PERCEPTION OF EDUCATION POLICY IMPLEMENTERS ON STRATEGIES FOR MOBILIZING RESOURCES FOR EDUCATIONAL ADVANCEMENT IN NIGERIA

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MARCH, 2012

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Faculty of Education
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MARCH, 2012

DECLARATION

I declare that this study entitled "Perception of Education Policy Implementers on the Strategies for Mobilizing Resources for Educational Advancement in Nigeria" is an original work of research done by me. To the best of my knowledge, it has never been presented partially or wholly anywhere for the award of higher degree, in any form.

Information derived from the published and unpublished work of others has been acknowledged in the text.

Aliyu Abdullahi Dada **Date**

CERTIFICATION

This dissertation entitled "Perception of Education Policy Implementers on the Strategies for Mobilizing Resources for Educational Advancement in Nigeria" by Aliyu Abullahi Dada, meets the regulation governing the award of the Degree of Doctor of Philosophy (Curriculum and Instruction) of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Dr (Mrs) H. O, Yusuf Member Supervisory Committee	Date
Dr M, Bashir Head of Department	Date
Prof. A. A. Joshua Dean, Postgraduate School	Date

DEDICATION

To my entire family members; and to

True seekers of knowledge, for human development.

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With due respect to the Almighty Allah who had destined that this be my path, I owe a lot to a great number of personalities that I do not think I can have any most appropriate words to express my profound gratitude to them all. As I was writing this acknowledgement my innermost heart is full of joy and merriment for the way and manner they have nurtured, molded and redirected (for the better) the course of my success, up to this stage. To every personality who contributed to this my glorious moment, I thank you all and prayed that the Almighty Allah crown their efforts with greater success and endless bliss.

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ABBREVIATIONS

Abbreviation	Description
B E S	Basic Education Sector
CATI	Community Accountability and Transparency Initiatives
CEOs	Chief Executive Officers
DFAs	Directors of Finance and Administation
DFID	Department for International Development
DPI	Directorate of Policy Implementation
ECCDE	Early Child Care and Development Education
EFA	Education For All
ETF	Education Trust Fund
ERC	Education Resource Centre
FCT	Federal Capital Territory
FCTA	Federal Capital Territory Administration
FCT-UBEB	Federal Capital Territory-Universal Basic Education Board
FME	Federal Ministry of Education
ICT	Information and Communication Technology
IEI	Innovative Enterprise Institution
JAMB	Joint Admissions and Matriculations Board
JSS	Junior Secondary School
LGEA	Local Government Education Authority
MDAs	Ministries, Departments and Agencies

MDG	Millennium Development Goal
NABTEB	National Business and Technical Examinations Board
NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NECO	National Examination Council
NTI	National Teachers' Institute
NUC	National Universities Commission
PTA	Parents Teachers Association
Q	Questionnaire
SBMC	School-Based Management Committee
S I I	Structured Interview Instrument
SMOE	State Ministry of Education
SUBEB	State Universal Basic Education Board
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
ZEO	Zonal Education Officer

ABSTRACT

The study 'Perception of Education Policy Implementers on the Strategies for Mobilizing Resources for Educational Advancement in Nigeria, attempted to investigate Strategies used in mobilizing educational resources towards educational advancement in Nigeria. The study is necessitated by the need to improve education resources base, in the wake of depleting human, material and financial resources needed for educational advancement in Nigeria. Among others objectives of the study are, to closely assess Strategies (such as budgetary allocation, social mobilization, enforcement, community participation, etc) used in mobilizing education in Nigeria; ascertain the extent to which Respondents differ in their views on the utilization and impact of Strategies for mobilizing resources for educational advancement in respective States of Nigeria. For this purpose, five research questions were formulated in order to guide the study. Also 5 hypotheses were postulated, and tested at 0.05 level of significance. This is to pave way for decision making for the study. The Descriptive research design was used to conduct the study. The study, which was conducted in 6 States, (Taraba, Yobe, Niger, Ondo, Oyo and FCT), 32 Local Governments and 480 Institutions (made up of JSS and Primary Schools), had a population of 777,242. The study focused on prominent stakeholders within the Basic educational sector including, SUBEB, LEA, SBMCs Officials, JSS Principals, Head teachers of Primary schools. The sample size of 720 respondents made up of 30 SUBEB officials, 160 LEA Officials, 160 JSS principals, 320 Primary school Head teachers and 480 SBMC officials were selected, using Cluster Random Sampling Technique, based on State, Local Governments, Institutions Status and Location peculiarities. The structured interview and questionnaire instruments made up of 53 and 33 items were administered on Respondents. The descriptive statistics of mean and standard deviation (SD) were used to respond to the research questions, while the non parametric statistics- Chi-squire, Mann-Whitney and Kruscal-Wallis test statistics were used in analyzing data obtained from the study, allowing for the testing of the research hypotheses. Respondents were different in their view as it related to the research questions, particularly the mode mobilization of resources for educational advancement in Nigeria; Government's efforts being attributable to educational advancement in Nigeria; Respondents differ in their views on the utilization and impact of Strategies for mobilization resources for educational advancement in Nigeria. The outcome of the hypotheses testing showed that all 5 hypotheses were rejected, while none was retained, implying that there is significant difference in respondent's view on: the mode of mobilization of resources for educational advancement in Nigeria; Government's efforts and other stakeholders contribution in mobilizing resources for educational advancement in Nigeria; they also significantly differ in their views in relation to Strategies utilization and impact on educational advancement in Nigeria, with regards to their State and Geo-political differences; In view of the research findings, it was concluded that effective Strategies for mobilizing resources for educational advancement in Nigeria are indispensible and that no one Strategy can work for all purposes, but dependent on prevailing conditions and demands. It was recommended that a more proactive measure be taking to encourage effective popular participation in education resource mobilization drive and that Government at all levels should endeavour to create a more humane environment that would encourage and sustain mutual participation in matters of educational advancement. A model tagged

'Prudent-Interactive Strategy was proposed. The Strategy is aimed at building stakeholders confidence in the populace, in order to engender effectively popular participation in the education process, leading to educational advancement.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Universally, education has been recognized as an instrument of social engineering, social mobility and a potent factor for National development. Studies (NMDG, 2004; Denga and Ekoja, 2008) have shown that societies that are underdeveloped are those societies that do not invest in or see education as their overriding priority. Earlier, UNESCO (1997) had observed that no meaningful development could ever take place in any nation without education.

Nigeria has acknowledged the fundamental importance of education as a major contributor and the surest means for the achievement of a viable economic growth and sustainable national development. Believing that the more educated her citizens are, the brighter her chances for an accelerated development, Nigeria had put in place a well-articulated National Policy on Education in 1981. The policy aimed at preparing her citizens for useful living within the society (Gbamanja, 2002). This is expected through the provision of universal basic education; diversifying the curriculum at secondary level; and expanding educational facilities throughout the country. In line with the actualization of her policy objectives, Nigeria has made important progress in making education accessible, equitable and qualitative in line with global development initiatives. Nigeria is a signatory to many international declarations and memoranda on education, such as the Jomtien Declarations and Framework for Action on Education for All (EFA) in 1990, the Durban statement of commitment to the promotion of EFA in 1998, Dakar World

Education Forum on EFA agenda, which reflected the MDG Declaration 2 and 3 (NMGG 2004).

However, the quest for education in Nigeria is faced with a lot of challenges, which had hampered its sustainable progress and development. The dynamic process of education requires that every society devise ways not only of ensuring the wellbeing of its citizens but also, of bequeathing its future generations with appropriate knowledge, skills and values. To achieve this goal, society must cater for its educational system in such a manner that would adequately meet the needs of every segment of its population and provide adequate access to education for all its citizens, through the provision of the much needed resources, such as human, financial and materials. Apart from the intermittent changes in the policy framework on education, Government's funding of education had been grossly inadequate, asserts Moja (2000); Sunusi (2011), because of other competing governmental obligations. In 1997 the Federal Minister of Education, following a nation-wide tour of the schools, stated that the basic infrastructure in schools such as classrooms, laboratories, workshops, sporting facilities, equipment, libraries were in a state of total decay. The physical condition of most schools was reported to be pathetic.

Unfortunately, in Nigeria, like in other developing nations, the provision of quality education at all levels has largely been considered as government's responsibility solely. This has thereby limited the resource base for the delivery of education. This is in spite of the prevalence of strategies for mobilizing resources such as budgetary allocation, interventions, social mobilization, community participation initiatives, advocacy, enforcement as well as the integrated resource mobilization strategies. (Egwu, 2009) In

trying to redress this situation, Nigeria had re-institutionalized and diversified her resource mobilization mechanisms, as contained in her Roadmap for the Nigeria Education Sector of 2009. The resource mobilization mechanisms are aimed at strengthening both Local and International linkages, partnerships with the public and private sectors. Specifically, the resource mobilization drive requires the involvement of communities, Alumni, PTA, SBMC and a host of other Stakeholders.

> Faced with similar challenges, the 36 states of the federation, and FCT, Abuja, have diversified their resource mobilization processes. The States have instituted various mechanisms such as the School Based Management Committees (SBMCs) as well as School-Community self-help projects, to serve as catalyst for stimulating community and private sector's participation in resource mobilization, aimed at promoting educational development. However, popular opinions have it that resource mobilization drive has not yielded appreciable results and leaves much to be desired. Gambo (2008) argued that resource mobilization has not produced the desired impacts that could facilitate effective participation in the education process. And if things do not change (through the use of appropriate resource mobilization strategies) in good time, basic education goals and objectives in Nigeria cannot be realized and the attainments of the MDGs by 2015 as well as the attainment of vision 20-20-20 would obviously not be visible.

Thus, the research work "Perception of Education Policy Implementers on the Strategies for Mobilizing Resources for Educational Advancement in Nigeria", is an attempt to assess some of the Strategies used for mobilization of education resources, toward educational advancement in the area of study. The study would examine the significant effect of the Strategies and see the extent to which they have contributed to educational advancement in Nigeria.

1.2 Statement of the Problem

Education has been conceived as an instrument of human and societal development in Nigeria. This explains why the governments has expended much on the provision of education to her people. However, government's efforts are being impeded by series of challenges. Human, material and financial resources are grossly inadequate and despite the prevalence of such strategies as government's budgetary allocation, social mobilization, public private partnership initiatives, donations, philanthropic gestures, advocacy, community participation and a host of others, nothing seem to be changing. The Nigeria education system is plaque by dilapidated classroom infrastructures and the need for quality manpower in all sectors of education. This is in the face of continuing steady increase in her school enrolment figures without commensurate outcome. There is a problem of community participation, which is said to be at its lowest ebb. In addition, there is the lack of confidence among the populace in the administration of the education system – this is resulting from lack of prudent management of resources, probity and accountability. More worrisome is that pupils/students achievement does not justify expenditure. Studies by Moja (2000) had indicated that the average Nigerian graduate of the basic education process had falling short of attaining educational advancement parameters, including the lack of communication and literacy competence, interacting with others, organizing and analyzing information (using various technology platforms), completing entire activities, taking responsibility for career and life choices. Could it be that the strategies/approaches used are defective or that the appropriate strategies/approaches are not used?

Education is a function of resource availability and utilization, which has interplay of a number of stakeholders. Such stakeholders may include the government, community members, public and private organizations, etc. Anything short of popular participation would mean that the much cherished Educational progress, Societal and National development can never be realized. This is particularly so in the face of the lack of requisite resources, infrastructures decay, inability to encourage popular participation, through appropriate resource mobilization strategies, lack of probity and accountability in the Basic education sector. These bottlenecks would continue to hinder advancement in education in Nigeria. Hence, efforts must be intensified to resolve the problems, which have hitherto hampered resource mobilization efforts cum educational advancement in the area of study.

Thus, the study "Perception of Education Policy Implementers on the Strategies for Mobilizing of Resources for Educational Advancement in Nigeria" sought to examine strategies utilized for resources mobilization for educational attainments in the said geo-political zone. It strived to ascertain the impact of such strategies on the education system. This is with a view to providing information that can further enhance educational progress and development in Nigeria.

1.3 Objectives of the Study

. The study intended to among others:

1. Identify the differences in the opinions of respondents with regards to resources for educational advancement in Nigeria.
2. Find the differences in the opinions of respondents regarding Government's efforts mobilizing resources for educational advancement in Nigeria.
3. Identify the differences in the opinions of respondents with regards to stakeholders' participation in mobilizing resources for educational advancement in Nigeria.
4. Identify the differences in respondents' views from the various states on the strategies utilized for mobilizing resources for educational advancement in Nigeria.
5. Identify the differences in the opinions of respondents' responses on the basis of their geo-political zones on the impact of the strategies for mobilizing resources for educational advancement in Nigeria.

1.4 Research Questions

In order to provide for a sense of direction or focus to the study, the following research questions were put forward:

1. What are the differences in the opinions of respondents in respect of mobilizing resources for educational advancement in Nigeria?
2. What are the differences in the opinions of respondents regarding Government's efforts in mobilizing resources for educational advancement in Nigeria?
3. What are the differences in the opinions of respondents with regards to stakeholders' participation in mobilizing resources for educational advancement in Nigeria?
4. What are the differences in respondents' views from the various states on the strategies utilized for mobilizing resources for educational advancement in Nigeria?
5. What are the differences in the opinions of respondents' responses on the basis of their geo-political zones on the impact of the strategies for mobilizing resources for educational advancement in Nigeria?

1.5 Research Hypotheses

The following null hypotheses were postulated for testing:

1. There is no significant difference in the opinions of respondents on mobilizing resources for educational advancement in Nigeria.
2. There is no significant difference in the opinions of respondents regarding Government's efforts in mobilizing resources for educational advancement in Nigeria.
3. There is no significant difference in respondents with regards to stakeholders' participation in mobilizing resources for educational advancement in Nigeria.
4. There is no significant difference in the opinions of respondents' views from the various states on the strategies utilized for mobilizing resources for educational advancement in Nigeria.
5. There is no significant difference in respondents' responses on the basis of their geo-political zones on the impact of the strategies for mobilizing resources for educational advancement in Nigeria.

1.6 Basic Assumptions

This study was embarked upon on the assumption that:

1. Provision of Basic education to the Nigerian child is a right which must be taking with all the seriousness it deserves. It is an endeavor requiring the involvement and contribution of virtually everybody in the society. Hence, the caption "Education for all is responsibility of all"
2. Basic education provisions is an endeavor requiring the provision of requisite resources as it relates to human, material and financial resources, which should be made available, adequate and functional at all times.
3. Strategies abound through which education resources could be mobilized for education to thrive and impact upon the citizenry and the society.

1.7 Significance of the Study

The need to stimulate, encourage and foster effective utilization of strategies for mobilization of resources for educational advancement in Nigeria is enormous. This is in view of the fact that the government cannot shoulder the entire responsibility of educating all her citizens alone. The global economic realities of today make it imperative for government to diversify its resource base in trying to provide for the education of her citizens (Egwu, 2009).

The study highlights the best alternative mobilization strategies, for sourcing resources for educational advancement. It hopes to create a sense of awareness on the part of both the Government, educational administrators, particularly, those charged with the responsibility for resource mobilization. The study shall be of particular interest to school heads, school supervisors and inspectors, social mobilization officers, parents, philanthropic organizations, corporate organizations and such other agencies that may be interested in the educational advancement in Nigeria.

For school heads and educational administrators, the study would provide feedback, through their responses to the research instruments, as it relates to their resource mobilization and utilization as well as the impact efforts. The study would avail them with information on how best to take advantage of resource mobilization strategies, so as to enhance or sustain their efforts toward educational advancement in the geo-political zone.

For Social Mobilization officers, the study would provide them with an array of resource mobilization strategies which they encourage their exploitation in their locality, in furtherance to the pursuit of their primary responsibility. For other Stakeholders,

particularly private/ corporate, international donor organizations, the study would avail them with insights on how to step-up their efforts for their effective involvement in the educational advancement stride in Nigeria. Apart from creating awareness, the study would provide respective State governments with alternative strategies in use in other states, which they can take advantage of. It would provide them with information on strategies that could facilitate effective mobilization of resources for educational advancement in Nigeria.

In addition to providing education administrators with information which would assist them in decision making as it relates to resource procurement planning, acquisition, distribution and maintenance, the study would be of immense help to curriculum planners/ developers and implementers. It would provide curriculum planners with information on resource planning and procurement strategy in the course of curriculum planning and development of a functional curriculum, particularly for teacher education and curriculum leadership that is aimed at producing competent curriculum implementers. That is, implementers who are responsive to changing times, requiring upright leadership and exemplary prudence in the management of educational resources for optimum attainments. The study would provide curriculum implementers with such information that could assist them in education resource (instructional material) selection, sourcing/ procurement techniques and management. The study is significant towards the attainment of the goals and objectives of the National Policy on Education of 1981 and the successful implementation of the Roadmap for the Nigerian education sector of 2009, as well as the ideals of the universal basic education programme (2004) and the Millennium Development Goals declaration 2 and 3 in Nigeria

1.8 Scope and Delimitation of the Study

The main task of this study was to identify the extent to which the strategies for mobilizing resources had influenced educational advancement in Nigeria. This is basically a study of the opinions of individuals about resource mobilization. It strived to examine efforts in resource mobilization, and the extent to which Participants differ in their responses on the utilization and impact of the strategies for mobilizing resources for educational advancement, as a result of their status, state and geo-political differences. The study was conducted in Nigeria in three geo-political zones, covering six States (Yobe, Taraba, Niger, Oyo, Ondo and the Federal Capital Territory, Abuja). The study centred on the Basic Education Sector (BES), as the foundation on any educational and national development. It covered educational establishments within the BES such as the respective State's Universal Basic Education Board (SUBEB), Local Government's Local Education Authorities (LEA), Junior Secondary Schools (JSS), and Primary Schools, including Communities hosting such educational institutions in the zone.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter highlights what some relevant authorities and/or personalities have to say in relation to some of the pertinent issues that concern this study. This is with a view to providing information, which could give foresight to the study. Thus, literature in respect of the following sub themes would look at an overview on strategies for mobilization of resources for education advancement; trends and development; mobilization of resources in education; resources for educational advancement; perspectives on educational advancement; impact of the strategies for mobilization of resources for educational advancement; evidence of empirical studies as well as state of educational of resource mobilization in Nigeria. Before all these, attempt would be made to come up with a theoretical framework, which may justify the need for this study as well as give a vivid picture of the direction of the research work. As pointed out earlier, whatever is derived from this review of related literature would go a long way in giving foresight and focus on the study. It would provide information which will in the end authenticate or give credence to the findings and/or position of the study.

2.2 Theoretical framework

The theoretical framework of this study is based on the theories of quality education, resource mobilization, popular participation, and educational advancement.

1. The theory of Quality Education is based on the postulations of Charles (1995) tagged 'the Broken Windows Theory of Schools'. This theory was borrowed from a political scientist, James Q. Wilson. Wilson's theory was originally developed to deal with the problem of crime and neighbourhood safety, not education. But the same principles that track the spread of disorder in the streets were also applied to the breakdown of academic order in the schools. "Social psychologists and police," wrote Wilson and co-author George Kelling, "tend to agree that if a window in a building is broken and is left un-repaired, the rest of the windows will soon be broken. This is as true in nice neighbourhoods as in run-down ones. One unrepaired window is a signal that no one cares, and so breaking more windows costs nothing. Vandalism can occur anywhere once communal barriers — the sense of mutual regard and the obligations of civility — are lowered by actions that seem to signal that no one cares."

Effective schools also rely on communal values and barriers, which is why the theory of broken windows can be applied to academic standards. In its simple sense, the theory implies that if you want to find out what is really important to a school, don't ask the principal. Look to see if spelling and grammar are corrected on a child's paper. If they are not, it is the equivalent of a broken window: a sign that no one cares whether children acquire basic academic skills. If a child brings home a paper that is sloppy and filled with misspellings, it is a signal that no one cares whether he gets it right.

To the educationists, this may seem a minor detail, but it says a great deal about the educational neighbourhood and where it is headed. If teachers are unconcerned about poor writing, how likely is it they will provide children with the essential intellectual tools or the fund of knowledge they will need? How seriously will they take their obligation to train children in the systematic ways of thinking developed within the various fields of scholarly and scientific investigation? And, ultimately, how serious are they about setting and maintaining demanding standards for academic achievement?

Furthermore, it is pertinent to ask:

• Do the school's goals or mission statement makes any mention of specific disciplines? The failure to say a single word about Math, Writing, Reading, History or Science is an educational broken window, a red flag that the people who run the school have, at best, a vague notion of what they are teaching;

• What proportion of an average school day is spent on core academic subjects (Reading, Math, Science, Social Studies)? If it is less than two-thirds, the school's priorities are questionable;

• How much of the day is spent working "cooperatively"? Are gifted students working up to their level? Or are they being used as peer tutors?;

• How dumb are the textbooks? If parents find out that the school uses textbooks with the reading level of a farmer talking to his cow, they have a clear picture of the intellectual level of their child's classes;

• how orderly is the school? The best schools would never be mistaken for a trappers monastery, but chaos is never the sign of an effective school.

It is only when these questions receive readily positive response, quality education may never be realized. Thus, schools must be provided for in such a manner that they can perform their statutory responsibilities. This is tenable only through the use of effective resource mobilization strategies.

2. Resource mobilization theory may be divided into two camps, viz: - Entrepreneurial and Political Resource Mobilization Theories. The theory that appeals to this study is the former. That is the entrepreneurial theory. This theory blends economics and organization theory to account for collective action. It argues that grievances are not enough to lead to the creation of a movement, instead access to and control over resources is the most important factor. John McCarthy and Mayer Zald are the originators and major advocates of the classic entrepreneurial (economic) version of this theory. Kendall (2006) is of the view that the laws of supply and demand and that individual can best explain the flow of resources from and towards the group or group involvement (or lack thereof) is accounted for by rational choice theory. Critics, however, point out that resource mobilization theory fails to explain social movement communities.

The political version of RMT focuses on the political struggle instead of economic factors. Charles Tilly and Doug McAdam are proponents of the Political version of resource mobilization. Critics have argued that it fails to account for social change brought about by groups with limited resources and that it marginalizes the role of grievances, identity and culture as well as many macro-sociological issues (Kendall 2006).

3. The idea of participation is exceedingly popular in development circles today. It pervades academic literature and is perennially discussed at international meetings and

conferences. Notions of participation is characterised by programmes of the large international development agencies and the activities of nongovernmental organisations and religious groups. Although the concept is not a new one, it has been remarkably resilient retaining its vitality in spite of a tendency towards faddishness within development studies.

Unlike most other ideas in development studies, popular participation has not been subjected to careful academic scrutiny and many questionable and controversial issues in participation theory have not been properly debated. The role of the state has expanded enormously during this century and today state intervention in all spheres of contemporary life has reached a level that is historically unprecedented .The state is the primary initiator and promoter of development effort in most Third World nations and in the field of social development, state provisions have grown rapidly.

However, most proponents of popular participation have ignored the issue of state-people relations in development. Others have dealt only superficially with the question appearing to dismiss the utility of state sponsored development. Contemporary popular participation theory derives from a number of antecedents that embody wider ideological conceptions about the proper organisation of human relationships and the correct ordering of society. Brokensha and Hodge (1969) have shown, in the creation of large national community development programmes in many developing countries.

Reflecting ideological preferences for stability, self-help, consensus and self-reliance, minimised notions of peoples' empowerment and the redistribution of access to resources. As disillusionment with community development increased, a new conception

of popular participation evolved gaining widespread support and subverting established community development conventions.

Leading proponents of the new community participation approach are officials at international development organisations such as the World Health Organisation and UNICEF, administrators of non-governmental agencies and academics with an interest in social programmes, rural development and small-scale development projects. Although some of them, and particularly those working in the international agencies, have a civil service background, the majority have little feel for public administration. In formulating the new popular participation approach, they drew on their knowledge of small scale, localised and informal activities rather than the traditions of centralised policy making and large scale bureaucratic management. Many were initiated into the world of development as volunteers serving as teachers or community workers for North American and European volunteer organisations. Their formative impressions of folk life and community effort had a lasting effect, fashioning the way they conceived of development problems and possible solutions. It is also engendered an antithetical attitude to state involvement in development.

In addition to the proclivities deriving from their personal backgrounds, proponents of popular participation theory have been influenced by various ideological beliefs. Some claim a commitment to socialism and although their writings make frequent references to socialist and even Marxist concepts, their views do not in fact derive from socialism but from a curious blend of individualism, populism and anarchism.

Individualist ideas associated with classical liberalism are revealed in those elements of participation theory that call for autonomous control by individuals over all

matters that affect their lives and the democratic involvement of all citizens in the decision making process. The commitment to liberal democracy and especially its localised versions of neighbourhood democracy may be directly attributed to individualist thought.

Liberal notions of individual responsibility are also manifested in the popular participation literature but they are usually mixed with populist ideas that stress local cooperation in the attainment of self-reliance. Although populism is a complex ideological system which is manifested in a bewildering variety of movements, its essential tenets are clear and may be readily identified with popular participation thinking. Wile's (1969:166) widely quoted definition of populism as "the belief that virtue resides in the simple people who are in the overwhelming majority and in their collective traditions" is almost synonymous with the sentiments expressed by popular participation theorists. Like participation, populism appeals to mass sentiment and claims to represent the interests of ordinary people protecting them against hostile political forces and unfavourable economic conditions.

Anarchist ideas have also influenced popular participation but in a less overt and systematic way. Communalism and localism are tenets of anarchist thinking that are also found in participatory thinking. In anarchism, the ideal form of social organisation is the small productive commune operated on communitarian and egalitarian principles. When the proponents of popular participation extol the virtues of small communities and their community lifestyles, and call for the strengthening of local participatory institutions that will mobilise local involvement, they reveal their debt to anarchist thought.

All three ideologies are hostile to statism. By denigrating the role of the state in development, they reveal clear ideological differences from socialism. While socialism requires the extension of the collective ownership of the means of production, individualism, populism and anarchism reject extensive state involvement in social and economic affairs. Socialists are, of course, opposed to the capitalist state and, like Marxists, they believe that the capitalist state represents sectional class interests. Hut, unlike the proponents of popular participation, socialists regard the state as central to their political agenda. Even in Marxism, the state plays a critical role in the transformation of society into communism.

Individualist liberalism rejects state 'interfetence' on the ground that it diminishes individual freedom and self-reliance. Liberals argue in particular that the extention of state influence is harmful to democratic ideals. As the state bloats itself with power, individual rights and freedoms are suppressed.

Populism too has a dislike and distrust of the state. Although populist leaders such as Peron and Long successfully appropriated the institutions of the state to implement their programmes, populism remains essentially hostile to the state establishment. Stewart (1969) argued that populist movements often arise in conditions of social and economic adversity and widespread cynicism about the political process. Populism flourishes in this climate to champion the interests of the long-suffering masses and challenge the wicked political establishment with its inflexible and arrogant bureaucracy, indifferent and corrupt politicians and manipulative pressure groups representative of oligarchic interests.

Anarchism is, of course, blatantly anti-statist. Indeed, an overt hostility to the state is a primary distinguishing feature of anarchist thinking. Anarchists believe that the institutionalisation of power in the organs of the state (irrespective of its ideological complexion) is an evil, which freedom-loving humans must resist. To realise deomocracy, they must act collectively to create an egalitarian and communitarian society that has no need of the state.

The impact of these ideologies may be discerned in much of the popular participation literature. Although few writers make a systematic case against state sponsored development, they frequently allude to the negative consequences of state involvement stressing the need for alternative approaches.

4. The theory of Educational Advancement, in respect to this study, is tailored around the theory of Education for Development or Development education as conceived by Huckle (2011) in his replies to Douglas Bourne's theme 'Towards a theory of development education', in a 2003 issue of Development Education Journal. Huckle is of the view that the theory of Education for Development comes in a wide range of variants. Its radical form engages with the full range of views on globalisation / anti-globalisation through praxis: a participatory and transformative kind of teaching and learning that draws on critical ideas. It can take place in both formal and informal settings, but should be strongly linked to community action for development at a range of scales from the local to the global perspectives, (Rahman, 1993).

Diversity of definitions and core concepts is to be expected given the politics of globalisation /anti-globalisation. Attempts to arrive at consensus via the language of 'global perspectives' and such key concepts as interdependence, quickly break down

when subjected to critical scrutiny. What matters is not interdependence but the nature of that interdependence (exploitation). What matters is not diversity but the processes shaping that diversity and what aspects of it (fundamentalism) should be respected or rejected and why.

The content of development education is as important as the pedagogy or methodology. In this wise, the knowledge of pupils and the community should feature in classroom discussion and community action, but praxis involves subjecting this knowledge to scrutiny involving critical ideas. The key challenge for development educators is to make an increasingly rich pool of such ideas accessible and meaningful to those they teach. Again the language of global dimensions and key concepts is misleading unless it is extended to spell out key ideas about how the world works and how it might be changed. Such ideas should inform curriculum development and discursive inquiry in the classroom and thereby challenge neo-liberal orthodoxies.

In England, a development education that sprang from radical roots has been significantly co-opted by Government (DFID, 2003). Realising that a conservative school curriculum fails to deliver citizenship, global awareness, and sustainable development, it has taken remedial actions. But as Hammond (2003) notes, the resultant support for development education is largely on its terms. New kinds of support and new ideas in Development Education have to exist alongside established ideas and ways of working. The resulting contradictions are likely to prompt debate and a re-examination of theory.

Hopefully, development education can move away from being a list of noble intentions and even a series of bodies of knowledge, skills and values (Bourne, 2003, p.

6) to the kind of critical education that Bourne envisions. Making that leap may require a stronger grasp of development and educational theory; greater political realism; closer links with the anti-globalisation movement; and a more critical attitude towards Government. According to Adams and Chapman (2002) the precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning), outputs (test scores, graduation rates), and outcomes (performance in subsequent employment). Additionally, quality education may imply simply the attaining of specified targets and objectives.

More comprehensive views are also found, and interpretation of quality may be based on an institution's or programme's reputation, the extent to which schooling has influenced change in student knowledge, attitudes, values, and behavior, or a complete theory or ideology of acquisition and application of learning (Adams 1998).

A close scrutiny of the aforementioned theories, points to the fundamental fact that no meaningful achievement can be made in education and the society in the wake of community apathy and refusal to play active role in the educational process of the community. Popular participation must be encouraged and sustained through diversified approaches/Strategies if any progress is envisaged.

2.3 An overview on Strategies for Mobilizing of Resources

Resources are the inputs that are used in the activities of a programme, notably, education. Broadly speaking, the term encompasses natural, physical, financial, human, and social resources, but the vast majority of the resources that make up the inputs to education are referred to as educational resources. Such resources may be the provision of instructional materials, staff, or resource persons. Resources are things that could be used in order to accomplish a desire or task. Oderog (2010) referred to resources as a supply of anything that an organization/institution has and can be used to achieve a determined output (such as increase in knowledge or wealth). Such resources, according to oderog, may include time, space, equipment, money, land and water. While, Wikipedia (2010) says that resources are physical or virtual entity of limited availability or anything that could be used to help one earn a living. As for the World Bank (2007), resources are thought of as organizational capacity to deliver benefits to the community. And as it relates to education, IIEP (2010) argued that resources could be seen as the capacity of communities to assume an increased role in the management of schools/learning systems and environments, including, as may be appropriate the functions of planning, provisions, maintenance, finance, staffing, instruction, supervision, monitoring and evaluation of the education process.

Resource mobilization is the process by which resources are solicited for a programme and provided, for instance, by individuals, government, donors and partners. It is typically provision of goods and services (including financial resources) to beneficiaries on a grant or in-kind basis. According to World Bank (2005), the process of mobilizing resources begins with the formulation of a resource mobilization strategy,

which may include separate strategies for mobilizing financial and in-kind resources. It pointed out that carrying out a financial resource mobilization strategy includes the following steps:

1. Identifying potential sources of funds,
2. Actively soliciting pledges, following up on pledges to obtain funds,
3. Depositing these funds,
4. And recording the transactions and any restrictions on their use.

Resource mobilization strategies and processes, argued Joseph and Clark (2005), may be constrained by parameters or rules established by the partners at the inception of a programme and recorded in the charter or initiating legal documents. For example, donors may be required to contribute a minimum amount per year in order to have a seat on the governing body. They may specify that funds or other resources cannot be accepted from private sector sources, or only under certain conditions.

Until recently, the conventional educational management approach focused on improving education by controlling and regulating education processes. Majasan (1989) said despite the fact that progress has been made or achieved in education, control alone does not provide for lessening the pressures from the current pattern of economic growth. Nor does it promote development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs." To this end, in order to ensure the educational advancement and sustainability" of the society, Mamman (2005) asserted that it is imperative to also improve the efficiency of the way resources are being used. Hence, the need for effective strategy discovery and utilization, which is possible only through committed studies.

Strategy formulation comprises the articulation of a mission, a set of long term objectives to be achieved within the stated mission, and an action plan specifying how the mission and objectives will be realized. In the context of education, a mission common to governments of most countries is to provide, or cause to provide, education for all citizens of the country. Long-term objectives include efficient provision of quality education that is accessible and equitable, in a manner that is socially and ethically acceptable. One of the principal components of an action plan for achieving these objectives is finding ways and means to finance the provision of education.

Production and delivery of education is financed either directly by the government on behalf of the consumers (in the case of public schools) or by consumers (in case of private schools). Direct financing by consumers takes many forms, such as user charges in public or private facilities, contributions to private or government insurance funds, private donations, and purchase of drugs and other medical supplies from pharmacies. Similarly, government financing of education uses resources generated from various sources, such as through increased allocations from general government revenue; specially targeted public revenue-raising efforts; public sector user fees; social health insurance; and foreign assistance. A resource mobilization strategy, therefore, comprises the mix of mechanisms the government employs in order to directly finance its own production and delivery of education (and indirectly ensure non-government provision of education) in a manner that is efficient, equitable, sustainable, transparent and improves quality of care. The direct tools available to the government for mobilizing resources for the education sector are tax revenues, public sector user fees, insurance and donor funding, and the government may employ any one or a combination of many to

meet its requirements of funds. Achieving a coordinated educational system requires at least the following ingredients:

(i) Effective governance and management;

(ii) Research and development;

(iii) High-quality, efficient staff and programs;

(iv) Equitable selection process, curriculum, and staffing;

(v) Multiple sources of finance; and

(vi) Information and indicators for internal and cross-country comparisons

The overview on Strategies for Mobilizing of Resources subtheme had brought in clear view what strategies for resource mobilization is all about. It has identified such issues relating to resource mobilization as strategy formulation, processes, constraints, etc. However, available literature had singly pointed more distinctively to the relevance of government as the main issue in resource mobilization. It would have been more appropriate to present a balanced or a clear picture of individual/community member's roles in the affairs of resource mobilization efforts. In line with the concept of popular participation, it is only ideal to point out how community participation initiatives had thrived/can thrives.

2.3.1 Trends in the Strategies of Mobilizing Education Resources in Nigeria

The history and development of strategies for mobilizing education resources dates back to the early period of the conception of education and particularly, western education, when education became formalized. Early history of education shows that early Educationists/Philosophers like Aristotle, Socrates and Plato, had agitated for state provision and control of education as against its control by the few feudal lords. Pointing to the fact that 'education should be the exclusive rights of all children, instead of a very few'. The acceptance of this ideology gave rise to state control of education and the proliferation of schools and colleges, which later spread all over Europe. Intensive and concerted efforts in the 19th and 20th centuries gave birth to the redesigning of the school system, resulting in new curriculum for schools, increased funding, training and retraining of teachers and much later there was call for greater parental involvement in the education of their children.

