Africa every year with Nigeria accounting for the majority of them. This has also paved the way for Nigerians to spend \$2 billion annually on school fees abroad. This constitutes an education capital flight. If this huge sum is converted into naira, it is enough to restructure the dysfunctional education system in Nigeria and even aid the subsidization of the sector in order to make education more accessible to the poor, which will in turn have a positive long run impact as regards poverty reduction and the eradication of illiteracy in Nigeria as cited in (Emordi, 2019).

The extraction of lecturers from the shore of the country as well as the inability of universities to effortlessly produce PhD. Holders according to the requirements of Nigerian University Council (NUC) has presented a poor teacher-student ratio that has made learning a difficult task among students.

Table 3: Teacher- Student Ratio

Year	Staff- Student Ratio
Earlier	1:14
1987/1988	1:20
1997/1998	1:20
2000	1:24
2006/2007	1:40
2016/2017	1:122

Source: Bamiro (2012), WENR (2017), NUC (2002b).

By 1987/1988 and 1997/1998 the enrolment rate of students specifically in universities rose by 12% annually, while staffing grew by just 3% a year. Academic staff increased to 13,515 from 9,612 and total student rate was 267,730 from 130,731 within this decade. Academic staff declined by 12% and enrolment increased by 13%. It created a decline in Staff-student ratio, which became 1:20 from 1:14 and has ever

since despite the advent of higher institutions drastically increased (NUC, 2002). By 2017 the Staff-student ratio, with reference to University of Abuja and Lagos increased to 1:122 and 1: 114 respectively (WENR, 2017).

Okogba and Ugweloha (2019) argued that the inadequate finance of education in Nigeria has resulted in the infrastructural decays, brain drain, and low quality of education out-put. While Ndujihe (2019) observed that poor funding of the education sector in Nigeria, have left the system in a dysfunctional state. Okoli as cited in Lawal (2018) asserted that in the 70s, university education was highly subsidized and students were given scholarships for as many that gained admission back then. This enabled many indigent students that never dreamt of attending and obtaining a university education to be successful grandaunts. But the introduction of user's fees in the education system through neo-liberal reforms shut the doors to indigent students and prospective candidates who would now pay huge school fees. These ugly developments in the university education system in Nigeria, resulted in the Ali must go riots of 1978. Since then till now, student's riots, demonstration and protest has become a norm in the university system coupled with the incessant strike actions by the academic and non- academic staff of universities in Nigeria. The tables below shows strike actions by ASUU from 1999-2019.

Table 4: University Strike Actions, 1999-2019

University strike Action Duration	Years	Regime
Five months	1999	Obasanjo
Three months	2001	Obasanjo
Six months	2003/2004	Obasanjo
Three days	2005	Obasanjo
One week	2006	Obasanjo
Three months	2007	Yar'Aduar
One week	2008	Yar'Aduar
Four months	2009	Yar'Aduar
Five months and seven days	2010	Jonathan
Three months	2011/2012	Jonathan
Six months	2013	Jonathan
Seven days	2016	Buhari
One month and six days	2017	Buhari
Three months and some days	2018/2019	Buhari

Source: Ndujihe, 2019.

The table above shows that since the return to democratic civilian rule under neo-liberal economy configurations, the incessant strike actions has occurred periodically, basically as a result of poor funding to the educational sector.

## V. DEVELOPMENT IDEOLOGIES AND THE RETROGRESSION OR EXPANSION OF THE EDUCATIONAL SYSTEM

The application of development administration and the subsequent neo-liberalization of the Nigerian educational system failed to alter some inherent colonial methodology as regards curriculum execution by the facilitators. Okonjo (2017) observed that the Nigerian education system during the era of development administration has failed woefully, methodologically to extricate itself from the inherited British method of teaching and learning which places more emphasis on listening and reading which constitutes 25% achievement rate when applied. Nevertheless, other methodological transformations such as listening and seeing which constitutes an achievement rate of 30% and listening and doing which scored 45% achievement rate has been neglected till date.

The inability of Nigerian leaders to articulate and execute an indigenous development ideology, that is capable of resolving the inherent contradictions of the post-colonial Nigerian state development plans and structures, resulted in the habitual reliance of the Nigerian state on western development ideologies in order to survive. This very fact reveals that the Nigerian State since independence, have to rely on western development ideologies in order to plan her economy and these development ideologies keep coming in stages till in 1986 in which neo-liberal reforms came into existence paving way for too much market and too little state intervention; (Ake 1996, Okonjo 2000, Okolie 2015, Serra and Garreth 2015 as cited in Emordi 2019).

Both development paradigms failed to engender the realization of 100% literacy level in Nigeria. Thus, the fight against illiteracy which is one of the major obstacles to development lingers on.

