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Date: August 9, 1967

Dear Dr./Mr./Mrs./Miss,

Acceptance Letter for Publication of Article/Paper/Monograph

The editors have the pleasure in informing you that your article/Paper/Monograph entitled

"The Ecomonic Herbert in vocational
Plannning: The case of Nigeria"

has been favourably assessed. We would like you to know that the Article/Paper/Monograph has been accepted for publication in the REVIEW OF EDUCATION Vol. X No. 1 (1968) / as an Occasional Paper No. Institute of Education, University of Nigeria, Nsukka, 1967 / as a Monograph Series No. Institute of Education, 19...

A copy of the issue in which your material is published will be forwarded to you as soon as possible.

Sincerely Yours

Dr. O.C. Nwana
Executive Editor,
Perhaps, in no other aspect of development planning is the linkage between the demographic forces—fertility, mortality, migration—and social policy as evident as in the field of educational planning.

Education, it has been pointed out, is a highly people-oriented enterprise. "Its main inputs are people (students and teachers); its outputs are also people—or if we like, knowledge embodied in people (Jones, 1975:77). For this reason, educational planning is essentially "an exercise in applied demography" and demographic calculus must necessarily form an integral part of it (Jones, 1975:77).

But rarely are educational planners exposed to the discipline of demography and more often than not they also lack the insight and/or ability to appreciate the demographic imperatives of educational planning. One common consequence of this has been 'planning without facts' and a lot more successes in drawing up plans than in implementing them.

However, with the near-universal commitment to popular education as key to rapid socio-economic advancement and societal transformation in the developing countries, some noteworthy progress has been made on educational planning in these countries. In Africa, the UNESCO-sponsored 1961 Addis Ababa conference of African leaders on education marked an important landmark in the history of educational planning and development in the continent. At this conference, the leaders agreed on the establishment of joint educational objectives and goals
for the continent. Consequently, the year 1980 was set as the target date for the achievement of a free and universal six-year primary education throughout the continent. Since then, various African Governments have been making strenuous efforts towards this goal.

On her part, Nigeria has, within this decade (1970/80), taken two major revolutionary steps towards not only the achievement of the Addis Ababa target but also towards a restructuring of her entire educational system. The first step was the launching of the universal free primary education (U.F.E.) scheme throughout the country in 1976. The second step is the formulation of a new national policy on education which, among other things, is aimed at ensuring "that any existing contradictions, ambiguities, and lack of uniformity in educational practices in the different parts of the Federation are removed to ensure an even and orderly development of the country" (Fed. Min. of Information: 1977:3). More importantly, the new policy, when it becomes operational, will change the structure of Nigerian educational system to what is generally known as the 6-3-3-4 model.

Considering the great importance of these two schemes to educational development in Nigeria, it appears very pertinent at this time to ask how far the planners took proper cognizance of the demographic component of these programmes. For, as the UNESCO has counselled, "before introducing a new law or changing an existing one on compulsory education, it would be only prudent and reasonable to find out what would be the probable size of the educational task, under such a new law or amendment" (Liu, 1966: 10).
While it is not our intention here to undertake an assessment or evaluation of the two educational programmes in Nigeria, the objectives of this paper are first, to demonstrate and highlight the importance of the demographic component of educational planning. In other words, attempt will be made to portray the relative contribution of demographic vis-a-vis other non-demographic factors to the educational equation. Secondly, the paper will attempt an inventory of the types and range of social and demographic data required for proper educational planning as a guide to those engaged in such tasks.

Contributions of the Demographic Factor

The essence of all educational planning is to predict with reasonable degree of accuracy the number of students that would enrol in the school system (total enrollment) at a future date so as to be able to make adequate provisions for the number and types of teachers as well as other facilities needed to handle them. Total enrollment is determined by a variety of factors. These factors have, for analytical purposes, been grouped into three broad categories — the demographic, the educational and the economic factors (Lin, 1966:9). However, since the focus of this paper is on demography and education, we shall concentrate on the first two factors or components.