In Nigeria, having seen the relevance of education (in providing manpower to facilitate easy governance), the colonial masters took interest in education and initiated grants in aids for the Missionaries who brought with them the Bible and the school in the 19th century to regulate education activities of the missionaries, the colonial administrators made laws and ordinances for the respective protectorates. Apart from assuming supervisory roles, the colonial masters became more directly involved in the education of the natives by establishing schools and colleges, commissioning studies on how to streamline the education system of their colonies with that of the west and America's. Reports (Phepls-Stokes, Commission 1922; Eliot Commission; Dike Commission (1962), Banjo Commission (1951), Old man Commission (1961),

culminated in educational improvement activities, involving education resource mobilization, the impact of which of being felt to date (Fafunwa, 1974).

Soon after independence in 1960, succeeding government made substantive budgetary allocation to the education sector with the hope of providing impetus for the educational advancement of the nation (Tamuno and Atanda, 1989). So, different policies were put in place giving rise to such education programmes as the promulgation of the National Policy on Education in 1981, education commissions and councils, between (1969-todate), the restructuring of the education system from 7-5-3 to 6-3-3-4 system in the 80's as well as the UBE in 1999, with its Act Promulgated in 2004. Policies upon policies were put in place, with all, aimed at enhancing the resource base of the education sector.

Institutions have at various times used their initiatives to procure and/or source for education resources. Educational institutions particularly Universities, have definite roles to perform, especially in the development of the intellectual capability of individuals (Akpochafo, 2003). Nigerian universities are largely underfunded and compelled by circumstances to produce facilities thereby making it imperative to reform and revitalize mobilization of resources to enhance productivity. It becomes absolutely necessary for universities to think out new ways of collecting and putting into use resources. Resources being the supply of something that a country, an organization or an individual has and can be used especially to increase wealth (Hornby, 1999). There is no gain saying therefore that from time to time, there is call or need to revisit the strategies for improving resources in higher education, especially at the university level to meet up

with the increasing population of individuals who struggle every year for university education.

In Nigeria, communities, mission agencies, individuals and other accredited bodies participated and are still participating in the provision, supervision and management of education in Nigeria. Education before government's intervention was adjudged to be of high standard. The quest for further control and increased participation made the federal government of Nigeria to take over schools from missionary agencies, while promulgating Laws and Regulations to assert their dominance. A typical example is the education edict of 1970 enacted by the then East Central State, as part of its post-war education policies. This step was later followed by the national government taking over the control of all schools without considering the consequences of funding, provision of learning facilities, infrastructure and control of the increased population of the new entrants into these so called government institutions. Events of time past in Nigeria proved that, the total control as assumed by the federal government led to further instability in the standard of education and a near total collapse due to military government's intervention in the management and proffering solutions to the ills and problems of education in Nigeria.

Globalization has enormous implications for changes in all aspects of education, than most nations and people are prepared to refuse or accept. The imperatives for systemic changes in all aspects of Education as dictated by globalization trends and tendencies, requires that education providers should initiate and sustain necessary changes in the educational systems of Nigeria to meet the demands of globalization. Adelabu (2006) had argued that globalize world economy and trading system indirectly

implies that globalize educational policies and practices must evolve with time. Nigeria and other developing countries should reposition and prepare for economic changes in education to meet the dictates of Globalization.

Globalization perhaps became a fashionable and widespread concept in the 1990s (Giddens, 1990). According to Tikly, et al (2003) globalization is seen as containing both opportunities and threats for national development and as being an inevitable and largely irresistible phenomenon. Globalization was seen to be concerned principally with economic integration into regional and global political and cultural aspects.

Globalization embodies and exhibits trends and characteristics, which tend to de-emphasize the primacy of the traditional nation state while simultaneously accentuating the ascendancy of worldwide trends and tendencies. The forces and characteristics of globalization tend to have collapsed traditional boundaries among nations, regions and among ethnic divides. Suddenly, the whole world had become a global village, though globalization within historical context has a longer origin than most people are prepared to acknowledge. Africa is portrayed as marginal in issues related to contemporary discourse on globalization, large because of Eurocentric notion of Africa as a dark continent, which is excluded from mainstream global thinking and activities. However, a proper view of globalization within historical context will see Africa as playing a central role in the global dispersal of civilization and modernization. Africa's central link to the rest of the world spans the whole of man's life time on mother 'earth'. Pharonic Egypt and the Islamic caliphates in Africa had for long been centres for learning and inspiration for less developed Europe. Centres of learning and excellence had existed in Africa long before the America's were opened up. The slave trade and later colonization

should be seen as global dimensions in the exploitation of African labour for the advancement of Western economy. These seem to be the view of King and McGrath (2002). Thus, if contemporary discourse and processes on globalization fail to accord Africa, a cardinal role in global processes, a fall back into history may correct this deliberate collective neo-colonially imposed amnesia.

Nigeria first ever Universal Primary Education (UPE) scheme was launched first, in Western Nigeria. According to Fafunwa (1974), one of the primary aims of the UPE was to catch-up with the developing world. The experience of Nigerians who fought in the Second World War revealed to them that Nigeria was indeed backward and came home to share their experiences with Nigeria's first group of nationalists. Adelabu (1990) reported that, while proposing the UPE programme to the legislature in 1952, the then Minister of Education stated that:

> Our survival as a race in this atomic age will depend on our ability to initiate and our competence to implement bold schemes of political economic and educational advancement

In the 1960s, educational policies along with other aspects of National life were blighted by national conflicts, therefore, setting the country backwards educationally. To salvage this, two important policies were introduced. The first one was, the Federal Universal Primary Education (UPE) Scheme launched in 1976. The scheme succeeded in raising total enrolment from six million in 1975/76, to fifteen million in 1982/83 (Urwick and Aliu 2003). The second policy was the National Policy on Education with a 6-3-3-4 structure of formal education.

Between 1979 and 1999 there was political instability that affected education both in quantity and in quality, consequent upon this and because of the major world

development of Education for All (EFA) the Universal Basic Education (UBE) scheme was launched to provide both primary and junior secondary education for all school age children including those underserved. It also aims to provide non-formal education for out-of school children and illiterate adults.

This historical review has pointed to the fact that, even though globalization became a universal concept in the 1990's but Nigeria had consistently fashioned its educational policies to make the country relevant to developed economies and subsequently through education, integrate it into the global economy. Presently, Nigeria is facing the challenge of EFA by year 2015. The government is committed to this, since it believes in education as a veritable tool to achieve the Millennium Development Goals (MDGs).

Nigeria's Educational Policy and International Influences

Major international development such as wars and world economic crises, patterns of influence with foreign states and multinational organizations assistance and pressures have heavily influenced globalization of education in Nigeria. The 1990 Jomtien declaration and framework for action and the Dakar Education for All (EFA) Declaration of April 2000, for instance, have influenced the orientation of Nigeria's UBE programme as well as the ongoing EFA planning exercise. Other international conferences held during the 1990 decade such as The Ouagadougou Pan-African Conference on girls' Education 1993, the world conferences on higher education 1998 and technical/vocational education 1999 have all had their impacts on educational development in the country, and have particularly enabled Nigeria to network with other

nations. The same can be said of Nigeria's involvement in the work of Association for the Development of Education in Africa (ADEA) among others.

The impacts, results and implication of the seemingly catholic and widespread effect of globalization is hereby examined and policy responses analyzed for Nigeria context.

In this context, the imperatives for educational changes are examined under the following headings:

- Globalization and imperatives for changes in school curriculum in Nigerian educational system.
- Globalization and imperatives for changes in teacher education and teacher recruitment and retention policies.
- Globalization and imperatives for changes in educational assessment policies and practices in Nigeria.
- Globalization and imperatives for changes in educational financing and funding.
- Globalization and imperatives for constitutional and policy issues in Education in Nigeria.
- Globalization and Imperatives for Changes in Educational Assessment Policies and Practices in Nigeria

It is important also to state that the proposals for widespread systemic reforms in educational policy formulation and implementation could only be possible in a political environment that supports experimentation and risk-taking. The need for deep-rooted community support cannot be over-emphasized in any successful attempt to reform and

reposition educational policies and practices. Politicians and stakeholders in the education industry must be encouraged to develop the requisite political courage and the will to initiate and sustain the proposal for educational reforms. The current trends and characteristics of globalisation call for a radical paradigm shift in educational policies and practices.

Suffice to say that, Nigeria is positive about its potential for economic and political progress in the 21st Century. Like Mbeki of South Africa (Mbeki 1999) declared, the notion of an African Renaissance which is presently spreading through the continent points to a new optimism among African leaders in which Nigeria is taking a lead. Nigerian government has fashioned its own reform along the MDGs through the popular National Economic Empowerment Development Strategy (NEEDS), which has become a National creed.

Education resource mobilization should ideally be seen as a phenomenon demanding for widespread systemic changes in education. Globalization symbolizes a paradigm shift involving the re-thinking of beliefs and structures in traditional consciousness. It symbolizes a shift from monoculture approach to education to multi - cultural approach with attendant implication for changes in school curriculum and attendant practices.

One of the six EFA goals stipulates that learning needs of all young people and adults are to be met through equitable access to appropriate learning and life skill programmes hence the emphasis on technical and vocational education. As stated in 1999 Nigerian Constitution (Section 18) Government is committed to the promotion of science and technology, and given the National Policy on Education (NPE)

(2003) declaration that 'a greater proportion of education expenditure shall continue to be devoted to Technical and Vocational Education (TVE) at the federal and state levels and at secondary and tertiary levels. Apart from equipping the learners with skills, it was also an attempt to achieve the MDGs in the area of poverty reduction. According to Adelabu (2005), with diversified curriculum structure the youth could be adequately equipped for employment particularly in the rural areas. Unfortunately, this aspect of education is the least patronized in Nigeria yet TVE is crucial in a globalize era. The structural imbalance in the TVE, is evident in the NPE implementation document on the transition rate of students at the end of Junior Secondary School (JSS) and Senior Secondary Schools (SSS). While the document prescribes a transition rate of 60% for secondary schools, the actual rate for TVE is a mere 20%. It is therefore, hardly surprising why there are about 5, 100 secondary schools with an enrolment figure of 4,448,991 compared to 138 technical colleges with an enrolment figure of 43,354, depicting a ratio of 102:1 (Master plan for TVE in Nigeria 2000) Nigeria had to meet her commitment to take lots of challenges one of which is enhancing the social prestige of TVE programmes, through creating an enabling psycho-pedagogical environments in the schools as well as enables socio-economic environment in the wider society (Obanya 2002).

The Information and Communication Technology (ICT) revolution has enormous implications for school curriculum planning and implementation. The revolution in knowledge production, distribution and management perhaps implies the death of the traditional curriculum. School curriculum must now embody the contemporary complexity and vibrancy of ICT.

Having come this far, the researcher is of the view that, the paradigm shift which globalization with its attendant post-modernist tendencies in education entails may necessitate the emergence of curriculum models and education policies which emphasize interdisciplinary courses open ended systems, Socratic dialogue, multidimensional assessment and multiculturalism. Realities had shown that with the present globalization trend going on, there seem to be closing of gap in practices in almost all ramifications.

2.4 Perspectives on Resource for Educational Advancement

In today's technologically based global economy, considerable emphasis is placed on the contribution made by people, or what economists refer to as human capital, to economic growth. The theory is that the relative contribution of individuals to growth depends on their human capital – the knowledge, skills, competencies and other attributes that are relevant to economic activity. As a consequence, developing the skills and knowledge of the labour force is regarded as a key strategy for promoting national economic growth. Related to this is the assumption that individuals who contribute more by way of their human capital should earn more. Distributional issues are a consideration as well, since increasing access to education and training can help to address inequality in employment and earnings outcomes for more- and less-skilled individuals.

Advanced economies of the world, at various stages of their economic odyssey, had admitted the significant role of education in nation building and governance. Studies have shown the handsome returns to various forms of basic education, research, training, learning-by-doing, and capacity-building; these, no doubts, has visualized that no country has achieved sustained economic development without substantially investing in human capital. The question is, when and how does education bring high payoffs? Although theory has suggested a strong causal link between education and growth, the empirical evidence has not been unanimous and conclusive; who gets educated matters a good deal, but the distribution of education is complex and not much has been written about it. How education affects growth is greatly affected by the economic policy environment.

Policies determine what people can do with their education. Reform of trade, investment, and labour policies can increase the returns from education. Unequal distribution of

education tends to have a negative impact on per capita income in most countries. Moreover, controlling for human capital distribution and the use of appropriate functional form specifications consistent with the asset allocation model makes a difference for the effect of average schooling on per capita income. Controlling for education distribution leads to positive and significant effects of average schooling on per capita income, while failure to do so leads to insignificant, even negative effects, of average education. The policy environment matters a great deal. Studies had indicated that economic policies that suppress market forces tend to dramatically reduce the impact of human capital on economic growth. Investment in human capital can have little impact on growth unless people can use education in competitive and open markets. The larger and more competitive these markets are, the greater are the prospects for using education and skills. No doubt, the recent "earthquake" driven failure in the 2010 National Examination Council (NECO) examinations has proven the falling standard of education in the country and the near lack of policies and badly needed investment, which if not given the urgent and emergency attention, in no time education could be put in the same state as that of the power sector of the country. This is only a tip of an iceberg, as nothing could actually be said about the failures in the tertiary institutions that produce hundreds of thousands of potential managers for the economy. Their failures can be easily identified from result of a failed economic system, both public and private sectors; mismanagement of resources leading to the demise of industries as witnessed in the Micro Finance sub-sector, Agro-Allied industries, and several private enterprises; lacking sufficient and strategic knowledge for the implementation of public budgets in the Ministries, Departments and Agencies.

Educational policies and curricula are no longer adhered to; research shows that parents contributes to the skipping of the school or study curriculum and aiding a child to pass at all means both at the elementary and post elementary levels(Nwabueze,2003). The lack of reading culture and believe in passing by all means is carried on to the tertiary institutions; supported by parents, students only pass through school paying lecturers to earn grades. Nigeria had not actually failed in its educational policies; whether 6-3-3-4 system, Basic and Post Basic. The failure is in the inability to identify indices that could make these policies work, one of which is adequate funding and management of such funds. Even though the United Nations Education Scientific and Cultural Organization (UNESCO) recommends, for nations in striving category in meeting social and economic development, to commit not less than 26% of budgetary provision to education, the 2010 appropriation budget only provided N249bn, representing just 6% of the budget. In Ghana, since the early 1980s, Government expenditures on education have risen from 1.5% to nearly 3.5% of GDP. Since 1987, the share of basic education in total education spending has averaged around 67%. This sharp contrast may mean the country's non-readiness to rekindle the lost glory of the education sector to enhance its dwindling economic system.

There is no simple "recipe" for improving quality and internal and external efficiency in the public education system but some general results are found. Firstly, that the elasticity of the return of the reform is decreasing with the size of increased budget, making anti-economical the reliance on a reform consisting in more resources only to significantly improve the poor performance of the system. Indeed, very modest target set to improve the system performance, would require -without more sophisticated policies-

huge increments in budget with a poor return. In this sense, the capacity of focused policies should be to improve the productivity of the education expenditure, in particular toward basic education or the disadvantaged students. Secondly, the timing of the reform matters: most policies with very different return in the long term are almost undistinguishable by their short run merits, and policies that are more productive in the short term may be less convenient than competing alternatives in the longer term, so the actual policy may be influenced by the time horizon chosen by the policy makers. Thirdly, effects of the reform are accumulative, and to evaluate the reform by modest, in general, short run merits is myopic and may put the reform at risk of reversion or to deter future investment in the sector.

One identifiable source of poor educational standard is the attitudinal demand by employers of labour; showing interests on B.sc graduates against their HND counterparts, or insisting on first class grades candidates for employment. This notion had led undergraduates and some parents, mostly the wealthy in the society, to ensure a "successful" graduation with pecuniary certificates, and higher-class grades. This goes ahead to affect the manner with which these "graduates" handles strategic decision making positions, both in public and private sectors; letting loose the bags of damage and casualty in our economy. What's more, vocational education is still seen by Nigeria as "second class" education, and fell out of favour with donors and governments following a policy shift in the mid-1980s. But in a globalising world, the importance of vocational skills to economic development is increasingly being recognized.

Fundamental economic theory alludes to first understanding an economy's competitive strengths and weaknesses of education thereby fashioning policy in line with

sustainable development in the scheme of global economics. Malaysia will never transcend its competitive hurdles until it first realizes this point as a nation to trust on its reform of the education sector in order to stimulate the economy. Malaysia's government spends over 20% of its budget on education, and the outcome has been tremendous technological advancement. Nobody expects Malaysia's schools to improve overnight, but proper teacher training and instruction in schools was a good start. The Nigeria's 6% provision for education in the 2010 budget left one in awe as to how it plans to improve teacher-training, learning and study environment, educational infrastructure and policies, welfare, and above all, the eradication of discrepancies that exist in employment bracket for graduates.

That education is an essential ingredient of prosperity is at once obvious and contentious. Obvious because any person able to read this feature knows what a difference it makes in their lives to have gone to school, to have learned to read, write and calculate. Contentious because when social scientists try to "prove" that education is a cause of economic growth it turns out to be quite difficult to decide which came first, the chicken or the egg. What is more, even the basic terms such as "what is education" and "what is prosperity" become vast and cloudy terrains for the technical experts like economists, sociologists, education specialists and policy analysts.

There is strong evidence from the recent past that economic growth has been accompanied by growth in both spending and participation in education. Economists have examined this association quite carefully and come to the conclusion that, through a variety of different avenues and in a number of different ways, invest¬ment in education systems does have a strong economic pay-off. This is an important conclusion that is

highly relevant to individual, corporate and government decisions regarding investment. The main components of this relationship—educations and income growth—are both very specific, even narrow ways of looking at two broader questions: learning and well-being. Indeed, neither GDP nor education emerged full-blown on to the stage of history. It may seem like a long-forgotten historical story, but measures of national income like GDP are the result of protracted economic and intellectual processes. In the same way that universal compulsory education did not always exist nor did it become a fixture of social life overnight. GDP and education, each in its time, was a radical idea, perhaps more radical than any of the policy initiatives that are com¬monly debated today.

Understanding the factors that contribute to a country's economic growth has been a long-time objective of economists. In part, this is because a growing economy is one that has the potential to generate prosperity and well being for its citizens while at the same time laying the foundation for a more equitable distribution of the benefits of growth. If more education leads to faster economic growth, then investments in education could pay for themselves in the long run, and could also play a role in reducing poverty. Such reasoning could be crucial in bolstering political support for education investments and ensuring their sustainability. It would be a worthy thought if the Nigerian leaders considers the evidence for an education-growth link, and explores some of the issues that governments and donors face in making investments that will best take advantage of the potential for education to contribute to economic development. If great economies of the world see education as an investment in human capital that had impacted positively on growth and economic development, what then is Nigeria waiting for?

Perhaps, the bottom line of the message above points to the fact that Nigeria as a Nation needs to be more proactive in its approach to issues of education of its citizenry. Resource depletion, particularly in the education sector could be said to be responsible to the nature of societal crises Nigeria is passing through, hence everything possible should be done in order to return the nation to the right track of meaning education and nation development.

2.4.1 Benchmarks or Parameters for Educational Advancement

Benchmarks, also referred to as Standards, are guidelines that serve multiple purposes in education. Because they give educators clear parameters for what students should know and be able to do in most subject areas or the education process. Standards also become helpful criteria to evaluate the quality of academic programmes and instruction process. According to AAAS (2011), in a standards-based classroom, teachers start with the state standards as the basis for classroom instructional planning, rather than starting with a textbook or other classroom materials. Teachers select a unit of instruction that meets the standards, benchmarks and indicators and use the standards to determine how the unit shall be designed, assessed, delivered and evaluated.

The Benchmarks define the outcomes, or the expectations, of what the students need to know and be able to do. These outcomes include big ideas that students will acquire by the end of the unit and more ideas that might be developed at the lesson or activity level within the unit. These defined outcomes serve as the basis for assessment planning within instruction. The outcomes can help teachers to plan a pre-assessment that can be administered and used to determine the starting points and focus for instruction. A

summative or final assessment should be planned to address both big ideas and discrete ones, thus assessing student performance and the success of instruction and identifying any needed re-teaching. In addition, the outcomes help to focus ongoing instructional assessment throughout the unit with teachers monitoring students' progress. At times, students may also use self-assessment strategies to monitor their own progress. All of these assessments together provide teachers with the information that they need to plan and deliver focused, effective instruction for each student in their classrooms.

To many educators, parents, community leaders, and politicians, "high academic standards" have become the last, best hope in any Nigerian education system. For some, the expectations are that the education system should be such that: develop high academic standards; hold students, teachers, and schools accountable; then administer rewards and punishments as needed. In his assertion Sunusi (2011), pointed out that in the growth literature, research has shown that the quality of education, measured by cognitive skills learnt, significantly alters the assessment of the role of education in economic development. Further evidence has indicated that the quality of education, measured in terms of cognitive skills, is substantially more important for economic growth than the mere quantity of schooling – like years of schooling. George (2011) has observed that most people had realized that:

> Education standards are tools that must be used skillfully if they are to get the job done. And not everyone agrees on exactly what the job is that needs doing. Is it to meet the goal of having students learn science and mathematics? Are these goals consistent with the goals of science literacy for all students which has guided the reform effort in science and mathematics for more than a decade? How far can the development of high academic standard carry the reform movement? What other tools are needed? What are the most critical next steps?

Education has been a frequent target of change, and virtually every aspect of schooling has come under scrutiny at one time or another. Reflecting both the benefits

and drawbacks of the system to both the individual learner and the society. Susan, Robert, and Cheryl (2000), are of the view that setting benchmark in any educational endeavor requires: defining expectations for partners; defining critical components of quality; as well as refining models and measurement framework. Gong, Rai, Joseph and Neil (2011 had recognized , Intellectual attributes (e.g., long term memory, ability to think abstractly) and nonintellectual attributes (e.g., motivation, self-discipline) both contribute to a student's academic performance. They posited that Intelligent Tutoring Systems (ITS) have focused on cognitive aspects over the years and are now becoming increasingly aware of non-cognitive traits like motivation, engagement, flow etc. Ruqqaya (2010), while discussing issues on the new National Education Roadmap for Nigeria, outlined Standard which the Nigerian education system must strive to achieve. These include:

1. education access and equity at all levels;
2. maintaining standards and quality assurance;
3. teacher quality, development, motivation and retention;
4. curriculum relevance and review;
5. utilizing the gains of information and communications technologies;
6. technical and vocational education and training; and
7. funding, resource mobilization and resource utilization

All these cumulate to what is referred to as Education Performance Indicators. Performance indicators are quantifiable measures that are used to indicate an organisations success. To do this accurately they must reflect what have been identified by an organisation as its critical success factors (as highlighted above). Harvey (2004) is

of the view that Performance indicators are data, usually quantitative in form, that provide a measure of some aspect of an individual's or organisation's performance against which changes in performance or the performance of others can be compared. Although it's possible to measure many things, an important differentiator of key performance indicators is that they are the things that are essential to the organisation if it is to achieve its identified corporate goals. According to Carol (2007) Performance Indicators may be subsumed as:

1. Quantitative indicators- which can be presented in number form.
2. Practical indicators- that interface with existing institutional processes.
3. Directional indicators- specifying whether an organization is getting better or not.
4. Actionable indicators- are sufficiently in an organization's control to effect change.
5. Financial indicators- used in performance measurement and when looking at an operating index.

An important consideration when setting performance indicators is that, once they are established, they remain consistent and are set with regard for the long term. Also, they should reflect a cross section of different measures across an organisation, in the same way that the balanced scorecard includes measures other than financial when assessing an organisation's performance. In the education sector, schools now have key performance indicators set for them by governments who have specific targets they wish to achieve. In relation to primary education this may be reflected in the school being set a target of a certain percentage of children achieving level 4, in the statutory assessment tests, at age 11. This information is used to identify under-performing schools and forms the basis of

school league tables - which can be seen as a measure of the way individual schools are performing in comparison with others.

2.4.2 Resources for Educational Advancement

By implication this entails all those things that are expected to facilitate the promotion of educational activities and thus societal or community development. These may include well-articulated education policy and planning frame (Maduweesi, 2001), Physical materials (Oduweiye, 2002), human (Durosaro, 1995).

The policy and planning frame could be such as the Universal Basic Education Act of 2004, the Road map for the Nigeria Education sector of 2009, the National Policy on Education of 1981 (2004) revised-edition and such other complementary policies provide a sense of direction in the pursuit of educational goals.

As for the physical materials, these are divided into two, viz:

(1) infrastructure facilities such as classrooms buildings, libraries, laboratories, plants, resource rooms, field and pitches as well as places of conveniences (Shuaibu, 2006). They also included such things as serene environment exercise and relaxation points.

(2) Instructional facilities/materials, which are said to be the main pivot of the learning process. Instructional materials or teaching materials refers to "all those materials and equipment used' explain and emphasize a lesson in order to make the lesson clearer to the learner". In other words, they are the devices, which can be used to make learning experiences more concrete, more realistic and more dynamic (Agbi, 2004). Maduabum (1992) see instructional materials as those materials, which the teacher can

use to facilitate learning. To Gbamanja (2002), they are the materials or "things the teacher uses to assist the learners in their learning process". On the other hand, Agishi and Afaor in Ada and Odey (2003) say these are the "materials, which can help to extend the range of various experiences of learners in any teaching learning situation".

From the foregoing, it is clear that these are the materials that teachers employ or make use of in the course of their teaching so as to ensure that the learning experience appeal to more than one sense organ of the learners in order to enhance more effective learning and make a long lasting impact on the learner. This is because the learners need a rich store of concrete sensory experience to aid understanding,

According to Olumba in Ogwu (1999), the effectiveness of these materials in enhancing the quality of learning depends on the expertise of the teacher and his training. This calls for careful consideration when selecting instructional materials for use and hence professional teachers become needful in our schools. One of the roles of the teacher in teaching and learning is to create appropriate avenues, select suitable instructional materials, strategies and methods for effective 'earning which requires proficiency. Also, the usefulness of teaching materials depends on the way the teacher handles hem; when intelligently and professionally handled, they produce good results, when not handled they become distraction in the class and make a shipwreck of the lesson.

Classification of Teaching Materials

According to Agbi (2004) and Maduabum {1992) resources can be classified into three: audio-visual aids, visual aids and audio aids.

i. Visual Aids/Resources: These are instructional resources, which appeal to the sense of sight or vision. These include printed materials, journals, workbook pictures, posters, maps, charts, exhibits transparencies, graphic materials, models, specimens, flannel boards, flash cards realia. Etc

ii. Audio Aids/Resources: These are teaching resources that aid learning by appealing to the sense of hearing e.g. radio, audio tape recorder, audio compact disc, human voice, etc.

iii. Audio-Visual Resources: These are instruction resources that aid learning by appealing to the sense of hearing and sight at the same time e g. television sets, video tapes, video compact discs, film shows motion pictures with sound tracks, etc.

Dike(1989), classifies instructional aids into:

(i) Graphic materials

(ii) Three dimensional materials.

(m) Still pictures.

(iv) Still projected pictures.

(v) Motion pictures.

(vi) Audio materials.

In addition to Dike's six types, Lortyer (2005) includes printed materials. On the other hand, Hime and Ada in Ada and Ode (2003) classifies teaching/instructional resources into those software and hardware, those by utilization and those by design.

The hardware are those instructional materials of physical products, devices and technical equipment such as television sets, radio sets, projectors, record player, cassettes,

Jape recorders etc. These resources (hardware) are made of hard materials such as wood, metal, synthetic products etc. These materials sometimes require software to function.

Software is the carrier of instructional messages which require hardware to function and they function to retrieve, reproduce, transmit, magnify and project instructional messages.

Instructional materials by design: These are specifically developed as major components of the instructional system. They also facilitate formal learning and evaluation e.g. textbooks, instructional games etc.

Instructional materials by Utilization: These are instructional materials not specifically designed as components of instructional system or to be used for instruction in academics but can be used for learning and evaluation e.g. radio real objects, telephone, cassette tapes;

Ogbonna, Iheagwam & Betiang (2004) on their own part t classify instructional materials into:

(i) Audio aids

(ii) Visual aids

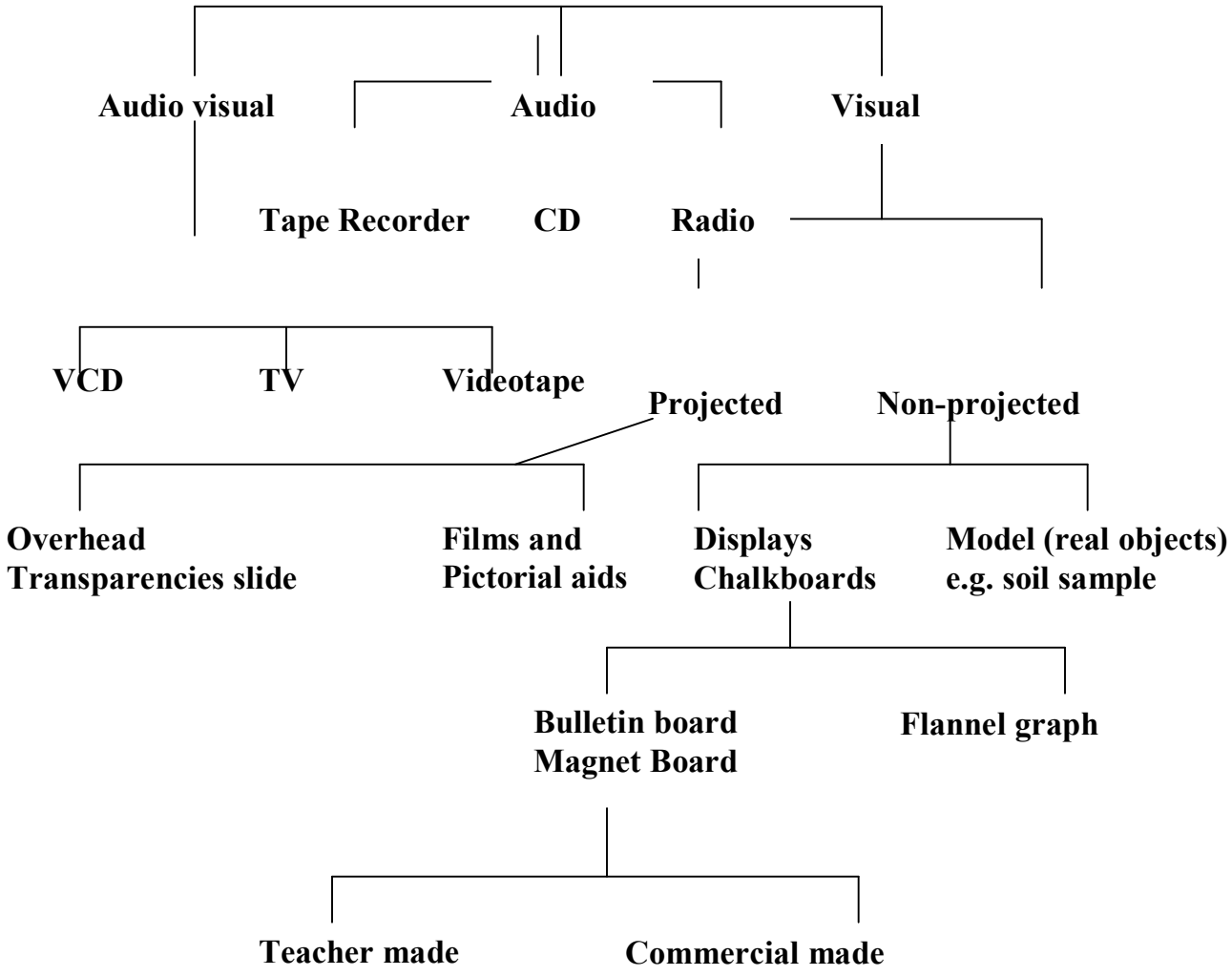
(iii) Projected materials

(iv) Three dimension aids

(v) Display materials

(vi) Audio-visual aids

Below is a diagrammatical presentation of the classification of instructional materials.



Adapted with permission from Surma and Doggoh (2007)

Figure 2.1: Classification of Instructional Materials

Teacher-made Instructional Materials

These are teaching/learning materials that are prepared by teachers. They are prepared by the teacher in order to help him/her in the conduct of his/her lessons. According to Nwagwu(2005), teachers need to improvise such materials they cannot get or procure easily. Many source abound through which the teacher can make his/her instructional materials. Teachers should endeavour to make their teaching materials, because it helps them to conduct their lesson effectively.

Advantages of teacher made instructional materials

i. The teacher is confident with the use of materials he made by himself.

ii. Instructional materials made by teacher make him resourceful.

iii. Instructional materials made by a teacher facilitate, teacher-student participation, since students may be-called upon to assist in the development of the instructional materials for the lesser

iv. They are cheaper to make.

v. They are locally made and suitable to the environment.

Disadvantages of teacher made instructional materials

i. They are time consuming.

ii. They are liable to errors.

iii. They may not be durable

Advantages of commercial made instructional materials

i. They are durable

ii. They may be made adequate for the lesson.

iii. They are time saving.

iv. They can be used for different types of lessons.

Disadvantages

i. They are expensive.

ii. They may be above the competence of the teacher e.g the overhead projector.

Basis for selecting instructional materials

i. The purpose of the use of instructional materials e.g. to develop skills or appreciation.

ii. Content of the materials: They should be accurate, up to date and present sufficient information or help in achieving important objectives for which they are used.

iii. They should be appropriate for the lesson.

iv. The aids should be adequate for the pupils learning abilities. e.g. don't use microscope for elementary school pupils when you are teaching science.

General Advantages of Instructional Materials

i. They make for effective teaching by helping the students to make use of their senses e.g. hearing, seeing, touching etc.

ii. They arouse students' interest and focus the attention of students to lesson.

iii. They make students understand what they have learnt.

iv. They make instructions concrete.

In a work Titled 'Issues in Instructional Technology: The Use of Perspectives', Paulinus (2006), classify instructional materials as:

i. Print media

Print media include books, tutorial notes, letters, and posters illustrations. Print media remains the most versatile and most dependable means of administering distance education Tseja (1989). This is supported by Sewart(1983) as cited by Tseja. Most distance education systems throughout the world are print based and are likely to remain so. These prints are extremely convenient to use, require no additional apparatus and can be read at any time or place and can be rapidly skimmed.

ii. Broadcast Media

This refers to media that send out information in all directions sometimes with or without wavelength restrictions. Here, Radio and Television with their accompaniments come into play.

Radio

The fact that radio is inexpensive and readily available even in the remotest part of the country and completely independent of central electrical power supply makes it even more advantageous as an instructional media. Jamison and MacAmmany (1978) as quoted by Yoloye (1989) claim that there Is a research evidence that unit cost per student of instruction by radio is 30%-50% of the unit cost of face to face instruction'. Perhaps .his might have accounted for the use of radio in the Open University course systems when it was introduced in 1 971 as British Broadcasting Cooperation (BBC) V2 hour radio programme.

Although it is an effective medium of communication has it own drawbacks. Learners must tune in at a fixed time regardless of whether that time is convenient or not, whether the necessary preparatory work has been completed or not.

- Learners cannot replay the broadcast except it is taped.

- There is no opportunity to pause for a while therefore the learner has to cope with the pace of the broadcast.

However, these disadvantages can best be appreciated when listening to radio is compared to reading printed materials. With the later, there is control by the learner and more of-the learning skills are exhibited. The advent of audiotapes have come in as a remedial measure to the setbacks of radio broadcast. Nowadays, the broadcast message can be recorded on an audiotape or disc and played back as the need arises.

