

EDUCATION RE-ENGINEERING IN THE
NEW NORMAL WORLD

UNIVERSITY OF IBADAN LIBRARY

EDUCATION RE-ENGINEERING IN THE NEW NORMAL WORLD

A FESTSCHRIFT FOR
PROFESSOR RASHID ADEWUMI ADERINOYE

Edited by

Kester Osegha Ojokheta, DIP, Ph.D, FUIL, FSOU, MNAE, MNNCAE
Professor of Literacy, Open-Distance and Lifelong Learning
Department of Adult Education, University of Ibadan

Kehinde Oluwaseun Kester, Ph.D, MNAE
Professor of Industrial Education and Training
Department of Adult Education, University of Ibadan



JOHN ARCHERS

Published by
JOHN ARCHERS (Publishers) Ltd.
First Floor Eburn Isola House 53 Gbadebo Str. Mokola
GPO Box 339, Dugbe, Ibadan
© 0803 4476 916 0701 085 1055
e-mail: archersbooksonline@gmail.com
johnarchers@yahoo.co.uk

www.johnarchers.com.ng

for
Department of Adult Education
University of Ibadan, Ibadan

© Department of Adult Education
University of Ibadan 2021

First published 2021

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the copyright owners.

ISBN: 978-978-58587-2-3

Contents

<i>Acknowledgements</i>	xii
<i>Foreword</i>	xiii
<i>Preface</i>	xv
INTRODUCTORY SESSION	
1. The Rise and Rise of the Department of Adult Education, University of Ibadan, Nigeria - <i>M. A. Omolewa</i>	3
2. Moving From Teaching as Telling to Teaching as Guiding - <i>Pai Obanya</i>	13
PART ONE: ACCESS, CURRICULUM AND ASSESSMENT RE-ENGINEERING	
3. Education Reengineering and Future Proofing in a New Normal World - <i>H. Inyega</i>	25
4. Re-engineering Educational Assessment in Nigeria Higher Education Institutions to Bridge Inequality in Undergraduates' Access to Quality Education in the New World - <i>J. O. Osakuade</i>	34
5. Rethinking Widening Educational Access for Out-of-School Children in Nigeria: A Paradigm Shift towards Non-Formal Education System - <i>K. O. Kester, A. I. Gbenro and O. T. Ogidan</i>	42
6. Suggesting Paradigm Shift for Learners Assessment in Nigeria's Education System in the New Normal World - <i>T. G. Muibi</i>	50
7. The Future of World of Work in the New Normal World: Essential Preparations Needed - <i>A. M. Momoh and G. M. Adegbola</i>	61
8. New Normal and Labour Union Participation: Reducing Gender Bias in "Virtual Meetings or Gatherings" and the Need for "Unconscious Bias Training" for Leaders - <i>V. O. Aasa and A. A. Ishola</i>	67
9. Increasing Organisational Performance During COVID-19 Crisis: Workers' Welfare Option - <i>D. I. Ukpabi</i>	76
10. Educating Stakeholders for Healthy Workplace and Productivity in the Post-COVID-19 Lockdown Nigeria - <i>B. M. Oni</i>	87

