

EXECUTIVE

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**A Public Assessment Of President Obasanjo's
Government Policy Statements And Actions**

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NOVEMBER 1999

**...promoting and protecting press freedom and freedom
of expression in Nigeria.**

PREFACE AND ACKNOWLEDGEMENT

This is the third report under the Executive Watch Project of Media Rights Agenda, a non governmental organisation established for the purpose of promoting and protecting press freedom and freedom of expression.

Media Rights Agenda is a member of Transition Monitoring Group (T.M.G) a coalition of human rights, non-governmental and civil society organisations formed in August 1998 for the purpose of developing integrity in the electoral process by monitoring on the prosecution of the political programme.

Under the Executive Watch project, Media Rights Agenda monitors the activities and policies of the Executive arm of government particularly the Presidency, to ascertain the popularity such activities and policies enjoy among a wide spectrum of Nigerians.

This report was written by **Osaro Odemwingie**, Publication Officer for M.R.A, while **Ademoyewa Johnson**, Campaigns Officer at M.R.A, conducted the research exercise for the report with the assistance of **Mercy Jones Epete**, Litigation Officer at M.R.A. who provided the secretarial services for the project.

The project is supervised by **Edetaen Ojo**, M.R.A.'s Executive Director.

EXECUTIVE WATCH

INTRODUCTION

Executive Watch is a project of Media Rights Agenda through which it monitors the activities and policies of the Executive arm of Government, particularly the Presidency, to ascertain the popularity such activities and policies enjoy among a wide spectrum of Nigerians.

The overall objective of the project is to monitor our nascent democracy by keeping track of the Executive's performance and popularity and serve as a feedback to the government to enable it serve Nigerians better.

The monitoring exercise is being carried out on a monthly basis and it involves identification of some major policy decisions, comments and actions of the Executive, particularly President Olusegun Obasanjo, during the preceding months.

This is the third report under this project. There are two issues addressed in this report. One relates to the newly launched Universal Basic Education by President Obasanjo. The second issue covered the report is one the recent debate on the creation of a State Police. The respondents in this report is limited to the Lagos area. It is, however, hoped that this shall be broadened in future to include respondents from other states all the federation including the Federal Capital Territory, Abuja. U.B.E. Lagosians says it is a welcome development

No country develops without education. It could then be said that it is the life wire of a nation. The Universal Basic Education was indeed a welcome and commendable initiative by the Obasanjo government.

These was the view of Lagosians in the outcome of a survey carried out by Media Rights Agenda, a press freedom and freedom of expression group.

It would be recalled that on September 30th 1999 that President Obasanjo relaunched his pet scheme of the 1970's Universal Primary Education (U.P.E.) now known as Universal Basic Education (UBE). The scheme is expected to be free, compulsory and qualitative education for Nigeria children from age of six to fifteen years through primary to junior secondary school. The scheme is aimed at handling the decline and rot in the nations educational system.

The survey conducted between October 22 and 29th , 1999 involved the administration of 800 questionnaires comprising six questions, three of which were open ended requiring respondents to state in their own words their reponses and three close-ended questions.

The first question sought to know if the scheme was considered to be a welcome development. The second questions specifically asked which among the four factors provided contributed mostly to the eventual failure of the U.P.E.

Question three sought to know the modification that the respondents would suggest to the implementation of the U.B.E. scheme, so as not to suffer the fate of the U.P.E.

Other questions would want the respondents to state categorically what the community (Nigerians) could do to make the scheme work, and who should fund it. Lastly, respondents were asked which role should the private sector play.

The questionnaires were distributed to include people of broad educational background. These include people with no formal education up to primary education level, post primary education level and post secondary education level in the ratio of 100, 150 and 550 respectively.

Out of the 800 questionnaires distributed, 568 were returned and 232 were not returned. This shows a return rate of 71% and a mortality rate of 29%.

From the total of 568 respondents, 64 of them are in the sub-group of respondents with at most primary education background, 104 belong to the respondents with post-primary education background and the other 400 belong to the group of respondents with post-secondary education background.

Five hundred and sixty-eight respondents representing a total of 100% said they considered the U.B.E. scheme a welcome development. The respondents said political instability which led to government confusion and inability to make education a priority was major factor that contributed to the failure of U.P.E. out of the four factors. This factor recorded 436 responses representing 77% against three other responses with Economic Depression of the country which led to inadequate funding recording 116 responses representing 20%, population explosion of school age children which led to inadequate primary schools recorded 16 responses representing 2.8%. The last factor, "Shortage of well trained teachers" recorded no response.

Of the 568 respondents, a total of 16 modifications were suggested to the implementation of the U.B.E. Among these were that the scheme should be adequately funded while teachers remuneration should be given a priority. Noted also was that good governance is very important to ensure transparency and political stability: Campaign should also be mounted on the importance of the scheme while well trained and professional teachers should also be engaged. Others are, that the scheme should be monitored, government should be consistent in their educational policies, schools should be established to cater for the teeming populace of school age children and existing schools should be renovated.

Asked what must Nigerians do to help make the new scheme work? Fourteen things were listed. Supporting the government with useful suggestion to ensure its success, creating awareness that education is the child's right, eradicating poverty level of Nigerian, registration of school age children promptly, were some factors that top the list. Others include protecting school properties, ensuring the proper home training of the children, private sectors should assist in funding education by paying the education tax and the community to mobilise for the prompt payment of teacher's salary.

On who to fund the U.B.E 128 respondents representing 23% said the Federal Government should solely fund it, while 440 respondents representing 77% said the Federal, State, and Local Government should be responsible for the adequate funding of the scheme.

On the role of the private sector in the sustenance of the U.B.E. respondents said financial assistance, paying of educational tax regularly, provision of instructional materials i.e. laboratories, libraries, sport halls, to reduce govt's burden. Others include, organising seminars, establishment of more schools, creating employment opportunities giving incentives to students and teachers, embarking on awareness campaign to sensitise the community about the scheme.

LAGOSIANS SAY NO TO STATE POLICE

Nigerians do not learn from past mistakes. The sad experience of the old regional police should still be fresh in our memory. This was view of the cross section of Nigerians who responded to survey carried out by Media Rights Agenda a press freedom of and freedom of expression group.

It has been noted that since inception of this new democratic governance, ethic and communal clashes abound everywhere as well as armed banditry with a spate of assassination of prominent citizens in the country. This has been generally attributed to be the inefficiency on the part of the Federal Police Force. So many arguments have been cavassed on both sides of the dvide on the need for a State Police recently to complement the efforts of the Federal Police. The clamor for creation of State Police has finally received a nod with the Federal Executive Council's endorsement on Wednesday, September 8, 1999.