Audio Cassettes and Audio Disc

These serve as main materials and or support materials for distance learning. They play back prerecorded sounds and have the advantage of playing down on the inflexibilities of radio. Their benefits are numerous:

- The materials can be used at any time the learner wants to use them.
- The recorded programme can-be stopped and played back at will and by choice.
- Any material that is not necessary can be skipped

Audiocassettes and discs have created landmarks where printed materials are faulted. It can also be used to record and present raw sounds of subjects for study e.g. the barking of a dog, mewing of a cat etc. it is even much easier with the new audio disc because the learner can locate a particular sound on the disc with ease without the burden of paying back the entire tape. Its advantages extend to the learning of hard pronounced terms.

Listening to dialogue, discussions, interviews and conversations out losing the nuances of speech and the telling without losing the understanding. This is what print media may not be able to deliver adequately. Audiotapes car be used as support materials

for print media and vice versa. Most of the recorded materials or audiotapes are backed up with printed materials. Nowadays, the use of what Rowntree refers to as walkabout tapes with the use of light earphones can make it possible for the recorded messages to accompany the learner on a nature stroll town walks and visits as may be appropriate.

Television - Television communicates through combination of sound and vision exhibits the advantages of using both for instructional purposes. Its advantages are numerous:

- All students watching can see what the instructor is doing at the same time.
- It is particularly good for teaching of science in that practical demonstrations and students can see experiments.
- It may enhance development of psychomotor skill as the lenses have the capacity to magnify the 5 at a far distance and present them which the human eyes cannot
- TV can be used to do various things, which the ordinary teacher can not do such as animated captions, stimulated reactions etc.

Powel (1969) as quoted by Toyole shows that there is also a research evidences that television broadcast have positive effect on both attainment and attitude of students.

Video Materials

This has to do with the use of moving pictures with or without sound (Rowntree, 1986). In discussing video materials we are also discussing television since television becomes a monitor or outlet to view video materials. Nowadays Television has become the most typical way of presenting moving pictures in education and training programmes. Here, three main forms presentations can be observed:

- Television programme
- Video segments

- Interactive video

A typical TV programme has its time frame and is supposed to be watched from beginning to the end if full understanding is to be gained without lost of myriad details. Such programmes aired are heavily influence by professional broadcast standards and formats sometimes at the detriment of educational requirements. This creates room for straight forward viewing like the Radio broadcast. The video segment is different. The video tape contains a number of separate clips segments and sequences with the potentialities of viewers stooping to discus, answer questions at interval before going ahead, it can be rewound for reviewing.

The interactive video provides an illuminating learning experience that is computer controlled. It allows for running of tutorial-in-print on the computer screen inter-paced with appropriate moving pictures and sound. There is the need therefore, to share the cooperation of a computer specialist and a television expert in order to makes the production of interactive video more horrendous. Rowntree (1988) served that interactive video seems to be research and experimental interest and not likely to be of immediate relevance to most developers of self-instructional courses. In his observation, he might have considered cost implications of producing just a 30 minutes interactive video with so much manpower hour spent. It may if it is only the end product justify the effort put in.

Again presentations of video materials to self-instructional learners come with its peculiar problems. The problems are best appreciated if the viewers are shared into 2 groups viz:

- The on site learner and

- The distance learner

On site learner may be brought together periodically for group viewing or given individual access to video cassette players. Either of them has peculiar features but group viewing has the advantage those learners or instructors (if present) can discuss the video materials together. In individual viewer, the learner is offered more of the choice of time to work is purely his or hers. The individual can stop it, think about it, and replay bits of it without necessarily inconveniencing other people or interfering with the learning. For the distance learners, video materials become even more difficult as a choice' with its attendant cost implications. We have discussed problems-associated with TV programmes, the disadvantages of fixed viewing time lack of opportunity for discussion of materials with others inhibiting the video segment approach. The video players must be made available and widespread.

Human Media

Human beings can serve as media for self instruction through mediation by deliberately conveying of at least influencing through contact with others even when they are studying at distance. This can happen through:

- Writing to one another
- Telephone calls
- Exchange of audio cassettes or
- Face-to-face contact

By these, human beings have roles to play either as main or supportive medium in distance learning process, Such roles may range from encouragement and support remedial, tuition,, inspirational teaching, and practical teaching to marking .and

commenting on others works. Even though Rowntree claims that self-instruction does not mean always learning on one's own, the essence of using human media for distance learning can best be accessed through judicious and faithful answering of the questions:

- Does the course need tutor?
- What roles must the teacher or the tutor perform?
- Where can suitably qualified people be found?
- How can they be recruited and rewarded?
- How can they be informed or kept informed as to what is expected of them?
- How can they be kept motivated?
- How can their word be monitored?
- What other human media might learners make contact with?
- How can such contacts be facilitated Computer and Internet in Education?

Throughout the History of humanity there have been modes and models developed and devised to make life convenient and meaningful to human race. Concerted efforts have been made in all- spheres of life and all aspects of human endeavour. The present era in the history of man has witness unprecedented and ever more complex systems of approach to human problems. Advances in technology, science and communication have yielded appreciable results. There has been a dynamic shift in manipulating environment. Evidences are shown in diversified areas as transportation, medicine, engineering, and communication and of course in education among other human endeavours. Technology has come to gain grounds from the kitchen, the home and wider areas that result in paradigmatic shift in human endeavours. Everywhere is imbibing the culture of science, technology and communication. Reprographic activities

that stemmed from unsophisticated printing press has made it possible for invention and production of more sophisticated systems of information manipulation, production, dissemination and storage. This has promoted wide range literacy among the populace.

It appears that education has benefited more in technological advancement despite the fact that it adopted technology late into its instructional system. Other inventions like electricity, fuel and other resources have prompted the universal use of-diversified materials and equipment various aspects of human endeavour. Recently there are available in our age the use of computer that has generated advancement in communication technology including the introduction of websites capable of disseminating information globally.

The adoption of educational technology as a means of solving educational problems has brought to limelight uses of computer in the classroom and of course the websites in education and other endeavours. The use of television and other electronic waves in presenting information in aid to printing press has directed the way to the adoption of computer and electronic networks which has becoming established pathways to instructional communication in the classrooms.

Professionalism is becoming increasingly evident upon acquisition of sophisticated technological. This has a lot of implication to the serving teachers are to redesign, their strategies and establish their 5. There is the shift from the teachers conventional strategy of adoption in the teaching strategy to becoming motivators, facilitators, directors, designers, mediators etc instruction and other classroom tasks. The monologue approach to instruction is fast giving way to teachers becoming communicators or navigators of instruction. Emphasis is on the use of computer and of

course the station of the Local Area Network (LAN), Metropolitan Network (MAN), and Wide Area Network (WAN) World Web (WWW) among other Networks. The effort of the Federal Government of Nigeria in providing computer Nigeria cannot be overemphasized. Huge sums of money have been voted into this business to ensure computer literacy in all levels of education. For example, the Federal Government in 1998 and 2004 has launched concerned efforts in computer literacy at primary, secondary and tertiary levels of education. About N600, 000, 000 (Six Hundred Million Naira) has been served to colleges of education in 1998 to enhance computer science literacy in the 20 Federal Colleges of Education in Nigeria. Computer has therefore become part of the instructional process. With the advent of computer in the classroom various nomenclatures have been brought out depending on researches. Such terms like Computer-Aided Learning "(CAL), Computer-Based instruction (CBI), Computer-Aided Drafting (CAD), Computer-Mediated Communication (CMC), Computer-Assisted Instruction (CAI), Computer-Managed Instruction (CMI) have been familiar in the classroom depending on the approach of the instructional-designer (Berge 1995). Computer use in other spheres of life has thrown challenges to the business of education and the teachers who control educational process. One should know that the primary aim of manufacturing computer was for promotion of educational experience in the classrooms. The overturn of events for computer to be used in business, transportation, commerce, production and designing gives serious concern for teachers in the classroom. Every teacher should be computer literate at least in the areas of application, programming, designing and versatility. Paradoxically most teachers teach students without the use of computers and only very few computers are available in schools.

Secondly, hardly do teachers manipulate computers in the classroom. Teachers therefore have no alternative than to be speedily introduced into computer technology and application in educate: e non-availability of computer in schools is however attributed to a number of factors e.g. global economic recession, insecurity, poor resource availability and manpower provision among others. Despite these problem computer is the most reliable and the most accelerate informative processor and undertakes a wide range of all aspects of human endeavour. The basis of Information Communication Technology (ICT) is computer.

The Use of Computer in Education

In all computer-assisted-learning the design process must follow the educational needs and the requirements of specific lessons, learners characteristics, lesson objectives, the ideology and policy of the education. List of activities are carefully planned and selected, aims and objectives of each activity determined and the limitations of such methods and activities identified. The computer can adopt interactive instructions design and programme which may be conversational e.g. the computer displays a question, the learner responds, the computer then processes the response and displays information shows a picture, or send or ask another question depending on the lesson gadgets used. Computer helps in stressing exciting resources for direct eye to' eye development of human potentials e.g. with the use of a typical network for computer-assisted learning there are workstations for students, file system, message file (post office), assignment file, (turn in and pick up), reference materials (course locker), classroom handouts (put/get), text editor, (light valve). This implies that computer files are made available to the students in the computer, class activities are retained in the electronic classroom,,

classroom lecture notes are obtained from the lecture notes file, message from the teacher to student or student to student are a so received in the computer. In all these teachers act-as moderators, mediators, motivators, and facilitators of knowledge. This makes the students busy and interested to work on the computer. The use of computer allows students to send copies of their work to other students or to their teachers or can send questions to the big screen for the entire class. Teachers can also display copies of students work on the projected screen for demonstration to the whole class. The computer guarantees scoring and recording, small group or individualized instruction is also possible. Students feel good when they use computer and Have self-esteem. There are all forms of software to students of all ages do better in school. Students usually spend extra-time on computer-assisted learning voluntarily and build confidence in what they learn. They then become active participants in their own learning. Computer brings creativity, improvement of imaginative principles and manifestation of abstract concepts into reality.

The Internet

Internet is a computer network made up of thousands of networks worldwide. No one knows exactly how many computers are connected to the Internet. It is certain, however, that the number is in millions and is growing everyday (Webopedia, 2005).

No one is in charge of the Internet, even though there are organizations, which develop technical aspects of this network and set standards for creating applications on it, but no governing body is in control. The internet backbone through which Internet traffic flows, is owned by private companies (What is com, 2005).

All computers on the Internet communicate with one another using the Transmission Control Protocol/Internet Protocol suite, abbreviated as TCP/IP. Computer on the Internet use client/server architecture. This means that the remote server machine provides files and services to the user's "local client machine. Software can be installed on a client computer to take advantage of the latest technology (Dowfing, 2006).

An Internet user has access to a wide variety of services: electronic mail, file transfer, vast information resources, interest group membership, interactive collaboration, multimedia displays, real-time broadcasting, breaking news, shopping opportunities, and much more.

The Internet consists primarily of a variety of access protocols. Many of these protocols feature programs that allow users to search for and retrieve- material made available by the protocol.

The Internet has a lot of components which resources can be tapped for educational advancement purposes. These are:

World Wide Web -The World Wide Web (abbreviated as the Web or WWW) is a system of Internet servers that supports hypertext to access several Internet protocols on a single interface. Almost every protocol type available on the Internet is accessible on the Web. This includes e-mail, FTP, Telnet, and Usenet News. In addition to these, the Worldwide Web has its own protocol: Hypertext Transfer Protocol, or HTTP (Webopedia, 2005). The World Wide Web provides a single interface for accessing all these protocols. This creates a convenient and user-friendly environment. It is not necessary for one to be conversant in the use of these protocols within separate command level environments, as was typical in the early days of the Internet. The Web gathers together these protocols

into a single system. Because of this feature, and because of the Web's ability to work with multimedia and advanced programming languages, the Web's ability to work with multimedia and advanced programming languages, the web is the most popular component of the Internet. (Whatis?com, 2005; Dowling, 2006).

E-mail - Electronic mail, or e-mail, allows computer users locally and worldwide to exchange messages. Each user of e-mails has a mailbox address to which messages are sent. Me sages sent through e-mail can arrive within a matter of seconds.

A powerful aspect of e-mail is the option to send electronic files to a person's e-mail address. Binary files, may be attached to e-mail messages. These files are referred to as MIME attachments. MIME stands for Multimedia Internet Mail Extension, and was developed to help e-mail-software handle a variety of file types. (Messere, 2001). For example, a document created in Microsoft Word can be attached to an e-mail message and retrieved by the recipient with appropriate e-mail program. Many e-mail programs offer the ability to read files written in HTML, which is itself a MIME type.

Telnet - Telnet is a program that allows a user to log into computers on the Internet and use online databases, library catalogs, chat services, and more. There are no graphics in Telnet sessions, just text. To Telnet to a computer, implies knowing its address. This can consist of word e.g. (focis.ioc.gov) or numbers (140.147.254.3).

FTP - FTP stands for Fife Transfer Protocol. This is both a program and the method used to transfer files between computers. Anonymous FTP is an option that allows users to transfer files from thousands of host computers on the Internet to their personal computer account. FTP sites contain books, articles, software, games, images, sounds, multimedia, course work, data sets, and more. FTP transfers can be performed on World Wide Web

without the need for special software. In this case, the Web browser will suffice. Whenever a file is downloaded from the Internet to the local machine, the FTP resource is in use. FTP files which can be found via search engines such as ftpFind, is located at http://www.ftpfind.corn/.

E-mail Discussion Groups - One of the benefits of the Internet is the opportunity it offers to people worldwide to communicate via e-mail. The Internet is home to a large community of individuals who carry out active discussions organized around topic--oriented forums distributed by e-mail. Various types of software programs administer these.

The discussion groups cover a great variety of topics. When one subscribes to a group, messages from other subscribers are automatically sent to the subscriber's electronic mailbox. One must have an 'e-mail account to participate in a discussion group. A visit to Tile.net at http://tile.net/ gives an example of a site that offers a searchable collection of e-mail discussion Group. Information can therefore be shared among individuals groups.

Usenet News - Usenet News is a global electronic bulletin board am in which millions of computer users exchange information on a vast range of topics. The major difference between Usenet News and e-mail discussion groups is act that Usenet messages are stored on central computers, and users-must connect to these computers sad or download the messages posted to these groups. This is distinct from e-mail distribution in which ;ages arrive in the electronic mailboxes of each list member.

Usenet itself is a set of machines that exchange messages, or articles, from Usenet discussion forums, called newsgroups. Usenet administrators control the sites, and decide

which (if any) newsgroups to sponsor which remote newsgroups to allow into the system. A good directory of Usenet groups can be found at Tile.net. 2006). There are thousands of Usenet newsgroups. These range from academic to recreational topics. Serious computer-related work takes place in Usenet discussions.

Chart & Instant Messaging - Chat programs allow users on-the Internet to communicate with each other by typing in real-time. Chats are sometimes included as a feature of a website, where > can log into the "chat rooms" to exchange comments and information about the topics addressed on the site. Chat may take other, more wide-ranging forms. For example, America Online is well known for sponsoring a number of topical chat rooms.

On the other hand, Internet Relay Chat (IRC) is a service through which participants can communicate to each other on hundreds of channels. These channels are usually based on specific topics. A variation of chat is the phenomenon of instant messaging. With instant messaging, a user on the Web can contact another User currently logged in and type a conversation. The most famous is America Online's Instant Messenger (American Online, 2006).

Search Engine - A search engine is a searchable database of internet files collected by a computer program (called a wander, crawler, robot, worm and spider). Indexing is created from the collected files, e.g. title, full text, size, URL, etc. There is no selection criterion for the collection of files though evaluation can be applied to the ranking of results (Search Engine, 2005; Yahoo.com, 2005)

A search engine consists of three components:

- Spider: program that traverses the Web front link to fink, identifying and reading

pages.

- Index: Database containing a copy of each Web page gathered by the spider.
- Search engine mechanism: Software that enables users to query the index and that usually returns result in relevancy ranked order, Google is a famous example of a search engine (Search Engine, 2005).

Deep Web - The deep Web consists of information stored in-searchable databases mounted on the Web. Information stored in these databases is accessible by user query. These databases usually search a targeted topic or aspect of a topic, though entire Websites may he contained within a databases Search engine spiders cannot or will not index this information.

The deep Web also consists of multimedia and images files, and files created in non-standard file types such as Portable Document Format (PDF). Many search services offer separate search options for locating these files. All the Web, AltaVista and MSN Search are just a few examples of services that offer specialized media searches, while Google integrates searches of PDF and other non-HTML files into its general search service. Many databases on the Web are searchable from their own sites. Therefore, a good directory will link to these sites. In addition, search engine results will also display database sites (Search Engine, 2006; Google, 2005, Yahoo.com, 2005).

Boolean Logic - The Internet is a vast computer database. As such, its contents must be searched avoiding to the rules of computer database searching, hence Boolean logic becomes a handy tool. Boolean logic consists of three logical operators:

- OR
- AND

- NOT

The use of Boolean logic may be employed in three distinct ways: Full Boolean logic with the use of the logical operators, Implied Boolean logic with keyword searching and predetermined language in a user fill-in template. Many search engines offer the option to do full Boolean searching requiring the use of the Boolean logical operators. An example for illustration purpose is presented here.

Examples:

Query: I need information about education.

Boolean logic: OR

Search:Education OR School

Query: I am interested in motivation in adults.

Boolean logic: AND

Search: motivation AND adults

Query: I am interested in psychology, but not psychology trait.

Boolean logic: NOT

Search:psychology NOT trait

Query: I want to learn about child behaviour.

Boolean logic: OR, AND

Search:(child OR infant) AND behaviour

The use of parenthesis is this search is known as forcing the order of processing. In this case, the OR words is surrounded with parentheses so that the search engine will process the two related terms first. Next, the search engine will combine this result with last part of the search that involves the second concept.

Problems Associated with using Internet for Research

The following problems seem to be barrier to the use of internet:

i. Lack of implementable government policy on the provision of internet infrastructure to schools and research sites where such facilities are needed.
ii. General phobia on the parts of students towards technology.
iii. Poor interest searching skills due to non-or poor ICT training.
iv. Poor or absence of school library policy on the provision of access to electronic/online libraries.
v. Non-optimal uses of resources for example, the few Internet café's available are rather patronized by adolescence than by researcher.

The Open Education Resources - This is a recent development in the education scene, particularly, with the advent of the distant learning or the open education system. Open Educational Resources (OER) are learning materials that are freely available for use, remixing and redistribution. The term "open educational resources" was first adopted at UNESCO's 2002 Forum on the Impact of Open Courseware for Higher Education in Developing Countries funded by the William and Flora Hewlett Foundation. Open educational resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. Open educational resources include:

- Learning content: full courses, course materials, content modules, learning objects, collections, and journals.

- Tools: Software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and on-line learning communities.
- Implementation resources: Intellectual property licenses to promote open learning.

Proponents of the open education agree "education can be improved by making educational assets visible and accessible and by harnessing the collective wisdom of a community of practice and reflection." Educators at all levels can take advantage of a diverse set of resource repositories for a wide range of disciplines. However, to maximize the utility of these resource collections, it is crucial to incorporate into their design specific strategies to support their sustainability by ensuring both short-term and long-term value. Furthermore, by purposefully integrating learning materials with teaching expertise, the value of open educational resources for teachers can be greatly enhanced publishing of materials, design-principles, and localization of content. Since 2005 there has been a marked increase in the Open Educational Resource (OER) movement and in Open Educational Licenses (like Creative Commons). Many of the projects on OER were funded by the William and Flora Hewlett Foundation, and partly also by the Shuttleworth Foundation that focuses on projects concerning collaborative content creation. There has been a strong international debate on how to apply OER in practice and the UNESCO chaired a vivid discussion on this through its International Institute of Educational Planning (IIEP). Teachers Without Borders, a non-profit based in Seattle, is currently developing a new OER website where members can take courses, discuss their findings

2.5 Strategies for Mobilizing Resources

Strategy formulation comprises the articulation of a mission, a set of long term Objectives to be achieved within the stated mission, and an action plan specifying how the mission and objectives will be realized. Mukesh and Peter (2011) are of the view that as far as education is concern, a mission common to governments of most countries is to provide, or cause to provide, education for all citizens of the country. Long term objectives include efficient provision of quality health care that is accessible and equitable, in a manner that is socially and ethically acceptable. One of the principal components of an action plan for achieving these objectives is finding ways and means to finance the provision of health care.

The entire education process is financed either directly by consumers of the education process/product or by the government on behalf of the consumers. Direct financing by consumers takes many forms, such as user charges in public or private facilities, contributions to private or government insurance funds, private donations, and purchase of drugs and other medical supplies from pharmacies. Similarly, government financing of the education system uses resources generated from various sources, such as through increased allocations from general government revenue; specially targeted public revenue-raising efforts; public sector user fees; social health insurance; and foreign assistance. A resource mobilization strategy, therefore, comprises the mix of mechanisms the government employs in order to directly finance the education process, in a manner that is efficient, equitable, sustainable, and transparent and improves quality education delivery. Alternative approaches available to the government for mobilizing resources for

the education sector are tax revenues, public sector user fees, insurance and donor funding, and any other or a combination of many to meet its requirements of funds.

2.5.1 Strategies for Educational Resource Mobilization

This is the process of mapping current and future resource needs, existing education resource flows and resource gaps. It requires careful or a well thought out plan designed to address education resource mobilization issues with the required rigour. In such a way that the potential sources that can contribute to the augmentation of the financial and human resources essential for education should be outlined. According to World Bank (2005) these may include:

Financial Resources- Resources can come from several sources, which may include; Government allocations.

Government allocations for related activities in the education sector, as well as in other relevant government sectors, are mandatory for initiating education programme and for maintaining it at a steady level of operation efficiency. For this to happen, a specific budgetary allocations needs to be made from both plan and non-plan funds. The budget if the education, ministry should have a clearly earmarked allocation for education prorgammes.

At the same time, it must be recognized that the multi-sectoral mandate of a tobacco control programme requires support for tobacco control activities undertaken by other sectors and ministries.

2. Tax and Regulatory Levies

Dedicated taxes on products generate a large pool of financial resources, from which several components of the education programme can be funded. Examples of such

taxes being levied include PAYE, Income tax, VAT, Development Levies, and Trust Fund etc. The revenues earned from such a tax/levy have been utilized for funding not only education programmes but also a variety of other governmental activities. It must also be recognized, in such a way that increasing taxes should not leads to a decline in education process, especially among the young and the poor, where the price elasticity is greater on education,but would provide the dual benefits of generating financial resources for education and contributing directly to education.

3. Penalties

Penalties, collected for violations of the various provisions of the law could also contribute to generating financial resources for education programmes. Since most of the provisions will need to be enforced by State or municipal authorities, the money would accrue to, them. These, resources can be utilized for education related activities at the State or local Level.

4. International Financial Assistance

International financial assistance is required to rapidly upscale education activities and implement a comprehensive national programme. Such financial assistance can he obtained through existing bilateral mechanisms or multilateral channels. Inter-governmental development assistance and programmes funded.

5 Leadership Advocacy Strategy

According to (ADHOC, Lutheran World Federation and Pact Cambodia joint definition (2006) advocacy is the action of demanding a solution to a common problem by lobbying and influencing decision makers for change. Advocacy is a strategic series of actions designed to influence those who hold governmental, political, economic or private power

to implement public policies and practices that benefit those with less political power and fewer economic resources (the affected group).

Leadership Advocacy is essentially the payment of courtesy calls or visits on prominent community members, whose words and actions are respected and held in high esteem. The purpose of this strategy is to facilitate the mobilization of adequate resources to support and/or execute activities aimed at promoting humanitarian (HECA, 2010). It is intended to create an enabling environment, which could facilitate resource mobilization for goals attainment. As the name implies, Leadership Advocacy requires that key or prominent individuals in the community/organization be identified, contacted and used to make further contacts in order to mobilize resources. In practical terms, Advocacy is an appeal approach to resource mobilization.

Steps in Leadership Advocacy

1. Identified leaders to be contacted
2. Determine issues to be presented (message to be used)
3. Prepare a work plan for the strategy
4. Notify leaders about the advocacy visits.
5. Make face-to-face meetings with the intended leaders.
6. Present communication and advocacy materials
7. Make follow up visits, as frequently as possible

6. Inter-sectoral initiative

These may relate to support for education activities such as introducing changes in school curriculum and training of teachers for integrating them into the school system more effectively (Ministry of Education), developing farm site programmes (Ministries

of Industry and Labour), and organising mass media campaigns for health education and curbs on cross-border advertising (Ministry of Information and Broadcasting). Such support may be provided through direct allocations to the concerned ministries from Central and State budgets or channeled through the Ministry of Education.

7. Private sector resources

Private sector resources should also be mobilized to fund education programmes. Apart from large foundations, which may provide substantial grants to civil society organizations, the corporate sector too should be motivated to conduct or fund activities related to education as part of other corporate social responsibility programmes.

8. Civic society resources

Civil society resources are usually quantitative in terms of human resources but a large number of non-governmental organizations (NGO.s) are also capable of mobilizing substantial financial resources. Development and other education NGOs (such as those engaged in education programmes) should be encouraged as part of their operations so that large gains can be made for education with minimal incremental expenditure

9. Human Resources

Human resources development is relevant to education if we must enhance the capacity of the following:

I The Education System- The education system needs to be sensitized and strengthened to effectively deliver resources related to it, so as to promote effective learning. Presently, these activities are undertaken only sporadically and on a limited scale by education professionals of all categories, at all levels of the education sector. This is

especially necessary in the rural primary education setting, since an education activity is not widely prevalent in rural areas.

Multipurpose education teachers, counselors and a variety of other education providers would prove to be valuable resources for meaningful education programmes, if they are suitable trained and adequately motivated. Such training needs to be initiated from an early stage of their education and periodically reinforced through continue education programmes. Undergraduate training for teacher student needs special attention in this regard, as the conventional systems oriented approach does not adequately stress functionality and self-reliance. Organizations of education professionals, such as NUT, ANCOPSS, COPSON, NAPTAN etc, should be motivated to move to the forefront of education programme implementation, and utilize their vast national and regional networks to influence communities as well as individuals to adopt education for all. It is also essential tat educational professionals act as appropriate role models by imbibing education related activities in any form and by avoiding with anything that would diminish or kill students interest in education.

The education system must be optimally utilized to spread information, shape attitudes and strengthen skills as relevant to individual and societal progress. Schools and colleges should become arena for education action intended to prevent, promote human functionality and societal values. The role of teachers and other school staff is especially important in the society, where a great deal of respect is accorded to them.

II Community Participation and Initiative Strategy

Communities can play a variety of roles in the provision and management of education and learning processes and systems. While often called upon to contribute

financially or in-kind to the support of schools. Communities can participate in a much broader range of functions, including administrative (e.g. school maintenance), managerial (such as student and teacher discipline), financial (mobilizing funds and resources), pedagogical (establishing a preschool), or personnel functions (monitoring teacher attendance).

As such, communities can be a critical resource in the provision of education. Schooling provides a common task around which there is often broad agreement, and around which members can rally and work together, even when there is conflict over other issues. In emergencies, involvement in education can also help communities strengthen their identities and regain a sense of efficacy. Community participation has the potential to bring people together, helping to establish a sense of routine and belonging, and serving an important psychosocial function.

While communities can play a vital role in the provision of education, they must be supported in order to do this effectively. Educational authorities must be present and engaged with local communities and to promote the value of education for all members of the community (Abdullah, 2003). Due to a lack of resources, communities will need support even if they are actively involved and participating in the education of their children. The government, NGOs or other international institutions, should not undermine the energy generated by community involvement. Rather, the efforts of international organizations and associations "must be progressively integrated into the emerging administrative and monitoring system to avoid the development of parallel bureaucracies (World Bank, 2005: 39).

Substantial community mobilization efforts have to be sustained in order to keep pose with development. Community readiness to participate is influenced by increased stability and security and people's readiness to take greater responsibility for care and management of processes that directly affect their lives. Because teachers and community members may not he acquainted with the ways in which they can assist with schooling, longer-term emphasis is placed on capacity building and sustainability rather than stopgap measures.

While most communities are poor and unable to contribute substantially to education, their involvement still has the potential to encourage community members' sense of responsibility and ownership for provision and maintenance of education. It also has the potential to mobilize the resources that the community does have (some financial, but primarily in kind such as labour and expertise, knowledge of local conditions, etc.). Ultimately, the mobilization of community resources, together with a sense of community ownership can have a significant impact on the sustainability of learning activities and educational systems.

As the community mobilizes, consultative and representative groups may emerge. They may be in the form of parent-teacher associations (PTAs), or broader community education committees (CECs). Often called CECs their representation should be inclusive, with the participation of groups and institutions such as local NGOs, religious institutions, traditional leaders, groups with special educational needs, marginalized groups, women and girls, clans, tribes, age groups, etc. Representatives should be selected through a democratic process. During the reconstruction phase, the community education committee should be statutorily recognized and legally registered to act as an

official institution /organization. Where community education committees with similar functions and responsibilities already exist, they should be adapted to avoid setting up parallel institutions", it is essential that the committee's roles and responsibilities be defined as soon as possible, and that they be prepared to focus not only on primary education but also on life skills training and adult literacy. Some possible responsibilities of community education committees are listed below:

- Meeting regularly to discuss issues of concern and to make decisions.
- Keeping minutes of meetings, decisions and community financial and in-kind contributions.
- Providing culturally appropriate approaches (e.g. flexible school calendars, education programme curricula that reflect the community context and involve community.
- Communicating with the community, education programme and/or national and local authorities to promote good relationships between the education programme and community members.

Community participation can be understood along a continuum of decision-making power. According to Sherry (1969) and Roger (1992: 9), eight different levels of participation are possible at any given time. Educational authorities need to consider each of these possible behaviours, and to work towards attaining the highest level, where the communities initiate and share all aspects of the decision-making process.

- Manipulation: Communities are manipulated.
- Decoration: Communities are used as needed.
- Tokenism: Communities are used in a perfunctory or merely symbolic way to

give the appearance of real participation.

- Communities are assigned but informed.
- Communities are consulted and informed.
- Communities participate in project implementation.
- Communities initiate and direct decisions.
- Communities initiate, plan, direct and implement decisions.

Summary of Suggested Strategies for Community Participation

1. Conduct a feasibility study related to introducing or strengthening community participation in schooling
2. Establish or strengthen community education committees. Monitor their functioning and adjust or extend their role.
3. Decide on long-term roles and responsibilities of CEC's in the education system and the relationships between CECs and other parts of the system.
4. Use community education committees as possible and appropriate, to assist in return and reintegration.

The Process of Community Participation Strategy

Community participation has best been captured by Bartle (2010), as community mobilization cycle. The mobilization cycle is sometimes called "The Community Participation Promotion Cycle" or the "Problem Solving Cycle" or "The Community Development Cycle" or "The Social Animation Cycle". It is a series of interventions (carried out by one or more mobilizer) designed to increase the level of involvement of a community in the decision that affect it own development. It is called a "Cycle" in that it is repeated, each in building on earlier successes, errors, and lessons learned.

The cycle is here presented:

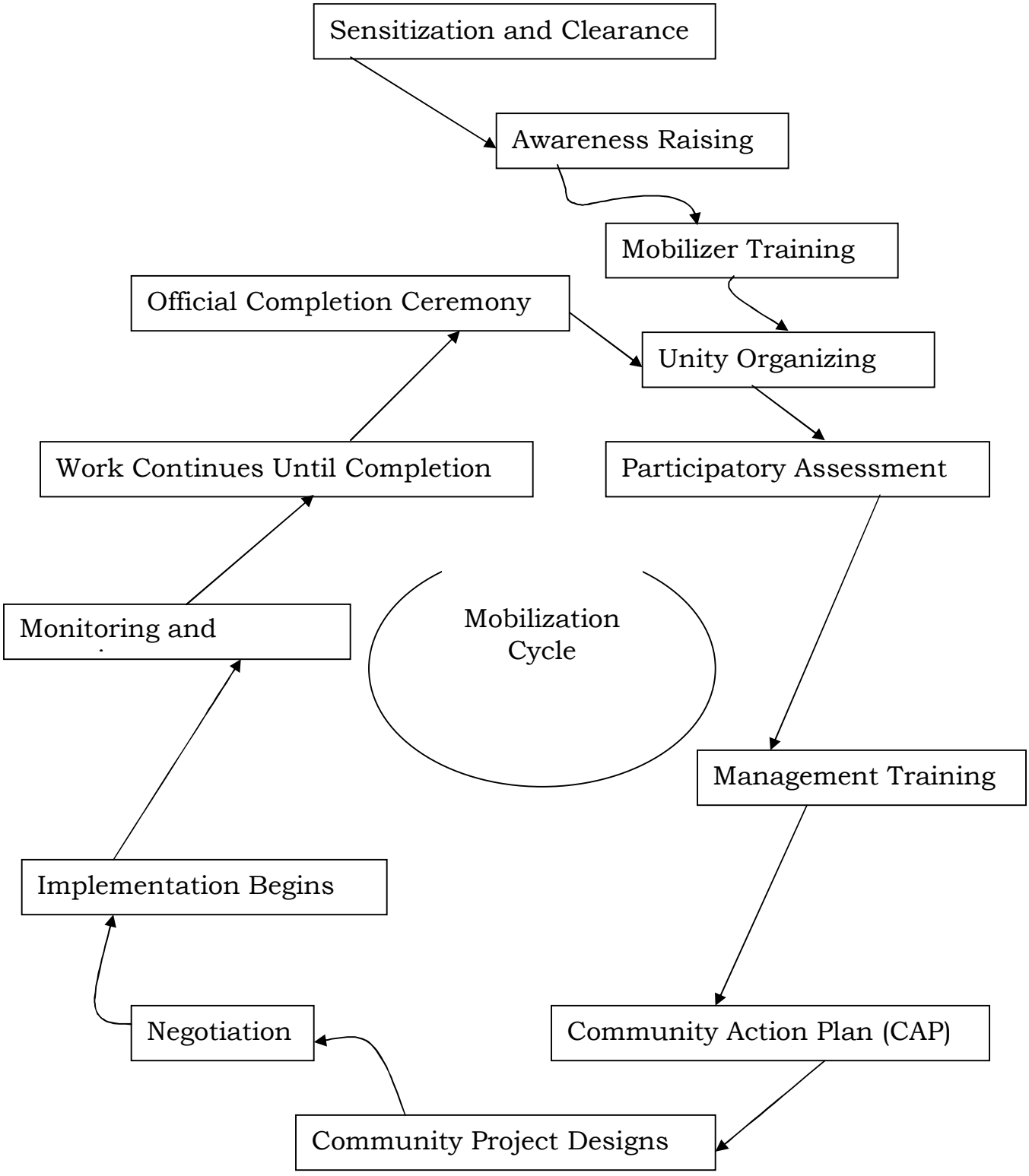


Figure 2.2: Process of Community Participation Strategy

The Cycle

- Is a series of interventions in a logical and progressive order;
- Is carried out by a legitimate, authorized and recognized mobilizer (or mobilizers);
- Uses the community choice of action as a means of strengthening, not as an end in itself;
- Requires that the mobilizer(s) be informed and sensitive to community characteristics;
- Can be implemented by a ministry or department of central or district level, or by a non-governmental organization;
- Is not bottom-up community-based or grass-root in its origin, but aims at bottom-up grass-roots strengthening as its goal;
- Promotes (encourages, advocates for, trains in skill necessary for, and supports) community participation control and decision making of all actions offering the community as a whole,

The main steps;

- Are logically linked with each other and to the cycle as a whole;
- Are all needed (absence of any one will seriously weaken its impact) are initiated in the following order; although there may be some overlap and continuation.