The population component comprising all persons of school-going age in the society is, at any given time, dependent upon the prevailing population trends (i.e., rate of population increase/decline). On the other hand, the most important determinant of the education component is
the enrollment rate. Thus, total enrollment is virtually determined by
the prevailing population trends and the operating enrollment rate.
Similarly the teaching labour force is determined by the population
trend, the enrollment rate and the pupil/teacher ratio.

Table 1: Primary School Enrollment under variant Population Trends
and constant Enrollment Rate: Nigeria 1970-2000 (in 1,000).

<table>
<thead>
<tr>
<th>Year</th>
<th>(A) Rapid Population Growth (2.5%)</th>
<th>(B) Declining Population Growth (1.8%)</th>
<th>(C) Hybrid Declining Pop. Growth (0.8%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>% Increase</td>
<td>No.</td>
<td>% Increase</td>
</tr>
<tr>
<td>1970</td>
<td>3516</td>
<td>3516</td>
<td>3516</td>
</tr>
<tr>
<td>1975</td>
<td>3923</td>
<td>3843</td>
<td>3656</td>
</tr>
<tr>
<td>1980</td>
<td>4489</td>
<td>4200</td>
<td>3802</td>
</tr>
<tr>
<td>1985</td>
<td>5022</td>
<td>4991</td>
<td>3956</td>
</tr>
<tr>
<td>1990</td>
<td>5731</td>
<td>5018</td>
<td>4112</td>
</tr>
<tr>
<td>2000</td>
<td>7318</td>
<td>5986</td>
<td>4445</td>
</tr>
</tbody>
</table>

Sources: (1) Federal Ministry of Education, Statistics of Education in
Nigeria, Series II, Vol.IV, 1977, Table 1.

One way of assessing the relative contribution of the population
growth to the fast increasing student enrollments and teaching labour
force requirements at various levels of education in the developing
countries, is to hold constant the enrollment rate and pupil/teacher
ratio while varying the rate of population growth.
In table 1, the enrollment rate is held constant over a thirty-year period (1970-2000) while the school-age population is allowed to increase (a) at a rapid growth rate of 2.5%;
(b) at a declining rate of 1.8%
and (c) at a rapidly declining rate of 0.8%
This means that any increases in school population over those years result from the demographic component alone.

The table shows that without increasing the current primary school enrollment rate, Nigeria will increase her primary school population by 28% in 10 years; by 63% in 20 years, and by 108% in 30 years at her current growth rate of 2.5%. On the other hand, if she were to reduce her population growth rate to that prevailing in North America (i.e., 1.8%), the corresponding increases in her primary school population would have been by 19% in ten years; 43% in 20 years and 70% in 30 years.
In more practical terms, this would mean a saving of 130,000 student places in 10 years; 713,000 student places in 20 years and 1,352,000 student places in 30 years based on Nigeria's total school enrollment rate in 1970. If on the other hand, the population growth rate is further reduced to that prevailing in parts of Europe (i.e., 0.2%), the savings in student places would be 687,000; 1,619,000; and 2,673,000 in 10 years, 20 years and 30 years respectively.
Table II: Savings in Primary School Expenditure due to Declining Population Trends over 10, 20, and 30 year periods (in Naira)

<table>
<thead>
<tr>
<th>Population Trend</th>
<th>10 years</th>
<th>20 years</th>
<th>30 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>At 1.8% annual growth rate</td>
<td>2,275,000</td>
<td>12,477,500</td>
<td>23,310,000</td>
</tr>
<tr>
<td>At 0.8% annual growth rate</td>
<td>12,022,500</td>
<td>28,332,500</td>
<td>50,777,500</td>
</tr>
</tbody>
</table>

Sources: (a) Unesco, Statistical Yearbook 1972, Paris 1976; (i) Table 4.2, p. 137; (ii) Table 6.3, p. 405 and (iii) Table 6.4, p. 439.