This development has necessitated the conduct of this survey between October 22nd and 29th involving the administration of 800 questionnaires comprising 5 questions, two of the questions were open ended requiring respondent to give reasons why they either support or do not support the creation of State Police and the other two were close ended questions.

The questionnaires were distributed to include people of broad educational background. These include people with no formal education up to primary education level, post primary education level and post secondary education level in the ratio of 100, 150 and 550 respectively.

Out of the 800 questionnaires distributed, 568 were returned and 232 were not returned. This shows a a return rate of 71% and a mortality rate of 29%.

From the total of 568 respondents, 64 of them are in the sub-group of respondents with at most primary education background, 104 belong to the respondents with post-primary education background and the other 400 belong to the group of respondents with post-secondary education background.

The first question sought to know of the respondents and 'No' response. While the sceond and third questions was directed at respondents who answered 'Yes' and 'No' to give reasons respectively.

Questions four sought to know if respondents think that the state government can use the state police to terrorize their political opponents with 'Yes' and 'No' response.

Three hundred and sixty respondents said they did not support the idea of a state police representing 63% while 208 respondents representing 37% said it was a good idea and they supported it. The respondents who said 'No' to the state police were very vehement in their reasons, top most was the state police will be politised, and in the present economy situation it is feared that individual states may not be able to fund it. Other reasons include the fear that it may lead to the breaking of the country if their roles are not properly spelt out, it may lead to clashes between the state and federal forces and individual may harbour criminals from other states.

The respondents who supported the creation of state police mentioned several reasons to justify their support for it. Top among these reasons was that a state police will provid adequate security for the people of the state, it will also be under the state executive control. Other reasons includes the cohesive efforts of the state and federal police will bring a rapid result. It is important to know that some respondents in both categories said they had no reasons for supporting or rejecting a state police force.

Asked if respondents think that the state government can use the state police to terrorize their political opponents, 404 respondents representing 71% said ‘Yes’ while 164 respondents representing 29% said the state police cannot be politised. On the question of whether the state will be able to fund it given the present economy situation, 204 respondents representing 36% said ‘Yes’ while 364 respondents representing 64% said the state government will not be able to fund it.

BACKGROUND

Alexandra Pope once posited that: “For forms of government, let’s fools debate, what is best, is best administered”. What the learned gentleman was trying to convey is that there is inherently no form of government that guarantees fulfillment of the people’s aspiration, be it an authoritarian or feudal government, communism or democracy. To him the temperament and vision of the leaders determine the success or otherwise of the government.

But some people would consider Alexandra Pope’s position to be an exercise in sterile academism. To them, democracy is the beacon of good governance. This is essentially so for two basic reasons. The first is because of the elaborate provisions it makes for the psychological appeasement of the people by way of giving them the dignity of having been given a say in deciding who does, or who does not, govern them. It is obviously with this at the back of his mind that former American President Abraham Lincoln defined democracy as a “government of the people by the people for the people.” The other reason is the checks and balances provided for leaders in a democratic setting. These make democracy the chief appeal as a form of government to many people all over the world. Hence several countries of the world are fast embracing democratic rule. It is believed that autocratic rule is archaic, barbaric and old fashioned. This was one of the basis for the Africa leaders at the 35th O.A.U Summit in the Algerian Capital of Algiers to pass an anti-coup resolution which says any government that comes to power in any African country through a coup d-etat, would be diplomatically isolated. In effect such a leader, would not be admitted as a member of O.A.U.

It is also worthy of note that with three decades of military rule (1966 – 1979) and (1983 – 1999), Nigeria has been brutalized and bastardized in the face of the outside world. In this age of democracy sweeping through the entire world, no one is left in the doubt that military rule is an aberation and a phenomenon with more vices than virtues, if any.

There had been occasions when Nigeria’s military rulers have aborted series of moves to restore Nigeria to a civilized system of governance, democracy. For example, General Yakubu Gowon refused to hand-over to civilians in 1976 as promised. On three occasions, General Ibrahim Babangida postponed handing-over to an elected government. When he finally ‘stepped aside’, he left the country in a mess never witnessed before in the country’s history and handed the government over to an unelected interim government. Like a pack of cards, the Interim National Government collapsed to the whims of General Abacha, who until his death was planning to succeed himself

and thereby perpetuate his regime. In this circumstance, it comes as no surprise that development has been a victim of authoritarianism in Nigeria. A country whose founding fathers had work relentlessly for a Federal system of government with decentralized powers, but which the military turned into a Unitary State.

That Nigeria is long overdue for a democratic governance is not in dispute. Everyone, both old and young, civilians and military populations, except for small cabal, have since agreed on the need to restore democracy in Nigeria with utmost urgency and have fought tooth and nail in its quest.

For the new democracy to be sustainable, we must draw some lessons from the past mistakes and be able to guide against the future of the new democracy. It is with this as a motivation that Media Rights Agenda has undertaken this project: "Executive Watch". The project seeks to monitor the new government of President Obasanjo to guard against possible derailment. It is to act as a feed back to President Obasanjo on what the populace, cutting across all sections of the society, feel about his policies and decisions, and also their reaction to his statements on crucial state matters.

Media Rights Agenda was involved in activities aimed at developing integrity in the electoral process during the transition by monitoring and reporting on the prosecution of the political transition programme and as well monitoring and reporting on the media coverage of the process to determine the extent of fairness exhibited by them in giving each political party equal access to air its views. (see *Media Scorecard* and *Airwaves Scorecard*, Media Rights Agenda, (January, February, March, April, May and June, 1999)).

OBJECTIVES

That Nigerian recently passed through one its most trying periods in her political history is not debatable. With that experience in mind, and a desire to ensure the success of the present civilian democratic government, Media Rights Agenda (MRA) is undertaking to monitor some major activities and policies of President Olusegun Obasanjo the aims of which are:

- to ascertain the popularity such activities and policies enjoy among a wide spectrum of Nigerians
- to ascertain how well the government is carrying along the Nigerian people who had given all to ensure the enthronement of a civilian democratic government.

The overall objective being, not only to keep track of the President's performance and popularity, but also serve as a feed back to the government to enable it, accordingly, serve Nigerians better.

JUSTIFICATION FOR THE TOPICS

a)

In Sokoto on Thursday, September 30th, 1999. President Olusegun Obasanjo re-launched his pet scheme of the 1970's Universal Primary Education (UPE) now known as Universal Basic Education (UBE). According to him, since the beginning of the 1990's, there has been a drastic decline in the educational sector generally, the justification for launching the programme at that time remains the

same today. He said there was and still is the need to give Nigerians the basic education they need, to survive the challenges of the future and become useful citizen for their community, country and indeed the whole world. The President said, if we do not do something now to arrest the situation, Nigerian will be ill-prepared and ill-informed for the next millennium.

b)

So many arguments have been canvassed on both sides of the divide on the need for state police recently. The clamor for the creation of State Police has finally received a nod with the Federal Executive Council's endorsement on Wednesday, September 8, 1999.