Participation of all members of a target community (irrespective of biological or social characteristics) is essential to both poverty reduction and community strengthening. Here in CDP participation, specifically means full community only some factions of a community) participation in control and decision making.

The key decisions to be made, and control to be exercise include assessing situations (needs and potential in determining priority problems (and generating goals and objectives from them); planning actions (community action plans, project designs), implementing and monitoring them, and evaluating their results. The community as a whole takes responsibility (not leaving that to an outside party).

Contributions of resources (e.g. donations, communal labour, and supplies), dialogue and consultation with external agencies encouraged, although participation (in this strategy) is much more comprehensive and inclusive than either contribution or consultation.

1. Sensitization and Clearance

The community mobilizers must be recognize in sincerity and obtain legal status if they are not to be vulnerable to arrest as seditious agitators, and harassed by police and other concerned with maintaining law and order. Furthermore, it is among the authorities where the most vested interest lies in maintaining the provision approach and fear of the enablement approach, as civil servants officials, politicians, traditional and new leaders, and technical experts see immediate benefits of the provision approach as a means to obtain influence, popularity, votes, promotions and career advances. Sensitization is not just a formality, but must be well planned and executed. The counteracting of rumours and false assumptions must be integral to the sensitization strategy.

Awareness Raising

Before encouraging the community to act (and therefore learn and become stronger) the mobilizer must make the community members aware of specific realities.

During this step, it is important to avoid expectations, and actively counteract the inevitable assumptions and rumour about the kind of assistance to expect.

The awareness issues include:

- If they remain passive and expectant of government or other outside help, then they will remain with the burden of poverty and weakness;
- No community is totally poor; if there are live humans in it then it has resources and potentials, including labour, creativity, life, desires, and survival skills and living attributes;
- People will be more likely to join in and help when you are already helping yourself; and
- The mobilizer (and the mobilizer's department) does not bring resources materials, pipes), but is there to encourage some management training and guidance

Unity Organizing

No community is unified; there are schisms and factions in every one. The degree varies. When there is much social disparity, it is more difficult to reach a community consensus of the priority problem and thus the priority goal. Unity organizing is a necessary precedent to most community mobilization and continues throughout the cycle as heeded. See Unity Organizing

2. Mobilizer Training

Mobilizers available need to be encouraged through empowerment and self-reliance. These Mobilizers may be unpaid volunteers originally set up to raise awareness among community mebres. Mobilizers need to be trained and a few perks, such as tee

shirts and bicycles etc. Mobilizers apart serving immediate purpose, extend the mobilization efforts of CDOs and CDAs (Community-Development Officers and their Assistants.

Mobilizers trained enough to stimulate and help is one of the major factors in the mobilization cycle and the development of training models on it, in local languages and adapted to varying local conditions. The core training material is Training for Strength, a community management training curriculum, and three handbooks for mobilizers, on (1) Mobilization, (2) income generation, (3) monitoring. Since the key input into the process of empowerment is mobilization and management training of the partial funding for community projects, this training material is central to the process.

3. Management Training

One of the elements of the community management programme that distinguishes it from orthodox animation or community development interventions is the addition of management training. It is not sufficient to allow or even stimulate a low income or marginalized community to participate in democratic and developmental decision making and actions necessary for that community to have the capacity to participate. Management training is designed to increase that capacity.

As a method of capacity building, management training goes beyond traditional training, with its emphasis only on skill transfer. Developed in the fifties for senior managers of large corporations /management training included some sill transfer, but also awareness raising, information transfer encouragement and restructuring (organizing for decision making and organizing for effective action). Our participants liked to say: “This

is not just training about empowerment, mobilizing and organizing this training is empowerment, mobilizing and empowerment.

4. Participatory Assessment

Although the mobilizer must first make an assessment of community resources, potentials, hindrances and needs, the strategy of the mobilization cycle requires that an assessment be done with the community as a whole. This might not be done all at once and may be done or continued to be done by the community executive later, after it is formed and organized.

All future plans and actions in the intervention may be made on the bases of observed reality, not on the imaginings or Special interest of specific factions within the community, the needs and potentials must be recognized by everyone in the community. In planning, considerations should include:

- Defining Priorities, Problems and Goals

When the community is sufficiently unified, and when all factions are involved, including women and disabled and other persons less likely to enjoy full participation in community decisions, it is time to set the community into action.

That is done by obtaining a consensus of priority problem and turning it around as a way to identify the priority goal. The brainstorming technique is one of the tools to use here.

- Community Action Plan (CAP)

The community must agree on what it wants to achieve over the next period of time, (usually the same period as for the district plans). The plan can also include one or several community projects.

- Organizing a CIC Executive Committee

Because the details of a project design cannot be accomplished in a public meeting of hundreds of people, it is practically necessary for the community to form an executive Project Committee, Development Committee, CIC or Community Implementing Committee). This executive committed should be chosen by consensus if voting will contribute to factionalism and schisms; here the mobilizer must be aware of and sensitive to community values and practices.

The mobilizer then needs to train the committee in participatory planning, management and leaders does not become non transparent (secretive) to the community as a whole. The CIC should review the action plan, add details as needed, and prepare a project design for community-approval (again using the participatory methods encouraged by the mobilizer). Here it is necessary to look more into the community management strategy (in Element B) and integrate into this mobilization cycle.

- Community Project Design

The key to management training is the asking and answer of

four key questions: (1) What do we want? (2) how do we use what we have to get what we want (3) What will happen when we do? These are expanded in detail to become a community project design. In the methodology, here, the answering of those questions, and the design of a community project, is participatory, in that it is guided by the mobilizer as trainer (who asks the questions), and generate by the participants as a group (who answer the question).

A project is the action (or set of actions decided upon by the community (as a group, stimulated by the mobilizer). The format of the project design is something like this; what

is the problem? Define the goal as the solution to the problem, refine the goal into a finite set of objectives (SMART), identify resources, avoid the constraints and obtain the objectives; choose the most effective strategy; decide upon organization structure, who does what, budget, schedule) and decided upon monitoring reporting, and evaluation.

- Negotiation

The mobilizer is walking a fine line here. One side is too much reliance on outside resources; on the other is the genuine need for supplementary resources needed by the community (and to which it may have a right of access such as to needed funds from central or district governmental revenue). Where a project design is used as a proposal, or a proposal written by the community executive, it becomes of negotiation between the community and external authorities and potential sources of resources.

Even if it is not seeking outside resources, the community needs to ensure that its plans are consistent with the generals plans of its geographical environment, the neighbouring communities; the district or region in which it is located, any national plans priorities. Negotiating discussions should include these topics. All stakeholders involved in the community project should be involved in this negotiation. Whether the community seeks resources or approval, or both, its project design and/or proposal is its instrument for negotiating.

- Contract Preparation and Negotiation:

A contract is an optional instrument, recommended here the mobilizer can assist and guide the community executive in drafting a contract, based upon the project design. Its wording should be simple and it should be short, while proposal or project design can be attached as an appendix.

The signatories of the contract should be representative from all the stakeholders, and this phase can be blended into the negotiation phase listed above. The negotiation ensures that there is public transparency about the proposed project that all concerned (all stake holders) have access to understanding the aims and actions of the community project. They also confirm the legitimacy of the community taking responsibility for its project.

- Contract Signing

The signatories include representatives of all stakeholders (community executive, district officers, local leaders' agency officers, mobilizers). The meeting for signing the contract can be an opportunity for all of them to meet fee, time. This is therefore an opportunity for the community involvement in its own project (civic engagement; community participation) as a high profile characteristic of development.

If it is assured that all signatories previously agree to the contract, then the signing can be a ceremony and included with in the following public ceremony. The signatories may appreciate setting aside on inside room, such as in a classroom block. Making it part of a public ceremony increases its legitimacy, and raises public awareness about the methodology of community empowerment.

- First Installment Payment

If the proposal and contract are aimed at obtaining financial resources for the community project (and remembering the caveat about dependency) then the first instance of payment can be used as an opportunity for a public ceremony (persons coinciding with the contract signing). This is an opportunity to raise the profile of the project, and of the participation on community in its design.

Entertainment, perhaps in the form of singing dancing, drumming and skits, performed by local cultural groups school children, or voluntary group is an opportunity to enlighten pride and loyalty in the community and cultural tradition. The press can be invited so the event can be mentioned on radio in the local newspaper and even on national television. The reason for doing this is that it enhances transparency and the profile of the protect, and raises awareness about the part of community participation and empowerment.

- Implementation Begins

At this point the community and its leaders, likes the politicians and journalists, will be more interested in the actions and results (e.g. the building of the latrine, water supply, clinic on school), and needs to be reminded and encouraged that monitoring and reporting must be concurrent with the action. This is where community enthusiasm can decline destroyed, if the action (especially in its finances) is not transparent, and made fully clear to all the community members.

While the goal of the community is the finished facility the goal of the strategy and mobilizer is increased community strength and capacity, so emphasis is put on monitoring and reporting (verbal and written).. Also, this is where the community become aware of more needed training in skills related to the action (financial and accounting skills, report writing, technical skills), and where, again, the Element B of the strategy, must be integrated with this mobilization cycle.

- Monitoring and Reporting

While the monitoring and reporting is aimed at achieving the action in order to make adjustments and avoid getting off track, it is then supplemented by more in-depth

assessment and evaluation. This includes the assessment of impact of the action, and a value judgment about how it was carved out if it should have been carried out, and what instead could have been planned.

- Work Continues Until Completion

While work is in progress, the mobilizer has a responsibility of ensuring that monitoring is carried out (especially by the community members as well as by any of the other stakeholders). Transparency, especially about the amount and purposes of any payments, is necessary to maintain community interest and trust in its own Executive.

Subsequent payments by agencies providing outside funds should be dependent upon accountability (narrative and financial) and the maintaining of transparency, honesty trustworthiness and integrity by those responsible to the community for the project.

- Official Completion Ceremony

While a ceremony end celebration is a special holiday for most people, it is hard work for the mobilizer. As with the cheque handing over ceremony listed above, the completion ceremony is an opportunity to make a publicized public event to raise awareness about community empowerment and about the project, and to confirm the legitimacy and appropriateness of community participation promotion and empowerment of low-income communities.

The completion ceremony, replete with the press and cultural entertainment, is also an opportunity to remind the community members that they need to evaluate the project now competed and to determine what their next priority the mobilization cycle all over again.

- Repeating the Cycle

This is not a once-and-for-all action. It is a process of social change (development) and must be sustained, while the community will be at a higher level of empowerment that before implementing this first cycle, it should be initiated again.

Furthermore, the mobilizer must train a replacement of eventual departure, and the series of mobilizer should identify internal mobilizers (who will not use the mobilizing techniques for their own personal benefit at the expense of community strengthening) from within the community who will be able to sustain the stimulation and interventions after the mobilizers' agency or ministry moves on.

Each step of the mobilization cycle is related to those before and after it, and to the cycle as a whole. There is a logical and functional order to the steps. Each time the cycle is repeated, it is done so on the oasis of assessments made during the previous cycle, and builds upon the results of the strengthening that has already taken place.

- Other Capacity Building Interventions

The following interventions are also part of the mobilization strategy, but may be inserted at various points -in the mobilization cycle. This can be determined by the mobilizer if knowledgeable and sensitive to the changing conditions in the community.

The goals of mobilization to develop a community may vary from county to county. Nevertheless, common elements include; poverty eradication, good governance, change in social organization (development), community capacity funding, empowering low income and marginalized people and gender balance.

- Assessment and analysis of existing local organizations (elders' or other councils, women's groups, credit rotation groups, people's movements, associations, special

interest groups, such as the disabled of the vulnerable groups), before, during and after each of the cycles;

- Enhancing local organizations (ensuring representation and participation in community affairs) promoting gender participation, assisting in legal status of community organizations;
- Fostering co-operative and functional relationships between various organizations: promoting opportunities for co-ordination and pooling of local resources (human, capital, supplies, land);
- Income and employment generation, emphasizing training, credit, marketing;
- Settlement shelter and infrastructure upgrading;
- Environmental activities (e.g. promoting community based waste management systems which protect natural resources); and
- Participatory disaster mitigation and management (refugee camps, resettlement, rehabilitation.

- Other Development related sectors

Other development related sectors should also be suitable stimulated to integrate activities related to education resource mobilization into agenda of their development programs. This is necessary since such programs have a wide grassroots presence and possess an extensive outreach. Rural development, women and child development, disability assistance, gender empowerment and tribal welfare are among the programmes, which are well resourced and have a wide impact, especially on vulnerable groups. People as a development issue would also correctly perceive education if the

development sector actively advocates education for all.

Enforcement Strategy

Broadly speaking, enforcement includes all the actions undertaken by government in connection with the administration of a law once it has been passed. It is meant to include also the actions of nongovernmental individuals and groups. Enforcement is often associated with authority and violence. In the context of intractable conflicts however, this is not necessarily so. Enforcement mechanisms should be understood as those methods by which negotiators can encourage compliance. As Abram and Antonia Chayes point out, the goal is not absolute compliance, but rather increased cooperation.

Traditional dimensions of civil rights enforcement would include:

- proposal and adoption after public comment of implementing regulations;
- designation of individuals and entities to take various enforcement responsibilities;
- public awareness and outreach efforts;
- technical assistance to covered entities;
- compliance monitoring;
- receipt, processing and disposition of complaints of violation; record-keeping and regular agency reporting to Congress and the administration.

Enforcement Mechanisms

Enforcement mechanisms fall into two categories, positive and Negative, viz:-

1. Positive Enforcement Mechanisms

This is a mechanism that encourages maximum compliance with an agreement by providing rewards or "incentives".. These rewards may be monetary, or they may be political or social. If one side disarms as they promise, they may then get a promised aid package, or representation on a governing committee, or some other reward for fulfilling their part of the agreement. Another reward for compliance is what has been called "the peace dividend."

If agreements are upheld and the peace becomes fairly stable, this usually brings tremendous economic, social, and political benefits to both sides. Resources that had been focused on waging the war or other conflict can now be focused in more productive ways. This is usually seen as a great benefit, encouraging compliance with agreements whenever possible. Other factors that encourage compliance include transparency, bureaucracy, and conflict resolution mechanisms.

- **Transparency** involves the collecting and sharing of information at its most basic level. It also includes policy formation and mechanisms for publicizing information.[2] Transparency creates important psychological incentives for compliance. If two parties to an agreement agree that their compliance (or lack of compliance) to the terms of the agreement will be made public, there are then higher stakes for violating the terms of the treaty and possibly upsetting the peace process.

- Bureaucracy. Chayes and Chayes also argue that bureaucracy helps to encourage compliance. Several authors have pointed out that the most likely spoilers to an agreement are elites. However, the elites must be included in any viable

agreement. Peace agreements are always the result of the push and pull between the interests of the elites who are negotiating the agreement and those of the masses they represent. If the masses do not support the peace agreement, it can cost the elites their credibility. Likewise, if the grassroots citizens support the agreement, leaders will lose credibility and legitimacy if they violate it. This creates an incentive to comply with the agreement and a disincentive to violate it.

- Dispute Resolution Processes. Enforcement mechanisms should also include dispute resolution agreements. Dispute resolution agreements not only create space for mediation of disagreements over enforcement, but they also allow unclear aspects of the agreement to be reviewed and interpreted after the fact. Including a degree of flexibility in the agreement allows elites to maintain their credibility, while including the limitations that are crucial to the success of the agreement.

Such compliance processes are seen as positive approaches to enforcement, since they rely little on punitive measures for failure to meet agreed upon goals. Rather, they "mobilize feelings of shame". These processes create standards of judgment by which non-compliant parties are likely to judge their own actions

2. Negative enforcement mechanisms

Negative enforcement mechanisms encourage compliance by threatening (and using) punishments or "disincentives." Both approaches have strengths and weaknesses. Effective agreements often utilize both positive and negative enforcement mechanisms in a carrot-and-stick manner. The important thing is to use the appropriate tool for the appropriate situation.

Negative Enforcement Mechanisms are punitive measures---the stick part of the carrot-and-stick---occur in the form of sanctions, reparations, and agreement withdrawal. Even with dispute resolution systems, there will likely be violations or alleged violations to any agreement. The difficulty in designing negative enforcement mechanisms is that you have to inflict meaningful punishment for a violation, without making the costs so high it is better for the violator to just withdraw from the agreement.

- Sanctions are social, political, or economic "punishments" against a government. For example, economic sanctions may limit or completely prohibit a nation-state to import or export goods. Political sanctions might involve the withdrawal of embassies or consulates, while social sanctions might include the prohibition of a country's athletes from international sporting events.

In principles, there are considerations for designing an effective and culturally competent enforcement strategy. Such a strategy should be:

- Based on an enforcement plan that takes into account available resources and competing priorities.
- Developed with the maximum possible degree of coordination, information and resource sharing (including technical assistance) among all the agencies involved.
- Developed and administered with input and feedback from the population groups meant to be protected and
- Organized to facilitate the data collection and other oversight necessary for regular monitoring of enforcement activities to determine their consistency with the underlying enforcement plan, their responsiveness to feedback, and their

success in reaching diverse cultural group.

Let us see what the possible elective effort are in relation to each of them:

Regulations: Even when we have no new statutes that need to be interpreted and applied, occasions are never far away to amend existing regulations, either in response to court decisions statutory amendments, or evolving experience. The civil rights constituent groups should systematically review the implementing regulations for all key statues to identify whether;

- they are clear as to obligations of covered entities, procedures and lines of authority;
- they allow for ail the range of outcomes that the authorizing statutes permit
- they include adequate provisions for notice to and involvement of the parties to a dispute in whatever adjudication or referral process occurs after the filing of a complaint
- all dealings with the public, including with complainants and respondents are fully accessible to persons with disabilities and culturally sensitive to people of varying backgrounds and experience (including alternative formats and native languages)

These factors are relevant across all constituent groups and can be addressed on an inclusive basis, as suggested in NCD's recent enforcement reports.

- Public Education and Culturally Competent Outreach:

The agenda of the public education is a broad and inclusive one. The details of technical assistance do differ by population. (Assistive technology, for example, has no parallel in non-disability settings). For technical assistance, public education and outreach

to be effective, they must reach and engage at the diverse cultural groups the law protects it is all too easy to forget that some people communicate in different media or formats, in different languages or in different styles. No single" approach can reach, let alone engage everyone. Leaving aside content issues for the present, it is enough to note that the various constituencies can work together to insist upon and ensure t Irresponsible government agencies and their nonprofit or private sector contractors have access to adequate informational resources to fulfill the clear requirements of the statutes.

Here the usual budgetary arguments against committing resources to technical assistance (TA) can be countered by presenting data showing the impact of effective TA on reducing compliance costs or preventing litigation. The civil rights community should undertake research designed to document the cost reduction and other benefits of technical assistance users can attest anecdotally but persuasively to the intangible benefits of technical assistance. Models can be developed to calculate the hidden costs of resistance incurred in attorney fees, litigation costs, and responding to complaints and claims that drain both material and human resources.

Enforcement Agencies

Enforcement agencies need to become actively engaged in the implementation of laws related to education standards. They should be appropriately trained for this purpose and adequately motivated to perform their functions with consistency and commitment. While the personnel of such agencies often accord greater priority to other activities and demands on their time, the importance of education in nation building must be clearly committed to them.

- Civic Society Groups

Civic society groups are valuable resources whose potential for steering and strengthening the components of education programme must be fully realized. Their capacity must be enhanced, and financial resources provide to enable them to contribute through advocacy, programme leadership, community mobilization, monitoring and countering the education industry. Over the years, their high level of motivation and commitment has been ample evidence.

- Non-education Professional Groups

Non-education professional groups (such as health workers, economists and social scientists) also need to be attracted and equipped, in larger numbers to engage in activities related to education. For instance, formulation of laws for education, litigation against the education industry and protection of education provision advocates from vexatious for litigation, call such legal expertise to be developed and readily available. Economists too are needed to track and evaluate the changing role of education, economy, estimate the costs of education, society, and design and appraise fiscal interventions geared to advance the agenda of education for all. Social scientists too need to study the social determinants of the education process use in a rapidly changing socio-cultural landscape and fashion appropriate behavioural interventions for application at community and individual levels to attain the goals of education.

- Local Self Governments

Local self-governments are becoming increasingly important under the federal system, wherein decentralized decision-making is encouraged and the power of implementation is passed on to locally elected bodies at and sub district levels. These

bodies help to evolve a community consensus on important issues and pave the way for collective action. They are vital for setting community norms. Their endorsement of and active involvement in tobacco control programmes is an essential prerequisite for the success of these programmes. Their participation must be ensured through active engagement by both government and civil society groups.

- The community

The community as a whole will provide the human resources required for a successful education programme, provided people at large can be galvanized into action by mass education. Support given by governmental agencies and civil society. It is imperative that education becomes a people's movement and is not seen merely as a feeble government programme or a fad of education professionals. Community groups need to be actively engaged in planning the implementation pathways of key components of the programme and should be encouraged to assume a leadership role in conducting the activities.

- Other Implication

Although harder to document, studies (IDEA, 2002) also seem to suggest that many agencies are keenly aware of the political nature of the enforcement process. This is borne out by a number of findings and confirmed by a variety of external evidence. For instance, refutations, whether developed through the standard process or through regulatory negotiations (reg-neg efforts), have typically taken far longer to promulgate than specified in the authorizing statutes.

Once regulations are adopted, their enforcement is rarely accepted quietly. Those Charged with violation of any of the statutes have been quick to cry out against the heavy

hand of an oppressive federal government, and have frequently sought congressional oversight hearings or used their access to media to launch attacks against the unreasonable and burdensome nature of the statutes themselves, or against the excessive zeal of regulators. Under such circumstances, it is hardly surprising that regulators are cautious in their enforcement activities. Of course opposition to disability rights invariably includes the obligatory expression sympathy for the acknowledged needs and plight of the population in question, and usually-expresses the opponent's shared commitment to the goal that the disability rights measures attempting to accomplish. But the opponent parts company with the civil rights advocate by arranging against the need for any legal mandate; and arguing for the narrowest possible interpretation of law, the restriction of opportunities for private litigation, the costliness of enforcement and the counter-productivity of intrusive government oversight. With the exception of their expression of sympathy, the opponents of civil rights increasingly make the same argument in non-disability contexts. If only in their need to respond to these allegations, all civil rights constituencies have much in common.

Compliance Monitoring

Because administrative agencies only know of the cases and issues brought to their attention, and because any sort of monitoring has acquire the unfortunate image of intrusiveness and governmental meddling, cross-community strategies must be developed that will allow systematic monitoring to be done either by non-governmental, partners or directly by the respective enforcement agencies. Subject to the establishment of the proper linkages, numerous models can be identified in the nonprofit sector. But even within government itself, examples of effective monitoring exist. Such as is done by DPI

Schools, supervisors and inspectors NDLEA, NAFDAC CSO (as it relates to human right enforcement and protection) and a host of other opportunities, pitfalls and needs for reform existing under various state laws. Many other opportunities for collective action could be cited, including those in some unlikely-areas. The banking and financial services industries are good examples. People with disabilities have the right to expect that banks make their facilities and services (including ATM Machines) fully accessible and usable. Members of racial and nationality groups have the right to expect that credit and retail banking services will be made fully accessible to them. How much more effective an alliance of all these groups might be, pursuing the common goal of equal access to equipment and services, as opposed to each group separately?

The Mobilization Process

The opportunities for sharing goals and resources as discussed in the p contingent upon a number of things. Success depends on people's availability and commitment. When considering the resources of those who oppose civic rights and those who simply resent being told what to do (whether or not it is right) and an impact of the vast residue of indifference and superficial information that exists in the culture large, it becomes clear that the struggle for civil rights, in addition to being a never-ending one is highly labor intensive. The struggle requires the sustained commitment of many people. Yet all too many indications exist that even among core members of the civic right constituencies, awareness of the opportunities, commitment to the effort, and belief in the in the results may be far less than we might hope. And ironically, the more one knows about the current enforcement process, the less likely one is to have faith in it. In a society whose rank and the file members seem less and less interested in anything

resembling politics (that is participation in the electoral process and in organized efforts to influence the activities and decisions of government officials and agencies), what can be done to energize the grassroots membership civic right constituencies to actively and jointly pursue the systems change, reform and oversight needed to secure the hard-won rights granted by law?

This question has no easy answers but is a vital consideration, if only because enforcement strategies will require new and sustained energies. Galvanizing the mobilizing all affected constituencies for action is crucial to fulfilling the promises of the law. The reality strongly suggests that the work of the upcoming Civil Rights Retreat must attend to both the substance and process of creating public awareness leading to informed action. People will need to be educated about what these laws mean and what they can do about the intricacies of how they do and don't work; about the strategies available for making them effective and about the need for documentation to create a powerful and irrefutable record.

But without motivation, even such education may count for little. Unless, outreach is done in a way that unites new activism with reciprocal understanding and mutual commitment among constituent groups, the results will be disappointing. Accordingly, outreach much include not only efforts to reach rank and file members of all groups, but also measures together people who may have little or no previous knowledge or even sympathy with one another's aspirations and frustrations. Only structured contact and discussion can lead to the personal awareness and experience of others that is the basis of human fellow feeling.

How can this be done? Facilitated discussion including members of all covered constituencies should be organized in communities around the nation. These should focus on descriptions by members of each population to the others of the barriers they face and of the aspirations for civil rights they hold. These discussions should involve efforts to address any underlying resentments that may be all too common in our culture where competition for victimization sometimes seems the best access route to resources and attention. Furthermore, they should be designed to develop agendas, strategies and emphases that combine the various civic rights objectives into workable programs all can support. Also required from time to time will be the selection of agenda items for short-term focus that are more central to the needs of one constituency than another, If the proper baseline of interaction and cooperation has been established, and if initial results pursuing joint objectives have been sufficient to generate optimism and confidence, then some alternation of focus should in due course be possible so that the particular needs of each constituency receives special attention in turn. Ideally, leaders and potential leaders who come from more than one civil rights constituency can be identified and encouraged to play key roles in bridging cultural and informational gaps.

Enforcement in Education

This is a situation whereas educational laws, policies or plans are applied or enforced, in order to yield desired outcome(s). For instance, with enactment of the U B E act (2004), it requires that every parent must (compulsorily) send his/her ward(s) to school, at least up to end of the basic education level. It goes ahead to prescribe punishment, in form of reprimand, fines and/or imprisonment (as the case may be). The expectation is that appropriate education regulatory bodies in or through the three tiers of government shall

enforce such provisions of the Act. In the same vain, school laws, rules and regulations, as well as school routine and plans are to be enforced, through the school leadership, order to attain education goals. Also, in order to attain quality education, school monitoring, supervision and inspection had been instituted (FME,(2001).

Social Mobilization Strategy

The success of many programs and efforts often lies in the degree to which the public's accepts the ideas, is excited by the opportunities, and are supportive of the goals. Social mobilization is a way of achieving this support. It is a very broad approach that gives ownership to the community as a whole and retains little control.

McKee(1992) defined Social mobilization as the process of bringing together all feasible and practical intersectoral social allies to raise peoples awareness of and demand for a particular development program, to assist in the delivery of resources and services, and to strengthen community participation for sustainability and self-reliance.

Social Mobilization, as defined by UNICEF, is a broad scale movement to engage people's participation in achieving a specific development goal through self-reliant efforts. Continuing, UNICEF asserts that:

> It involves all relevant segments of society: decision and policy makers, opinion leaders, bureaucrats and technocrats, professional groups, religious associations, commerce and industry, communities and individuals. It is a planned decentralized process that seeks to facilitate change for development through a range of players engaged in interrelated and complementary efforts. It takes into account the felt needs of the people, embraces the critical principle of community involvement, and seeks to empower individuals and groups for action.

McKee summarizes the strategies of social mobilization as five approaches to mobilize human and financial resources:

1. Political mobilization – This is intended to win political and policy commitment for a goal; the targets are national decision-makers;
2. Government mobilization – Where the government enlists the cooperation and help of government organizations which can provide direct or indirect support;
3. Community mobilization -This informs and gains the commitment of local political, religious, social, and traditional leaders, NGOs, women groups and others.
4. Corporate mobilization -This secures the support of national or international companies in promoting appropriate goals;
5. Beneficiary mobilization -This informs and motivates the program beneficiaries through training, establishment of groups, etc.

Social mobilization programmes generally, attempt to build consensus. To do so, mobilizers carry out an education campaign through all possible channels, gearing up quickly and spreading the word. There is an assumption that by energizing more people to pay attention to some problem, good things will happen. Critics claim that accelerated programs are unsustainable approaches to long-term problems. Social mobilizers respond that these campaigns are merely the peaks in a continuous process of working toward the goal; that publicizing one event or program can have a positive impact on other programmes; and that by involving the community in the energy of this process will have far-reaching benefits that are not easily gained through other avenues.

Social Mobilization Conceptual Model

The social mobilization conceptual model consists of four key successive reinforcing developmental stages, viz:-research and verification, field worker training, community-based sensitization, and village-based initiatives. These are supported by stakeholder involvement, role model initiatives, and mass communication interventions with ongoing monitoring and assessment at every stage, all of which lead to the desired outreach and impact of the campaign. This social mobilization process is iterative with each action contributing to further actions that collectively and synergistically contribute to ever increasing improvements and changes to the issue at hand. While illustrated as distinct component parts, the various initiatives among components are often overlapping in occurrence. The implementation of the social mobilization conceptual model is done so with adherence to five guiding principles: participation, collaboration, partnership, equity, and quality.

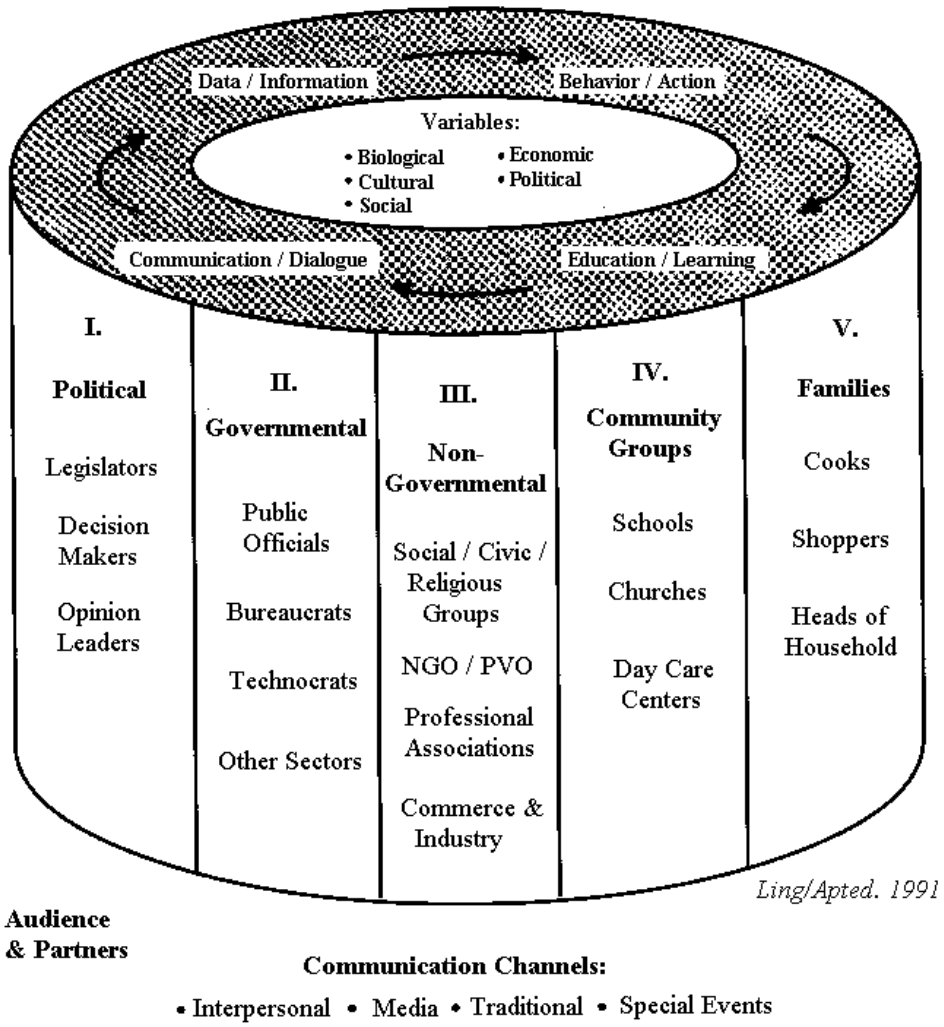
Participation: Both as a means and an end, participation ensures that the beneficiaries of any intervention are, as a means, consulted and contributing to a particular development activity, and as an end, reach the point where they (communities and individuals) define and control their own development.

Collaboration: Through multi-sectoral collaboration among Ministries, donors, and local organizations at the national, district, and community levels, leaders must be involved consistently through all phases campaign.

Partnership: Whether its partnerships with Ministries, communities, or other NGOs it is important that there is shared recognition for implementation and success, transparency, and joint decision-making.

Equity: "The quality of being just or impartial," equity is at the core of every social mobilization campaign. Success will rest on equity being applied to all dichotomous areas of society--gender, race, class, literacy, and even health status.

Quality: Often used interchangeably with "exceptional," quality must be achieved in all components of a successful campaign. The societal mobilization strategy calls for partnership with all stakeholders, which are illustrated in the diagram:



Courtesy: ICEC, 2000

Figure 2.3: Illustration of Social Groups in Partnership

I. Political - policy makers

The extreme left column names some types of policy makers. Advocacy with and among leaders in this group helps foster the commitment that will clear the way for action. The goal here is to build consensus with sound data, to create a knowledgeable and supportive environment for decision-making, including the allocation of adequate resources.

II. Government –Bureaucrats/Technocrats

Policy makers depend on the technocrats, bureaucrats, and service professionals to provide the rationale for decisions as well as to plan and implement programs. This sector includes disparate groups, each with its own agenda, conflicting interests and concerns. Harmonizing the disparate units in this sector is probably one of the greatest challenges in development, because development specialists have hitherto failed to recognize how difficult it is to foster unity among government units and technical groups.

III. Non-governmental sector

This covers a multitude of interests. Non-governmental organizations for special purposes, social institutions and associations that represent organized support, religious groups with their ideological bends, commerce and industry that operate on a for-profit basis, and professional groups that exist to advance their interests are here. Though difficult to mobilize, they do not hide their positions. If their stakes are given recognition, they are important partners and allies to mobilize the civil society for various health objectives.

IV. Community Groups

Community leaders, schools, churches, mosques and grassroots groups are critical to get communities involved. They help transform development goals into action.

Corporate Social Responsibility (CSR) Strategy

The terms corporate social responsibility (CSR) came in common use in the early 1970's after many multinational corporations were formed. Corporate social responsibility (CSR) is also known as corporate citizenship responsibility business. Sustainable responsible business (SRB) or corporate social performance is a form of corporate self-regulation integrated into a business model. Ideally, CRS policy would function as a built-in, self-regulating mechanism whereby business would monitor and ensure its support to law, ethical standards, and international norms. Consequently, business would embrace responsibility for the impact of its activities on the environment, consumer employees, communities' stakeholders and all other members of the public sphere. Furthermore, CSR focus business would proactively promote the public interest by encouraging economic growth and development, and voluntarily eliminate practices that harm the public sphere, regardless of legality. Essentially, CSR is the deliberate inclusion of public interest into corporate decision-making, and the honoring of a triple bottom line: People, Planet and Profit (Carrol, 1988).

