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EXPLORING ALTERNATIVE STRATEGIES FOR FINANCING SECONDARY SCHOOL EDUCATION FOR SUSTAINABLE NATIONAL DEVELOPMENT

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Introduction

Education is the process through which individuals are to actively participate in the growth and development of their society. It is the system through which man becomes a moral agent capable of living in society peacefully and harmoniously among others. Education is process through which man realizes his potentialities and uses them for, self fulfillment in the services of himself and others (Ocho, 2005). Education is a cornerstone of a nation, culture and an absolute necessity for economic prosperity and sustainable development Okunamiri (2002) described education financing as a branch of knowledge that deals with the important examination of cost versus

Abstract

Provision of quality secondary education is important in generating the opportunities and benefits of social and economic development. One way of helping mitigate this will be through schools initiating alternative sources of income and try to make up for the gap in their budgetary deficit. This study was conducted to identify the alternative sources of financing secondary school education for sustainable national development. In discussion this topic, Ocho (2005) defined education and the need for education. Okanamiri (2002) also defined education financing as a branch of knowledge that deals with the important examination of the cost and expenditure in the production of education services. Various alternative sources according to various authorities were explained to include: PTA, proceeds from the school

farm, donations, endowment, community involvement, Fund raising activities, Old students Associations, e.t.c. conclusion and recommendation were made.

Keywords: *Strategies, Financing, Exploring, Sustainable, Education.*

Expenditure in the production of educational services. Since, the government alone cannot adequately finance secondary education alternative sources of financing secondary education becomes necessary and inevitable. Financing education there is certain cost that must be borne by government if we must achieve universal access education. Government and the private sector have the responsibilities to ensure that children are supported to acquire quality education.

Secondary Education for Sustainable Development

Education for Sustainable development allows human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future.

Education for sustainable development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Education for sustainable development consequently promotes competences like critical thinking, imagining future scenarios and making decision in a collaborative way.

Education of sustainable development requires far-reaching changes in the way education is often practiced today.

UNESCO is the lead agency for the UN Decade of Education for sustainable development (2005-2014).

Transition Rates

Another important indicator of quality is the rate of transition from primary to junior secondary. Before 2006 transition from primary to junior secondary level was based in selection examination which meant that some children who could not pass the examination were pushed out of school. However,

with the introduction of the free and compulsory nine year (now ten 117year) basic education cycle, transition to junior secondary became automatic with effect from 2006. The only evidence required to show that a child had completed primary school became continuous assessment records signed off by the head teacher. This, however, does not guarantee 100% transition because junior secondary system lacks the capacity to absorb all children transiting from primary schools. With public junior secondary schools having limited capacity and the sometimes prohibitive costs of private schools, then trend of children dropping out at the end of primary school is likely to continue. The “2013 state of education report” indicates that a number of states were transiting at significantly high rates.

Post basic – Senior Secondary Level

The senior secondary school level was 4,633,843, male 2,563,723 and 2,070,123 for female in 2013 while the junior secondary enrolment was 4,470,037 2,408,578 For male and 2,061,459 for female and the figure has risen significantly in 2015, with enrolment of 5,737,623 even though some states don't have an accurate data according to Nigeria EFA Review reform 2000-2014.

FINANCING EDUCATION

One major question about financing education is who should finance education? The argument has always been whether the cost of education should be borne by government or by individuals receiving education. There has been a lot of debate about cost of education especially on who should bear the cost. The debate can be crudely reduced to three groups. The first group is made up of those who argue that cost of education should be borne essentially by parents with government providing the enabling environment. They are of the view that education should be subjected to free market discipline. This group posits “that families and individuals ought to pay fees in order to access nominally available public services, otherwise these services would not be available of their quality would become unacceptable low. The problem with the position of this group is that those whom are poor will not be able to pay an they will be denied access. The second group argues that education is a right, which must be funded by government. They argue that there are enough resources in the world to fund at least basic education for all children. They

posit that the problem is that of corruption, misplaced priority, inequality and poor policy choices. They argue that education should not only be free but also compulsory. They are of the view that government should bear all the costs because even if the direct costs of education are borne by government, the indirect cost (such as uniform, transport and school meals) may be beyond the capacity of the family while the opportunity cost may be impossible to bear. They argue that no right could exist without corresponding government obligation and that government is obliged to make education available, accessible, acceptable and adaptable. The third group while coming from the rights based approach like the second group posits that education is a right and government must not only endeavor to remove all the barriers to education but must also take steps to utilize to the maximum of its available resources to achieve progressively the full realization of the right to education and other social and economic rights. They argue that there are three layers of obligations in matters of social and economic rights: Obligation to respect, protect and fulfill. The obligation to respect requires states to refrain from interfering with social and economic right e.g. refrain from forced eviction. The obligation to protect requires states to prevent violations by third parties, for example, ensuring that private employer comply with labours standards. The obligation to fulfill requires states to take appropriate legislative, administrative, budgetary, judicial and other measures towards the full realization of such rights.