In Table II, these savings in primary school enrollment are reduced to actual money values based on Nigeria’s estimated expenditure 417.3 per primary school pupil in 1972 (Unesco, 1976: 405, 419). The table shows that by reducing her rate of population growth to 1.8%, Nigeria would be saving 2 million naira in ten, and 23 million in 30 years on the cost of maintaining her primary school pupils alone. At an annual growth rate of 0.8%, the corresponding savings would be 12 million naira and 50 million naira in 10 and 30 years respectively.

Also to be considered is the contribution of the population component to the teaching labour force requirements. To get this, the pupil/teacher ratio (34 for Nigeria, 1970) and the enrollment rate are held constant while the population trend is allowed to vary. Figure 1 presents the relevant data for Nigeria over a thirty-year period - 1970 - 2000.
The graph shows that primary school teacher requirement for Nigeria would increase by 29,000 (from 103,000 to 132,000) in ten years; by 66,000 in 20 years and by 112,000 (i.e. more than double itself) in 30 years if the primary school-age population continues to grow at an annual rate of 2.5%. If the growth rate is reduced to 1.2%, the teacher requirement would increase by 20,000 in 10 years; 65,000 in 20 years and 73,000 in 30 years. With the growth rate further reduced to 0.8%, the corresponding figures would be just 9,000 in 10 years, 18,000 in 20 years and 28,000 in 30 years.

Such as the above figures have abundantly demonstrated the importance of the demographic component in any educational planning, the situation presented so far is an unrealistic one in the sense...
that no government of a "developing" country will contemplate an education policy in which the primary school enrollment rate and pupil/teacher ratio are held constant for five, let alone 30 years. A more realistic situation is one in which both the enrollment rate and pupil/teacher ratio are allowed to vary, often rapidly, as the population trends also vary. For a more balanced assessment of the contributions of the demographic component in the educational process, it will be necessary to attempt to isolate the contributions of demographic vis-a-vis other factors under the restated, "realistic" conditions. For this purpose we will illustrate with Jones (1975) computation of projections for a hypothetical country "whose population structure resembles that of many developing countries and in which only 40 percent of children aged 5-14 are in school" (1975:70). The projections are made under three variant conditions of both the enrollment rate and population trends. In the first variant (very rapid rise in enrollment) enrollment rate rises geometrically from 40% to 95% in a period of 10 years, under three different population trends, namely, a steady high growth rate; a declining rate of growth; and a rapidly declining growth rate. In the second variant (rapid rise in enrollment rate) enrollment rises from 40% to 95% in 20 years under the three different population trends stated above. Finally in the third variant (a slow rise in enrollment rate) enrollment increases from 40% to 95% in 30 years under the same three different trends in population. In each of these circumstances, the proportion of increase in enrollment attributed to demographic factors alone, or to trends in enrollment rate
alone, is obtained by holding one factor constant while the other is allowed to vary (Jones 1975: 88 No. 4).

Table III: Disaggregation of Factors Causing Increase in Enrollments.

<table>
<thead>
<tr>
<th>Enrollment Rate Rising From 40% to 60%</th>
<th>Demographic Factor alone</th>
<th>Enrollment Rate alone</th>
<th>Interaction of Demographic and Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. IN 10 Years:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) High Growth Rate</td>
<td>14.3</td>
<td>66.1</td>
<td>19.6</td>
</tr>
<tr>
<td>(b) Declining Growth Rate</td>
<td>14.0</td>
<td>66.8</td>
<td>19.2</td>
</tr>
<tr>
<td>(c) Rapidly Declining Rate</td>
<td>13.0</td>
<td>69.0</td>
<td>18.0</td>
</tr>
<tr>
<td><strong>II. IN 20 Years:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) High Growth Rate</td>
<td>25.0</td>
<td>40.7</td>
<td>24.3</td>
</tr>
<tr>
<td>(b) Declining Growth Rate</td>
<td>20.7</td>
<td>50.8</td>
<td>20.9</td>
</tr>
<tr>
<td>(c) Rapidly Declining Rate</td>
<td>14.0</td>
<td>66.8</td>
<td>19.2</td>
</tr>
<tr>
<td><strong>III. IN 30 Years:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) High Growth Rate</td>
<td>30.9</td>
<td>26.6</td>
<td>32.5</td>
</tr>
<tr>
<td>(b) Declining Growth Rate</td>
<td>22.4</td>
<td>46.9</td>
<td>30.7</td>
</tr>
<tr>
<td>(c) Rapidly Declining Rate</td>
<td>13.3</td>
<td>55.3</td>
<td>31.4</td>
</tr>
</tbody>
</table>

Source: Gavin Jones, *Population Growth and Educational Planning in Developing Nations*, p. 71, Table 3.1.