The practice of CSR has been subject that to much debate and criticism. Proponents argue that there is a strong business case for CSR in the corporations benefit in multiple ways. For instance, by operating with a perspective broader and longer than their won immediate short-term profits. Critics argue that CSR distracts from the fundamental

economic role of business, others argues that t is nothing more than superficial window-dressing: others yet argue that it is an attempt to pre-empt the role of governments as a watchdog over powerful multinational corporations. Corporate Social Responsibility has been redefined throughout the years. However, it essentially is titled to aid to an organization's mission as well as a guide to what the company stands for and will uphold to its consumers.

Approaches to Corporate Social Responsibility

Some commentators Carrol (1998) have identified a difference between the continental European and the Anglo-Saxon approaches to CSR. And even within the Europe the discussion about CSR is very heterogeneous (Cavett-Godwn (2007:12-13)

(i) Community Based Development Approach

An approach for CSR that is becoming more widely accepted is community based development approach. In this approach, corporations work with local communities to better themselves. For example, the Shell Foundations involvement in the Flower Valley, South Africa, where they set an Early Learning Centre to help educate the community's children as well as develop new skills for the adults. Marks and Spencer is also active in this community through the building of a trade network with the community - guaranteeing regular trade purchases. Often activities companies participate in are establishing education faculties for adults and HIV/AIDS education programmes. The majority of these CSR projects are established in Africa. JIDF for You is an attempt to promote these activities in India.

(ii) Philanthropy Approach

A more common approach of CSR is philanthropy. This includes monetary donations and aid given to local organizations and impoverished communities in developing countries. Some organizations do not like this approach as it does not help build on the skills of the local people, whereas community-based development general leads to more sustainable development.

(iii) Incorporation Approach

Another approach to CSR is to incorporate the CSR strategy directly into the business strategy of an organization for instance; procurement of Fair Trade tea and coffee has been adopted by various businesses including KPMC, Its CSR manager commented. "Fair-trade fits very strongly into our commitment to our communities.

(iv) Creating Shared Value Approach

Another approach in garnering increasing corporate responsibility interest is called Creating Shared Value, or CSV. The shared value model is based on the idea that corporate success and social welfare are interdependent. A business needs a healthy, educated force, sustainable resources and adept government to compete effectively. For society to thrive profitable and competitively the businesses must be developed and supported to create income, wealth, tax, revenue and opportunities for philanthropy. CSV received global attention in the Harvard Business Review article Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility by Michael E. Porter, a leading authority on competitive strategy and head of the Institute for Strategy and Competitiveness at Harvard Business School and Mark, R. Kramer, Senior Fellow at the Kennedy School at Harvard University and co-founder of FSG Social Impact Advisors article provides insight and relevant examples of companies

that have developed deep linkages between their business strategies and corporate social responsibility. Many approaches to CSR put businesses against society against society, emphasizing the costs and limitations of compliance with externally imposed social and environmental standards. CSV acknowledges trade-offs between short-term profitability and social or environmental goals, but focuses more on the opportunity for competitive advantage from building a social value proposition into corporate strategy.

The Co-benefits Approach to Education Resource Mobilization

The co-benefits approach to resource mobilization seeks to unite mobilization action with existing development strategies. For many communities, resource mobilization co-benefits approach aspires to achieve tangible economic and social developments, such as poverty alleviation while simultaneously increasing support to education leading to "no regret" actions by communities. It is also considered to be a practical approach for developed societies to cooperate with others on education issues where economic and social development is a priority at the national and local levels.

The co-benefits approach is achieved by the introduction of integrated police and measures into development planning to plan for education non-performance reduction efforts. These co-benefits can be realized through a number of important sectors including rural development and have proven particularly successful when engaging policy makers in these areas.

Public-Private Partnership Initiative/Strategy

Public-Private Partnership otherwise known as PPP relates to perceptions and practices affecting public-private sector relationships in ensuring the execution of developmental projects and societal well-being.

Uzodinma (2010) had observed that in Nigeria and other developing countries, sustainable access to education, healthcare and other socio-economic services and products can be accomplished through public-private partnerships. This initiative becomes realistic where the government makes available minimum standard of infrastructures, facilities, services, obligations, products and /or care. While the private sector brings skills and core competencies, funding and other resources. This Strategy highlight viewpoint on development from leaders in civil society, government, business and the media.

Objectives of the PPP Strategy

It provide for the sharing of information on development alternatives, provide forums for informed debate on related issues.

It seeks to accomplish better understanding of the nature of relationships between government and non-governmental organizations, and introduce conceptual frameworks for understanding such relationships.

It also include, bridging the information gap between the public and private sector organizations, analyzing their capacities and opportunities, and suggesting mechanisms for improving the relationships between the government and the governed/citizenry.

Such collaborations will be especially productive in promoting poverty alleviation through micro-finance, enhancing health through partnerships, as has been the case with polio eradication and other child immunization efforts.

Summarily, the overall objective of the PPP is the mobilization of private investment for infrastructure development, socio-economic growth and poverty elimination. It increases the effectiveness of public-private collaboration, such as helping those seeking to develop and provide services, and improving access to education at all levels.

How to Implement the PPP Strategy

In order to achieve a sustainable PPP for ensuring the most effective, productive, compassionate, result-oriented and efficient use of resources, it is imperative that the members or subscribers to the partnership must adopt a single framework of action that provides the basis for co-coordinating the work of all partners; put in place and maximally utilize a single national or community coordinating body with a mandate from various sectors or stakeholders, and agree on a single national monitoring and evaluation (M & E) mechanism to ascertain and maintain accepted standards. Such an arrangement will enhance the coming together of several stakeholders such as federal, state and local governments; profit-oriented businesses and not-for-profit organizations and community development associations.

Current Involvement of the private sector in Education and skills Development in Nigeria

Until recently, the Government has largely been responsible for the provision of education in Nigeria, with very minimal involvement of the private sector. Public funding of education includes direct government expenditures (for teachers' salaries and instructional materials) as well as indirect expenditures in the form of subsidies to households such as tax reductions, scholarships, loans and grants. It also includes

payments from the Education Trust Fund (ETF), mainly for capital expenditures. The increasing demand of education on public finances at a time when government revenues are stagnant or even falling requires finding additional sources of financial support. Since the early 1980s, considerable attention has been given to greater use of corporate, community and household sources of finance for education. At present, private sources account for about 20% of total national expenditure on education. All corporations and companies of identified minimum operating capacity and registered in Nigeria contribute a levy of 2% of their annual assessable profits to the Education Trust Fund (ETF). The Fund complements federal, state and local government budgets for primary, secondary and tertiary institutions nationwide. It identifies areas of weakness in the educational sector and intervenes with funding. It also serves to enhance educational facilities and infrastructure development, and promotes innovative approaches to educational learning and services. Private sector involvement in education in Nigeria is equally gaining prominence in terms of philanthropic activities such as companies giving bursaries and scholarships to undergraduate students in different tertiary institutions. This is done mainly by large corporate and organizations. In addition, many of these companies also provide scholarships and bursaries to employees' children. Private companies also support educational institutions through donations of cash, equipment or materials as part of their corporate responsibility. Private schooling is significant in every State of Nigeria. The private sector for primary and secondary education has been growing for the past two decades. The widespread loss of public confidence in public primary and secondary education has been largely attributed to the proliferation of private schools. In a similar vein, following the lifting of the ban on the establishment of private universities in 1993,

there was an unprecedented proliferation in the establishment of private universities. Currently, there are a total of ninety-two universities in the country (twenty-seven federal, thirty state and thirty-five private universities) as at November 2007 (JAMB Report, 2007).

It is interesting to note however, that, in the area of skills development, the private sector has been particularly outstanding and impressive. This is against the backdrop of the fact that many of the companies and corporations have provided the much-needed fora where many undergraduate students in higher institutions of learning develop their basic skills in their different fields of study through Internship Programmes. Such programmes run for between 3 months to 12 months. Undergraduate students on Industrial Attachment are expected to acquire relevant and needed skills from these companies and organizations.

Integrated strategy of education resource mobilization

The Integrated Strategy is essentially a combination of two or more distinct strategies, with the other complimenting each other. Principally, it is the strategy that combines sensitization and mobilization strategies together. For example, combining Public Awareness and Social Mobilization; Leadership Advocacy and Community Initiatives; Leadership Advocacy, Enforcement and Community Initiatives; Joint Participation, Intervention and Community Initiatives; Resource Allocation, Community Participation and Social Mobilization and so on. ICRISAT (2001) had proposed similar Strategy and used it effectively in resource mobilization approach, to source for Funds for the execution of her Food harvest and Storage programmes, in designated centres,

Worldwide.

The concepts of Integrated Strategy for education resource mobilization, has to do with harnessing available resources, capabilities and competencies, aimed at effectively providing the much needed education resources, for a sustainable development of the sector. The rationale for the integrated strategy is borne out of the desire for an effective collaboration among stakeholders in the education system, in such a way that the can provide mutual benefit to each other. Waddell (1999) asserted that, the mutual gain framework is based upon the assumption that for the collaborations to endure and develop their potential, all the parties must derive some benefits from them. He continued that:

> Success is associated with optimizing gains for the parties in the collaboration. This is, it is worth noting, a utilitarian perspective of "what's in it for us" as opposed, for example, to the normative one behind corporate social responsibility of "what do people think is right to do;" however, as a mutual gain framework it is not just "what's in it for me.

Manfred (2008) argued that, the need for an Integrated Strategy is caused by the failure of the past efforts to set a broad based development process in motion. The strategies based on economic cause-effect relationships, benefit only those who have access to means of production, but tend to marginalize the rural masses. Integrated Education Resource Mobilization gives particular emphasis to the involvement of the less privileged strata through an appropriate design of development programmes. One of the critical elements

is to assure a greater participation in planning and implementation of the education process, through the establishment of peoples organizations and a functional decentralization of decision-making. This is more conducive to mobilizing people's initiative and providing a better system to take into account the needs of the various social groups, as well as the links between them. A strong component of this Strategy is geared towards communications with and mobilization of the private sector and other non-traditional partners and donors, including International donors. This Strategy has been acknowledged, particularly by the UN as the leading global multi-lateral mechanism to channel resources and expertise for country-level action.

Considerations for Integrated Strategy

The need for an Integrated Strategy for the education system in Nigeria is informed by a number of considerations. First, the cultural orientation of Nigerians had accorded them with respect and adoration for their elders and taking of their words in high esteem. Then, there is the issue of modernization, which provided for democratization and the right to listen to and be listened to by others, as well as the right to the freedom of association and participation. This has made it imperative for the diversification and the employment of a holistic approach / strategy to resource mobilization, in order to meet the demand for quality education in Nigeria.

Many successful education needs could be addressed by the creation of resource mobilization programmes or networks, which seeks to tap the resources of the private sector on a local basis. Using the programme standard as guidance, programmes should be developed on at the minimum on a state-wide basis to pre-identify needs where

possible and source these as well as unanticipated needs from the private sector when necessary. Such local networks would have multiple advantages. Such as:

- Local networks would allow for development of relationships before needs arise between the public and private sectors. These relationships would promote more effective mobilization of education resources as well as other activities that would require public-private cooperation.
- Local networks promote the acquisition of resources closest to the areas of impact of educational needs. This minimizes logistics requirements and costs. Furthermore, proximity of the educational needs to the private sector entity likely increases the potential level of interest and commitment of the stakeholders to the education activities. Knowing that a good number of persons be impacted upon by the availability of educational resources can provide additional motivation for involvement.
- State networks could include relationships with smaller resource Networks established in major metropolitan areas within the state as well.

• Understand the Challenge of Insufficient Local Resources - Local mobilization of resources may meet up only less pressing educational needs. For instance, where school building collapsed it may require additional resources to rebuild, which the local community may not have. This may have to be sourced elsewhere. In this case, the need for such resources can be met by sources not necessarily at the local level.

Why: Defining the Rationale for Key Stakeholder Involvement in Education Resource Mobilization and Management. The strategic rationale for all parties to engage each other

in order to mobilize education resources includes some elements that are shared across all sectors as well as other elements that pertain exclusively to government.

Why: The Common Rationale of Shared Interdependency: Addressing both public and private sector benefits. Traditionally, government maintains civil order in society while the private sector provides for the Economic well-being. Each depends upon the other to sustain a safe and Prosperous society. Large or small, every enterprise could contribute to the overall economy of a community, region, and nation. So when a business undertakes readiness activities to assure the continuity of its own operations, it is also bolstering the resilience of the community, region and nation in which it operates.

All these point to the fact that for an Integrated Strategy of education resource mobilization, stakeholders should be made to clearly sense the benefits accruing from their effort(s). This is tenable effective Information sharing and dissemination from up – down as well as seeking for it down – up. This requires:

1 High-level political commitment.

2 Inclusive participation from key actors.

3 Accountability, probity and/or transparency.

4 Regular review of education resource mobilization policies, continually.

Steps for Evolving Integrated Strategy

The first step is to create the needed enabling environment by establishing an institutional set-up. The institution if in place shall be charged with the responsibility of education resource mapping, harnessing and monitoring. This could be in form of a high-level education resource mobilization planning Committee, which may be made up of Experts, Professionals and Prominent Personalities.

There is need to identify needs, through the various needs assessment mechanisms, and identify their cost implications.

Next is to undertake the Review of existing education resource mobilization plans and to establish baseline data, upon which new Strategy (ies) could be built upon.

And finally, implementing Strategy while making provision for effective monitoring and evaluation, through appropriate feedback mechanisms.

2.6 Assessing Strategies for Mobilizing Resources

It is important to review Strategies for resource mobilization from both static and a dynamic perspective. From a static perspective, the educational resources at any point in time are the major input that determines results. Analyzing their sources and uses is an essential part of tracking progress and attributing results to the programme. From a dynamic perspective, the processes of formulating the resource mobilization strategy, managing the peculiarities of responding to diverse donor funding cycles, and committing and allocating funds need to be examined in their own right. This is because these affect the ability of the program to achieve its objectives on its current scale — as well as the potential to achieve its objectives on a larger scale or in new ways. Accountability for the final use of funds in a strict legal sense, however, is normally done through the formal audit process.

At a minimum, all education resource evaluations should describe the sources and uses of public and private funds for the program and assess how the patterns of financing have affected the scope, reach, and results the program achieved. They should also analyze the allocation processes and any effects that donor restrictions (such as tying or

earmarking funds to particular activities) have had on the achievement of the program's objectives. Also, the evaluation should include— in any assessment of the strategy of the programme — the degree to which the program's resource mobilization strategy and execution is adequate to meet the needs of the program and to achieve its desired scale. This assessment may be linked to the assessment of governance, since the involvement of new donors may affect the dynamics of the governing body. Finally, most legal agreements involving official, multilateral, private, or foundation donors will contain a phrase calling for assurances that the funds are used as intended. Only selected individual donors (particularly anonymous individual donors) typically provide contributions to the program as a whole without a legal agreement that sets expectations on reporting or fiduciary assurances.

Standards and Guidelines Strategy Assessment

To assess the effectiveness of a programme of resource mobilization system, evaluators should consider:

1. Link between governance and financing.

Consideration should include responding to vital question such as:

Are there financial requirements, such as minimum annual contributions, that condition membership in the governing body?

Does this effectively exclude some potential stakeholders (such as beneficiary countries) from participating in governance?

Does the participation of some donors on the governing bodies discourage other donors from contributing?

Should different roles for different types of donors (such as the private sector and individuals) be considered?

2. The role of the governing body in mobilizing resources.

Is the governing body appropriately exercising its role in:

(a) guiding the formulation of a resource mobilization strategy responsive to strategic directions;

(b) setting policy rules regarding acceptance of tied or earmarked funds, private sector funds, or different financial instruments such as promissory notes;

(c) staying open to the possibility of new donors, including private donors, foundations, and, if applicable, "emerging official donors" (that is, former developing countries that have graduated from development assistance)?

3. The prospects for beneficiaries.

Does the resource mobilization strategy address this issue?

Has a timeline been established for the country partners to take over more responsibility for financing and implementation of programme activities at both the national and regional levels?

Usually the evaluation will not assess resource controls in detail. If any concerns are expressed by donors or management, the evaluators may recommend an audit or more detailed assessment by financial specialists.

The methods, criteria, and processes for allocating resources.

Are the processes and criteria that have been established for allocating financial resources to activities being applied?

To what extent have these evolved over time in response to new priorities or objectives? How effective and efficient are these processes?

Evaluation should include an analysis of the performance of the programme in mobilizing and deploying initial resources in its first phase, while moving to a more sustainable model of resourcing over time. This may include:

(a) the manner in which partners were chosen and funds channeled and allocated;

(b) whether co-financing and/or counterpart funding was sought; and

(c) decisions on the organizational structures and staffing as related to donor relations and reporting.

Strategy evaluation should compare the costs and benefits of such constraints imposed by donors. On the one hand, the need to accommodate donors' preferences, expressed through tied funding arrangements or earmarking, can constrain program-wide prioritization processes and result in an inefficient allocation of resources. On the other hand, channeling the additional funds through the program rather than to uncoordinated parallel activities may have important benefits, such as expanding the scale or scope of the program, adopting a new, special focus for the program, or better aid coordination. While evaluations should broadly assess the degree to which the management of resources is meeting the fiduciary expectations of donors, assessing the management of human resources may fall outside those that identify 'partnerships' as a major strategic intent.

Technically, there are numerous approaches through which Strategies for Mobilizing resources can be assessed. One of which is Performance Appraisals. Gabris and Ihrke (2001) believe that performance appraisal serves many purposes within

organizations, among which the provision of periodic, formal feedback to individual staff members figures significantly. A second and somewhat more debatable purpose of the performance appraisal is management's attempt to control employee behavior and results. Most performance appraisal instruments, in the view of Gabris and Ihrke (2001) are designed around managerial objectives. Most of the performance appraisal rests upon degree to which performance appraisals are necessary in organizations.

Another approach is through SWOT analysis. The SWOT analysis is an extremely useful tool for understanding and decision making for all sorts of situations in organizations. SWOT is an acronym for Strengths, Weaknesses, Opportunities, and Threats. The SWOT analysis components provide a good framework for reviewing strategy, position and direction of an organization's proposition, or any other idea. SWOT analysis also works well in brainstorming meetings. SWOT analysis could be used for business planning, strategic planning, competitor evaluation, marketing, business and product development and research reports. It can also be used for team building games. A SWOT analysis is a subjective assessment of data, which is organized by the SWOT format into a logical order that helps understanding, presentation, discussion and decision-making.

SWOT analysis came from the research conducted at Stanford Research Institute from 1960-1970. The background to SWOT stemmed from the need to find out why corporate planning failed. The fortune 500 companies to find out what could be done about this failure funded the research. The Research Team was Marion Dosher, Dr Otis Benepe, Albert Humphrey, Robert Stewart, Birger Lie. It all began with the corporate planning trend, which seemed to appear first at Du Pont in 1949. By 1960 every Fortune

500 Company had a 'corporate planning manager' (or equivalent) and 'associations of long range corporate planners' had sprung up in both the USA and the UK. However a unanimous opinion developed in all of these companies that corporate planning in the shape of long range planning was not working, did not pay off, and was an expensive investment in futility. It was widely held that managing change and setting realistic objectives which carry the conviction of those responsible was difficult and often resulted in questionable compromises. The research carried on from 1960 through 1969. 1100 companies and organizations were interviewed and a 250-item questionnaire was designed and completed by over 5,000 executives. Seven key findings lead to the conclusion that in corporations chief executive should be the chief planner and that his immediate functional directors should be the planning team. Dr Otis Benepe defined the 'Chain of Logic' that became the core of system designed to fix the link for obtaining agreement and commitment towards a specific one.

There is also the PEST analysis, which measures a business's market and potential according to external factors. PEST analysis stands for "Political, Economic, Social, and Technological analysis" and describes a framework of macro-environmental factors used in the environmental scanning component of strategic management. Some analysts added Legal and rearranged the mnemonic to SLEPT; inserting Environmental factors expanded it to PESTEL or PESTLE, which is popular in the UK. The model has recently been further extended to STEEPLE and STEEPLED, adding education and demographic factors. It is a part of the external analysis when conducting a strategic analysis or doing market research, and gives an overview of the different macro-environmental factors that the company has to take into consideration. It is a useful strategic tool for understanding

market growth or decline, business position, potential and direction for operations. It is often helpful to complete a PEST analysis prior to a SWOT analysis.

As well as:

A Socio-Historical Analysis examines historical events utilizing social concepts. While a historical analysis is merely a description of people & events from the past, a socio-historical analysis examines history using social concepts (see Social Theory below) such as the industrial revolution, urbanization, democratization, etc., to not only describe history, but also to understand it perhaps in a way that not even the people living at the time understood it.

A Comparative Analysis explains how something is like or unlike something else. The items compared need to have a basis of comparison--that is, they need to be enough alike to warrant a comparison. The thesis should indicate whether the essay will focus on similarities or differences. The purpose of the essay should be in the thesis statement's main clause. Subject-by-subject comparison treats each of the subjects the writer is comparing, but does so separately. Each subject should be evaluated according to the same criteria and in the same order. A point-by-point comparison treats subjects individually but alternately, in pairs.

A Descriptive Analysis offers a detailed description through the use of objective or subjective language to describe some object (a person, place or thing; it may be a "social object" such as discrimination), & in the process, give the reader some dominant impression (the thesis) of the thing being described. The writer should identify their vantage point (the perspective from which they are viewing the object), which also

determines the organization of the essay--going from far (macro-structural) to close up (micro-structural), changing the angle or starting of a general description, moving towards a specific one.

A Statistical Analysis is generally used to demonstrate a "cause & effect" relationship (i.e. a correlation) or a Comparison. It is often helpful to ask: How does this particular cause & effect relationship really work, as opposed to how many believe it works? In Statistical Analysis assumption is always made that the reader does not understand statistics. Thus, Statistical Analysis should always be accompanied by the appropriate type of analysis, such as Comparative Analysis or a "Cause & Effect" Analysis. In Statistical analysis, frequently used Statistical methods involve descriptive (using measures of central tendencies, measures of dispersions and variability), and inferential analysis (measuring coefficient levels of significance). Sambo, 2008; Best and Khan, 2006; Olaofe, 2010; Osuala, 1997 are of the views that Statistical analysis summarizes bulky information into a manageable fold, which permits clear understanding and assimilation.

Statistical Analysis is also referred to as Aggregate Data Analysis. It may include Archival Research Analysis of records & artifacts, using Old records, Census and Other current records. Aggregate Data Analysis are used to study current or historical events.

A Sociological Analysis utilizes one of the types of analysis described here while utilizing social concepts, processes, theories & one or more sociological paradigm. Here, attempt is made to find causes and/or describe or predict effects. While non-sociological types of analyses (biological, psychological, etc.) focus on the individual while sociological analysis focuses on:

- factors external to the individual such as social conditions in the community or society;
- the meanings that members of a social organization share; and
- an individual's social location (class, status, gender, ethnicity, race, religion, authority position, etc.).

In examining causes, the writer should look beyond the commonly accepted explanations (i.e., take nothing for granted, especially common sense assessments or explanations based on the prevailing view in society).

In Sociological analysis, it is often helpful to ask:

- How does this particular cause & effect relationship really work? (as to opposed to how many believe it works)
-Who really has the power?
-Who benefits under the existing social arrangements, and who does not?
-What is the social structure or context in which the issue exists?

The assessment of strategies for mobilizing resources subtheme had delved into possible measures through which informed decision could be made with regard to the efficacy of resource mobilization strategies. The review had provided a number of ways in which resource mobilization strategies may be evaluated. The review points to the fact that, no one measure may suffice in assessing any one of the /all the identified strategies. It all depends on nature of information desired, the context of the study and the type of strategy under scrutiny. A researcher is at liberty to use a number of measures as he/she deems necessary.

2.7 Impact of the Strategies for Mobilization of Resources for Education Advancement

Educational resource mobilization as seen by EFA-FTI (2009) is a deliberate social intervention in education, which aims at enhancing and maintaining quality in education delivery and sustaining an optimal degree of human educational interface. To this end, members of techniques or strategies are used in the process of educational resource mobilization. The concept of education and educational resource mobilization is changing by the day. This is reflected in the changing themes of local and international conferences, conventions and symposia. The dimension of educational resource mobilization has surpassed much more than governmental resource allocation, political lip services or enforcements.

As the human population continues to expand, especially in sub-Saharan African, the role of educational resource mobilization is becoming critical with far reaching implications for technocrats, and especially those trained in education management. Education administrators have concentrated their efforts in curricular delivery process and ethical considerations at the expense of effective resource mobilization process, which may be aimed at sustaining their efforts. Singhalan and Sharma (2003) asserted that gradually it has been recognized and accepted that unless people adopt viable alternative intervention methods efforts towards advancement will not provide results.

The issue of dwindling and depleting educational resources is often thought of completely as an aspect which should be resolved by economic and / or educational administrators. However the causes of most of these problems are usually traceable to human behaviour. Malone and Ward (1973) had pointed to the fact that most of the crises facing our society and the world can be termed as “crises of maladapted (human)

behaviour". Earlier, Mahatma Gandhi (of blessed memory) is of the view that "nature as a system has enough to satisfy human needs but not human greed".

In a classic Harvard Business Review article in 1963, Peter Drucker proposed that the job of effective managers has three components: 1) analyzing available opportunities to produce results and developing an understanding of their costs, 2) committing resources to pursue the most promising opportunities, and 3) when some activities lead to results and others do not, deciding which should receive more resources and which should be abandoned altogether. Drucker described the third component as the "most painful step." Leaders of public school face challenges that make it difficult for them to follow. Their operating environments are largely void of the market forces that reward a company's success with more capital and exert pressure on it to eventually abandon unproductive activities. Instead, district leaders must raise investment capital and increase revenue through a political process that requires them to convince taxpayers, the majority of whom do not have children currently in the schools, to vote for higher property taxes and approve the issuance of municipal bonds. This process is complicated by the fact that their various stakeholders disagree about the purpose of education and how to define and measure success. State accountability systems have helped but not solved this problem.

Stakeholders also wield political pressure that shapes internal decisions about how money is spent. Unions, parents groups, and state and local politicians can all influence decisions about which activities will be funded and at what level. As a result, district leaders often make decisions based on political considerations rather than organizational effectiveness.

Education Authorities have plenty of ideas for improving performance, but when they launch these new initiatives they often leave the old ones in place. This practice is financially possible as long as revenue grows faster than inflation and negotiated increases in compensation. The net effect is layer upon layer of activities, many of which have little going for them but the fact they exist. Shutting them down would require releasing or reassigning employees and changing the services received by some students whose parents are strong advocates for the existing arrangements. Rather than jeopardize support for their initiatives by antagonizing powerful stakeholders, superintendents invest in their new ideas without disrupting existing programmes. They rarely take Drucker's "most painful step." But what happens when the growth of annual revenue decelerates even as compensation and benefits costs increase? After years of increased spending, the rate of growth in many district budgets began to slow in 2006. By 2009, with a global recession in full swing, most nations faced actual reductions in year over year spending, many of them for the first time in two decades. Since there was no longer enough money to go around for the layers of activities that could exist when budgets were growing, districts could no longer avoid decisions about which activities to abandon.

Because district leaders have not developed a habit of weighing the relative impact of various activities so that they can starve ineffective ones in order to feed promising ones, many of them simply reduce every line item by the same percentage in order to be "fair."

Another popular approach is to make deep cuts to centralized support services so that schools can have some level of autonomy. For more than fifteen years, some educationists advocates or had pushed for the wholesale decentralization of resource

decisions to school principals and away from central offices. Their arguments have been bolstered by a number of researchers, most notably William Ouchi. Ouchi(2004) studied subsets of schools in ten communities that were attempting different versions of decentralization. He found a positive correlation between how much control principals had over their budgets and how much their student performance improved. He did not compare the rate of improvement in these communities to a sample of similar schools in other more centralized communities, nor did he address whether this approach led to a reduction in the persistent gaps in performance between higher and lower performing schools or between student groups. Nonetheless, Ouchi and other advocates use the findings to frame a binary choice about who should control spending, either out-of-touch central bureaucrats who inefficiently squander resources or entrepreneurial instructional leaders who make optimal decisions for their students. This starkly drawn caricature fails to capture the realities of resource allocation in a complex organization; topic researchers have been studying in other industries for forty years.

In the late 1960s, education management scholar Joseph Bower conducted a two-year study to understand how schools committed resources to support its strategy. In 1970 he published his findings in his seminal book, 'Managing the Resource Allocation Process'. The conventional wisdom at the time was that senior schools executives developed strategy at the top and then implemented it by calculating the net present value of major projects proposed by field managers, only approving the projects that promised the highest returns on investment. Bower found something quite different at National Products. The company's strategy was actually shaped organically when frontline and middle managers used their own authority to commit resources to various small and

medium-sized projects. These managers' decisions were more dependent on their individual motives, the systems of rewards and consequences that affected them, and the company's prior commitments than on the CEO's proclamations about the corporate strategy. As a result, the company had trouble implementing its intended strategy and meeting firm-wide performance targets. Bower described this as a problem that could not be solved with a formula in the corporate financial office nor by front-line managers acting independently. His findings were replicated by management scholars across three decades in domestic and international firms of various types (integrated, multi-business, product, service, public agency, etc.). In 2005, Bower said that these subsequent studies confirmed that there is "the problem of shaping a bottom-up pattern of committing scarce capital to a purpose formulated by top management [taxes] the leadership of private and public organizations of all shapes and forms."

Some strategies were quite ambitious and some even included performance goals, but they were rarely concrete and usually did not specify interim benchmarks. Resources seldom lined up with the aggressive plans and vague goals. Decisions about staffing and other expenses were distributed across multiple schools, regions, and central office departments, making it difficult to mobilize concerted action to implement the strategy and reach objectives. In many districts, this distributed approach to resource allocation was deliberate, based on the assumption that professionals closest to the action would make the best spending decisions. For example, studies had shown that New York City principals controlled 85% of their school-level budgets in 2008, by far the largest percentage of any big-city district in the United States.

In this subtheme, effort had been made to drag the point highlighting the relevance of the resource mobilization system in the education endeavor. However, geographical, cultural, social and societal peculiarities had made some issues inapplicable in all instances. Even though one may see Principals practices as rewarding, the can only be applicable in rare cases, particularly in such environment as ours. This is due to some obvious reasons, such as leadership insincerity and the lack of effective management and information system(mis) mechanism in the education set-up. Education resource mobilization has a heterogenic character. Accordingly, its nature and dimensions vary a cross different parts of the world. It is therefore necessary to take into account/considerations the context, specific cultural ethos, characteristics and concentration of population and type and condition of the education process while addressing educational resource mobilization.

2.8 Situation Analysis on Educational Resource Mobilization in Nigeria

Nigeria is a federal constitutional republic comprising thirty-six states and one Federal Capital Territory. The country is located in West Africa between latitudes 40 and 140 North and Longitude 30 and 150 easts, with total land area of 923.8x103sqkm bordered with the Republic of Benin in the west, Chad and Cameroon in the east, and Niger in the north. Its coast lies on the Gulf of Guinea, a part of the Atlantic Ocean, in the south. The capital city is Abuja. The three largest and most influential ethnic groups in Nigeria are the Hausa, Igbo and Yoruba. The people of Nigeria have an extensive history, and archaeological evidence shows that human habitation of the area dates back to at least 9000 BCE. The Benue-Cross River area is thought to be the original homeland of

the Bantu migrants who spread across most of central and southern Africa in waves between the 1st millennium BCE and the 2nd millennium CE.

The first inhabitants of what is now Nigeria were thought to have been the Nok people (500 BC – AD 200). The Kanuri, Hausa, and Fulani peoples subsequently migrated there. Islam was introduced between the 9th-13th century, and the empire of Kanem controlled the area from the end of the 11th century to the 14th. The Fulani Empire ruled the region from the beginning of the 19th century until the British annexed Lagos in 1851 and seized control of the rest of the region by 1886. It formally became the Colony and Protectorate of Nigeria in 1914. During World War I, native troops of the West African frontier force joined with French forces to defeat the German garrison in Cameroon.

Available records shows that Nigeria has a total land mass of about 356,667 sq mi (923,768 sq km); a Population (2010 est.): 152,217,341 (growth rate: 1.9%); birth rate: 36.0/1000; infant mortality rate: 92.9/1000; life expectancy: 47.2; density per sq km: 151; the Capital city of Nigeria is Abuja, with a population of 165,700 (city proper). Education in Nigeria

Education can be referred to as an act or process of developing and cultivating, (whether physically, mentally, or morally) ones mental activities or senses; the expansion, strengthening, and discipline, of one's mind, faculty, etc.; the forming and regulation of principles and character in order to prepare and fit for any calling or business by systematic instruction. The result of these, as determined by the knowledge skill, or discipline of character, acquired; the act or process of training by a prescribed or customary course of study or discipline. The 1979 constitution made primary education

the responsibility of the states and local councils. State and federal authorities have concurrent powers over post-primary education. The first six years of primary education were made compulsory in 1976. Recent years have seen a marked growth in educational facilities. Projected adult illiteracy rates for the year 2000 stand at 35.9% (males, 27.7%; females, 43.8%). As of 1995, public expenditure on education was 0.5% of GDP.

The advancement in education in the southern states, compared with the relative lag in the northern states, reflects the contribution of Christian missions to the Nigerian educational system. Teacher-training colleges are operated by missions or voluntary societies; their schools, however, are regulated and largely supported by the government. Primary education begins in the local language but introduces English in the third year. In 1994 there were 16,190,947 students in 38,649 primary schools, taught by 435,210 teachers. In secondary schools, 4,451,329 students were taught by 152,592 teachers. The pupil-teacher ratio at the primary level was estimated at 37 to 1 in 1995.

Universal primary education has been a stated priority of every Nigerian government since its introduction in the seventies. The actual commitment of the different governments to the scheme, however, has varied substantially. The economic problems encountered have also contributed to the difficulties experienced in its implementation. Successful implementation will depend on the availability of adequate resources, the sharing of responsibility amongst different levels of government, greater community and student participation. In recognition of the need for greater participation of the stakeholders in the implementation of the scheme, the previous government passed legislation that spells out the responsibilities of different levels of government and those of various stakeholders. Other initiatives included the re- instatement of the National

Primary Education Commission and other management structures from 1993. The objective at that time was to improve the management of the education system. A number of initiatives have also been taken as basic steps to promote increased access to education since 1990. The new government re-launched the Universal Basic Education Scheme in 1999 as one of its top priorities. The government has also committed itself to implementing international agreements such as the implementation of "education for all by the year 2000," adopted at the "World Declaration on Education for All" at the Jomtien (Thailand) World Conference in 1990. The funding and management of primary education have also been changed. The functions of the National Primary Education Commission have been restructured to exclude the management of the primary education budget. The new role is more professional in nature and includes planning for the implementation of universal primary education and the need to address issues of quality, equity and access in the system, with emphasis on gender issues. Other priority areas have been identified through Nigeria-UNESCO collaboration mission in October 1999. The areas targeted for immediate attention and the estimated costs of the projects have been listed as follows:

i) Access to basic education

ii) Massive reduction of illiteracy as part of a strategy for poverty alleviation

iii) Improvement of quality in higher education

iv) Technical and vocational education

v) Teacher training

The corresponding costs given for each area are estimates but indicate the scale of funding – roughly to about USD 210 billion – needed for the anticipated reforms. Long-term goals were identified as:

1. The urgent need to revise the national education policy document, curriculum reform, and improved access to higher education through distance education.

2. The system of education at all levels has undergone rapid changes and growth within a context of an unstable economy. The education sector continued to expand even though there were substantial economic setbacks. The economic crisis has had a negative impact on the education system and played a major role in the decline of the quality of education offered. New policies have to address, inter alia, issues of equity, access, funding, quality and management of the educational system.