11.	Emphasising the Importance of Non-Governmental Organisations in the Development of Urban-Rural Communities in the New Normal World – Y. L. Olaleye and R. J. Adebuseyi	97
12.	The Necessity of Active Participation of NGOs in Basic Literacy Delivery in Post-COVID-19 Nigeria: Experience from Lapai Literacy Clinic Foundation (LLCF) – A. A. Olojede and R. I. Eziafa	111
13.	Girl-Child Education in Nigeria: Implication for National Development – P. E. Okeke	121
14.	Denoting the Experiences of Artisans in Benin City, Nigeria During the COVID-19 Pandemic Lockdown Period – L. A. Okukpon and F. U. Aghedo	130
15.	Parenting in the New Normal World: Lessons Inherent to Imbibe – S. O. Oladeji	138
16.	Curriculum Structure and Teaching Mode in Lifelong Learning – L. K. Kazeem	145
17.	Government Efforts at Developing Relevant Curriculum and Textbooks for Sustainable Educational Programmes Implementation in Nigeria: A Critique – O. E. Igudia and C. A. Akangbe	155
18.	Historical Perspective of Universal Basic Education: Issues and Prospects – M. T. Oni, O. Kayode-Olawoyin and B. O. Lawal	166
PART TWO: TEACHING, LEARNING AND COUNSELLING RE-ENGINEERING		
19.	Re-Engineering Teaching-Learning Process for Post-COVID-19 Pandemic Pedagogy in Nigeria – N. A. Adedokun	179
20.	Educational Uptakes for Post-COVID-19 in Nigeria: Synopses and Challenges – O. B. Sanni	189
21.	Advocating Alternative Education Delivery Mechanisms in Post-COVID-19 Nigeria – K. O. Ojokheta and P. O. Ojokheta	195
22.	Alternative Approaches to Mental Health Delivery in Nigeria in the New Normal World – U. S. Omokhabi	206
23.	Containment Efforts and Strategies Against the Spread of COVID-19 Around the World – A. E. Alabi, B. O. Akinsanya and K. A. Aderogba	218
24.	The New Normal World of COVID-19 and Education in Nigeria: Dimensions, Impacts and Resilience – R. O. Ogundipe and M. A. Omilani	234

25.	Peer Pressure, Media Literacy Skills and Promotion of Learning Process in South-South, Nigeria – K. A. Aramide and N. A. Babalola	245
26.	Post-COVID-19 Nigeria and the Propriety of Entrepreneurship Paradigm – C. M. Orji	251
27.	Education Reengineering and Liberty in Nigeria – M. F. Olajide, S. O. Okemakinde, Y. A. Omole and F. O. Olajide	259
28.	Integrating Community Resource for Effective Teaching and Learning for Quality Education – E. T. Daramola	266
PART THREE: HIGHER EDUCATION AND OPEN DISTANCE LEARNING RE-ENGINEERING		
29.	Access Barriers to Higher Education among Nigerian Households – E. J. Isuku, E. Nwafor and I. Olowookere	277
30.	University Without Walls: Rethinking Higher Education Conclave in the New Normal World – O. A. Aremu, Y. O. Akinyemi and O. F. Adeyemo	284
31.	Embracing the New Normal in Open and Distance Learning in Nigeria – J. Eyisi	293
32.	Re-engineering Open Distance Learning Practice in Nigeria for Sustainability in the New Normal World – A. A. Adelakun	304
33.	Ensuring Affordability and Usability in the Provision of Learners' Support Services by ODL Institutions During COVID-19 Pandemic and Beyond – M. S. Akintola and L. K. Bello	315
34.	Reengineering the Nigerian Education System towards Resilience in the New Normal World: Practical Strategies – F. S. Akinwumi and A. A. Itobore	325
35.	Selfless Leadership Practice in School Organisation in Nigeria – O. J. Abiodun-Oyebanji and O. M. Iyiola	335
36.	Educational Services Preparation and Delivery in Nigeria in the Post-COVID-19 Era – E. A. Isah	345
37.	Promoting Open and Distance Learning in Higher Education in Botswana and Nigeria – G. Adekanmbi and B. Gaotlhobogwe	358
38.	COVID-19 and the Scramble for Digitalisation of Higher Education Curricula – S. K. Alonge	373