METHODOLOGY

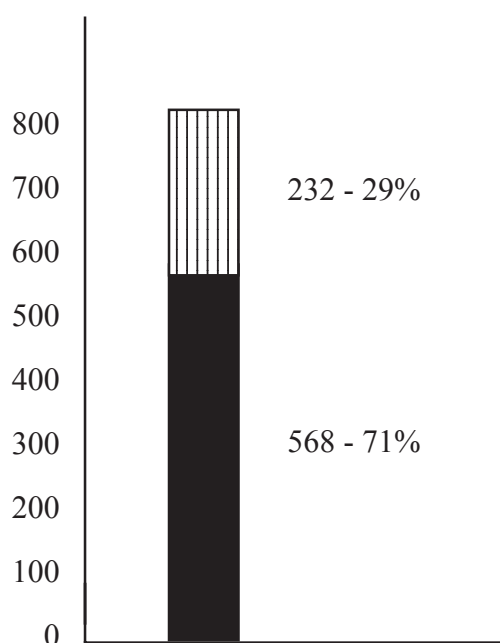
- This is the second report under this project and response sampling is restricted to Lagos State.
- It involves the administration of structured questionnaires of eleven questions broken into two groups of six and five alongside the two issues under focus.
- The sample comprises 550 respondents aged between 18 years and above both male and female.
- The sample is made up of three sub-groups of persons which include people with non-formal education /those who attained primary school level, post-primary school level, and post-secondary school level.
- The three sub-groups are represented in the sample in the ratio of 70, 150 and 330 respectively.
- The sub-group of non-formal education/primary school level were assisted by MRA's researchers to read and interpret the questions and elect appropriate options according to the preferences of the respondents concerned.

PRESENTATION OF RESULT

ACHIEVED SAMPLE

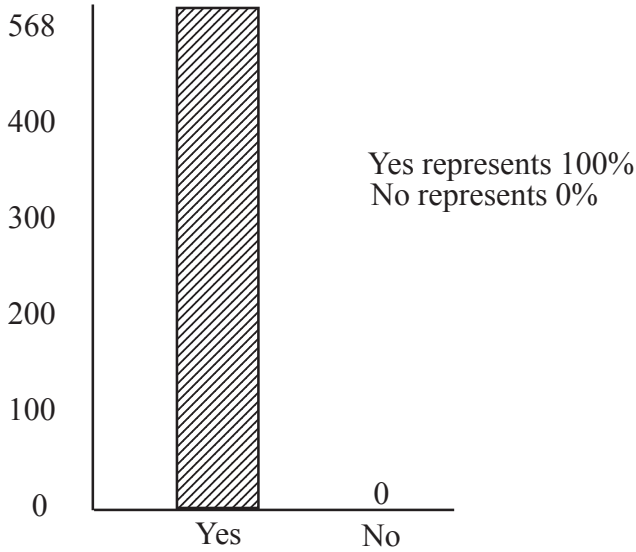
Sample sizes Sample groups	Nos of questionnaires administered	Nos of questionnaires recieved and %	Nos of questionnaires not received and %
Non formal/primary school level	100	64 64%	36 36%
Post primary education	150	104 69.3%	46 30.7%
Post secondary education	550	400 73%	150 27%
Grand Total	Cummulative 800	Cummulative % 71%	Cummulative % 29%

QUESTIONNAIRE RATE OF RETURN / MORTALITY

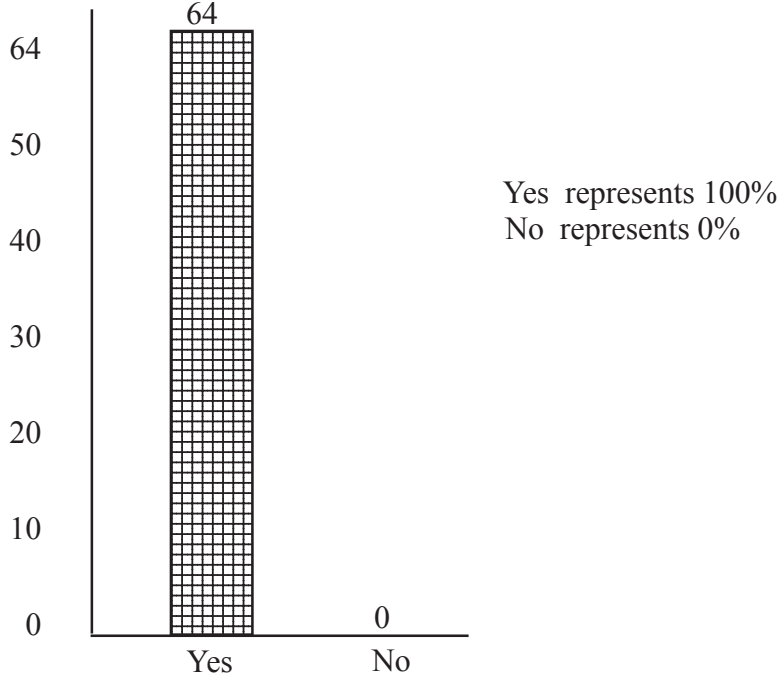


Q1. Do you consider it as a welcome development, the launching of the Universal Basic Education (UBE) Yes or No