3. Inadequacy of policy resources tends to undermine the successful implementation of the UBE programme. An official documentary (2009) entitled Capacity for Universal Basic Education in Nigeria which was sponsored by the United Kingdom department for international development and the Federal Government of Nigeria puts the number of unqualified teachers in the nation's primary school system at over 50 per cent. This documentary also revealed overcrowding and shortage of classrooms, sanitation facilities and teaching equipment as other problems militating against effective teaching and learning in the schools.

Teachers remain a significant factor in the quality and standard of education at all levels. But the basic education level in the country is plagued by acute shortage of professionally qualified teachers. Results of the personnel audit conducted by UBEC showed that basic education requires 966 308 teachers ideally but only 627 550 teachers

are currently in service. Of that number, only 368 613 teachers (about 55.2%) are professionally qualified leaving a short fall of 597 695 from the ideal requirement (Vanguard Thursday February 12, 2009). In addition, many primary and junior secondary schools across the country lack adequate physical facilities and instructional materials which are considered essential tools in the teaching and learning process. Infrastructures in public schools around the country remain in shambles. An investigation conducted by Ikoya & Onoyase (2008) revealed that inadequate infrastructure in schools is impeding effective UBE implementation. School infrastructure and maintenance Review carried out in 2009 by the Education Sector Support programme in Nigeria (ESSPIN) showed that the condition of the Basic Education Infrastructure Stock in the country is still very poor. According to this review, the condition of the school infrastructure in the 3 states (Kano, Jigawa and Kaduna) visited is very poor and the impression gained is that across board approximately 75% of the infrastructure is in very poor condition (ESSPIN, 2009).

In the UBE guidelines, every primary or junior secondary school in Nigeria is expected to have one general science laboratory, one ventilated improved toilet for a maximum of 4 pupils or students per toilet, and, one teacher to handle only 40 pupils or students in a class (Nigeria, 2000). So far, according to Okecha (2008) these criteria have not been met due to scarcity of funds. In some primary schools, the pupils that constitute a class sit on the bare floor in a classroom with no single chair or table (Okecha, 2008). It is not rare to see pupils or students sitting under trees in school premises to receive instructions from teachers because of shortage of classrooms. A study on existing national situation in the primary education sector revealed that, 12% pupils sit on the floor, 38% of classrooms have no ceilings, 87% of classrooms are overcrowded, while

77% of pupils lack text books (Adepoju and Fabiyi, 2009). Another study (Omokhodion, 2008) has indicated that shortage of equipment, infrastructure, textbooks and instructional materials are undermining the successful implementation of the UBE programme. Without the provision of adequate textbooks and instructional materials, it will be difficult to implement the school curriculum. Another major resource constraint pertains to inadequate funding. Though the federal government takes the lead in setting policy and financing basic education through transfers to states, financial responsibility for basic education is split largely between the states and local governments. Local Governments, for instance, are charged with paying the salaries and allowances of primary school teachers. Despite the shared responsibility for UBE financing by the three tiers of government, funding has remained an issue. Empirical research (Ajayi, 2007; Uko Aviomoh, Okoh and Omatseye, 2007; and Edho, 2009) corroborated that the UBE is underfunded. For instance, Nigeria is said to need N51.8 billion for basic education annually but provision for UBEC in 2009 was only N39. 7 billion indicating a shortfall of 23.4% (This day, 2009). Unesco-Nigeria 10 year strategic plan projected a funding gap of respectively 30%, 28% and 30% in 2010, 2015 and 2020 (Gwang – Chol chang, 2007). However, poor management of available resources and corruption also contributes to the problem of weak financial capacity in the Nigerian education sector- the sector is said to be characterized by weak planning and budgeting, poor financial management and procurements practices (World Bank, 2008). Because corruption is of serious concern in the Nigerian society, the issues of proper utilization of funds and accountability are critical. It is obvious that not all funds allocated for the UBE programme are used for the intended purposes due to high level of corruption in key implementing agencies and

wasteful spending. Dayo Olagunju, the Executive Secretary of the National Commission of Mass Literacy, Adult and Non-formal Education asked a salient question as to ‘’whether the over N90 billion we have invested in the UBE from 2004 to date (2008) is commensurate with what we have “(The Nation Thursday, October 16, 2008). In other words, he was simply alluding to the fact that the country is not getting value for the money spent on UBE. Egonmwan (2002) rightly observed that when corruption penetrates the implementation process, policy / programme becomes mutated and desired goals may not be achieved. Recent UNESCO (2011) statistics shows that Nigeria is lagging behind in most of the parameters used in its 2010 education survey. The statistics reveals as follows:

Parameters		%	position
Adjusted savings on education expenditure		0.85 % of GNI	[167th of 168]
Education, primary completion rate		80%	[81st of 148]
Female enrolment share (Primary level)		44.5%	[156th of 176]
Geographical aptitude results	mean score =	63.808	[145th of 191]
Illiteracy rates aged 15+		31.9%	[35th of 138]
Illiteracy rates for Women aged 15+		39%	[37th of 138]
Literacy rate, adult total % of people ages 15 and above		48.66 %	[96th of 121]
Literacy rate, youth female % of females ages 15-24		66.47 %	[89th of 123]
Literacy rate, youth total % of people ages 15-24		73.58 %	[86th of 123]
Primary school girls out of school		51%	[22nd of 99]
Public spending on education, total % of GDP		0.89 %	[136th of 136]
Pupil-teacher ratio, primary		37.18%	[29th of 159]

Women to men parity index, as ratio of literacy rates, aged 15-24 0.77%

Nigeria comprises six geo-political zones, which includes South West, South South, South East, North West, North East and North Central or Central geo-political zone. The concept and idea of geo-political zone is predominantly based on political ideology for the separate political identity of the people of the zone. The 1995 draft constitutional conference recommended the creation of six geo-political zones in the country. The late head of state General Sani Abacha in his October 1, 1995 independent broadcast while presenting the 1995 constitution zoned the country into six political areas: North-west, North-east, Middle Belt, South-east, South-west and Southern Minority. The zone as carved out can be identified as having peculiar multifarious political systems, religious beliefs and cultural orientations, which are unique in themselves.

As a common practice, backed by legislation, all the 36 States of the Federal Republic of Nigeria, operates a 6334 system of education. This means: 6 years of Primary education, 3years of Junior Secondary, 3years of Senior Secondary education and 4 years of Post-Secondary education. In recent times, the 6 years primary education and the 3 years of JSS is being fortified to give it a stronger 9 years Basic education.

Across the country, roughly 79 percent of children enroll in class 1 and of these six out of every seven finish the primary cycle. Overall, around two thirds of all Nigerian children are completing a primary schooling – and one third are not. There are wide variations in the completion rates across regions, gender, location and household incomes. In the three southern zones and North Central, the only groups of children whose entry rate to grade 1 is below 85 percent are rural boys living in the poorest 20

percent of households and rural girls living in the poorest 40 percent. In the North East, the highest rate is 78 percent for urban boys in the richest 20 percent of households; the lowest rate is 37 percent for the poorest quintile of rural girls. In the North West, the same groups of children have the highest and lowest rates, but in both cases the rates are lower - 58 percent and 19 percent, respectively.

Since the first Republic, State governments in Nigeria have, from time to time, affirmed their commitment to primary education for both girls and boys. In many cases state governments' responses have been truly independent initiatives, introduced without the prompting of the international development community. What is characteristic about government's initiatives is that civil society organizations and leading individual Philanthropists have closely supported them. It is against this background that various States Development Foundations must be viewed. In a study (USAID, 2003), reported that states in the North Central part of Nigeria, had shown grounds of positive initiatives, in the past years, in support of child development. Almost all the states have introduced edits in support of primary education and girl child education in particular. Moreover, since the return to democracy, states have on various occasions identified child development goals as being Central to their government's programmes. Some states such as Niger, Kano, Jigawa, Katsina and the Federal Capital Territory-Abuja, have increased primary school teachers' salaries beyond the Federal government established level and intensified recruitment of Youth Corpers to fill teacher vacancies in primary and secondary schools. Some states have also been very supportive of nomadic education and taken the lead in this area.

On the issue of the Almajirai education system, however, it must be noted that government's efforts have ranged between banning migration of itinerant scholars from rural areas as in the case of Niger state immediately after the discovery of the Darus-salam in the western part of the state. All these efforts have been ineffective as the Almajiri problem is not an education problem but a social one.

2.8.1 Documentary Evidence on Education Resource Mobilization in Nigeria

The main educational document that gave details about Nigerian educational resource requirements and mobilization is the Roadmap for Nigerian Education Sector (Abuja: FME 2009). The document among others had specified that:

Basic Education is the education offered to children aged between 3 and 14 years. It comprises:

- 3 years of Early Childhood Care Development and Education (ECCDE)
- 6 years of Primary and
- 3 years of Junior Secondary Education.

It also covers special interventions directed at nomadic and migrant children, mass literacy as well as the almajirais and other vulnerable and excluded groups.

The main agency coordinating the implementation of basic education is the Universal Basic Education Commission (UBEC). Other agencies involved are National Commission for Nomadic Education (NCNE) and National Mass Education Commission (NMEC).

Statistics from the 2006 National Personnel Audit show that there are 54,434 public primary schools in Nigeria (while the 2006 School Census states 87,941 as the number of primary schools) with an enrolment figure of 24,422,918 of which the male accounts for

13,302,269 (or 54.5%) while the female accounts for 11,120,649 (or 45.5%) indicating a gender parity of 83.6%. More males are enrolled in the primary schools than females in the North while a near parity is recorded in the South. About 65% of primary school children in the North are male while 35% are female. There are also 7,129 public Junior Secondary Schools in Nigeria with a total enrolment figure of 3,266,780. Gender disparity exists in male and female enrolment figures at the JSS level nationwide. About 55% are male while 45% are female. For nomadic education, the required number of teachers is 23,835 while only 11,506 (48%) are available. This leaves a shortfall of 12,329 (52%) and a teacher-pupil ratio of 1:50.

Challenges

Wide disparity exists between the expected and actual enrolments. For example, the expected enrolment in ECCDE is 22 million but the actual is 2.02 million, leaving 19.98 million out-of-school; the expected enrolment in Primary Education is 34.92 million but the actual is 24.42 million, hence a shortfall of 10.5 million; in junior secondary Education, the expected enrolment is 9.27 million but the actual is 3.27 million, leaving 6.0 million unenrolled.

The picture is not different at the non-formal level. Out of the current population figure of 40 million nonliterate adults, current enrolment stands at 500,000 leaving 39.5 million unenrolled. For the Nomadic and Migrant children, only 450,000 are enrolled out of the 3.5 million school-aged learners, hence 3.1 million out-of-schools. Other challenges are inadequate and inaccurate data as well as poverty. Available classrooms in formal education as at 2006 is 497,871 and the shortfall is 1,152,412 while the existing classrooms for nomadic education is 10,469 with a shortfall is 28,931.

Turn-Around Strategies	Deliverables	Timeline
Launch an aggressive **National Campaign on** **Access** in order to intensify sensitization, advocacy and mobilization in support of enrolment and retention • Review and update the UBE Act to enforce the provisions that stipulate compulsory enrolment and retention of children in schools • Synergize with agencies such as SMEDAN, NDE, NAPEP etc., to provide incentives to parents/ guardians of school children in areas with low enrolment and ensure that parents who benefit from these agencies send their children to school • Encourage and support the establishment of more neighbourhood schools by	• Attainment of the following enrolment targets: □ 3,127,395 in ECCDE; □ 27,900,796 in primary education; □ 4,407,071 in junior secondary education; □ 50% increase in mass literacy, 10 million adults trained every year □ 1,379,000 in nomadic education based on 30% increase in enrolment at 2.32% growth rate A well established mass literacy program that trains 25million	2011

communities, Voluntary Agency Organisations (VAOs) and Faith-based organisations (FBOs) • Declare a national literacy emergency for five years • Create a program that utilizes youth corpers and other volunteers as teachers in mass literacy programs	participants every year	
• Provide infrastructure – □ 4,000 additional classrooms per annum for pre-primary, □ 22,000 additional classrooms per annum for primary, □ 10,160 classrooms per annum for JSS and □ 950 additional classrooms per annum for nomadic education and other facilities. This can be achieved by strengthening such	• Additional fully furnished and functional classrooms: □ 4,000 for ECCDE, □ 22,000 for primary, □ 10,160 for JSS, and □ 1764 for Nomadic that meets UBEC's minimum standards	Dec 2009

initiatives as Support-a-Public School, providing the enabling environment for private sector involvement as part of their corporate social responsibility		
• Develop strategies for systematic recruitment of potential teachers for the Colleges of Education from the pool of secondary school leavers • Consider recruitment campaigns that profile the teaching profession positively • Develop incentives to motivate teachers and attract high quality students to take up teaching as part of the institutional reform required for Teacher Development and Motivation	Attainment of: □ 124,696 care-givers for ECCDE □ 797,166 for Primary □ 110,177 for JS	2010
• Introduce the National Open School System	• Open School System established	2011
• Restructure and decentralize the school census exercise and make it state-driven, coordinated by SMoEs and FME • Support School Mapping and make it Statedriven, coordinated by UBEC	• State-driven school census • State-driven school mapping	2011

• Promote State-driven incentives, such as midday meals, uniforms, transportation, etc	• Improved health and nutrition of pupils and students	
• Promote gender parity through sensitization and modeling	• 90% gender parity	2011
• Improve rural schools and mainstream nomadic and Adult and Non-Formal centres bringing them up to the approved Minimum Standards	• At least 5 "second chance" schools established in each State • Schools established within a maximum radius of 3-4 km	2011
• Provide facilities like toilets, water supply and sanitation to encourage the girl-child • Promote a child-friendly school climate i.e.	• Schools to be made gender friendly through provision of water, sanitation, separate toilet facilities, etc for the girl-child and boy-child especially in rural schools;	2011

effective learning, healthy and protective of children and encouraging the involvement of parents and the communities		
• Review and improve current processes of identification and monitoring of special needs students to ensure access/ equity	Increased enrolment of special needs students	2010
• Provide attendance incentives for teachers in rural areas as an integral part of the National School Transformation Programme (NSTP)	• Improved teacher attendance in rural schools	2011

Infrastructure

Many schools lack the essential infrastructure to enable them to function as safe, efficient and effective schools. The vast majority, whether urban or rural, have no water,

sanitation and electricity and these services need to be addressed as a matter of urgency. The physical state of classrooms is very poor, with floors full of holes, roofs and ceilings broken, overall, the fabric is in a poor state of repair. Windows have shutters at best but these and doors are often not lockable so schools lack security. Few schools have a perimeter fence or enclosure, again making them open to intruders and vandalism. In some circumstances furniture is stolen and classrooms are used as toilets.

Turn around Strategies and Deliverables:

The turnaround strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

Turn-Around Strategies	Deliverables	Timeline
• Take an inventory of schools' infrastructural needs	• A baseline report on the state of schools	2009
• Develop a plan of action with a timetable to within which schools must have the needed infrastructure that meet the minimum standards established by UBEC: □ Urgent rehabilitation of Schools in line with the plan of action □ Provide appropriate and sufficient furniture in classrooms □ Provide toilet facilities with the appropriate	• Action plan for rehabilitation • Rehabilitated schools • Adequately furnished classrooms • Adequate toilet and	2009

cleaning staff to maintain a satisfactory level of cleanliness □ All schools should have a cleaning team to maintain classrooms and remove this responsibility from the children □ Functional laboratories (science, technology, etc.) □ Well equipped libraries □ School farms □ Recreational and sports facilities	sanitary facilities □ Functional laboratories (science, technology, etc.) □ Well equipped libraries □ School farms • Recreational and sports facilities	2009
• Encourage schools to institute campus beautification projects to improve the physical	• Beautiful and well maintained campuses	2009

Funding, Resource Mobilization and Utilization

There are no accurate data on public expenditure in education in Nigeria because of a lack of information on the education expenditures of state and local governments. This has been partially addressed in a recent work done on Public Expenditure Review in nine (9) States but gaps still exist in collating the total expenditure in Education from both the Federal and State Governments. Within the existing structure, there is no constitutional obligation for State Governments to provide funding information yet transparency in funding is critical in order to obtain a broad picture of funding.

Commitment to education can be judged by its resource allocation. There is often significant discrepancy between, political pronouncements about the importance of

education to human capital development and actual allocation of funds to the sector. For instance, during the years 1997 to 2002 when the UBE program was supposedly receiving government's attention, the recurrent expenditure on education as a share of the total federal expenditure declined from 12.3% to 9.1% and the share of capital expenditure has remained unchanged. (World Bank Report, 2004).

Tracking of expenditure also helps to ensure that funding allocations goes to where it is most needed in the education system. An improved system for collecting, collating and analyzing information on expenditures in the States is certainly needed as recommended in the 2004 World Bank Report. The responsibility of achieving this should be shared between the Central Bank of Nigeria, the Federal Ministry of Finance and the Federal Ministry of Education (specifically PPMR and ETF). The role of PPMR in monitoring and evaluation is critical to the success of the reform of the Education Sector and needs to be strengthened to ensure greater accountability.

Another area that needs urgent attention is the fact that the FGN- UBE Intervention Funds are not being accessed by the States. As at January 2009 a total of 28 states had not accessed their 2007 intervention funds totaling N12.513bn, and 34 states had not accessed their intervention funds for 2008 totaling N29.551bn. A strategic plan for addressing these weaknesses in the funding mechanisms is necessary. Recent work on the FME MTSS 2009-2011 in July 2008 reveals the challenges in the area of budgetary allocation and utilisation that include:

• Untimely release of project funds

• Inappropriately costed projects resulting in abandoned projects

• Inadequate monitoring of projects due to logistics and poor capacity

• Low budget utilization (60% in 2007 to 1.2% as at June 2008)

Challenges

In summary the major challenges include inability to access and judiciously utilize funds; inefficient resource mobilization and utilization; lack of transparency and accountability; low political will, low commitment on the part of States in funding basic education, inadequate planning, weak implementation of Medium-Term Sector Strategy (MTSS) and Annual Work Plans, weak synergy between funding agencies and alienation of LGEAs in the implementation of Basic Education.

Turn around Strategies and Deliverables:

The turnaround strategies and deliverables which have been articulated to address the foregoing challenges are highlighted below:

Turn around Strategies	Deliverables	Timeline
• State and Local Government-level sensitization and advocacy, for accessing and judiciously utilizing available resources • Intensify the tracking of funds by UBEC • Strengthen coordination between the UBE Intervention Fund, the ETF and the VPF at the Federal level in order to better support the implementation of state education plans • Use Strategic Plans, Medium-Term Sector	• All backlogs of FGN-UBE Intervention funds accessed and utilised by all States and FCT	2009

Strategy (MTSS) to prepare Annual Work Plans and quarterly Action Plans for the utilisation of the FGNUBE Intervention Funds, ETF and the VPF		
• Institutionalise the Community Accountability and Transparency Initiatives (CATI) at all levels of Basic Education	• CATI operational guidelines finalized and implemented	2009
• Strengthen school management and accountability by involving communities through SBMCs	• SBMCs established in all schools	2009
• Build capacity for basic education officials responsible for financial management at both Federal and State levels • Enhance judicious utilisation of funds by sustaining the Good Performance Award	• Capacity for fund utilization improved • Improved resource utilisation by States	2010
• Involve LGEA secretaries in the administration of Basic Education	• Defined roles for LGEA secretaries in the administration on basic	2010

	education	
• Improve budgetary allocation for Basic Education by the States and explore other sources of funding	• Improved flow of funds/deliverables to schools	2010
• Institutionalise regular meetings of all agencies involved in funding basic education at both the Federal and State levels. (FMF, OAGF, FME, UBEC, NCNE, NMEC, MDGs Office, SMOFs, SMOEs, SUBEBs, SPCs, LGCs, LGEAs, etc.)	• Calendar of meetings	2009 2009
• Entrench regular financial and project monitoring, auditing, funds tracking and stakeholders' fora	• Schedule of monitoring activities	2010

• Promote the 'Support-a-Public School Initiative	• Improved funding through the 'Support-a-Public School Initiative	2010
• Review role of private sector in education provision, which would involve clarifying and simplifying the process and standards for private sector entry	• Define roles and processes for private sector engagement	

In order to effectively pursue the vigorous attainment of the objectives of the Universal Basic Education as contained in the UBE Act (2004), the Universal Basic Education Commission (UBEC), which is overseeing the full implementation of the programme, discharges the following activities:

- Ensuring the receipt of block grants from Federal Government and effective allocation to States and Local Governments and other related agencies involved in the execution of the **UBE** Programme.
- Inquiring into and advising the Federal Government, through the**UBEC** Board and the Honourable Minister of Education, on the effective funding and orderly

development of basic education in Nigeria.

- Ensuring efficient collation and preparation of periodic master plans for a balanced and coordinated development of basic education in Nigeria.
- Ensuring effective monitoring of Federal Government inputs into the implementation of the **UBE** Programme.
- Directing the systematic mobilisation and sensitisation of the general public, and partnership with communities and stakeholders in basic education.
- Presenting periodic progress reports on the implementation of the**UBE** Programme to Mr. President through the Honourable Minister of Education.
- Liaising with the Presidency and National Assembly from time to time.
- Liaising with the Honourable Minister of Education on matters of implementation, funding and general management of the **UBE**Programme.
- Sustaining cordial relationship and cooperation with **SUBEBs** , State Governments and other stakeholders.
- Ensuring successful completion/commissioning of all **UBE** classroom projects.
- Effective award/execution of contracts for **UBE** .
- Pursuing enrolment campaigns and programme implementation to achieve **UBE** set objectives and goals.

- Coordinating among others, Internal Audit and Special Project Units.

The Internal Audit Unit performs its functions both at the Commission and the State Universal Basic Education Boards **(SUBEB)** levels. The Unit performs the following functions in the Commission:

- Pre-auditing of all Payment Vouchers before payments are made.
- Checking compliance with Financial Regulations and laid down Management Policies and Procedures.
- Verification of Assets and Liabilities to ensure that Assets are safeguarded and Liabilities are properly incurred.
- Vetting of staff claims and payrolls.
- Any other assignments including investigations as may be directed by the Executive Secretary.

The Unit monitors funds disbursed to the **SUBEBs** under Section 9 (b) of the Universal Basic Education **(UBE)** Act 2004. The functions include:

- Auditing of the financial records of the **SUBEBs** .
- Examination of **SUBEB** financial records to check the receipts and Utilization of the Intervention Funds given to them.
- Evaluation of the weaknesses in the Accounting System.

Under the Constitution, federal and state governments have concurrent responsibility for primary education. The federal government determines national policy, sets standards, and monitors performance. State governments are responsible for designing, developing, and delivering the service. Examples include designing the curriculum and preparing legislation. In addition, local governments have a formal responsibility, dating from the Local Government Decree of 1976, for providing and

maintaining primary education, subject to necessary assistance from the states (FM E, 2003).

Who funds primary education?

Documentary evidence showed that all three tiers of government—federal, state, and local—fund primary education. Peter (2004) had identified the followings:

Federal and state governments:

Capital expenditures (buildings, books, and furniture) come from the federal and state governments' share of the Federation Account. The Federation Account holds all federally collected revenues. The funds are divided among the three tiers of government according to a formula determined by the National Assembly. Some of the funds in this account accrue from government-owned mineral resources, a set percentage (13%) of which is returned to the states, apportioned on the basis of the states' original contributions. Thereafter, 15% of VAT revenues is distributed to the federal government, 50% to state governments, and 35% to local governments. Of the funds remaining within the Federation Account, 54.7% goes to the federal government, 24.7% to state governments, and 20.6% to local governments.

Although financing primary education is a concurrent function of federal, state, and local governments, local governments bear the greatest financial responsibility.

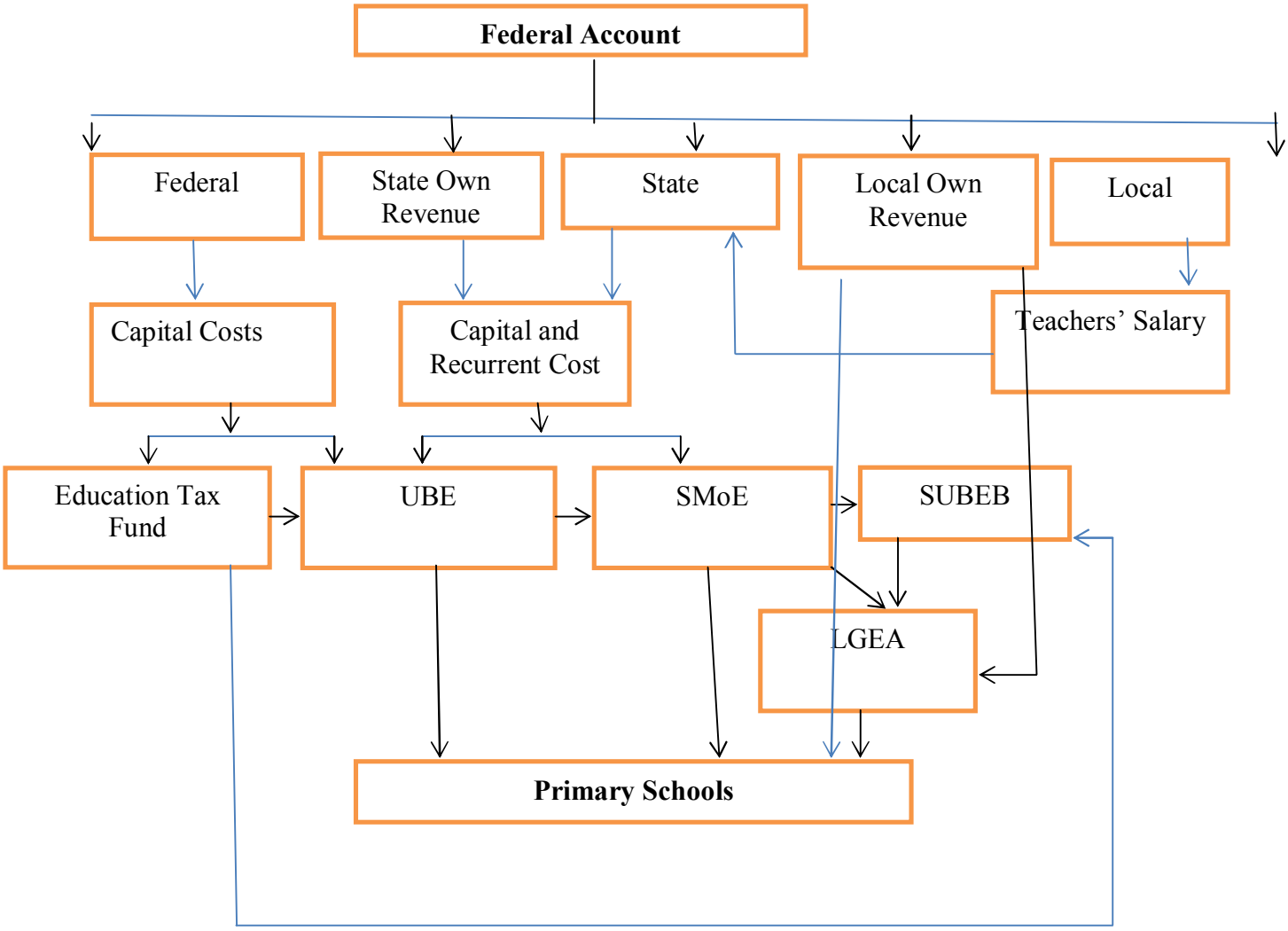
 Support state governments to develop improved education budgets:

The 2002 Supreme Court ruling and the revised, but not yet approved, National Policy on Education give greater responsibility to states to enact laws and develop budgets.

 Clarify and enforce, at the state level, the responsibilities of state and local governments for budgetary support to primary education (see diagram on institutional arrangements below).

 Reduce differences between approved state budgets and released funding for primary education. Encourage stakeholders to demand budgets from federal, state, and local governments; SPEBs; and LGEAs. Computerize the budget preparation process. Require budgets to be based on realistic planning, possibly using an education management system (EMIS).

Flow of Resources for Primary Education



Adopted from Peter, (2004)

Figure 2.3: Flow of Resources for Primary Education

Where do the Funds Come from?

The Education decree No. 7 of 1992 stipulates that all companies operating in Nigeria with a minimum of 100 employees are required to contribute 2.0 percent of their pre-tax earnings to the Education Tax Fund for the purpose of funding Education (Okeke 2005, UBE 2004).

Federal intervention in UBE will be funded through:

(i) Not less than 20% of the Consolidated Revenue Fund (CRF) of the Federal Government;

(ii) Funds/contributions in form of Federal Government Guaranteed credits;

(iii) Local/international donor grants;

(iv) The federal intervention fund to states will be used for the purpose of broadening access improving quality and ensuring equity in basic education, but not for teachers' emoluments and overload costs. The components are as follows:

1. Substantial party of the CRF will be disbursed to states as matching grants;

2. Part of it will be disbursed to states for special intervention to support

(a) Initiatives by states to correct educational imbalance up to 2010;

(b) Efforts by states to provide special education for the physically and mentally challenged;

(c) Efforts by states to implement school feeding program.

(d) Disbursement of funds to states will be through SUBEBS, for renovation, construction, furnishing,

(3) Disbursement of grants to states will be dependent

on the provision of 50% counterpart funds by states.

(4) UBEC may withhold further disbursement to a state if it

is not satisfied that funds earlier disbursed had been

Judiciously utilized.

(5) To access the funds, states shall:

6) Present acceptable annual implementations plans based

on EFA/MDGS and those projects and program that address their peculiar educational problems (UBEC, 2004).

Funds allocated by Federal Government to Education sectors are normally distributed to the various tiers of education-primary, secondary and tertiary. State Governments also fund Education. Their source is primarily their allocation from the federal account, their state VAT and state general revenue through local taxes, school levies etc. state fund mainly secondary level of Education and a significant part of tertiary Education which the State established themselves. Earlier than April 2002, they were not involved in funding Primary Education when funding meant for Primary Education was not channeled to states. But since April 2002, States control and fund primary education with funds sent specifically for primary Education through UBEC. Local Governments are also involved in funding Education at the primary school level. Local government revenues come from statutory allocations from Federal Account proceeds from VAT and internally generated funds.

Funding arrangement for the UBE scheme in Nigeria: Section 3 (1) of the UBE Act 2004 states that the implementation of the universal basic education shall be financed from:

- Federal government block grant of not <2% of its consolidated revenue fund
- Funds or contributions in form of federal guaranteed credits and local and international donor grants

Section 3 (2) states:

Table 1: Instructional and learning materials

Programmes	Financiers
Primary schools	Federal government (100%)
Junior secondary school	Federal government (50%)
	State government (50%)
Adult literacy	Federal government (25%)
	State government (50%)
	Local government (25%)
Nomadic education	Federal government (80%)
	State government (20%)

Federal Government of Nigeria, 2004

Table 2: Teachers recruitment and remuneration

Programmes	Financiers
Primary schools	State government
Junior secondary school	Federal and state government
Adult literacy	Federal, state and local governments
Nomadic education	Federal government

Federal Government of Nigeria, 2004

Table 3: Infrastructural provisions (classrooms and learning centres)

Programmes	Financiers
Primary schools	Federal government (75%)
	State government (25%)
Junior secondary school	Federal government (25%)
	State government (75%)
Adult literacy	Nil
Nomadic education	Federal government (100%

Federal Government of Nigeria, 2004

Table 4: Teachers training

Programmes	Financiers
Primary schools	Federal and state government
Junior secondary school	Federal and state government
Adult literacy	Federal and state government
Nomadic education	Federal and state government

Federal Government of Nigeria, 2004

Funding arrangement for the UBE is therefore categorized into the following: nobody is financing infrastructural provisions for adult literacy programmes because adults involved are expected to receive their lessons in the existing public schools. show clearly that the Federal government is to be 100% responsible for the Nomadic except in the area of instruction and learning materials, where state is to bear 20% of the funding. There is also a sharing formula between Federal and State governments in teachers training. This arrangement then raises some fundamental questions such as:

- Which state would bear the 20% on infrastructural and learning materials since these nomads would move from state to state
- In a country (Nigeria) where percentage of population living on <$2 per day was 92% as at 2007 (PRB, 2007) will the governments be able to finance universal basic education
- In a country (Nigeria) where much more fiscal resources are being spent on paying and servicing both external and domestic debts will sustainable universal basic education be achieve
- Now that there is a global financial crisis will universal basic education be

adequately funded

In the face of these problems and a depressed economy, what alternative financial measures should be put in place to ensure that this UBE scheme does not break down like the free Universal Primary Education (1976) and free education schemes of the past.

Strategies for raising additional resources for the UBE in a depressed economy such as Nigeria

Debt relief:

The debt burden in the developing countries is one of the root causes of poverty and this poses as steely constraint on adequate funding of the universal basic education. To actualize the overall Millennium Development Goal (MDG) of reducing the proportion of people living on extreme poverty by half through universal basic education by 2015, a specific policy proposed to help meet the targets was that a minimum of 20% of government budgetary expenditure in developing countries be allocated to basic social services, along side 20% of aid flows. This target has been severely curtailed by the high levels of debt (Nafula, 2001). Debts both domestic and external have continued to weigh down the economies of the developing countries. Huge external debt burden and its servicing are of the major banes of Nigeria's economic problems. As at 2006, the Nigeria's external debt was US$6.278 billion, while the domesticdebt stock stood at US$14.578 billion as at March, 2007. The Nigeria's external debt servicing by the year 2008 amounted to US$126.667 billion (Zenith Bank, 2008).

The analysis of this figure shows that the stock and servicing are highly intimidating and this affects the financial standing of the country negatively.

Consequently, budgetary allocation to education, among competing factors, remains insufficient. One of the main benefits of the debt relief initiative is that by reducing annual debt service payments, it will make it possible to accommodate higher levels of expenditure in areas that have been identified as key to accelerate Universalization of basic education. In addition, this initiative will also help to regularize the financial situation of poor countries. In adopting this policy, therefore, care must be taken in not making debt relief unconditional, otherwise the consequence will be reckless spending and more debts.

The Executive Secretary of Universal Basic Education Commission (UBEC), Dr. Ahmed Modibbo Mohammed, has lamented that since 2005 till date, over N35billion UBE matching grants are yet to be accessed by states. Dr. Mohammed disclosed this in Abuja at the Nigerian Governors' Forum (NGF) induction, saying that the inability of states to access the FGN-UBE intervention fund as and when due is seriously impending the effort to improve on the requirements of the sector. Modibbo intoned that in an effort to address the challenge, President Goodluck Jonathan approved the transfer of matching grant from the Central Bank of Nigeria (CBN) to commercial banks last August, to ease the access of the funds for states to leverage on domiciliation and enable them draw the funds from the commission as well as raise counterpart contribution from the states. "It is pertinent to note that for any state to benefit from the Federal Government block grant, such a state shall contribute not less than 50% of the total cost of project as its commitment in the execution of the project and the administration and disbursement of funds to states shall be through the State Universal Basic Education Boards (SUBEBs). According to the presentation made by Mohammed, no state has yet drawn the 2011

matching grant totalling N5, 760, 733, 182.17 billion while in 2010, only Katsina, Adamawa and Ondo states have accessed their grants leaving a balance of N17, 255, 574, 223.65 yet to be taken. In 2009, 16 states have picked up their grants while the balance of N7, 281, 271,983.92 billion was unaccessed by Abia, Akwa Ibom, Anambra,Bayelsa, Benue, Borno,Delta, Ebonyi, Enugu, Imo, Kano, Nasarawa, Plateau, Rivers,Sokoto and Zamfara states. For 2006, 2007 and 2008, the sums of N27, 540,37.05, N280, 730, 350 andN4, 767, 466, 191.12 respectively were also lying idle. The Executive Secretary, while lamenting low draw down of matching grants by some states, disclosed that so far,"total receipt of matching grant from 2005 up to the end of April, 2011 is N142, 311, 165, 910. 86, while the total disbursement to states was N106, 937, 849, 315.12. "The amount of N35, 373, 316, 594.91 is yet to be accessed by states for reasons ranging from non-contribution of counterpart fund, slow interference at the highest level of state administration, slow utilization of the FGN-UBE intervention funds as well as low commitment on the part of some state governments to funding basic education". The UBEC boss, while noting that there seemed to be misplaced priorities in many states in the area of addressing the challenges of funding basic education, appealed to state governments to give priority attention to funding basic education in the interest of the sector.