PART FOUR: ICT AND EDUCATION RE-ENGINEERING

39. Upgrading Skills, Technology Adoption and Innovation Capacity as Part of Nigerian Recovery Trajectories from COVID-19 Shocks 385
- *J. B. Babalola*
40. Adapting Virtual Resource Materials in Community Development Delivery in the New Normal World 401
- *U. C. Osu*
41. Pathways for Promoting Basic and Digital Literacy in Post-COVID-19 Nigeria 410
- *J. O. Edeh*
42. Online Assessment of Virtual Learning in the New Normal Era 424
- *J. O. Fehintola*
43. Online Teaching and Educationists During and After COVID-19 Lockdown 436
- *T. V. Gbadamosi*
44. Cyber Ethics Knowledge, Adherence and Use of Electronic Information Resources by Distance Learners in Nigeria 447
- *A. Adetimirin*
45. Repositioning Education for Sustainability in a World of COVID-19 Pandemic: The Digital Learning Opportunities 456
- *G. A. Nwogu*
46. Framework for Improved Utilisation of E-learning Resources in Distance Learning Programmes in New Normal World 466
- *D. A. Egunyomi and A. E. Olatunji*
47. COVID 19 Pandemic and the Necessity of Online Learning in Nigeria's Education 479
- *H. F. Adepoju and E. F. Oyegbile*
48. Retooling Adult Literacy in a New Normal World: The Place of Digital Literacy 486
- *S. O. Ojedeji and O. O. Adelere*
49. Delivery of Digital Learning in Nigerian Universities in New Normal World: A Perspective 492
- *B. A. Fajimi*
50. COVID-19 and E-Learning Instructional Requirements of University Lecturers in Nigeria 503
- *R. U. Nwachukwu, S.C. Nwizu and C. Egwuekwe*
51. Intricacies of Online Teaching and Learning for Primary School Pupils in a Post-Pandemic Era 513
- *A. A. Fadiya*
52. Technology and Distance Education: A Panacea for Reengineering Education in COVID-19 Pandemic Era 522
- *L. C. Ukwuaba and M. A. Ali*

PART FIVE: ADULT EDUCATION AND SOCIAL WELFARE PRACTICE

RE-ENGINEERING

53. Re-inventing Adult Education Praxis in Nigeria for a New World Order 537
 - *J. E. Oghenekohwo*
54. Reengineering Adult and Non-Formal Education Through Nomenclature and Professionalisation: The Nigerian Experience 542
 - *M. A. Hassan and F. O. Olaniyi*
55. Enhancing Adult Education Through Family Literacy Approach 550
 - *I. A. Alao*
56. Enhancing Adult Literacy Teaching and Learning in COVID-19 Crisis and Beyond in Nigeria 558
 - *B. E. Anyikwa and A. R. Ajayi*
57. Advocating Alternative Approaches to the Promotion of Lifelong Learning in Nigeria in the New Normal World Nigeria 565
 - *A. A. Sarumi*
58. Educational Innovations: Towards Better Adult Learning 580
 - *M. O. Adedokun and O. A. Olanipekun*
59. Validation Process of Primer and Materials Developed in Adult and Non-Formal Education for Adult Learners 589
 - *A. Halilu and U. H. Babanzara*
60. Retraining Youth and Adult Literacy Facilitators in Edo State in the Face of COVID-19 Crisis and Beyond 595
 - *C. O. Olomukoro and I. H. Omoregie*
61. Re-Engineering Adult Education Towards Mitigating the Negative Effects of Strategies Adopted for the Control of COVID-19 on Livelihoods in Ibadan Metropolis, Nigeria 604
 - *G. Adekola and O. A. Fekosufa*
62. Imperativeness of New Paradigms in the Delivery of Social Welfare Services in the New Normal Nigeria 613
 - *A. A. Omokhabi*
63. Motivational Strategies for Re-Engineering Delivery System in Adult Education Programmes in the New Normal World 628
 - *M. A. Oyebamiji and C. N. Olele*
64. Repositioning Women for Life: The Place of Women Education in the New Normal 637
 - *R. C. Ojo and A. F. Afonja*
65. The Imperativeness of Mass Literacy in Adult Preparedness for Managing Pandemic: A Case of COVID-19 647
 - *B. G. Agboola and B. K. Awoniyi*
66. The State of Adult and Non-Formal Education in Nigeria: Preliminary Observations on Contemporary Challenges 654
 - *M. G. Dukku*