Table III presents the percentage of all enrollment contributed by the demographic trends, the enrollment rate and the interaction of both factors. It shows that irrespective of the trend in enrollment rate, the contribution of demographic trend is largest under high fertility or rapid population growth conditions. In other words, the higher the level of fertility of a country, the larger the percentage of her educational burde
contributed by the demographic component.

Secondly, when enrollment rises very rapidly resulting in the increase of enrollment rate from 40% to 95% in a period of 10 - 20 years (1st and 2nd variants above), the enrollment rate contributes more to the total enrollment than the demographic factor. However, when the enrollment rate is slowed down to a more realistic trend of increasing from 40% to 95% in 30 years (3rd variant) the contribution of the demographic component exceeds that of enrollment rate under rapid population growth conditions.

Thirdly, irrespective of the prevailing enrollment trend, the proportion of total enrollment due to the interaction of both factors in largest under high fertility conditions. In fact, the relative contribution due to the interaction of these factors correlates directly with the trend in population growth and inversely with the trend in enrollment rate.

In tables I, II and III, we have tried to demonstrate in real and practical terms the enormous contribution of demographic trends to rapidly rising school enrollments and consequently the educational burden in developing countries. It becomes rather obvious from these figures that a combination of continued rapid population growth and the expansion of school enrollment in developing countries are likely to produce adverse effects on the quality of education in those countries. Gavin Jones has expressed the same opinion when he said, "the quality of education throughout the less developed world leaves a great deal to be
desired". He continued, "there appear to be enough statements on record by ministries of education or by well-placed educational planners lamenting a deterioration in the quality of education to infer that educational quality may have indeed been a rather frequent casualty of the rapid growth of educational systems in less developed countries" (1975:40). That this has been the case in Nigeria may be seen from the following statement by an eminent educationist, Professor E.O. Ukoja, the Provost, Anambra State College of Education, Ada: He said:

there is, for instance, the crisis of supply and demand; everywhere you go, practically everything connected with the proper education of our children is in short supply - schools are in short supply; teachers, or perhaps the right calibre of teachers are in short supply; classrooms are in short supply; teaching materials are in short supply; and above all, throughout the system, people with the right attitude, orientation and dedication are in extreme short supply .... Consequently, the schools are not only doing, accused of falling standards, the certificates they issue are fast losing their credibility, and, education for all is increasingly becoming education for none. For schooling is not synonymous with education and mass schooling in not necessarily mass education. (1979:8)

The glossey pictures painted in the above quotation, I wish to add, are very real. Their existence, and possible persistence are traceable, if anything, to lack of proper planning, or more precisely, to planning without the necessary data. In summary, all the pieces of evidence so far adduced point unmistakably to one fundamental truth, namely, that in Nigeria, as in any other country in the developing world, complete and accurate population data are sine qua non for successful educational planning.

Types of Population Data Needed

Having shown, even though in a limited way, the great and urgent
need for proper demographic data in educational planning, attempt will be made to identify and describe the types and range of population data considered necessary for such an exercise.

As indicated earlier, the various types of data needed for educational planning may be classified into three major components, the demographic component, the educational component and the economic component. This classification will guide our discussions in this section of the paper.

Within each major component, a number of subject areas to be dealt with in educational planning may be identified. Five such subject areas have been specified for the demographic component; seven for the educational component and two for the economic component.