It is ironic that there should be un-accessed UBE funds at a time when the state of education at the basic level is widely adjudged to be deplorable. Reasons for non-accessing of the UBE funds by states include non-contribution of counterpart fund, interference at the highest level of state administration, as well as low commitment on the part of some state governments. There is also the accountability factor. States that cannot

explain how they spent the previous funds cannot get more. Section 9(g) of the UBE Act provides that states must account for all money received as a criterion for further disbursement of the intervention funds. In 2007, the Independent Corrupt Practices and other Related Offences Commission (ICPC) recovered 2.3 billion naira of misappropriated funds from State Universal Basic Education Boards (SUBEBs) across the country.

It is amazing that various state governments would leave huge funds idle when, in their domains, education at the basic level is in serious decay. School buildings are in a shambles; classrooms are overcrowded; library materials, where they exist, are obsolete; laboratories lack equipment; and many teachers, especially in core subjects like English and Mathematics, are not qualified. In spite of these, it is troubling that state governors have failed to show the commitment expected of them in the tackling the challenges of the education sector, particularly at the primary level.

Education is a concurrent responsibility of the states with the Federal Government, but the management of basic education in the country is the sole responsibility of state governments. However, according to the law establishing the UBEC, for a state government to benefit from FGN/UBE fund, it must contribute not less than 50 percent of the Federal government's matching grant as counterpart before the funds can be released to its SUBEB for execution of projects.

Unless this trend is reversed, the country may not be able to attain one of the key targets of the Millennium Development Goals (MDGs), which states that every Nigerian child should be able to complete a full course of basic education by 2015. The number of

children out of school in Nigeria today is over 10 million, and is likely to grow. Only 30 percent of the 12 million that enrolled for primary education in 1999 went on to junior secondary. As the lackadaisical attitude of state government officials demonstrate in their approach to UBE funds, basic education in Nigeria continues to suffer neglect and underfunding. The UBEC authorities should not relent, but to continue, as they did in previous years, to reward states that perform well in judicious application of UBE funds.

States must be made to tidy their books and fulfil conditions for accessing all their outstanding funds. Officials whose actions or inactions impede the smooth implementation of the UBE programme should be called to account and punished accordingly. Basic education is of such importance it would be a disservice to allow it to rot.

The pressure being mounted on President Goodluck Jonathan by state governors to change the guidelines for accessing the Universal Basic Education (UBE) fund is, to say the least, suspicious, and questions the governors' intention to judiciously apply the funds for what it is meant. According to reports, the governors want the President to amend the UBE Act, to relax its strict guidelines to enable them gain direct access to an unclaimed N34.1 billion, without providing their counterpart funds.

The report, which also disclosed that total disbursement of the funds as at July 5, 2011 was N113, 919,169,985.99, with the un-accessed balance of N34,152,729,107.03, indicates that some of the governors are systematically abandoning the fund, which ordinarily, provides them with free money to develop basic education in their states.

From the report, six states have not accessed their grants since 2008, 11 states did not access theirs in 2009, while 27 states left their grants in the coffers of the Universal Basic Education Commission (UBEC) in 2010.

The governors are specifically demanding non-payment of counterpart funds as a pre-condition for accessing the matching grants. The demand for the waiver was made at a recent meeting between the Nigerian Governors Forum (NGF) and the Minister of State for Education, Mr. Nyisom Wike, in Abuja. The governors' grouse is with Sections 9(b) and 11(2) of the UBE Act, which spells out clearly the conditions for accessing the matching grants. The sections read thus:

"The Universal Basic Education Commission shall receive block grant from the Federal Government and allocate to states and local governments and other relevant agencies implementing the UBE in accordance with an approved formula as may be laid down by the board of the commission and approved by the Federal Executive Council, provided that the commission shall not disburse such grant until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act. "For any state to qualify for the Federal Government block grant pursuant to sub-section 1(1) of this section, such state shall contribute not less than 50 per cent of the total cost of projects as its commitment in the execution of the project."

To any objective and progress- minded individual, 50 per cent assistance to any state government's basic education project should be graciously accepted, rather than shamelessly rejected on the flimsy excuse by some governors that they are unable to provide the matching grant, as a result of which N34.1bn is begging to be accessed!

If truly the governors mean well and cannot genuinely afford the counterpart funding from the resources of their states, which is unbelievable, we then suggest that they provide such from their usually obscenely inflated 'security votes.' No excuse they proffer can be tenable at all, except they are telling Nigerians that they have no real provisions in their annual budgets for the education sector. To think that in a country where no fewer than 47 per cent of children are said to have so far been denied access to quality basic education, the leaders would be this reluctant to embrace measures that could salvage the situation is, indeed, a serious indictment on the governors.

Otherwise, how can such a whopping sum of money, meant to provide free universal basic education for every Nigerian child of school age, as well as reduce drastically the incidence of drop outs from the formal school system, which are the lot of many Nigerian children, be begging to be accessed?

One would have expected the governors to jump at any funds or programmes aimed at ensuring acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills through basic education for the overall development of the children in their states. But no, the governors, by their lame excuse, appear to have other plans for the Federal Government's contribution to the package. Indeed, going by their queer demand and the tendency of political leaders to loot or divert to less worthy projects funds put at their disposal, they are leaving the generality of the people in no doubt that they are merely after the UBE cash for purposes that would not serve the interests of the masses.

That, as a matter of fact, is the more reason why the President must shun their entreaty, while they must be told, in clear terms, that if they were doing what they ought to have been doing, there would not have been need, in the first place, for the UBE intervention. Over the years, our basic education system has remained in shambles, having suffered gross neglect, which has caused the entire education system to malfunction. One of the major factors working against primary school education in the country has been lack of funds, which has left the system with unqualified teachers and little or no infrastructure.

Basic facilities like learning materials and even toilets, electricity and potable water are also often lacking in most public primary schools. The cumulative effects of these problems manifest as the poor performance of pupils not only at the primary school level but at the secondary and tertiary levels. The crisis in the education sector which has its origin at this foundational stage is a demonstration of the collective indifference of governments and administrators of education in the country. And the reason for this indifference at the three tiers of government is that the many of the leaders, almost all of who have their children schooling abroad or in privately run schools in the country, are corrupt. By stealing monies meant for building a better tomorrow for all, the affected leaders continue to mortgage the future and destinies of Nigerian children and have therefore, been promoting poverty, diseases and crime, including militancy and terrorism.

The governors' request also further confirms the suspicion that, because UBEC ensures that misused, misapplied or diverted funds are recovered through appropriate means, including suspension or outright stoppage of grants to defaulting states, they have

no intention of judiciously applying the funds towards the enhancement of primary education in their states.

And since cases of such misapplication abound, according to the leadership of UBEC, we totally support routine monitoring of the use of any UBE funds disbursed, and stress that President Jonathan must not succumb to the pressures being mounted by the governors. If the funds are expected to be utilised for infrastructural development, including classrooms' construction, renovation/rehabilitation, purchase of furniture, laboratory/workshop equipment, borehole construction and construction of toilets among others, it is worrisome that the governors, rather than embrace the scheme to improve the quality of basic education in their states, would be advancing any excuses at all for inability to provide the matching grants. But while we do not, in this matter, totally absolve the Federal Government, which has not been able to run federal institutions under its care well enough, we call on all states' Houses of Assembly to forthwith, institute impeachment proceedings against any governor that fails to access the UBE funds for being anti-people and enemies of a better tomorrow.

DISBURSEMENTS OF MATCHING GRANT TO STATES FROM 2005 - 2011 AS AT 13TH FEBRUARY, 2012.

s/n	STATE	2005	2006	2007	2008	2009	2010	2011
1	ABIA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	468,878,378.38	-
2	ADAMAWA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	872,527,306.70
3	A/IBOM	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
4	ANAMBRA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	654,395,480.02
5	BAUCHI	459,729,729.00	576,648,648.00	631,999,999.00	832,432,432.00	531,121,621.62	622,781,965.64	872,527,306.00
6	BAYELSA	459,729,729.00	576,648,648.00	632,364,864.00	667,635,136.00	0.00	0.00	-
7	BENUE	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	317,481,548.74
8	BORNO	459,729,729.00	554,745,658.70	632,364,275.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
9	C/ RIVER	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	0.00	-
10	DELTA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
11	EBONYI	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	0.00	0.00	-

12	EDO	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,203,656.07
13	EKITI	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
14	ENUGU	459,729,729.00	576,648,647.00	632,364,864.00	832,432,432.00	0.00	0.00	-
15	GOMBE	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
16	IMO	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	236,321,621.66	0.00	-
17	JIGAWA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
18	KADUNA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
19	KANO	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	872,527,306.70
20	KATSINA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
21	KEBBI	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
22	KOGI	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
23	KWARA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
24	LAGOS	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	299,604,046.64	-
25	NASARAWA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	0.00	-
26	NIGER	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
27	OGUN	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	0.00	-
28	ONDO	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
29	OSUN	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
30	OYO	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
31	PLATEAU	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	299,604,064.20	-
32	RIVERS	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
33	SOKOTO	459,729,729.00	576,648,648.00	352,000,000.00	832,432,432.00	531,121,621.62	622,781,965.64	-
34	TARABA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	-
35	YOBE	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	436,263,653.35
36	ZAMFARA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.62	622,781,965.64	872,527,306.70
37	F.C.T. ABUJA	459,729,729.00	576,648,648.00	632,364,864.00	832,432,432.00	531,121,621.00	622,781,965.64	-
CURRICULUM		-	-	1,312,500,000.00	-	-	-	-
TOTAL		**17,009,999,973.00**	**21,314,096,985.70**	**24,429,269,650.00**	**30,635,202,688.00**	**17,763,335,134.50**	**17,883,199,561.50**	**8,82**

Apart from Federal, State and Local Government funding education, there are other sources of funds. These includes:

Education Tax fund- This fund, which was instituted in 1998, stipulated that corporation and companies operating at a certain capacity level, registered in Nigeria contribute 2% of their annual assessable profit to the fund. The funds are normally given as grants to primary, secondary, tertiary levels at proportion of 20:30:50.

Multinational Companies such as shell. Texaco, chevron also make contribution funds as their social responsibility to their host communities.

In actual fact, host communities demand that companies operating in their areas fund capital projects such as constructing school blocks, health centers, etc. it is also the case that these multinational companies award generous and large scale scholarship to Nigerian students.

International development agencies such as World Bank, UNICEF, UNESCO, DFID, USAID patterning with Nigeria in development program provide funds and /or materials as financial contributions to education sector in Nigeria.

Community-based funding/ Local communities contribute funds and material to establish and maintain educational institutions especially at the primary/secondary school level.

The parent-teachers Association levies are added fund for Education. Institution generated funds; Institution of learning do generate funds internally through endowments donations from philanthropist or organizations and from Economic/income generating ventures undertaken by them (Okeke, 2005).

Reforming financial management in education is important because state budgets for education currently do not reflect strategic priorities. The custom has been to draw up annual budgets by updating the previous year's budget. The result is that money is not allocated to high priorities. Adding to the problem, waste, corruption, lack of control over expenditure, opaque and uncompetitive procurement practices, and unsupervised capital projects mean that only a fraction of the budget allocation is used appropriately. Most of the funds for basic education are channeled through State Universal Basic Education Boards (SUBEBs). But SUBEB financial systems are inadequate, staffs rarely have

appropriate training, and procedures for supervising and reporting expenditure are weak. Further along the funding channel, there are more difficulties. Local Government Education Authorities (LGEAs) and schools generally do not prepare their own plans and budgets and have to rely on what states allocate. Even then they have difficulty in getting hold of money when they need it. This means local authorities, schools; head teachers and communities have their hands tied when it comes to trying to improving education.

The Universal Basic Education Commission (UBEC), 2011, has noticed inconsistencies with the use of grants after the 13th financial monitoring exercise of the 36 states and FCT. It said major findings included diversion of funds, cases of missing vouchers, payment of mobilization fees above 15 per cent, servicing of bank loans with the funds, non-deduction of taxes and irregular implementation of e-payment among others. It further said the exercise was carried out to determine compliance with approved action plans and provide the basis for the disbursement of the intervention funds.

Speaking at the second quarterly meeting of management with Executive Chairmen of State Universal Basic Education Boards (SUBEBs) in Benue state, the Executive Secretary of UBEC, Dr Modibo said providing Nigerian children with basic education has cost federal and state governments over N113bn since 2005. Although UBEC has received N184bn as matching grant in the six years of its operation, N34billion is yet to be accessed by state governments. Modibbo noted that states that do not access their matching grants were drawing the implementation of UBE backward. He said the Federal Government Statutory Allocation of UBE matching grant to states for 2011 is N 872.5m but so far 50 per cent for first and second quarters has been received.

Private sector participation in funding the UBE: Donations can be sought from philanthropic organizations, firms, companies and wealthy individuals in the country. Government could also mandate private international institutions such as Chevron, Julius Berger and other multinational companies to assist in funding the UBE through provision of instructional materials, blocks of classroom and social services. According to Ajayi and Adeshina (1998):

> As a means to encouraging private participation in funding of education, the government would have to openly accept bitter fact that the brunt of financing the system cannot be totally borne by it. Therefore, the first move would be to identify and recognize the wide range of non-governmental organizations like large religious bodies, village development associations, social and philanthropic organizations as well as eminent individuals. In doing this, government should know that social and political as well as cultural interests and motives of the individuals and groups cannot be played down upon or neglected. In addition to this, private corporate bodies should also be encouraged to make education one of the social services that should be provided to their communities

A following on the above suggestion is the strict enforcement of the Act requiring all private establishments to pay a certain percentage (2%) of their profit to the Education Trust Fund (ETF).

Introduction of a special universal basic education levy: There is need to introduce a special universal basic education levy in certain commodities such as beers and cigarettes. If everyone who consumes such commodities pays a token (for example 10 kobo). Through beer and tobacco companies, the government could raise a lot of money

for universal basic education. Mechanisms have to be established to make sure that monies from such levies are not embezzled or misallocated.

Anti-corruption policies in favour of UBE: It is no gain saying that a chunk of the resources of the nation is diverted into private ownership. Hence, funds that could have been judiciously used for education are now being used by some priviledged individuals for their personal gains. Not until a strong and sincere effort is geared towards putting a stop to corruption, the problem of funding UBE would remain. Whatever extra means of raising funds we could successfully adopt with the presence of the Vampire called corruption, education will continue to have its life at jeopardy.

Collectively, States have made some strides that are worthy of noting. For instance, studies (Adeshina, 2009) had revealed that between 1999-2007 States in North Central zone had a total of 11,961 Primary Schools, 1,031 JSS. UBEC (2006) reported that the States had a combine Teachers population of 111,025 and 11974 for Primary Schools and JSS respectively. This represented 21 and 13% of National Teachers population respectively. Pupils' enrolment, during the period under review, showed that the zone had 4,307,214 Primary School Pupils, representing 18% of National Pupils population and Classroom accommodation totaling 51054(16%) of total National Classroom accommodation . The report also showed that there are 442,002 JSS Students in the zone. Analysis of UBEC (2009) 2006 National Assessment of Universal Basic Education Programme (NAUBEP) final report indicated that the mean academic performance of primary Pupils of the zone was 43.37%, while that of JSS was 36.40%.

South -western Nigeria has an admirable record in human resource development in Nigeria. Free Primary Education was introduced into the area in 1955 by the then

regional government. Years later in 1979, Universal Primary Education (UPE) was launched in the area again at the regional level. In 1999, the federal government of Nigeria introduced a nation-wide education programmes called Universal Basic Education (UBE). The efforts of the past and the current impetus call for the quantification of the effects of these programmes on children school enrollment in rural Southwestern Nigeria.

Individually, respective States had orchestrated their efforts and achievements in the education sector. Marie-Therese (2011) had observed that education in Plateau state was for so long comatose. It was bedeviled by workers strike and the incessant ethno-religious strives on the Plateau. That there is now light at the end of the tunnel, with the Plateau state government dolling out #6 billion to revive the education sector in the state. Specifically, 1,922,678,187 were giving as matching grant to the State Universal Basic Education Board for the provision of facilities to Schools. Report made available by AIAE (2007) on a Performance Indicator, showed that Plateau state had a Primary School enrolment figure of 710,486 Pupils and a Teaching staff strength of 19,356. However, state budgetary allocation to education was only a paltry 11% of the total budget, with only 0.75% designated to capital projects.

The former governor of Nassarawa state, Alh. Abdullahi Adamu(1999) had urged parents to compulsorily send their children to school or face the wrath of the government. He stressed the need for citizens of the state to remain equal planners to enable them to be equal participants as well as beneficiaries of the new education (UBE) programme, aimed at reducing the illiteracy level in the country, which he put at 56% of the population. The Governor further explained that:

The former UPE scheme failed due to a lack of commitment

> on the part of establishments and individuals saddled with the responsibility of administering it. While the citizens wrongly perceived their role as passive, government on the other hand failed to consciensitize the population, to get them actively involved. He also blamed the much laid down emphasis on the mass education without corresponding attention to quality and utilitarian needs.

Earlier, the Commissioner of Education, Dr Emmanuel Okpede disclosed, "education remains the only legacy one can give a child". For that reason, he called on prominent citizens of the state to assist through their connections to get aid to stop the problem faced by the schools, such as lack of benches, desk, classrooms and a lot more. In fulfillment of government's commitment to education, a consultative committee on education was constituted and inaugurated.

In the same vein, former Governor Aliyu Akwe Doma, in 2008, has approved the constitution of a 16-member Education Reform Committee. The Committee is charged with the responsibility of producing a road-map for the development of education in the state.

Projected figure showed that Kwara state has 442,858 Primary school Pupils and about 178,891 Secondary school Students. In order to encourage accessibility, regularity and punctuality amongst Pupils, the Kwara state Ministry of Education operates a "truancy bus" which cruises the streets of Ilorin rounding up school-age children and youths who are not in school. The first stop is the grounds of the Ministry where they are given a thorough dressing-down, in the instance witnessed by this writer not always gently administered. This is followed by a visit to their home where their parents are given advice on the importance of ensuring school attendance. Report (Gannicott, 2008) had also shown that the removal of fees and the automatic grade progression have lowered the direct costs of remaining in school. While there are of course other costs

which a family incurs from keeping its children in school (transport, uniforms, etc), it is important to record the view of the Technical Group that many parents are now well aware that a primary leaving certificate is no longer a passport to any sort of job. The Kwara economy has performed poorly, and only those with increasing amounts of schooling stand a chance of wage employment. In short, for many families the indirect or opportunity costs of keeping children in school are also low.

The State Government is the main source of public funding for all education programmes and projects. The State Government supports primary school non-salary recurrent items and capital costs and provides matching funds for the Universal Basic Education Committee (UBEC) Intervention Fund. In addition, local governments (through SUBEB) commit amounts for recurrent expenditure and capital expenditures. Capital expenditure for 2006 was N659 million, 13.5% of its proposed total expenditure, but virtually all of this (N571 million) came from the UBE Intervention Fund. Although this entire Fund is classified as capital expenditure in the SUBEB accounts, 15% of it is allocated to textbooks and instructional materials (more usually considered a recurrent item) in line with UBE Intervention requirements. Conversely, in 2006 only slightly more than half (55%) of SUBEB spending on so-called "overhead" or non-salary recurrent items actually went to instructional materials or printing: the rest was allocated to a variety of expenses such as utilities, bank charges and transport.

Ever since the inception of the FCT, succeeding administrations of the territory had been working towards elevating the general standard of living of its inhabitants. In the area of education provision, and with the upsurge in the population of the FCT, as a result of increase in government activities and business in the territory school's enrolment

and demand for more schools and facilities increased. In a study conducted by FCT-ERC (2003) tagged "The state of Education in FCT: 2003" it was found among others that:

i. There was overcrowding in city schools and under-enrolment in rural schools Amac and Abaji, representing both extremes, respectively.

ii. There was inadequacy of classroom and furniture provisions;

iii. There was gross lack of instructional materials, facilities and/or equipment in most schools.

iv. There were many teachers without professional qualifications.

v. Pupils/students' performance in public examinations was generally very low.

In addressing the issue of restoring the Abuja Master plan, the 2003 study report provided the then Minister of the FCT Mallam Ahmad el-Rufai, the impetus of convening the very first Abuja Education Summit in 2004. It was this submits that gave rise to the creation of the Education secretariat and ad-hoc committees to address pertinent issues as contained in the 2003 study report. Among such committees was that of the verification of staff academic qualifications, development of education in the FCT, accreditation of private schools etc.

Motivated by the desire and need to be one of the first in the country to implement the Universal Basic Education of the Federal Government and more secondary education forward in the FCT, two boards were established in November 2004 and 2005 respectively. The boards were the secondary education board (SEB) and the Universal Basic Education Board (UBEB). While SEB took charge of Senior Secondary schools, the UBEB was responsible for primary and junior secondary education.

The new FCT-UBEB inherited close to 285 primary schools, including special schools for the hearing impaired at Kuje and the visually impaired at Zuba. Of concern for this study was the establishment of 56 junior secondary schools across the FCT, during the 2004/2005 academic session. This was in response to pursuance of the provisions of the UBE policy of the Federal Government. The policy provided for smooth transition of pupils from primary to junior secondary schools, without hindrance and the need to make education facilities readily accessible to pupils/students. Initially, the junior secondary schools in most cases were housed in either existing primary or senior secondary schools, while constructions in three permanent sites continued. Qualified teachers were specifically recruited for the JSS and provision were made of basic teaching and learning facilities. This onerous effort of the FCTA had raised interests and hope of the teaming population of the FCT. Enrolment is continuously in the increase in FCT schools.

In order to reposition education in the FCT, a Book Policy and Administration Guidelines for the operations of school heads were inaugurated in 2006. And the education secretariat was reorganized, incorporating specialized agencies or departments like the Directorate of Policy implementation, science and technology, planning, research and statistics, social mobilization etc.

The social mobilization arm of the education secretariat was responsible of:

i. Creating public awareness on the education policy thrust of the FCTA

ii. Liaising with appropriate agencies in the promotion of community participation in education

iii. Ensuring the utilization of available resources to the education sector

Reports (Tsiga, 2006) had shown that succeeding FCTAs had expended so much on education. As regards the Basic education sector, more schools were established, to the effect that as at 2009, there were 460 primary schools and 82 junior secondary schools (FCT-UBEB, 2009). In 2000 alone, over N155, 687, 300.00 were expended on the provision of instructional materials. While a number of dilapidated classroom accommodations were fully renovated (Pai, 2007). The FCT-UBEB in collaboration with UNICEF had embarked on community development projects in communities like Agyna, Gidan Mangoro, Karshi and Yaba. While the British Airways had single and procured instructional materials, including computers for Kuje primary school, making it a model school that it is today.

Also, pupils/students were reported to have participated and excel in educational and sports competitions at the national and international levels some of the competitions included STAN quiz in Jos, JETS national quiz in Oshogbo and others that took place in South Africa and Chile. To crown it all the board was in 2005, honoured with the Leadership in Nigeria Education Gold Award by the Times Magazine. This is in connection with its contribution to the educational development in Nigeria.

Despites all these strides, the FCT education sector is bedeviled by series of challenges, which has hinder its optimal performance. These include:

i. Inadequate and late release of funds from the FCTA
ii. Lack of basic infrastructure and/or facilities in some of the schools, especially the junior secondary schools. Up till now some of the school has to make do with make shift/temporal accommodation. And such schools are without laboratories, libraries, workshops etc thereby making effective teaching and learning very

difficult, if not impossible. Statistics made available by FCT-UBEB (2009) reveals that FCT schools are grossly disadvantaged as it relates to Schools infrastructure and facilities. For instance, of the 467 Primary schools, a Pupils enrolment of 182,222 and 6,015, there are 3045 Classrooms; 38 Libraries; 13 Laboratories, with a corresponding short fall of 1,701, 429,and 1,388 Classrooms, Libraries and Laboratories respectively. The picture for JSS is not different

iii. Parental/community commitment to education is not very encouraging.

iv. Many teachers are not encouraged to teach. Some of them still see teaching as on a past time or stepping-stone to lucrative occupations.

The fact that all these had made education delivery in the FCT nights mire, has called for the need to intensify enlightenment campaigns and a more aggressive resource mobilization approach if only education delivery is to be enhanced.

Generally, States in the North Central region of Nigeria had benefitted from the contribution of Other Stakeholders in the education sector. Of worthy mentioning are such international organizations as the World Bank, UNDP, UNESCO, UNICEF, USAID, DFID, JIDO, COMPASS, McArthur Foundation, Carnegie Foundation, ODA, the EU British Airways, British Council, ZEBECED and a host of others. While at the local scene, corporate organizations, particularly those in the Banking sector, Petroleum, Beverages and Conglomerates had made their own marks in the education sector, in respective States. Records (FCT-UBEB, 2011) have shown that Schools in States had benefitted from a number of supplies through such organizations. Some schools were provided with additional classrooms, toilets, ICT facilities, instructional materials (such

as text books, charts, models, e-learning machines, etc.), as well as various forms of scholarships.

Until recently, Idris (2011) had observed that activities of the Universal Basic Education Board (SUBEB) in Borno State were at a standstill because the previous government did not access counterpart funding from the federal government and other donor agencies. The effect of the rather lacklustre posture of the immediate past government was obvious as it manifested in the poor enrolment of children in schools and the attendant social and economic uncertainties of those who should be in school.

The 2010 Nigeria Education Data Survey (NEDS) which was released by the National Population Commission (NPC) few months ago showed that Borno was at the bottom of the ladder of educational prosperity. Idris (2011), further asserted that "Most of the educational indices in Borno are abysmally poor figures, such that it is embarrassing for me to quote some of them," Governor Kashim Shettima, told the Executive Secretary of the Universal Basic Education Commission (UBEC), Dr Ahmed Modibbo Mohammed, during a recent courtesy call on him at the Commission's headquarters in Abuja. The governor said a new era has begun between Borno State and the Commission: "I want to tender our unreserved apology on behalf of the government and people of Borno State for the inability of the government to access the intervention funds of the UBE for the past couple of years. I want to assure the leadership of the Commission that there is a change in the baton of leadership in the state and we are poised to really approach headlong, the myriad of problems confronting us as a people."

NEDS result (2010) showed that Borno State had the highest non-school attendance of 72 percent. Again, according to the findings, Borno State had the highest

number of children who cannot read. It ranked second from the bottom with only 14.2 percent of children between the ages of 15 and 16 years being able to read. It was indeed an ugly scenario because basic infrastructure in most of the primary and secondary schools were in a pitiful state even as there is high apathy on the part of teachers because of complete absence of incentives and other interventions that will boost their morale to teach with commitment.

Despite all that had been done by States and other Stakeholders, much needs to be done. Popular views suggest that States and other Stakeholders had always over politised whatever is being done for education. There is also the belief that educational expenditure had always been exaggerated.

According to an official website (2011) the situation in Lagos State is such that the Ministry of Education under the administration of Governor Fashola is reported to have a vision to provide qualitative and free education and the mission to provide citizens with good quality education in partnership with private sectors, parents, stakeholders, non-Governmental organizations and competent Teachers in a conducive learning environment.

The Governor's Policy thrust on Education Upholds;

- Construction of Millennium schools in all Local Government Areas.
- Re-Engineering and Refurbishment of primary schools
- Massive Rehabilitation and Maintenance of Existing schools and Libraries.
- Provision of School Furniture and Equipment
- Curriculum, review/Entrepreneurial Training
- Teachers Welfare Enhancement

- Community Based Vocational Education
- Eradication of Moral Decadence in schools.
- Operation Green and Clean the Environment in Schools.
- Functional Scholarship Scheme.

2.9 Empirical Studies

The issue of resource mobilization has greatly attracted the attention of Scholars and Researchers from different perspectives. Literatures abound in virtually all sectors of human endeavour in relation to resource mobilization, including strategies, techniques and/or approaches to resource mobilization. For instance, in the field of education, particularly basic education, which is the main concern of this study, a number of studies tried to look at education cost and achievement as well as interplay of availability and adequacy of resources and achievements. Relating education to economic analysis, it has been observed that the internal efficiency of education is improved when more education outputs are produced at given education resources or fewer education resources are used in producing the same amount of education outputs. Thus, educational economic analysis is centrally concerned with the production of education outputs and with education costs. An educational production function is mathematical construct that mainstream economists and researchers from other disciplines often use to study educational production. It relates some measure of education output (e.g., student achievement) to various inputs used in education (e.g., student characteristics and family background, teacher characteristics and other school-related factors). An early application in developing nations is the 1975 study by Leigh Alexander and John Simmons that found

that family backgrounds and socioeconomic factors, not school factors, were the most important determinants of student achievement. But a 1983 study by Stephen Heyneman and William Loxley countered that school factors could also affect student achievement, and that such factors had stronger effects in low-income nations than in high-income nations. Other studies also tried to identify school factors that could boost student learning and to show that spending on school quality could have a good return. These studies argued that it is not enough to focus on quantitative development of the education system, and that the government and the donor community should pay more attention to improving school quality. Patrick and Martin's 2000 study and Emmanuel and Lockheed's 1995 study of educational production include data that compare the effectiveness of public versus private schools and that employ more sophisticated statistical techniques.

Education cost studies range from macro analysis of national educational expenditures across nations to microanalysis of educational decision-making by individuals and households. Cross-national studies have found that government spending on education (as a percentage of national output) has declined in the developing nations since the 1980s, after a rising trend in the 1960s and 1970s. Studies in a number of developing nations have shown that private spending on education is a significant part of the total spending on education, and that private costs are an important source of educational inequality and inequity in these nations. In addition, household education costs could be a heavy economic burden on poor and rural households, resulting in negative educational consequences such as dropping out. Financial assistance targeted at poor and rural populations should be part of the overall strategy to improve school

attendance for marginalized population groups. There is a need to carefully estimate the costs of educational inclusion of marginalized groups because such costs tend to be quite different from those for nonmarginalized groups.

Privatization of schooling has been proposed as a strategy for improving the effectiveness and cost-effectiveness of education in developing nations. Proponents of privatization argue that private schools are more effective and are more likely to be less costly than public schools. Competition in the education market could also lead to improvement of public schools. Critics of privatization point out that there is no conclusive evidence to show that private schools are more effective than public schools. For example, in 2000 McEwan and Carnoy found that Chile shows different types of private schools–some more effective; others, less effective than government schools. An unpublished review by Mun (2000) of the costs of public and private schools in developing nations found that most studies tend to underestimate the costs (thus overestimate the internal efficiency) of private schools relative to public schools. Controversy remains as privatization is concerned not only with cost-effectiveness, but also with opposing ideologies and competing goals of schooling.

A subject of sustained interest in education is the economic analysis of new educational technology, because of the need to provide educational services in remote and sparsely populated areas, to reduce unit cost and meet educational demand under very tight government education budgets, and more generally to improve educational quality through more cost-effective alternatives to traditional schooling. Studies found that small media (e.g., radio) were less costly and more cost-effective than large media (e.g, television). Distance education is an effective way to reach learners in remote and

sparsely populated areas. Cost analysis indicates that programs using educational media demonstrate economies of scale. But since they require large start-up costs, these programs have to have large enrollments and a long period of operation in order to be comparable to traditional schooling in terms of unit costs. The use of computers in the school context has had mixed success. Of particular current interest is the use of the Internet in education. It is necessary to ascertain the potential of the Internet in developing nations and to address the concern of some observers that there is an increasing digital divide between developing nations and advanced industrialized nations. A mindful introduction of new technology into education, informed by a careful analysis of the education problems to be addressed and the range of technological alternatives available, is highly desirable.

Teachers are a key input in educational production, and an adequate supply of skilled teachers is a prominent policy concern in many nations, including developing ones. Not unexpectedly, teacher supply is influenced by such factors as teachers' salaries and working conditions relative to those in other occupations, and the costs of teacher preparation relative to those for other occupations. The harsh working conditions in rural areas in developing nations often lead to a shortage of skilled teachers in these areas. In some developing nations, low educational quality is related to the existence of a significant proportion of untrained teachers, an uneven distribution of teachers across schools, and teacher absenteeism. There is a lack of published studies of teachers' markets and the utilization of teachers in the developing world.

Educational finance has been seen as an important domain in education economics since it deals with the mobilization and allocation of resources in the production of

education. For many nations in the developing world, especially poor ones, external resources, in terms of bilateral or multilateral assistance, are a key source of funding for educational development. However, international funding is becoming more problematic over time because of a combination of factors, including declining financial support from advanced industrialized nations, the increasing demand and competition among receiving nations, and the imposition of more stringent conditions for receiving aid. Economic reforms pushed by the International Monetary Fund in developing nations often impose strong limits on government spending. Such a policy was associated with negative effects on the education sector in much of the 1970s and 1980s. Since the 1990s international development agencies have become more vocal in calling for more spending on the social sectors, including education. The ability of developing nations to finance educational development has also been hampered by the need of each government to make interest payments on international and domestic debts. Increasingly, there is a call that debt relief for developing nations and for international development agencies be in the form of grants instead of loans to these nations, especially in the social sectors. As the leadership of the World Bank pointed out in 1995, however, debt relief is only part of the solution; what is also needed is the opening up of agricultural and other markets in advanced industrialized nations to products from developing nations.

2.10 Summary

Thus far, Literature reviewed had provided information on resource mobilization. It has given insight on what resource mobilization is all about, strategies for mobilizing resources, education resources and how they impact on the education process. The literature had revealed the indispensability of the need for effective utilization of strategies for mobilizing educational resources if only optimum education delivery, leading to educational advancement is to be attained. Of all the literature reviewed, the Government is seen as the main pivot through which progress and development can be ensured and sustained. That, the fact that Government cannot do it alone; the need for popular participation had been emphasized. A number of Strategies were identified, including Enforcement, Social Mobilization, Advocacy, Public-Private-partnership Initiative, Corporate Social Responsibility, Strategic Planning and Integrated Strategy and so on, which separately or collectively can be used effectively to promoted educational advancement. The would rely heavily on the situational analysis in trying to draw items that would be responded to by the study respondents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the methods, procedures and/or techniques used in the conduct of the research study. The chapter discussed subthemes such as the research design, population, sample and sampling technique, instrumentation, pilot study, validity and reliability of the instrument, procedure for data collection, as well as procedure for data analysis. The chapter provided a thorough understanding of the technicalities involved in the execution of the study.

3.2 Research Design

The Descriptive research Design was used in the conduct the study. Wherein the Survey method was used, as the study sought to assess the mode of mobilizing resources for educational advancement, while closely looking at the extent to which resource mobilization strategies are utilized and had impacted on the education process in the country. The choice of this design was informed by the fact that the design permits a detailed study of a phenomenon (such as resource mobilization and education). In its simplest form, the design requires the administration of appropriate instrument to a large audience of respondents within a specified period of time (Sambo, 2008; Best and Khan, 2007).