PART SIX: COMMUNITY DEVELOPMENT AND EDUCATION RE-ENGINEERING

67. Community Health and the Challenges of COVID-19 in Nigerian Communities 663
– *O. R. Oyelami*
68. Towards Effective Community Mobilisation to Curtail the Spread of Outbreak of Communicable Diseases: Lessons from COVID-19 Pandemic 673
– *O. A. Moronkola and O. A. Moronkola*
69. Youth Engagement and Good Governance in Nigeria: The New Normal World 681
– *O. E. Olajide, O. V. Adaja and K. M. Ojoogun*
70. Rethinking Community Development Practice in the New Normal Nigeria: Community Education Option 691
– *O. P. Orimogunje and O. F. Aromolaran*
71. Re-Engineering Literacy Education in a New Normal Nigeria for Sustainable Economic Empowerment and Development 697
– *O. A. A. Adebayo*
72. Community Education and Community Inclusive Actions for Post-COVID-19 Era in Nigeria 705
– *I. A. Abiona*
73. The Place of Community Education in the Development of Social Entrepreneurship for Sustainable Development in Nigeria 716
– *B. Ladan*
74. Multidimensional Role(s) of Sports in Community Development in Nigeria 724
– *O. Adisa, O. Ifeta and O. A. Adegbesan*
75. Community Health Workers and the Challenges of COVID-19 in Nigeria 733
– *L. O. Ige and M. O. Falolu*

PART SEVEN: LANGUAGE EDUCATION RE-ENGINEERING

76. Utilising Corporate Social Responsibility as a Tool for Community Well-Being in Nigeria 747
– *U. A. Idris*
77. Language, Education and COVID-19 Pandemic 755
– *C. O. O. Kolawole and A. O. Kolawole*
78. COVID-19 and its Implications for English Language Educators in Nigeria 765
– *O. A. Olubodun*
79. Public Participation in Governance: Language Issues in Nigeria 776
– *S. I. Odiaka*
80. Language Diversity and the Problem of Ethnicity in Nigeria: Any Solution in Sight? 784
– *A. A. Adeyinka and I. T. Akinsola*

PART EIGHT: SOCIAL DEVELOPMENT, RECREATIONAL AND INCLUSIVE
EDUCATION RE-ENGINEERING

81. Health Education and Implementation of SDG 3 for Improved Education System in the Post-COVID-19 Nigeria 797
- *R. O. Adeniji and R. A. Kareem*
82. Rethinking Investment in Education: Issues, Perspective and Challenges 805
- *B. A. Fashogbon and P. N. Abu*
83. Re-Engineering Nigerian University Education for Sustainable Development in the 21st Century 815
- *O. S. E. Odusanya*
84. Meeting the Inclusive Education Needs of Students with Hearing Impairment in a New Normal World 823
- *J. Ajamu and O. O. Isaiah*
85. Sports and Migration in a Globalized Economy 830
- *A. O. Fadoju and M. A. Adebayo*
86. Including Learners with Disabilities in Post-COVID-19 Lockdown Education 841
- *O. A. Fakolade and O. C. Ashara*
87. The Non-Governmental Organisations (NGOs) as a Veritable Tool of Adult Education Programmes in Nigeria 849
- *O. I. Oke and A. F. Akinkunmi*
88. Community-Driven Development Approach to Inclusive Growth in Local Government Areas of Nigeria 859
- *O. M. Oludare*

APPENDICES

- Profile of Professor Rashid Adewumi Aderinoye 869
- Professor Rashid Adewumi Aderinoye at 70 871
- President Buhari Felicitates with University Don, Professor Rashid Adewumi Aderinoye at 70 872
- Professor Rasheed A. Aderinoye: A Man of Destiny @ 70 873
- Notes on Contributors 875
- Index 891