For each subject area, there are a number of indicators or statistic commonly employed in measuring and describing it. Each such indicator or statistic is normally computed from a range of quantitative data on the relevant population elements. In Table IV, we present a summary listing of such data grouped under the appropriate indicators, subject areas and major components. Neither the list of indicators/statistics, nor that of the items of data (variables) provided in this table is claimed to be exhaustive. We however consider them comprehensive enough to provide a basis for meaningful educational planning.
<table>
<thead>
<tr>
<th>S/No.</th>
<th>Subject Area</th>
<th>Indicator/Statistic</th>
<th>Type of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Population Composition Characteristics</td>
<td>Sex ratio; Youth dependency ratio.</td>
<td>Population distribution by age; sex; place of residence; ethnicity; religion; relevant geopolitical units.</td>
</tr>
<tr>
<td>3.</td>
<td>Fertility Trends</td>
<td>Age-specific fertility rates; nuptiality rates; mean age at marriage.</td>
<td>No. of births by relevant age categories; No. of marriages; age at marriage by sex.</td>
</tr>
<tr>
<td>4.</td>
<td>Migration Trends</td>
<td>Urbanization rate; internal and international migration rates.</td>
<td>No. of moves from rural to urban and vice versa by sex and age; No. of internal and external migrants by sex, age and education.</td>
</tr>
<tr>
<td>5.</td>
<td>Growth Trends</td>
<td>Annual rate of population growth; age-specific growth rates; rate of natural increase.</td>
<td>(As in 4-7 above)</td>
</tr>
</tbody>
</table>

| A. DEMOGRAPHIC FACTORS |

<table>
<thead>
<tr>
<th>B. EDUCATIONAL (INPUTS, OUTPUTS, POLICY) FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enrollment Trends</td>
</tr>
<tr>
<td>2. Educational Wastage</td>
</tr>
<tr>
<td>S/NO.</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
</tr>
</tbody>
</table>
In considering this table, attention will be focused on the indicator/statistic as our unit of discussion. In doing this, not all the statistics/indicators listed on the table, but only those considered germane to the study topic will come up for mention.

(a) Child Mortality Rate: Recent improvements in modern health services in the developing countries have contributed greatly to rapid population increases in these regions of the world. However, "for educational planning, the important consideration in the trend in infant and early childhood mortality. The expected reduction in mortality at these ages (0 - 4 and 5 - 7 years) will have precisely the same implications for the educational system as a rise in fertility: an increase in numbers subsequently moving into the school-age group"
(Jones, 1975:18). Trends in child and infant mortality rates are among the major determinants of the school-age populations at any given time.

Sex, ethnic and regional differentials in infant/child mortality rates are also to be fully considered in educational planning. For instance, while in the developed countries "infant mortality for females is almost invariably less than that for males, at ages 1-4 years recorded death rates are higher for girls than for boys" in many developing countries such as Mauritius, the U.A.R., Costa Rica, Guatemala, Mexico, India, Lanka and Pakistan (United Nations, 1973:175). Infant and child mortality data for Nigeria are rather fragmentary with the 1965/6 Rural Demographic Sample Survey as the major source of data. The survey reported a child (0-5) mortality rate of 322 for males and 306 for females for rural Nigeria.

"Interestingly, the figure for males is slightly higher than that for females" (Morgan, 1975:198).

(b) Age-Specific Fertility Rates: As in the case of mortality, trends in fertility rates are among the major determinants of school-age population at any given time. For educational planning, it is the age-specific fertility rates of women in their reproductive years (15-49) that is the most crucial. However, in most developing countries, trends in fertility and in mortality rates tend to operate in "opposite directions on the number of potential additions to the school population" (Jones, 1975:18). But recent declines in mortality rates almost everywhere make fertility trends about the most important
determinant of school-age population in developing countries. Thus, according to Jones, "the implications of a perpetuation of current high levels of fertility over the next twenty years, combined with prospective declines in mortality is clear" - i.e., a very rapid rise in the school-age population (1975:18).

According to the Rural Demographic Sample Survey, the total fertility ratio for rural Nigeria was 5.60, with the highest fertility rate occurring at 20 - 24 age category (Morgan: 1975:196).