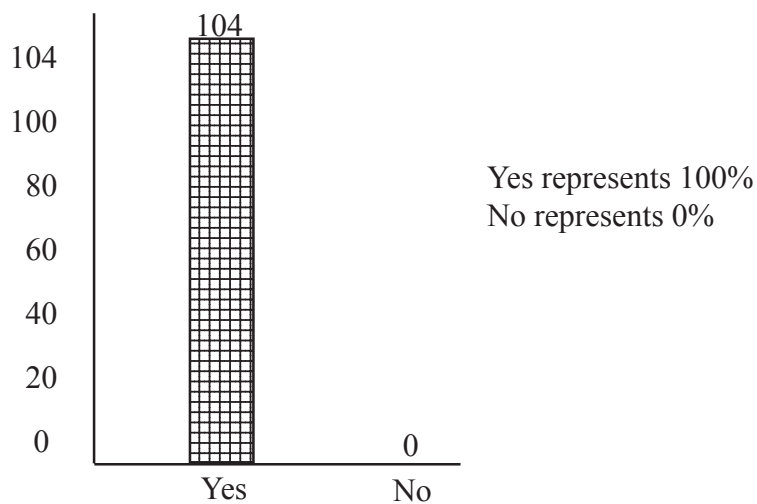
AGGREGATE RESPONSES



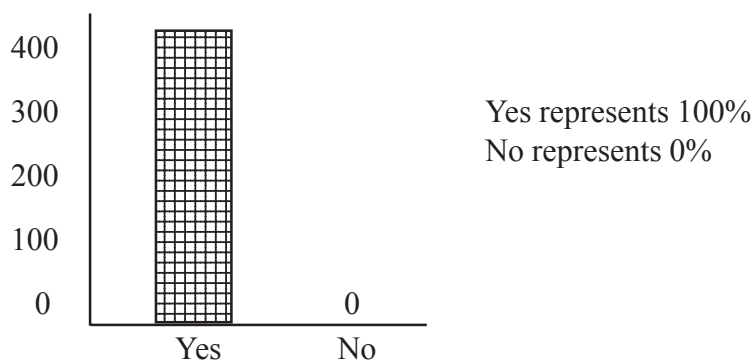
No Formal/Primary Education



Secondary Education



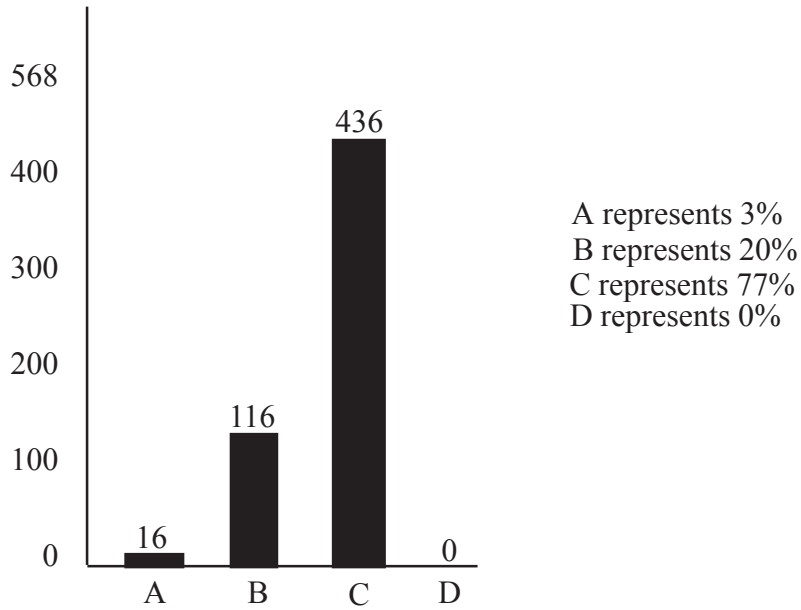
Post Secondary Education



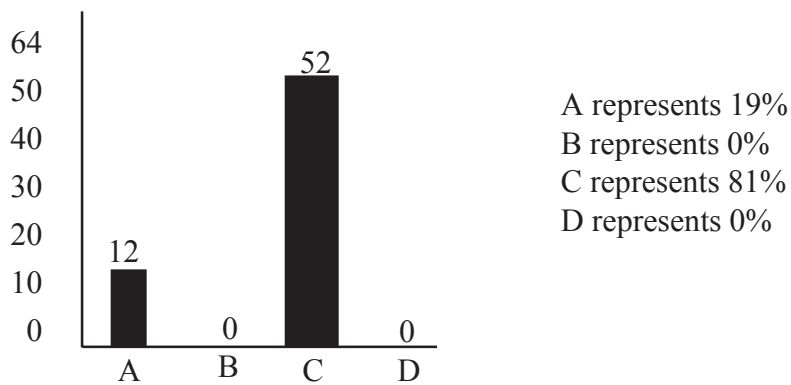
Q2. Although the U.P.E. recorded an impressive success in the first four years after its launching in 1976, which of the following factors in your own opinion contributed most to its eventual failure.

- a. Population explosion of school age children which led to inadequate primary schools
- b. Economic depression of the country which led to inadequate funding
- c. Political instability which led to government confusion and inability to make education a priority
- d. The shortage of well trained teachers

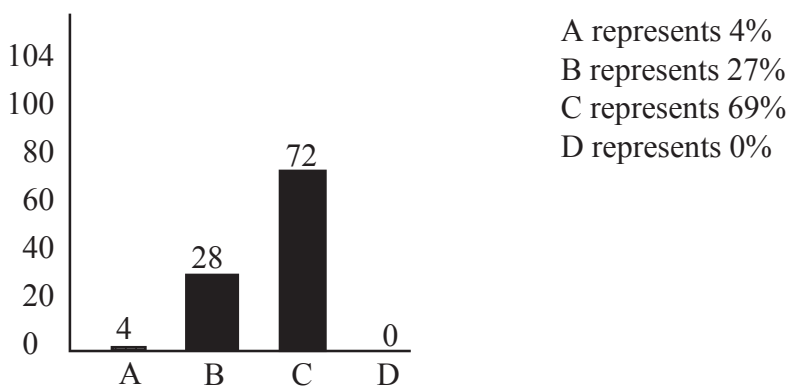
AGGREGATE RESPONSES



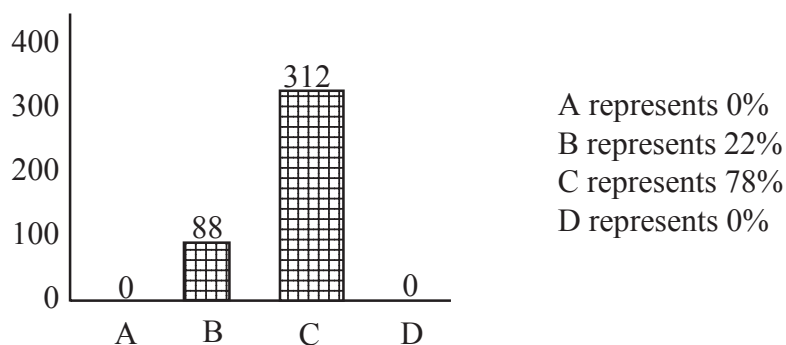
Non Formal/Primary Education



Secondary Education



Post Secondary Education



Q3. What modifications would you suggest to the implementation of the UBE scheme, so as not to suffer the fate of the U.P.E.

- a.
- b.
- c.