Table 5: Literacy Rate in Nigeria, 1985-2018

Years	Literacy rate %
1985*	40%
1995	57.1%
2002*	66%
2003	68%
2005*	69.1%
2010	61.3%
2015	51.1%
2018	59.6%

Source: NBS Statistical Bulletin

*The data in the table above shows that Nigeria is yet to realized between 80 to 99% literacy level in which countries like Singapore and Cuba has attained. As such, the Millennium development goal alongside the sustainable development goals with emphasis on the eradication of illiteracy is hereby defeated in Nigeria. The figures marked \**

*represents adult literacy level in Nigeria, which increased from 40% in 1985 to 69.1% in 2005.*

Both development ideologies failed to curb the increasing social vices in the Nigerian educational sector. Issues like; examination malpractices, forgery and other social vices keeps increasing and becoming more dynamic in nature to deal with. They also failed to provide an educational system that will accommodate the ever rising population of Nigeria. This is because the Nigerian educational system keeps planning without facts and accurate figures. This is why the Nigerian state still relies on data projections of UNESCO, IMF, WORLD BANK and even CIA.

Both still retained an educational system that is strongly tied to paper qualifications as against other practical dexterities that is capable of fostering the growth of industrialization in the country. Also, both ideologies refused to recognize teaching as the mother of all profession. This can be seen through the over politicization of the educational sector which affects professional growth and development of the practitioners.

The both development ideologies were not able to resolve the contradictions of colonialism in Nigeria and this is because colonialism was a western oriented mission. Arguably, western development ideologies cannot counter the inherent colonial capitalist ideology. Instead it will further aid in perpetuating more contradictions and as such compel and foster a servant master relationship between the advanced western countries and the Nigerian state. This is why identity politics along ethnic configurations persist till date. Furthermore, the politicization of education persists unabated.

Although development administration was able to expand the university system and as well provided subsidized quality education back then, a closer observation shows that the expansion occurred alongside a single intake education system with its inherent internal crisis like over population, examination malpractices and student cultism. These trends still persist under the neo-liberal agenda. The Nigerian educational sector and its operators have refused to experiment the double intake system as propounded by the first Nigerian demographer Professor Chukwuka Okonjo.

Okonjo (2000) noted that development administration and neo-liberal reforms failed in Nigeria, because the political elites who inherited the mantle of leadership from the colonial masters tried to westernize, not modernize the Nigerian society. He linked the failures of both developmental ideologies in the Nigerian education sector base on the elites who always promoted their interest over the welfare of the citizens. Also, the education system according to Okonjo (2017) is due for totally revolution in terms of structures, system, methodology and every other aspect of it that still bears the mark of British colonial and post colonial education system.

## VI. CONCLUSION

Nigerian University Educational System is in its poor retrogressive state. Clear analyses have shown that the development ideologies inculcated into the Nigerian educational system has been relatively unfruitful. Despite the rising number of academic institutions such as universities, the educational standard has overtime become pathetic, with rising number of drop outs, low and poor infrastructures, incessant strike actions, increase in tuition fees, poor teacher-student ratio, under funding, and under-utilization of modern electronic teaching and learning facilities. In line with the Post-Colonial State theory, these development ideologies that is deeply rooted with colonial heritage has made little progress in entrenching free, quality and assessable university education in Nigeria. Thus, the educational system keeps expanding alongside its inherited internal and external crisis. This is because the Nigeria state operators tend to westernize instead of modernizes the educational system in line with Nigerian values and orientations and as such the illiteracy scourge is yet to be eradicated and likewise the realization of meaningful development undermined.

## VII. RECOMMENDATIONS

- The operation of a liberal system of education in Nigeria is no longer viable to cope with the rising population explosion through the single intake system. This should be changed by a careful consideration of Okonjo Chukwuka's postulations as reflected in his book (Universal Tertiary Education for all Nigerians: on reforming and sustainably financing Nigeria's education system).
- The politicization and continuous neo-liberalization of the educational system in Nigeria should be stopped. The merit system should be re-introduced coupled with a restructuring of the system to making it more Afro-centric in nature.
- Adequate funding should be allocated to the university education sub-sector, following global changes and the increase of student's populations in the country.
- ASUU and NUC should be free from political manipulations and both should work in synergy with the mandate of professionalizing the teaching profession in the university level in terms of ministerial projections for appoints, academic recruitments and so on.
- A new free and fair census should be conducted by the National Population Commission: in order to ascertain the true population figure of Nigeria's; poverty figures, out of school children, illiteracy rate, literacy level and other necessary data that will aid development planning that affects all critical sectors of the Nigerian economy.
- The Nigerian state through the appropriate agencies in charge for economic planning should prioritize the fight against illiteracy. This is because inability of

Nigeria to attain 100% literacy rate is a bane towards sustainable development and genuine democracy.

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