Chapter 29

Access Barriers to Higher Education Among Nigerian Households

E. J. Isuku, E. Nwafor and I. Olowookere

Introduction

Demand, by definition, is a concept that describes consumers' desire to pay a price for goods and services. If all factors are constant, a rise in the price of a good or service will reduce demand and a decrease in price of such good will increase demand. The demand for higher education has been rising over the past years in Nigeria. According to the National Universities Commission (NUC, 2018), more than two million candidates sought to fill about 750,000 available spaces in tertiary institutions in the country. In an attempt to gain access to higher institutions many prospecting Nigerian candidates have sought admission to HEIs outside the country with the UK being the most popular destination with student population of 17,973 presently, followed by Ghana with student population of 13,919 studying in the universities. Similarly, the number of Nigerian students in the various countries are as presented: Malaysia (13,000), US; 7318, Canada; 3257 and South Africa; 2525 (UNESCO, 2017).

According to National Bureau of Statistics (2018), Nigeria has a population growth rate of 3.2 percent which translates to a doubling time of less than 22 years with the population growing at an average annual rate of 6.5 percent over the last 50 years, without a commensurate increase in educational development. However, there are myriads of challenges to access to quality higher education in Nigeria which is extensively discussed in this paper. Nigeria falls in the category of a low income earner (OECD, 2010) as majority of the households earning capacity fall below the poverty line therefore putting so much financial stress on these households which could culminate in withdrawal of their wards from school, sale of major assets and even putting these children to forced labour so that they can earn and send themselves to higher education. So far, the Nigerian government appears not to have seen the need to allocate a reasonable proportion of budget to higher education to complement households' contributions. A World Bank (2018) report of analysis on budgetary allocation to education in selected countries of the world indicates that Nigeria is the least country in terms of budgetary allocation in Africa. The analysis shows that Nigeria just allocated 8.4 percent to education.

UNESCO had recommended 26 percent budgetary allocation to education in terms of GDP but Nigerian government appears to play down on this recommendation despite the numerous resources at her disposal. Thus, this paper seeks to provide an overview of the various dimensions of barriers (demand-side and supply-side) to access to higher education by households in Nigeria, and different interventions designed to address them. The problem

of access to higher education in Nigeria has continued to draw serious concern to both government and the society at large. The general objective of this paper is draw attention of government and all stakeholders in higher education system to appreciate the various bottlenecks restricting access to higher education in Nigeria. It specifically attempted to highlight the causes and dimension of the barriers to accessing higher education in Nigeria. The objective of the paper was also to provide areas of possible interventions towards improving access to higher education in the country.

Barriers to Accessing Higher Education

Although we acknowledge that there are many accepted definitions of access to education to higher education, we will use the definition by National Policy on Education (NPE, 2004) which referred to access to higher education as the ability to attend organised learning activities at the tertiary level.

Access has four dimensions: *Availability, geographic accessibility, affordability and acceptability* (O'Donnell, 2007). Barriers to accessing higher education in Nigeria by its households can stem from the demand side and/or supply side (Talba, Fontaine, Haarma and Masson, 2017). Demand-side determinants are factors influencing the ability to access higher education at individual level or household level while the supply side determinants are aspects inherent to the higher education that hinder access by individuals or households. The need to differentiate demand side from supply side barriers is related to the formulation of appropriate interventions. Long (2010) provide a framework for assessing barriers along the four dimensions of access while Talba *et al* (2017) presents a framework of supply-side and/or demand side barriers. The two approaches were combined as shown in Table 29.1.

Table 29.1: Supply and Demand-Side Barriers to Higher Education

Dimensions of barriers (Mazzarol, T. and Soutar 2002)	Barriers (Talba <i>et al</i> 2017; Long 2010)
1. Geographical <ul style="list-style-type: none"> • Institutional locations • Household locations 	1. Indirect costs to households (e.g transport) (D)
2. Availability <ul style="list-style-type: none"> • Demand for services • Educational workers 	2. Income of households (S)
3. Affordability <ul style="list-style-type: none"> • Costs and prices of services • Household resources and willingness to pay 	3. Price of educational services (S)
4. Acceptability <ul style="list-style-type: none"> • Characteristics the educations service • Users attitudes and expectations 	4. Opportunity costs (D)
	5. Technology (S)
	6. Cultural or community attitudes and norms (D)