(c) Nuptiality Rate: Mean age-at-marriage: "The annual number of marriages, and the age of persons at marriage" have much influence on the number of births to be expected. "Of particular importance in estimating the number of future births is the proportion of married women of child-bearing age in the total population" (Kim, 1966:8).

Nuptiality rate provides a measure of the proportion of women of child-bearing ages currently in marital unions while the mean age at marriage is a good indicator of marital "fecundity" of a given population.

For Nigeria, a summary of the few available evidence "brings out strongly the fact that age at first marriage for women is considerably lower than for men in all groups". These data also suggest that in the Northern areas covered, "age at first marriage for women was less than 15 years, whereas, for other areas in southern Nigeria, age at first marriage for women was approximately 20 years" (Morgan 1975:200).

(d) Rate of Urbanization:

Generally the socio-demographic characteristics of urban centres
differ in many significant ways from those of the rural areas. Differences are particularly noticeable in such characteristics as the sex and age composition, fertility and mortality patterns, rate of school enrollment and population growth rate. For instance, the 1952/3 census of Nigeria revealed that "while the sex ratio for the country as a whole was only 96, it was for Lagos 115, for Ibadan 107, for Kano 102, for Port Harcourt 170, for Enugu 164, for Jos 141, and for Kaduna 129" (Ikeogu, 1975:165). In the area of school attendance, "it is not unknown for educational enrollment rates to be as high as 80% in urban areas and as low as 10% in the more isolated rural areas" (Jones, 1975:97). With regard to rate of population increase, a United Nations estimate has predicted that during the 1970s, the global urban growth rate "will be much as to double the urban population in 15 years .. (and) the most rapid growth of all will be in Africa and Southwest Asia, in both of which urban population are expected to treble in 23 years after 1970" (Jones 1975:21).

These differences have far-reaching consequences for educational planning which, to be effective, must take proper account of all of them. Urbanization rate provides an indicator of the trend in urban population growth and composition over time and place.

(e) Migration Rates: There has been the tendency to regard migration as synonymous with urbanisation. It is necessary to emphasize that this is not the case for, "although the drift to the towns has received so much attention, the true position is still that a considerable proportion of these migrants settle in other rural areas" (Udo, 1975:3). For instance in his study of population movements in Kenya, Gaine found
that interprovincial movements were "mainly from the more, to the less
developed parts of rural Kenya" (1968:264).

Data on such population movements are necessary for meaningful
decisions on such matters as location of educational facilities,
teaching staff development etc. Rates of internal and international
migration provide the indicators of such population movements.

(f) Rates of Population Growth:

These rates are indicators of the trend in population increase;
or decline over time and for various sections and groups of the popula-
tion. While the annual rate of growth provides an index of the total
increase or decrease in the population per year, the specific rates
provide the same information for different subgroups in the population,
and rate of natural increase indicates the amount of the total increase
that result from reproductive processes alone.

The great importance and implications of population growth for
educational planning have been discussed in the first section of this
paper.

(g) Enrollment Rates:

Enrollment rates provide a measure of "the proportion of the
population in the relevant age-groups enrolled in some branch of the
educational system" (United Nations, 1975:98). Thus defined, enroll-
ment rates for Nigeria in 1970 have been estimated at 3% for primary;
4% for the secondary and 0.2% for the tertiary levels (Sussco, 1976:93).

However, as a tool for educational planning a single enrollment
index is in many respects inadequate. It is therefore often necessary
to calculate other enrollment rates in addition. These include the cohort intake rate which, in the case of primary education, presents first-year enrollment in any given year as a proportion of all admission-age (6 years old for Nigeria) children in that year; the intake rate which refers to the proportion of ever-age intake to the total first-year enrollment in a given year; elementary enrollment ratio which is an indicator of how far an educational system concentrates on elementary education vis-a-vis the secondary and tertiary levels; female enrollment rate which provides an index of female education in the country.