AGGREGATE RESPONSES

Modification	Frequency
1. Fund should be made available by govt.	368
2. Teachers remuneration should be made a priority	232
3. Good governance to ensure transparency and political stability	208
4. Govt. should be consistent in its educational policies	128
5. Competent and trusted personnel should manage the scheme	108
6. Well trained and professional teachers should be employed	96
7. Campaign should mounted on the importance of basic education	96
8. Establishment of more schools for the teeming population of school age children	88
9. The scheme must be made compulsory	80
10. The scheme should be monitored	64
11. Teachers should be exposed to different refresher courses	40
12. Existing schools should be renovated	40
13. Parents should send their children to school	40
14. Multi national companies should pay educational tax	36
15. The scheme should be extended to SS 3	4
16. Introudction of human rights as a subject	4

SUB GROUPS RESPONSES

No Formal/Primary Education

Modification	Frequency
1. Fund should be made available by govt.	52
2. Teachers remuneration should be made a priority	48
3. Establishment of more schools for the teeming population of school age children	48
4. Parents should send their children to school	32

Secondary Education

Modification	Frequency
1. Teachers remuneration should be made a priority	68
2. Fund should be made available by govt.	56
3. Govt. should be consistent in its educational policies	28
4. The scheme must be made compulsory	24
5. Establishment of more schools for the teeming population of school age children	16
6. Good governance to ensure transparency and political stability	12
7. The scheme should be monitored	12
8. Parents should send their children to school	8
9. Well trained and professional teachers should be employed	8
10. Campaign should mounted on the importance of basic education	4
11. Competent and trusted personnel should manage the scheme	4
12. Introudction of human rights as a subject	4

Post Secondary Education

Modification	Frequency
1. Fund should be made available by govt.	248
2. Teachers remuneration should be made a priority	128
3. Competent and trusted personnel should manage the scheme	104
4. Good governance to ensure transparency and political stability	96
5. Campaign should mounted on the importance of basic education	92
6. Well trained and professional teachers should be employed	88
7. Establishment of more schools for the teeming population of school age children	60
8. The scheme must be made compulsory	60
9. The scheme should be monitored	52
10. Govt. should be consistent in its educational policies	48
11. Teachers should be exposed to different refresher courses	40
12. Existing schools should be renovated	40
13. Multi national companies should pay educational tax	36
14. The scheme should be extended to SS 3	4

Q4. What must Nigerians do to help make the new scheme work?

- a.
- b.

AGGREGATE RESPONSES

FREQUENCY

1. Supporting the govt. with useful suggestion to ensure its success	144
2. Registration of all children of school age promptly	140
3. Creating the awareness that education is the child's right	136
4. Ensuring the proper home training of children	104
5. Eradicating the poverty level of Nigerians	96

6.	Community to mobilise for prompt payment of teacher's salary	88
7.	Renovating the existing schools by the PTA	76
8.	Nigerians should be committed to civic duties	68
9.	Teachers/Educational workers should show more concern to the scheme	64
10.	Private schools should assist in financing the scheme by paying educational tax	52
11.	Help in funding the scheme by the PTA	40
12.	Exposing parents who do not comply with the scheme	36
13.	Protection of the school properties	24
14.	Community to organise a tax force for the implementation of the scheme	12
15.	Nigerians must be very sincere	8
16.	Parents should stop child abuse	4
17.	Provision of properties for building schools	4

SUB GROUPS RESPONSES

No Formal/Primary Education

Contribution	Frequency
1. Registration of all children of school age promptly	44
2. Community to mobilise for prompt payment of teacher's salary	44
3. Help in funding the scheme by the PTA	32

Secondary Education

Contribution	Frequency
1. Creating the awareness that education is the child's right	48
2. Community to mobilise for prompt payment of teacher's salary	44
3. Supporting the govt. with useful suggestion to ensure its success	24
4. Nigerians should be committed to civic duties	16
5. Renovating the existing schools by the PTA	12
6. Community to organise a tax force for the implementation of the scheme	12
7. Ensuring the proper home training of children	12
8. Nigerians must be very sincere	8
9. Private sectors should assist in financing the scheme by paying educational tax	8
10. Provision of properties for building schools	4
11. Parents should stop child abuse	4

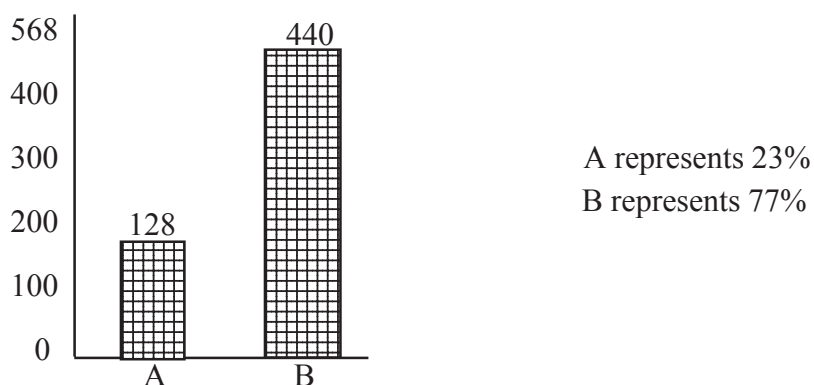
Post Secondary Education

Contribution	Frequency
1. Supporting the govt. with useful suggestion to ensure its success	108
2. Creating the awareness that education is the child's right	100

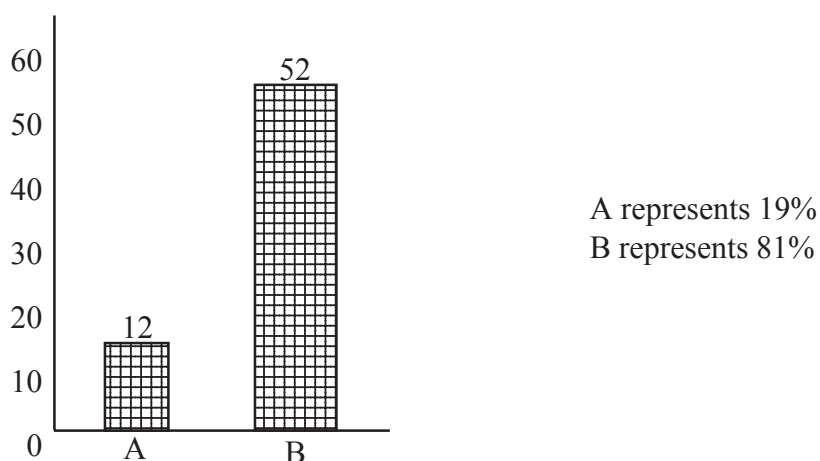
Contribution	Frequency
3. Registration of all children of school age promptly	96
4. Ensuring the proper home training of children	96
5. Eradicating the poverty level of Nigerians	96
6. Teachers/Educational workers should show more concern to the scheme	64
7. Renovating the existing schools by the PTA	64
8. Nigerians should be committed to civic duties	52
9. Protection of the school properties	36
10. Private sectors should assist in financing the scheme by paying educational tax	24
11. Exposing parents who do not comply with the scheme	24
12. Help in funding the scheme by the PTA	8

Q5. Who should fund the UBE?