Source: Adapted from Long (2010) and Talba *et al* (2017)

Notes: D = Demand side; S = Supply side

Other aspects that impede access to higher education appear to be missing from both frameworks or at least are not explicitly mentioned in the literature but captured in Table 29.2 include:

Inadequate funding of the Nigerian education sector is another factor that could hinder access to higher education (Jaja, 2004). When there is shortage of funds in the educational sector, it affects quality thereby causing a form of dis- attractiveness to its potential customers. Also, household expectations in accessing higher education is quite low especially for low income earners who see higher education as a service that can only be accessed by the rich (Saint, 2013).

Table 29.2: Overview of identified access barriers along demand and supply in the four dimensions of access

Supply-side barriers	Demand-side barriers
1. Geographic accessibility Service location	1. Means of transport available Availability
2. Availability Unqualified Educational workers, Lack of opportunity (exclusion from services) Late or no referral	2. Information on higher education services/providers
3. Affordability Costs and prices of services, including informal payments Cash flow from household	3. Household resources and willingness to pay
4. Acceptability Quality of higher education; its appeal to potential customers.	4. Opportunity costs
	5. Households' expectations
	6. Low self-esteem and little assertiveness
	7. Community and cultural norms
	8. Indirect costs to household (transport)

An important determinant of excellence in university education is the presence of a critical mass of outstanding teaching staff, researchers and students. Olugbenga (2014) noted that staff of institutions of higher learning need to acquire new skills needed for improvement as well to ensure that performance go beyond bringing about piece-meal improvement to institutional wide improvements as Nigerian tertiary institutions are short of qualified staff which could help to ensure that the education provided learners by Universities in Nigeria contributes significantly to the educational needs of the society; therefore, Nigerian University Vice-Chancellors could improve the working conditions of staff especially teaching staff/academics.

Salami (2012) also noted that institutions locations could hinder the poorer households aspiring to attend universities; thereby he proposed that tertiary institutions

should have satellite campuses in every state of the federation. When any tertiary institution is quite far from the residence of potential students, it will definitely be a barrier as this would amount to incurring more cost in accessing such institutions on the part of the parents.

In Nigeria, culture plays an important role in shaping the outlook of the society as it is observed that some communities have a mindset of sending only the male children to further their higher educational aspirations thereby hindering the effective engagement of young intelligent males in acquiring skills, knowledge and necessary tools for survival (Akaranta, 2014). Therefore engaging the locals to see the negative impact of some of their cultural norms and values could go a long way in reshaping the mindset of the locals.

Furthermore, Usman (2014) asserted that effective policy in achieving access to higher education by Nigerians is hindered by the high costs and price of services charged by most of these institutions whose parents are not earning enough thereby restricting access to the schools of their children's choice. Cost of education is increasing as years go by, majority of the empirical results concluded that cost-related issues are one of the most important elements that influences higher education institution choice.

Other non-financial barriers such as increase in the means of transport which households are subjected to being more expensive due to constant irrational and constant increase in the fuel cost (*The Guardian*, 2017).

Interventions to Enable Access to Higher Education by Households

While wide access to education is the aim of every government, it has shown that higher education tend to reach the socio-economically better-off, while the majority of the poor benefit only later after they must have sacrificed a lot. Therefore in addressing the barriers to accessing higher education in Nigeria, it is pertinent to know that due to time lag, especially in developing countries like Nigeria that are to a considerable extent has low budgetary allocation for educational sector, Targeting is often a preferred strategy (Victoria, Fenn, Bryce, and Kirkwood, 2005). In the absence of lack of access, there are two main targeting options for enabling greater access to higher education for the poor households who are in the majority, it is pertinent to build the capacity of higher education providers to target service provision on selected groups (a supply-side strategy), or to reduce the barriers to access and participation – a demand-side strategy (Bornemisza, Ransom, Poletti, Sondorp, 2010). Both of these approaches to developing interventions to address barriers to higher education are described and considered in this paper.