(h) Drop-out Rate and Repeater Rate:

Drop-out rates, repeater rates and continuation rates are some of the common indicators of educational quality. Specifically, drop-out rates and repeater rates measure educational wastage while the continuation rate measures educational "efficiency". The UNESCO has defined educational wastage as "indidence in a country's educational system, from the point of view of its efficiency, of factors such as premature school leaving and retardation or repetition" (1970:8).

Educational wastage is generally very high in the developing countries and this represents a tremendous drain on the meagre resources. For instance, "in Asian countries, the cumulative effect of dropout and repetition is to raise educational expenditures per primary school leavers by two to four times" (Jones, 1975:41).

(i) Pupil-teacher ratio:

This is another indicator of the level of educational quality.
Generally pupil/teacher ratios are higher in the developing than the developed countries. For instance in 1970, the teacher/pupil ratio at primary level was 53 for India, 34 for Nigeria, 25 for United Kingdom, 24 for U.S.A. and 19 for U.S.S.R. (UNESCO, 1976: Table 4.2). Where, as it often happens, a developing country aims at lowering its pupil/teacher ratio to more efficient levels, knowledge of this indicator becomes indispensable for proper planning.

Another statistic closely related to this is the percentage of teachers with minimum teaching qualification. It provides a measure of both the educational quality and the adequacy of teacher training institutions in meeting the national needs.

(j) **Literacy Rate**: Mean number of years spent in school. Literacy rate is a measure of the effectiveness of the entire educational system. It is an indicator of the extent to which the population has acquired the basic educational training. Educational policy of many developing countries aims at reducing or eradicating illiteracy over a time period. In such a situation, trends in literacy rate become crucial data for educational planning. Like literacy rate, mean number of years spent in school and the average age at leaving school are indicators of educational effectiveness.

(k) **Educational Expenditure per Child**: Percent G.N.P. spent on education.

Expenditure on education expressed as percentage of the national budget provides an indicator of the amount of emphasis placed on education vis-a-vis other services. On the other hand, the proportion of G.N.P. spent on education "provides an indicator of the importance of education as a user of resources" (United Nations, 1975:99).
Official Education Policy or Goals: Although official educational policy or goals is not classified as an indicator/statistic, it is one "subject area" which cannot be overlooked in educational planning. In fact, in most cases, educational planning is a design for implementing the official educational goals. By official educational policy, therefore, we mean the government's statement regarding what educational objectives it hopes to achieve over a given period. Official educational policy normally cover such areas as the structure of education, influx of migrants, extent of free and or compulsory education, official school entry and school leaving ages, expansion of female enrollment or rural schools, reduction in drop-out rates, elimination of repeat or eradicating of illiteracy. These and many other areas are determined or set in advance by the government and educational planning is successful to the extent that it ensures full and efficient implementation of such policy goals. For any given country, therefore, successful educational planning begins with a thorough mastery of the government educational policy.

Conclusion

National development planning, in the final analysis, entails a harmonious fitting together of various sector plans. Improper planning in any one sector may lead to failure of the entire exercise. Planning in the educational sector involves not only providing basic facilities to meet the demands of the cohorts of school-age population, but also calls for improvements in quality or changes
in types of education to equip the future labour force with skills required by an industrializing economy" (United Nations, 1973:587).

To do this requires, among other things, "detailed and comprehensive educational projections which include school enrollment and output by level and type of education and projections of total population by educational attainment" (United Nations, 1973:581). But, as it has been pointed out, this is not an easy task especially for the technician/planner in the developing countries "where basic data necessary for the calculations are usually deficient, if not entirely non-existent" (UNESCO 1966:5).

Evidence from some African countries like Nigeria has shown that the problem may even be more fundamental than this. It may be the question of lack of awareness on the part of the planners of what the basic data required are and the relative contribution of such variables to successful educational planning.

It is to this fundamental problem that this paper has addressed itself. In the first part of the paper we have attempted to sensitize the Nigerian planner to the overriding importance of basic population data to educational planning. In the second part, the effort is at providing a listing of various types of data as a guide to the planner/technician. For the time being, one possible solution to the problem of planning educational services without the requisite population data is enlisting the services of demographers in all aspects of educational planning.
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