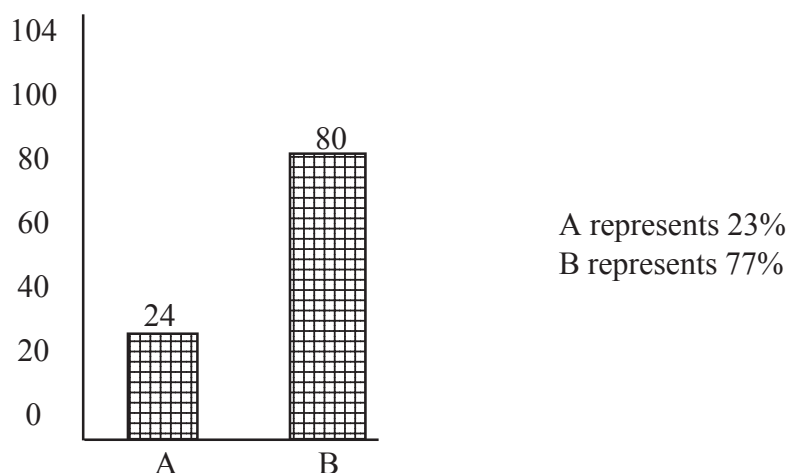
AGGREGATE RESPONSES



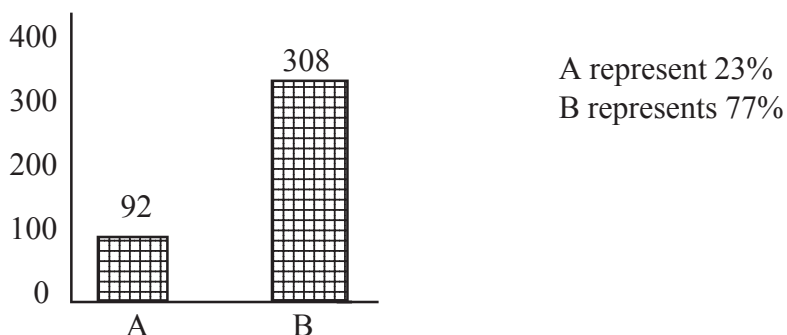
Non Formal/Primary Education



Secondary Education



Post Secondary Education



Q6. What role should the private sector play?

- a.
- b.
- c.

AGGREGATE RESPONSES

Role	Frequency
1. Help in funding the school	276
2. Payment of educational tax regularly	268
3. Help to monitor the scheme	192
4. Provision of instructional materials to reduce government's burden	176
5. Organising seminars, induction and refresher courses for teachers	148
6. Establishment of more schools for the teeming population of school age children	124

Role	Frequency
7. Embarking on awareness campaign of the scheme to the community	108
8. Creating employment opportunity for school leavers	84
9. Provision of basic infrastructure	80
10. Giving incentives to students and teachers in form of scholarship and award	76
11. Advise government on educational policies	72
12. Giving scholarship to children from poor homes	32
13. The private sector should be neutral	4

SUB GROUP RESPONSES

Non Formal/Primary Education

Role	Frequency
1. Help in funding the school	48
2. Provision of basic infrastructure	48
3. Payment of educational tax regularly	44
4. Embarking on awareness campaign of the scheme to the community	40

Secondary Education

Role	Frequency
1. Payment of educational tax regularly	48
2. Provision of instructional materials to reduce government's burden	36
3. Help in funding the school	36
4. Provision of basic infrastructure	32
5. Giving scholarship to children from poor homes	32
6. Embarking on awareness campaign of the scheme to the community	24
7. Establishment of more schools for the teeming population of school age children	16
8. Organising seminars, induction and refresher courses for teachers	16

Post Secondary Education

Role	Frequency
1. Help in funding the school	192
2. Payment of educational tax regularly	176
3. Provision of instructional materials to reduce government's burden	140
4. Organising seminars, induction and refresher courses for teachers	132
5. Establishment of more schools for the teeming population of school age children	108
6. Help to monitor the scheme	96

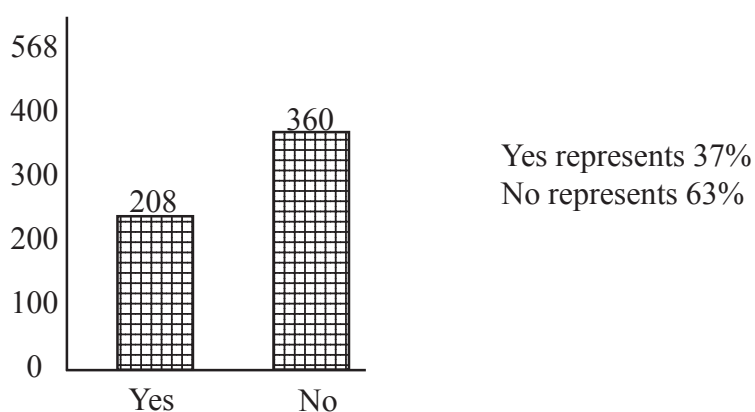
Role	Frequency
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9. Advise government on educational policies	72
10. Embarking on awareness campaign of the scheme to the community	68
11. The private sector should be neutral	4