Interventions aimed at facilitating access to higher education need to be implemented at community level, as this is known to constitute the most appropriate geographical situation which will definitely address the geographical issue however due consideration should be given to the potentially limited capacity of qualified educational staff in these communities. Moreover, because most barriers to care cannot be overcome by the higher education acting alone, inter-sectoral collaboration is called for (Braveman and Gruskin, 2003).

Community participation should be built into interventions addressing access barriers as it reduces the power gaps between the population and higher education. Whatever interventions are developed, monitoring their service uptake should be an integral part of the strategy. Before presenting the analytical framework for analysing

interventions to address supply-side and demand-side barriers to access, we present an overview of interventions that can be implemented at community level by the educational sector alone or in collaboration with other government departments and non-government or civil-society organisations through the public and/or private sector. It is assumed that higher levels in the education sector, set out the broad policy framework, enforce legislation, ensure provision of a relatively steady supply of funds, goods and equipment, and conduct monitoring and supervision of the lower echelons in the higher education.

Many proposed interventions take a monetary-incentive approach to addressing access barriers to higher education services, e.g. the provision of free or very cheap public transportation network to address the issue of transportation for the households who live very far from these tertiary institutions and solve the problem of constant hike in pump price of gas (Parr 2020). Olaniyan (2001) suggest that in aiding access to Nigerian universities, and in fact African universities, there should be a special Insurance higher education subsidies for the poor, Conditional cash transfers to the poor and Pre-payment schemes for the masses to address inadequate financing of higher education by consuming households. Also Larsen *et al* (2003) pointed out that even developed countries have been noticeably reluctant to make proposals for further liberalisation of educational services which will aid access. This is due to the concerns for many potential threats posed to cultural values and national traditions by access in educational services. however if there will be improved management, including supervision and feedback mechanisms for those in government and the institution themselves, there will be unhindered access to higher education.

Table 29.3: Overview of interventions to address supply- and demand-side barrier

Non-Monetary intervention	Monetary interventions
<ul style="list-style-type: none"> • Community-based participation and selection for admission into higher institutions • Provision of essential higher educational services for the identified poor • Culturally sensitive higher educational delivery • Improved management, including supervision and feedback mechanisms for those in government 	<ul style="list-style-type: none"> • Community-loan funds to pay for transport • Higher Education equity fees being charged • Insurance higher education subsidies for the poor • Conditional cash transfers to the poor • Pre-payment schemes • Reduction of user fees

A number of interventions appear to address all four dimensions of access barriers. Such interventions include community participation and community-based interventions, Educational equity funds, conditional cash transfers, provision of essential services, improved management, etc. However, these interventions do not necessarily affect all the aspects of the barriers to access within each dimension and often vary according to the comprehensiveness of and peculiarity of the household involved. For

example, community participation may tackle many demand-side and supply-side aspects and ensure access to higher education, but may not specifically target the poor; Education equity feeds tend to focus only those who can disclose their earnings and community-based higher education interventions tend to be rather narrowly defined and limited to specific conditions. Other interventions such as subsidising of transport may touch only a few dimensions and aspects and tend to be successful in a specific context only (though this is not necessarily a disadvantage). None of the discussed interventions appear mutually exclusive. Although they were presented separately for the sake of developing the analytical framework, in reality most are used in combination, and their success may depend in fact on their particular configuration and joint implementation.

Conclusion

The central theme in this paper is identifying the factors that prevent household in Nigeria from accessing Higher Education easily with emphasis on some interventions that can be employed to bring about catalyst of change. There are many demand- and supply-side barriers that affect access to higher education access by households especially for the poor. While interventions have been put forward to address these barriers, their individual effectiveness may be optimised when applied in combination with others, since none appears to concurrently address all dimensions or aspects of access barriers. It is worthy to note that, higher education should be accessed by all and sundry no matter the status of any household therefore if the issue of access to Nigerian educational system in general and higher education in particular is not addressed, the socioeconomic transformation of Nigeria is yet to be out of the unborn.