Although scholars are not in agreement on cost sharing arrangement for education, there are certain costs that must be borne by government if we must achieve universal access to education. In a cost tracking workshop, organized by Action Aid from 13-17 October, 2003, in Johannesburg, development practitioners drawn from Africa, Asia, Europe, and Latin America discussed issues of costs of education while using Venn Diagram, recommended a cost sharing formula among the various stakeholders of education. To this end, participants allocated various costs of education to the community, government and private sector as follows:

Alternative Strategies for Financing Secondary School Education for Sustainable National Development

Parent Teachers Associations that helps the state government in one form or the other in managing the affairs of the school. Normally, every student termly

pays the PTA levy which is managed by the school authority in conjunction with the PTA officials. In many cases, PTA money is used in providing PTA teachers and some school facilities and repairs. Apart from provision of both human and materials resources, PTA motivates both students and teachers by giving awards and scholarship to exceptional students and teachers. This goes a long way to encourage hard work and commitment in the school.

Use of Direct Labour

The chief executive can make use of direct labour in carrying out school projects in order to use expenses instead of using contractors. This is a good source of financing education.

Payment for Extra lesson

School principals could organize extra lessons for students after the official school hours. The proceeds could be used to do some works in the school by the school authority after compensating the teachers for their extra efforts.

Proceeds from school activities

School activities represent another good source of financing public secondary schools. They include such activities as sales of students hand crafts, sales of books and stationery, staging of school plays and raffles, sales of farm products from the school farm, fund raising activities can be organized by the school authority where parents could be invited to raise money for school projects. The school authority could appeal in writing to wealthy persons in the community where the school is located for financial assistance in order to develop their school.

Community Involvement

The school administrator cannot successfully run the school in isolation without the involvement of the community people. The community will help the school in carrying out its policies especially in the area of discipline and settlement of disputes involving both the students, staff and community. The community could be used to supply both free and cheap labour to the school if cordial relationship exists between the school and the community.

Donation

A good school principal who has a good relationship with the community will be able to attract both financial and material donations from the people of the

community where his school is located including scholarships to his students. The principal should know when and how to organize fund raising his school so as to get people's donations to his school. Old student's Association effective use of the Old Student's Association by the school authority is always very helpful and healthy to the school. This Association normally provides both cash and materials for the growth and development of their almamater. Every good principal utilizes this source to finance his school.

Non-Governmental Organization (NGO), Martins (2011), states that non-governmental organization is an association registered under the societies registration act, public trust act and the companies act with general body, executive, paid staff and volunteers. Since the financing education is a joint responsibility and involves the private sector, a good school administrator must avail himself the opportunity of involving any of the NGOs in the state in funding his school in any form. Thus, every school principal should learn how to blow his trumpet and execute his school projects. Supporting the above alternative sources of financing secondary education in Nigeria, Ndu, Ocho and Okeke (1997) indicated that one of the sources of funds for educational development is community fund raising. Nwoye, Ejatavbo, Febabor and Onoja (1999), stated that education could be funded by means of endowments. While Ocho (2005) believed that the payments of landed property tax should be one of the reliable sources of funding secondary education. Furthermore, Okunamiri in Nwagwu (2001) opined that education could be financed through the following sources: Educational levy, Donations, rentals, Old students financial assistance, registration fees. Nwakpa (2007) suggested the following strategies to be adopted to enhance financial resources.

Finally, Charles (2002) identifies the following internal or alternative sources of revenue for secondary school finance:

1. Levies (2) PTA Levies (3) Money realize from school farm (4) Endowment (5) Donations (6) Local fund raising (7) Rentals, in sum, a proper utilization of the discussed alternative sources of financing secondary

CONCLUSION

Having explored the alternative strategies for financing secondary education for sustainable national development, it is the belief of the writer that these sources are far greater than what the students tuition fee could yield if

students are asked to be paying tuition, and not only that, it places the school administrator in a better position to make use of the money realized from alternative sources.

With the above sources available to school heads, I concludes that the sky is just the only limit of every public secondary school in Nigeria to successfully achieve the goals of secondary education.

RECOMMENDATIONS

The following recommendations are made:

1. Every school principal should see that he utilizes the school PTA levy very well
2. To organize local fund raising at least once in a year
3. To appeal to wealthy individuals in his community for financial assistance from time to time
4. To organize internal school activities in order to raise money
5. To involves the community in moist of his project activities
6. He should have very cordial relationship with the community
7. To carry his staff along
8. To be accountable to his staff and PTA
9. To be prudent in all his financial dealings
10. He must be a good accountant

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