PART B

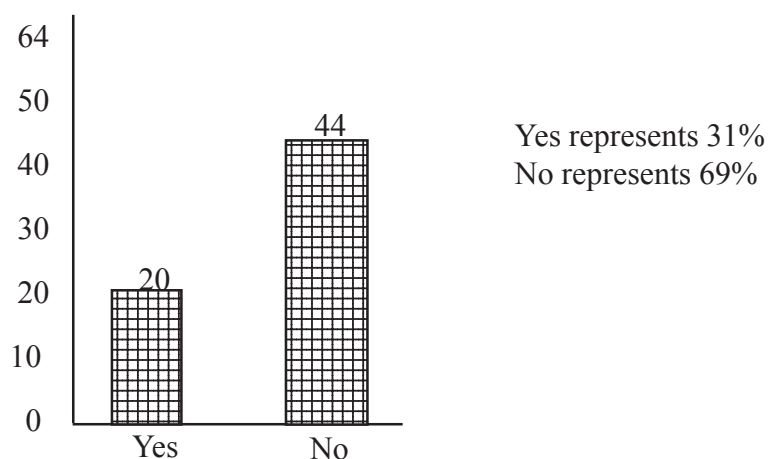
PRESENTATION OF RESULTS ON STATE POLICE OR FEDERAL POLICE

Q1. Do you support the idea of the State Police Yes or No

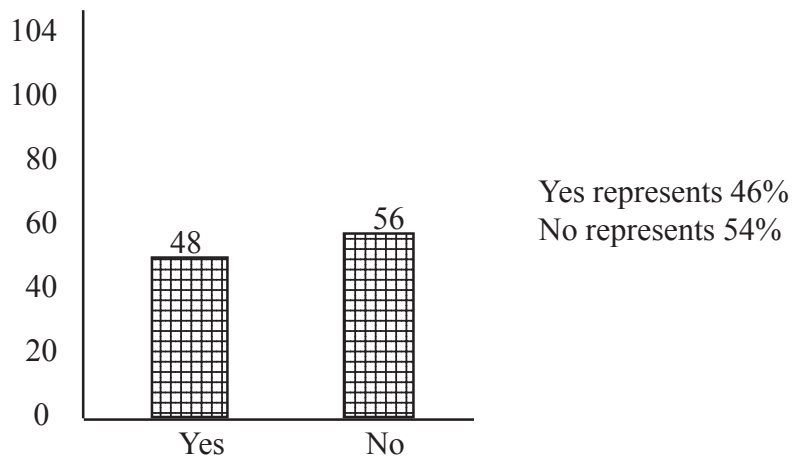
AGGREGATE RESPONSES



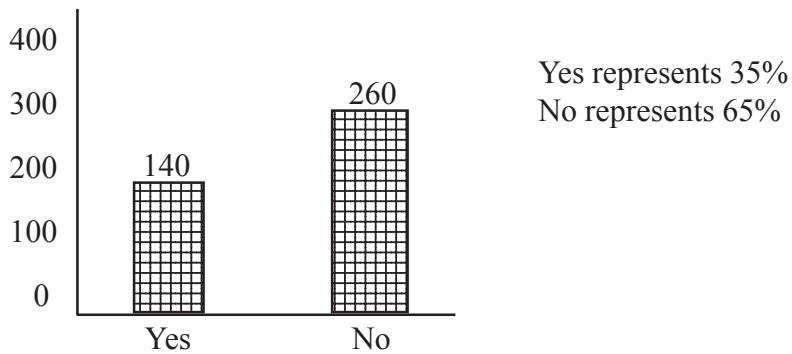
Non Formal/Primary Education



Secondary Education



Post Secondary Education



Q2. If "Yes" why?

AGGREGATE RESPONSES

FREQUENCY

1.	It will provide adequate security to the people of the State	104
2.	State Executives do not need to contact the Presidency before taking actions	40
3.	No reason	36
4.	The cohesive efforts of the State and Federal police will bring a rapid result	20
5.	In a true Federal State, federating unit should control the police	12
6.	Federal forces are no longer efficient	12
7.	The State Police will allow for a competitive mood for the Federal Force to sit up	12

SUB GROUP RESPONSES

Non Formal/Primary Education

Frequency

1.	No reason	16
2.	State Executives do not need to contact the Presidency before taking actions	4

Secondary Education

	Frequency
1. It will provide adequate security to the people of the State	32
2. State Executives do not need to contact the Presidency before taking actions	4
3. State Police will have a better understand of their people	4
4. For effective control of crime	4
5. No reason	4

Post Secondary Education

1. It will provide adequate security to the people of the State	60
2. The cohesive efforts of the State and Federal police will bring a rapid result	20
3. In a true Federal State, federating unit should control the police	12
4. Federal forces are no-longer effecient	12
5. State Executives do not need to contact the Presidency before taking actions	12
6. The State Police will allow for a competitive mood for the Federal Force to sit up	12
7. No reason	4

Q3. If "No" why?

AGGREGATE RESPONSES

	FREQUENCY
1. It will be politisied	104
2. State may not be able to fund it	56
3. It could lead to the breaking of the country	36
4. Prefrenial treatment will be given to influencial criminals	28
5. It threaten the unity of the country	20
6. Nigeria is not yet ripe for such	16
7. No reason	12
8. It will lead to double standard between Federal and State Police	12
9. It will lead to inefficiency	8
10. State may harbour criminals from other parts of the state	8
11. Police are generally corrupt	8
12. If their roles are not properly spelt out it may lead to clashes	8

SUB GROUP RESPONSES

Non Formal/Primary Education

1. If their roles are not properly spelt out it may lead to clashes	16
2. It will be politisied	16
3. It will lead to double standard between Federal and State Police	8
4. It will lead to inefficiency	4

Secondary Education

	Frequency
1. It will be politisied	20
2. No reason	8

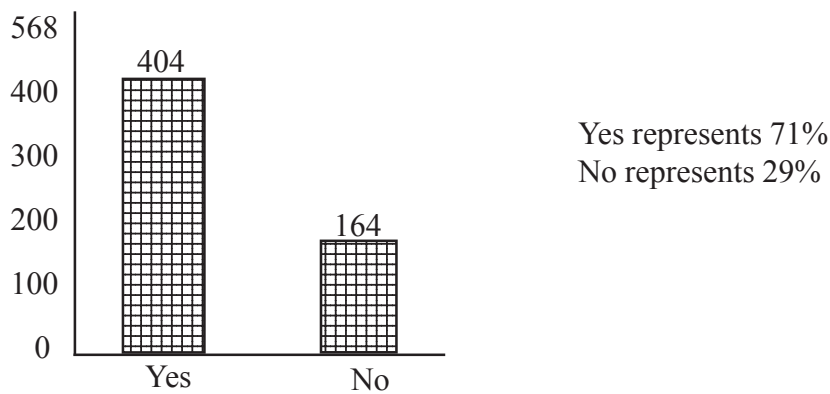
- 4. State may harbour criminals from other parts of the state 8
- 5. It will lead to double standard between Federal and State Police 4
- 6. It could lead to the breaking of the country 4
- 7. If their roles are not properly spelt out it may lead to clashes 4

Post Secondary Education

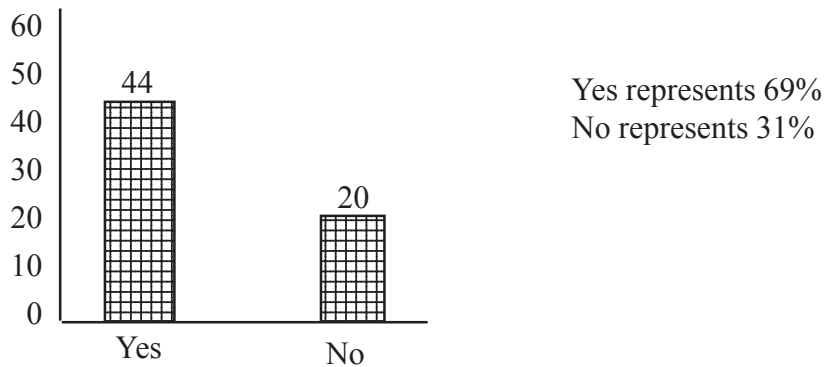
- 1. State may not be able to fund it 56
- 2. It will be politicised 40
- 3. There will be cross border clashes between State and Federal Police 32
- 4. It may lead to the breaking up of Nigeria 32
- 5. Nigeria is not yet ripe for such 16
- 6. Police are generally corrupt 8
- 7. No reason 4
- 8. It will lead to inefficiency 4

Q4. Do you think the State Governments can use the State Police to terrorize their political opponents? “Yes” or “No”.