In conclusion therefore, the continuous relevance of the higher education system is hinged on its ability to be accessed by all citizens; only then can the continuous existence and relevance of the country be appreciated worldwide.

References

- Akaranta, O. (2014). Building and maintaining higher education ecosystem in the 21st century. Paper presented at a workshop organized by the Centre for Higher Education Studies, University of Port Harcourt, Port Harcourt. Bornemisza O, Ransom MK, Poletti TM, Sondorp E. 2010. Promoting health equity in conflict affected fragile states. *Social Science and Medicine*, 70: 80-8.
- Braveman, P. and Gruskin, S. (2003). Policy, equity and human rights. *Bulletin of the World Health Organization* 81: 539-45.
- Jaji, J.A. (2004). Broadening Public/Private Sector Partnership for Educational Development, the ETF Perspective. Paper Presented at the 4th NAPE-UAP Leadership Forum, Federal Palace Hotel Victoria Island, Lagos, April 2-4. 14.
- Larsen, K. (2003). International Trade in Educational Services: Good or Bad?, in Rose, P., 2003, Education and the General Agreement on Trade in Services: What Does the Future Hold?, Report of the Fifteenth CCEM Preliminary Meeting; The Commonwealth Secretariat, London.
- Long, Terry (2010). The Supply Side of Higher Education: Higher Education Finance and the potential of using Institutional Incentives to Support Student success. Presented at the inaugural conference for access to schools strategies.
- Mazzarol, T. and Soutar, G. (2002). Push-pull Factors Influencing International Students Destination Choice', *The International Journal of Educational Management*, 16 (2), 82-90.
- National Bureau of Statistics (2018). Annual Abstract of Statistics. Federal Republic of Nigeria, 17.

- National Policy of Education (2004). Federal Ministry of Education. Lagos. NERDC.
- National Universities Commission Report (2018).
- O'Donnell O. (2007). Access to in developing countries: *Cadernos de Sau 'de Pu'blica* 23: Health care 2820-34.
- OECD Annual Educational Statistics 2010.
- Olaniyan, O. (2001). Public Finance and Higher Education in Nigeria, in SSAN, ed., *Paths to the Sustainability of Higher Education in Nigeria: Proceedings of the 12th General Assembly of the Social Science Academy of Nigeria*, Abuja: SSAN, pp. 101-111.
- Olugbenga, A. M. (2014). Internationalization of higher education in university of Ilorin. Paper presented at a workshop organized by the Centre for Higher Education Studies, University of Port Harcourt, Port Harcourt.
- Parr (2020). Times Higher Education Publication, p. 2.
- Saint, W. S. (2013). *Universities in Africa: strategies for stabilization and revitalization*. African Technical Department Series, World Bank Technical Paper 194, Washington, D.C.
- Salami, J. (2012). Attracting talent in a global academic world. How emerging research universities can benefit from brain circulation. *The Academic Executive Brief*, 2(1), 2-5.
- Talba, R., Fontaine, S. Haarma and Masson, R. (2017). The congruence of quality values and access in higher education. *Quality Assurance in Education*, 13(2), 107-119. <http://dx.doi.org/10.1108/09684880510594364>
- UNESCO (2017). *World Education Report*. Paris: Oxford University Press. United Nations Educational, Scientific and Cultural Organization Report.
- Usman, S. (2014). Governance and higher education in Pakistan: what roles do boards of governors play in ensuring academic quality maintenance in public universities versus private universities in Pakistan. *International Journal of Higher Education*, 3(2), 38-51.
- Victora, C.G., Fenn, B., Bryce, J., Kirkwood, B.R. (2005). Co-coverage of preventive interventions and implications for child-survival strategies: Evidence from national surveys. *The Lancet*, 366: 1460-6.
- World Bank Report (2018). *Constructing knowledge societies: New challenges for tertiary education*. Washington, D.C.: The World Bank.