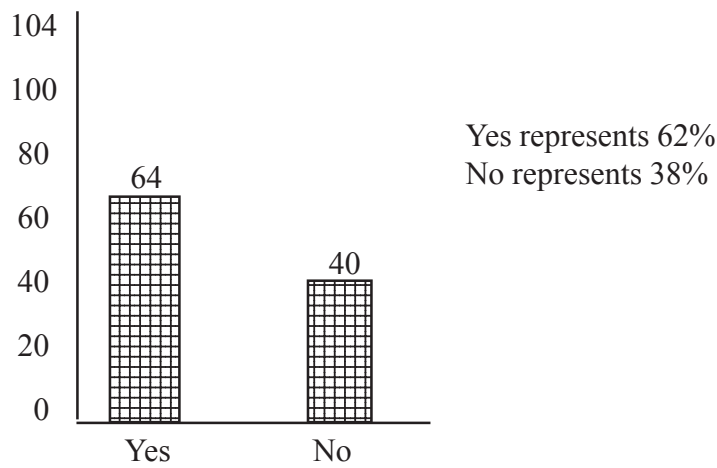
AGGREGATE RESPONSES



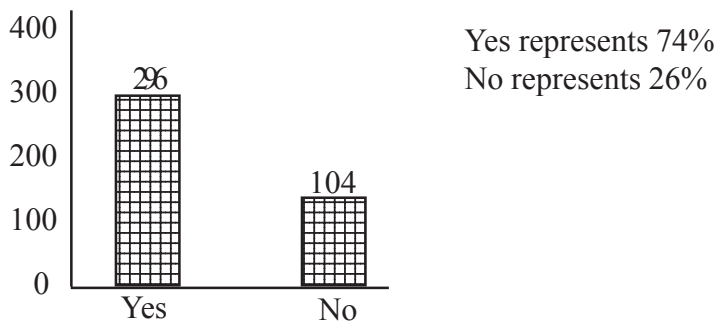
Non Formal/Primary Education



Secondary Education

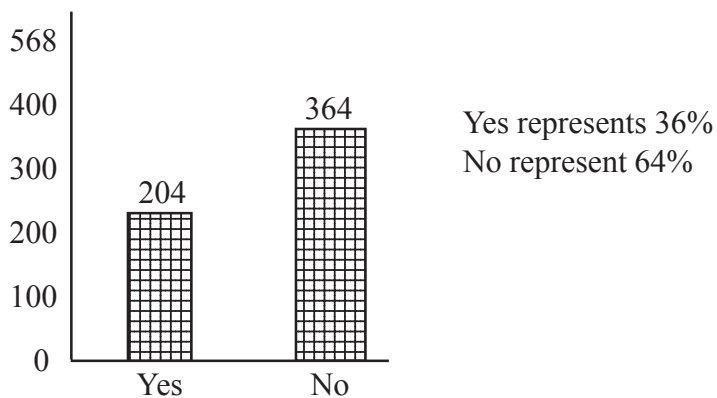


Post Secondary Education

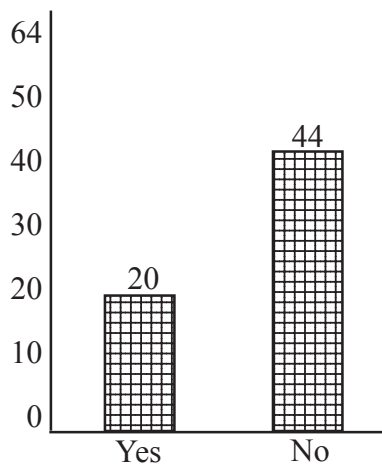


Q5. Given the present state of our economy do you think that the States can maintain their own Police force? “Yes” or “No”.

AGGREGATE RESPONSES

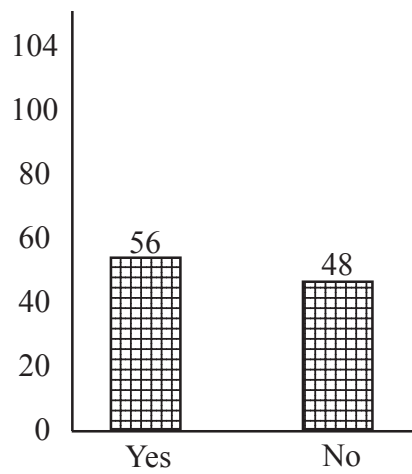


Non Formal/Primary Education



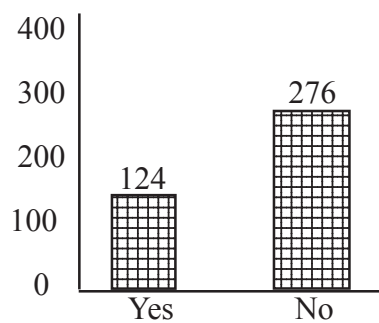
Yes represents 31%
No represents 69%

Secondary Education



Yes represent 54%
No represent 46%

Post Secondary Education



Yes represent 31%
No represents 69%



Media Rights Agenda (MRA) is an independent, non-governmental organisation established for the purpose of promoting and protecting press freedom and freedom of expression in Nigeria. The MRA is registered under Nigerian law and has Observer Status with the African Commission on Human and People's Rights. MRA's Aims and Objectives are:

- a. to promote respect and recognition for press freedom and freedom of expression in Nigeria;
- b. to provide protection and support for journalists and writers engaged in the lawful pursuit of their professional duties;
- c. to promote the highest standards of professional ethics, integrity, training and conduct in the journalism profession; and
- d. to bring about a conducive social and legal atmosphere for the practice of journalism, and ensure the protection of the journalist's right not to be compelled to work against his or her conviction or disclose confidential sources of information.

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Oluwabunmi Oke, Secretary
Yunus A. Abdusalam, Administrative Assistant
Rose Aikhuele, Office Assistant

Media Rights Agenda,

44, Alhaja Kofoworola Crescent, Off Obafemi Awolowo Way, Ikeja,
P. O. Box 52113, Ikoyi, Lagos, Nigeria
Tel: 234-1-4936033, 4936034, Fax: 234-1-4930831.
E-mail: mra@mediarightsagenda.org
pubs@mediarightsagenda.org
Web site: www.internews.org/mra