3.3 Population

The population for this study consisted of key functionaries within the basic education sector in Nigeria. The key functionaries included Officials of the State Universal Basic Education Board (SUBEB), Local Education Authorities (LEA), Principals of Junior Secondary Schools (JSS), Head Masters of Primary Schools and School Based Management Community (SBMC) Officials. The functionaries population totaled 779,242 (ubec, 2008 and 2009). The choice of this Population was informed by the fact that they are among the key prominent players, upon whom the responsibilities of provision of Basic education delivery rest upon.

A breakdown of the population is as follows

Table 3.1: Participant's population distribution according to States

STATE	SUBEB	LEA	P S	SBMC	JSS	SBMC
ABIA	47	1,771	844	8440	181	1,810
ADAMAWA	63	2,643	1,698	16,980	271	2,710
AKWA-IBOM	35	988	1,156	11,560	128	1,280
ANAMBRA	29	1,674	1,039	10,390	227	2,270
BAUCHI	32	1,304	2,053	20,530	93	930
BAYELSA	27	973	534	5,340	168	1,680
BENUE	51	1,800	2,884	28,840	174	1,740
BORNO	38	2,111	1,315	13,150	195	1,950
C/ RIVER	67	1,299	1,089	10,890	252	2,520
DELTA	42	1,675	1,134	11,340	428	4,280
EBONYI	39	797	1,024	10,240	171	1,710

EDO	72	1,995	1,102	11,020	235	2,350
EKITI	37	1,268	742	7,420	160	1,600
ENUGU	40	1,455	1,190	11,900	222	2,220
FCT-ABUJA	27	785	468	4,680	90	900
GOMBE	46	1,852	1,120	11,200	205	2,050
IMO	33	1,520	1,279	12,790	219	2,190
JIGAWA	48	2,016	1,813	18,130	273	2,730
KADUNA	55	2,843	3,714	37,140	378	3,780
KANO	59	3,759	5,196	51,960	400	4,000
KATSINA	45	2,419	2,134	21,340	242	2,420
KEBBI	33	1,008	1,388	13,880	100	1,000
KOGI	42	2,410	1,997	19,970	405	4,050
KWARA	38	1,367	1,187	11,870	236	2,360
LAGOS	43	2,109	952	9,520	314	3,140
NASSARAWA	37	1,569	1,162	11,620	447	4,470
NIGER	52	2,718	2,806	28,060	325	3,250
OGUN	37	1,205	1,389	13,890	294	2,940
ONDO	46	903	1,303	13,030	300	3,000
OSUN	41	677	1,357	13,570	380	3,800
OYO	52	2,484	2,521	25,210	254	2,540
PLATEAU	49	1,397	1,869	18,690	204	2,040
RIVERS	61	983	1,067	10,670	280	2,800
SOKOTO	44	2,936	1,666	16,660	133	1,330

TARABA	39	1,761	1,513	15,130	271	2,710
YOBE	35	1,227	984	9,840	145	1,450
ZAMFARA	29	1,498	1,276	12,760	115	1,150
TOTAL	**1,610**	**57,583**	**58,217**	**582,170**	**7,242**	**72,420**

Main source: UBEC, personnel audit (2009)

3.4 Sample and Sampling Technique

Of the six geo-political zones of Nigeria, three (North East, North Central and South West) were chosen for the study. The Purposive Sample size of 1150 Respondents was used for the study. This was to cater for the peculiar nature of the population (i.e. the strata of key functionaries within the basic education system) involved in the study.

The Cluster Random Sampling Technique (CRST) was used for the selection of Respondents for the study. The choice of this Technique was based on the geographical spread and status of the Respondents.

The procedure for sampling involved a multi-stage sampling technique, where in each of the geo-political zone two (2) States, (making six), were selected. The States selected for the study are Taraba, Yobe, Niger, FCT, Ondo and Oyo. In each State, all the three Senatorial districts were covered, where in each Senatorial district, 2 Local Governments were used. For the purpose of this study, FCT, was accorded state status, however since it has 1 Senatorial District, 2 Area Councils were used. This gave a total of 32 Local governments. At the school level, 5 JSS and 10 Primary schools were selected in each of the Local government. This gave a total of 160 JSS and 320 Primary schools.

Each stratum was apportioned respondents, in view of their importance to the study. Thus, at the SUBEB level, 5 key Officials were selected for the study. While in every local government, 5 LEA Officials, 5 Principals and 10 Heads of primary schools were selected. In every school selected 1 key official of the SBMC was selected. Summarily, this means that, each state had a total of 215 respondents, while the FCT would have 75. This gave a total of 1150 respondents who participated in the study. The Sample size distribution was as follows:

Table 3.2: Samples Size distribution

STATE	SUBEB		LEA		P S		SBMC		JSS		SBMC	
	SF	SS	SF	SS	SF	SS	SF	SS	SF	SS	SF	SS
FCT	27	5	785	10	468	20	4,680	20	90	10	900	10
NIGER	52	5	2,718	30	2806	60	28,060	60	325	30	3250	30
ONDO	46	5	903	30	1303	60	13030	60	300	30	3000	30
OYO	52	5	2,484	30	2,521	60	25,210	60	254	30	2540	30
TARABA	39	5	1,227	30	1,513	60	15,130	60	271	30	2710	30
YOBE	35	5	1,761	30	984	60	9840	60	145	30	1450	30
TOTAL	**251**	**30**	**9878**	**160**	**9595**	**320**	**95950**	**320**	**1385**	**160**	**13950**	**160**

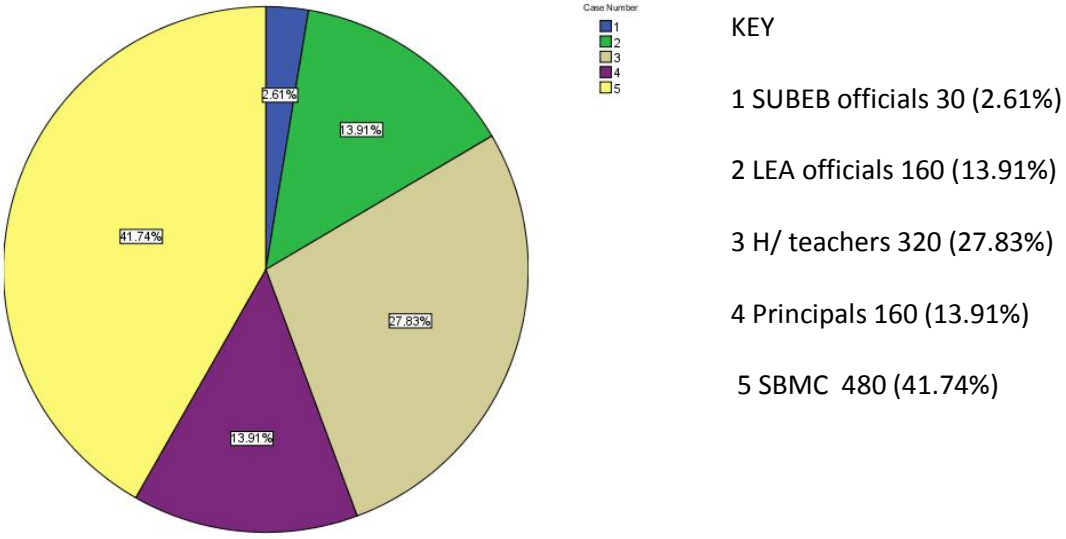


Figure 3.2: Pie chart showing Respondents' sample size.

Figure 3.1 presented summary distribution of respondents by their cluster difference. As shown SUBEB officials represented (2.61%) of the total sample size; LEA officials

(13.91%); Primary Schools Headteachers (27.83%); Principals of Junior Secondary Schools (13.91%); and SBMC officials of both JSS and Primary Schools (41.74%).

3.5 Instrumentation

The Structured interview and questionnaire instruments were used for the study. The interview instrument is a 14-item instrument, with sub items, cumulating to 53. The instrument was responded to by SUBEB and LEAs officials, numbering 190. The Interview tried to examine such issues as it relates to resources provision and availability, utilization of strategies for mobilizing education resources and their impact on educational advancement.

The questionnaire, on the other hand, is a 33-item instrument that assessed also the mode of education resource mobilization, strategies utilization and impact on educational advancement in respective States of the Federation, Local Gov'ts / Area Councils as well as Schools. The questionnaire was fashioned around the Likert Rating Scale System. With the Likert Rating Scale System, respondents do not only agree or disagree with item statements, but allow them to indicate their level of agreement or disagreement with items. In which case, Participants can Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD) with items. The questionnaire is divided into 2 sections. Section A is made up of Demographic items, while Section B is on the Assessment of Strategies for mobilization of resources for educational advancement in Nigeria.

The instruments took care of three factors under study in this research work, viz:- Mode of Education Resource Mobilization, Strategies utilization and Impact of

Strategies. The Instrument is expected to elicit responses from participants in line with the focus of the research work .The questionnaire Instrument was responded to by JSS Principals, Head teachers of Primary Schools and SBMC Officials of both JSS and Primary Schools in the States and Local Governments under study numbering 960.

3.5.1 Validity of the Instruments

Both the interview and questionnaire instruments were subjected to scrutiny and assessment by an array of scholars; including the research supervisors, senior colleagues, and senior research fellows at the NERDC, Abuja. And having made very useful corrections and suggestions, which were duly effected by the researcher, the Instruments were adjudged to have met content and face validity for the type of study at hand. This was further attested to by the ease and timely response made by Respondents in the course of the pilot study.

3.5.2 Pilot Study

The pilot study was conducted immediately after the proposed instruments had been scrutinized and accepted. The pilot study was conducted in Abaji Area Council of the Federal Capital Territory, Abuja. It involved 5 Officials of LEA, 5 Principals of JSS, their SBMC Officials, 5 Headmasters of Primary Schools and their SBMC Officials.

The study was conducted at the beginning of the 2010/2011 academic sessions. After the initial introduction and explanations of the intents of the study and what was desired from respondents, the instruments were administered with very little or no problem. Respondents responded freely without inference or intervention. Most of the respondents had no problem responding to their instruments. More than 75% of the

respondents completed their responses to the instrument within a target period of one hour.

The results of the pilot study were very encouraging and oral compliments from Respondents gave indication that the study was viable and stimulating, touching the heart of the education system. Also, the ease in response and enthusiasm exhibited by the respondents was positive, pointing to the suitability of the Instruments for the study at hand.

3.5.3 Reliability of the Instruments

In order to ascertain the reliability of the instruments, the results of the pilot study was analysed using the Cronbach's Alpha Reliability Coefficient (CARC). The choice of this statistic was informed by its multiple advantages and appropriateness for the research instruments at hand. James (1997) had asserted that the CARC is used for instruments, which do not have yes/no items. The statistic requires neither the splitting of items into halves nor the multiple administrations of instruments or statistics. Also, James (1997) had referred to the CARC as the best technique for measuring internal consistency of an instrument. It provides a unique estimate of reliability for a given Instrument. It is expressed as follows:

$$\text{alpha} = N/(N-1)\left[1-\Sigma\sigma^2(Yi)/\sigma^2x\right]$$

Where N equals the number of items; $\Sigma\sigma^2(Y_i)$ equals the sum of item variance and σ^2x equals the variance of the total composite (James, 1997).

The analysis of CARC for the instruments gave 0.69 for the Structured Interview and 0.83 for the Questionnaire Instrument respectively. Based on the standard indices for reliability coefficient (0.5), the coefficient obtained for the two instruments (0.69 and 0.83) are an indication of high reliability, pointing to the suitability of the instruments.

3.6 Procedures for Data Collection

The Instruments for this was administered during the 2010/2011 academic sessions in the sampled states, local governments and schools. The Researcher in collaboration with trained Research Assistants would administer the instruments. The Participants were contacted at their various work places and administered the Instruments. After the initial introduction and briefings in respect of the purpose and nature of the research instrument, Participants were required to respond to the Instrument without interference.

In the course of the administration of the Instruments, Participants were allowed to make observations, ask questions, seek clearance in areas of doubts, make meaningful contributions, share thoughts, encourage others, but would not distract the attention of others unnecessarily or discourage effective participation. As much as possible facilitators encouraged active participation of all members. The facilitators closely monitored Participants handling of the instruments, in order to ensure successful completions and retrieval.

In order to enhance optimum data collection, 1300 copies of the research questionnaire were administered. This was made up of 240 copies of the interview and 1060 copies of the questionnaire instruments. However, only1150 copies of the

instruments were to be subjected to analysis. This is in tune with the dictates or specifications of the sample sizes as indicated in 3.4 above.

3.6.1 Timeline for Data Collection.

Table 3.3: Time line for the administration of the instrument.

Date	Duration	Time	Activity	Audience
2/5/11	1 day	9-1.00	Inst. Adm	SUBEB Officials
3-6/5/11	4 days	"	"	LEA Officials
9-13/5/11	"	"	"	Principals/SBMCs
16-19/5/11	"	"	"	H/M/SBMCs

Table 3.3 is the time line for the administration of the instrument in respective states.

The Researcher as well as Research Assistants / Facilitators would be at designated state with the Instruments at the specified time and administer it. They would be responsible for Instrument retrieval and return to the researcher.

3.7 Procedures for Data Analysis

The instruments administered were collated and processed, by scoring and coding. The interview instrument was apportioned figures in line with the structured alternative responses (giving rise to the ordinal and nominal nature of the data), according to how the expected responses appear at the end of each statement. The figures ranged between 1-3 in some instances and 1-5 in some. None response to item(s) attracted 0 point.

The questionnaire was scored in line with the Likert Rating Scale System. In which case, figures (points) were attached to respective response, as the Instruments may dictate. For instance, response for Strongly Agreed (SA)=4; Agreed (A)=3; Disagreed (D)=2; and Strongly Disagreed (SD)=1.

The responses were processed (Coded) thereby, making it ready for statistical analysis. As the research was a descriptive study, a number of statistical methods were used in the analysis. In view of the ordinal and nominal nature of the data obtained from the administration of the research instruments, the non-parametric statistical tests were used in order to test the research hypotheses. Thus, apart from the descriptive statistics of sample size and study variables, such as percentages, means, standard deviations, minimum and maximum entries, the chi-squared (χ^2), Z-test Mann-Whiteney (U) and Kruskal-Wallis (H) tests statistics were used. For hypotheses 1-3, the chi-square (χ^2) test statistics, including contingency tables were used to test study variables association and attribution of strategies for mobilizing resources to educational advancement in Nigeria. For hypothesis 4 and 5, which sought to find out participants differences in relation to strategies utilization and impact on educational advancement in Nigeria, the Mann-Whiteney (U) and Kruskal-Wallis (H) test statistics were used respectively. This is in

agreement with the recommendations of Campbell (1991); Trochim (2001), Sanders and Smidt(2000) and Schulz (1995).

In line with other educational studies, the 0.05 level of significance (α) and degrees of freedom were used to determine critical or table values. The critical or table value were used to compare with calculated values, in order to arrive at statistical decisions, as informed by respective statistics decision rules.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 INTRODUCTION

This chapter presents an analytical summary of the results of the research study. Here, the core concern of the entire work is presented, with a view to providing basis for drawing of conclusions and highlighting basis for identifying the study's contribution to knowledge. In this case, descriptive and inferential analysis are presented in such a way that the research questions are answered and the hypotheses tested, thereby paving way for decision-making. As much as possible, graphs (pie and bar charts) are presented, depicting the direction of Participants responses to Instrument items. Finally, a discussion of the findings of study is presented, within the context of earlier findings in the review of related studies.

4.2 Analysis

4.2.1 Descriptive Analysis

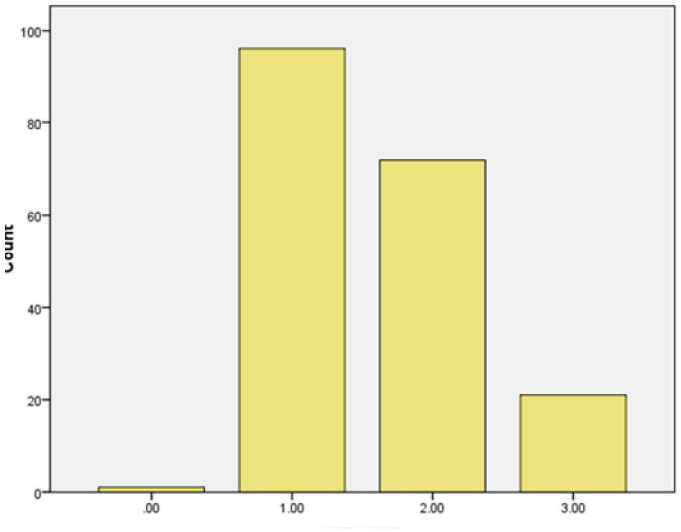
The descriptive statistics are presented by way of answering research questions as follows:

Research Question 1: What are the differences in the opinions of respondents mobilizing resources for educational advancement in Nigeria?

This question was responded to using responses to items no. 5-7 of the structured Interview instrument and 6-14 of the questionnaire instruments. The outcome presented in table 4.1 and 4.1a as follows.

Table 4.1: Mean Responses for Interview Instrument on differences in Mobilizing Resources for Educational Advancement

N	Minimum	Maximum	Mean	SD
190	.00	9.00	5.61	2.259



KEY TO THE BARS

0.00=no response (6)

1.00=Not in agreement with items (572)

2.00=partial agreement (465)

3.00=strong agreement (107)

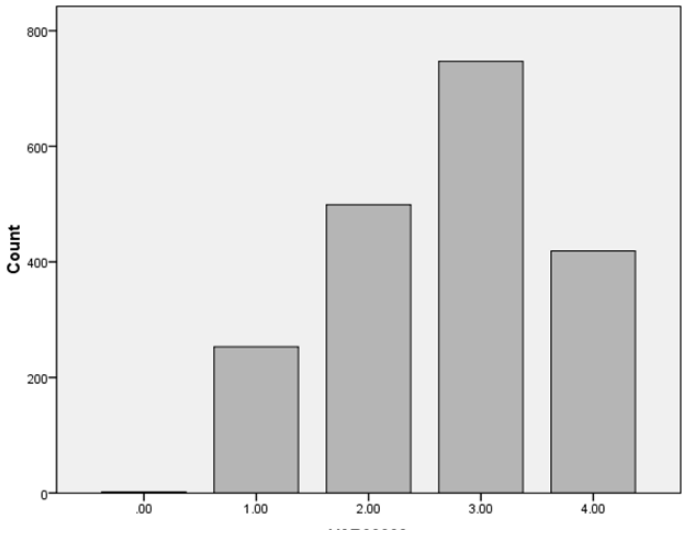
Where nos in () frequencies of Participants' responses

Figure 4.1: Bar chart showing participants response to Structure Interview item 5-7

Table 4.1a: Mean Responses for Questionnaire Instrument on differences in Mobilizing Resources for Educational Advancement.

N	Min	Max	Mean	SD
960	.00	32.00	21.521	7.68

The mean response to the items is 21.521, with a SD of 7.68. The mean as shown is greater than half of the total possible scores of the items under consideration, (32). This indicates positivity in responses of participants on the issue of mobilizing resources for educational advancement. While, the SD (7.68) is more than 1/5th of the maximum possible scores (32), indication differences in opinion of the respondents (Nwanna, 1979).



KEY TO THE BARS

0.00=No Response (1)

1.00=Strongly Disagreed (136)

2.00=Disagreed (297)

3.00=Agreed (473)

4.00=Strongly Agreed (243)

Where nos in () frequencies of Participants' responses

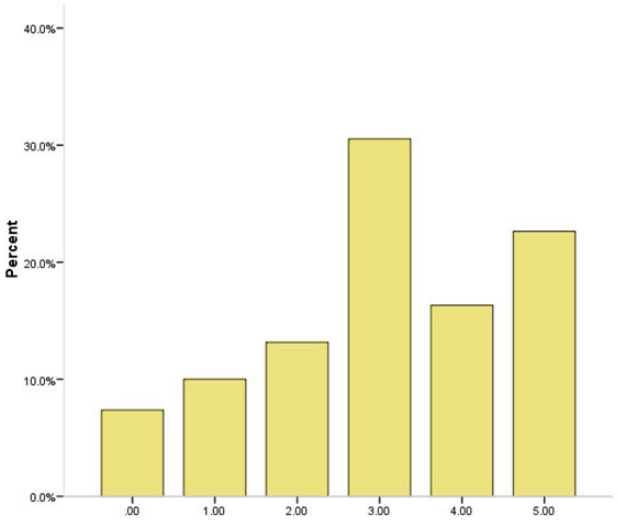
Figure 4.2: Bar chart showing participants response to Questionnaire item 6-14

1. Research Question 2: What are the differences in the opinions of respondents regarding Government's efforts mobilizing resources for educational advancement in Nigeria?

To respond to research question 2, the descriptive data in respect to items no 27&32 of the Structured Interview Instrument and items no.16-19 of the Questionnaire were measured and presented in table 4.2 and 4.2a

Table 4.2: Mean Responses for Interview Instrument on State Government's Efforts in Mobilizing Resources.

N	Min	Max	Mean	SD
190	.00	30.00	18.36	9.06



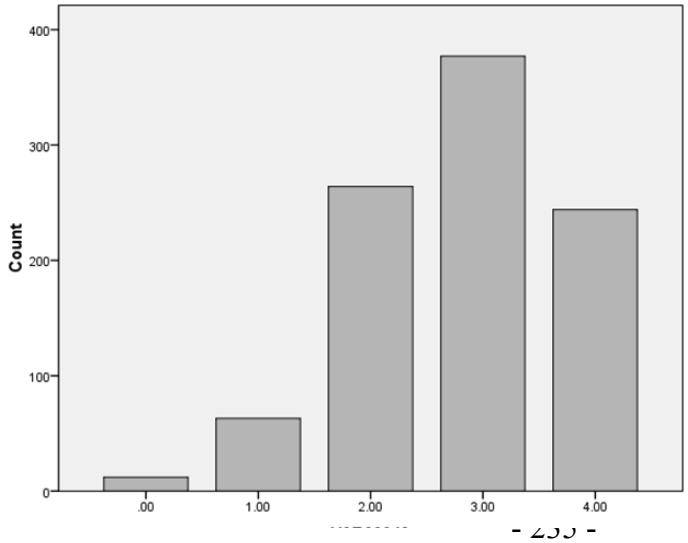
KEY TO THE BARS
0.00 = no response (92)
1.00 =Budgetary All (115)
2.00 =Intervention (138)
3.00 =Partnerships (345)
4.00=Comm. Leaders Inv (200)
5.00=Others (260)
Where nos in () frequencies of Participants' responses

Figure 4.3: Bar chart showing participants response to Structured Interview item 27&32

Table 4.2a: Mean Responses for Questionnaire Instrument on State Government's Efforts in Mobilizing Resources.

N	Min	Max	Mean	SD
960	.00	16.00	11.24	4.72

Table 4.2 and 4.2a shows that of the maximum positive scores of 30 and 16 respectively, Participants had response means of 18.36 and 11.24 and standard deviation of 9.06 and 4.72 respectively. As is discernible, the participants mean response for interview (18.36) is more than1/2 of the maximum possible scores of 30 and the standard deviation of 9.06 is more than the $\frac{1}{5}th$ of the maximum possible score. While for the questionnaire, participants mean response of 11.79 was greater than half of the maximum possible score of 16, with the standard deviation of 4.72 is more than the $\frac{1}{5}th$ of the estimated maximum possible scores. This is suggestive of the fact that respondents were divided on the issue of attributing government efforts to educational advancement.



KEY TO THE BARS

0.00=No Response (12)

1.00=Strongly Disagreed (81)

2.00=Disagreed (320)

3.00=Agreed (449)

4.00=Strongly Agreed (288)

Where nos in () frequencies of Participants' responses

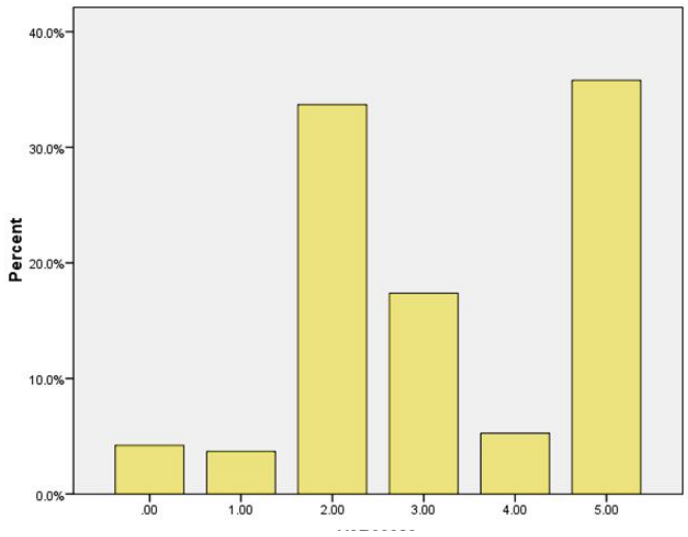
Figure 4.4: Bar chart showing responses to questionnaire item 16-19

1. Research Question 3: What are the differences in the opinions of respondents with regards to stakeholders' participation in mobilizing resources for educational advancement in Nigeria?

Response to items no. 28-31 of the Interview Instrument and 20- 22 of the Questionnaire were analysed and the result presented in table 4.3 and 4.3a as follows:

Table 4.3: Mean Responses for Interview Instrument on Stakeholders Contribution in Mobilizing Resources.

N	Min	Max	Mean	SD
190	.00	20.00	12.92	6.72



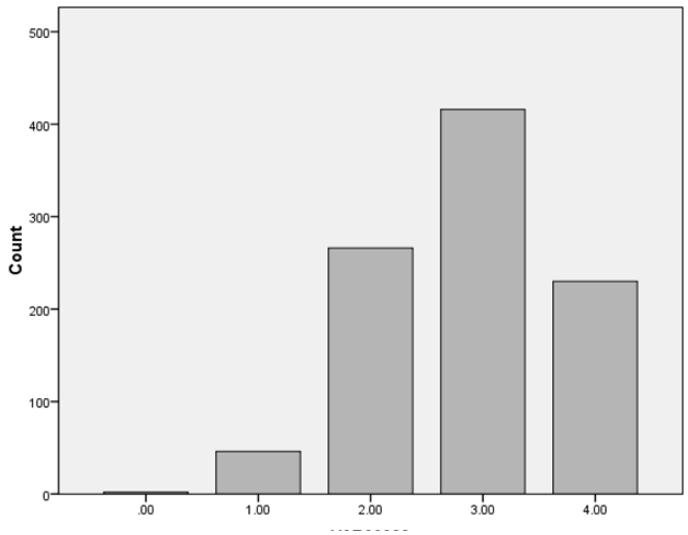
KEY TO THE BARS
0.00 = no response (62)
1.00 =Budgetary All (58)
2.00 =Intervention (395)
3.00 =Partnerships (138)
4.00=Comm. Leaders Inv (72)
5.00=Others (425)
Where nos in () frequencies of Participants' responses

Figure 4.5: Bar chart showing participants response to Interview item 28-31

Table 4.3a: Mean Responses for Questionnaire Instrument on Stakeholders Contribution in Mobilizing Resources.

N	Min	Max	Mean	SD
960	.00	12.00	8.58	2.526

Both table 4.3 and 4.3a present contradicting situations. While, participants mean response of 12.92 and 8.58 where greater than half of the estimated maximum possible scores of 20 and 12 respectively, their standard deviations in each case (6.72 and 2.526) are higher than the $\frac{1th}{5}$ of the estimated maximum possible score. This implies division in respondents' view in associating stakeholders contribution to educational advancement.



KEY TO THE BARS
0.00=No Response (4)
1.00=Strongly Disagreed (44)
2.00=Disagreed (286)
3.00=Agreed (552)
4.00=Strongly Agreed (264)
Where nos in () frequencies of Participants' responses

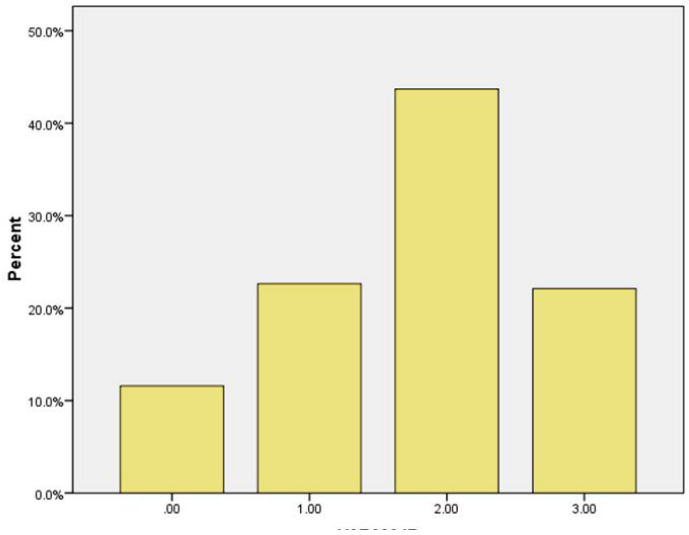
Figure 4.6: Bar chart showing responses to Questionnaire item 20- 22

Research Question 4: What are the differences in the opinions of respondents' views from the various states on the strategies utilized for mobilizing resources for educational advancement in Nigeria?

To respond to research question 4, Structured Interview Instrument items no. 16-25, and 23-25 of Questionnaire Instrument. Table 4.4 and 4.4a present the result as follows:

Table 4.4: Mean Responses for Interview Instrument on Strategies Utilization, in relation to State Difference.

N	Min	Max	Mean	SD
190	.00	30.00	17.63	9.27



KEY TO THE BARS

0.00=no response (138)
1.00=Not in agreement with items (264)
2.00=Partial agreement (506)
3.00=Strong agreement (265)
Where nos in () frequencies of Participants' responses

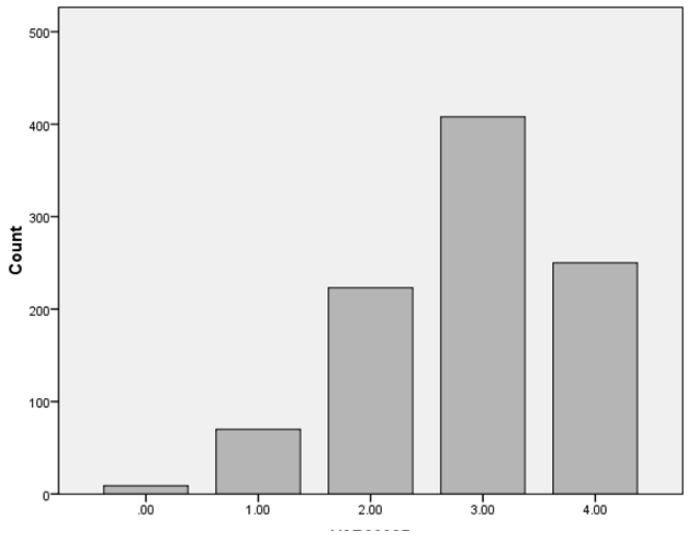
4.7: Bar chart showing participants response to Interview item 16-25

Table 4.4a: Mean Responses for Questionnaire Instrument on Strategies Utilization, in relation to State differences

N	Min	Max	Mean	SD
960	.00	12.00	7.542	2.763

In table 4.4 and 4.4a, the mean responses in each case (17.63 and 7.542) are greater than half of their estimated maximum possible scores of 30 and 12 respectively.

However, their standard deviations (9.26 and 2.763) are higher than $\frac{1th}{5}$ of their estimated maximum possible score. The observed SDs are closer around the mean responses of the participants. This is an indication that there are differences in the position of participants in respect of instruments items on the utilization of strategies for educational advancement.



KEY TO THE BARS
0.00=No Response (12)
1.00=Strongly Disagreed (98)
2.00=Disagreed (242)
3.00=Agreed (542)
4.00=Strongly Agreed (256)
Where nos in () frequencies of Participants' responses

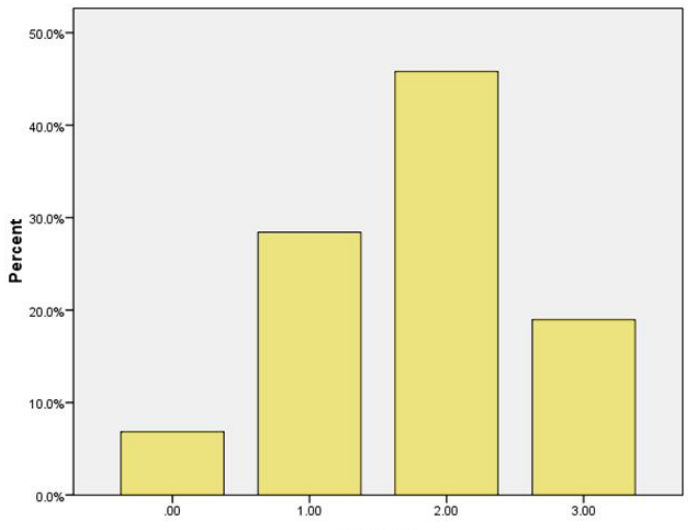
Figure 4.8: Bar chart showing participants response to Questionnaire item 23-25

Research Question 5: What are the differences in the opinions of respondents' responses on the basis of their geo-political zones on the impact of the strategies for mobilizing resources for educational advancement in Nigeria?

Question 5 was responded to using response to items 39-48 for the Interview Instrument and items 26-35 for Questionnaire Instrument. The result is presented in table 4.5 and 4.5a respectively, as follows:

Table 4.5: Mean Responses for Interview Instrument on the Impact of Strategies, in relation to Geo-political zone difference

N	Min	Max	Mean	SD
190	.00	30.00	16.68	8.15



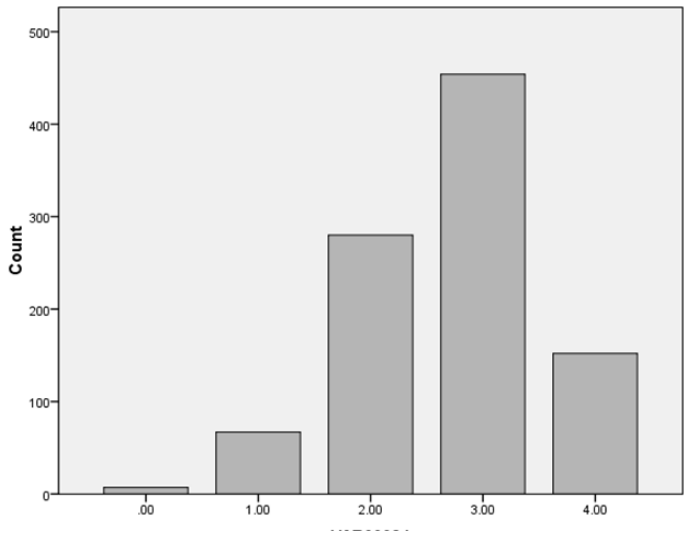
KEY TO THE BARS
0.00=no response (92)
1.00=Not in agreement with item (300)
2.00=Partial agreement (552)
3.00=Strong agreement (206)
Where nos in () frequencies of Participants' responses

4.9: Bar chart showing participants response to Interview item 39-48

Table 4.5a: Mean Responses for Questionnaire Instrument on the Impact of Strategies, in relation to Geo-political zone differences

N	Min	Max	Mean	SD
960	.00	40.00	27.05	8.42

As is shown in table 4.5 and 4.5a, the estimated maximum possible scores are 30 and 40 for the interview and questionnaire items on the impart of strategies on educational advancement. Participants' mean responses are 16.68 and 27.05, with their corresponding standard deviations being 8.15 and 8.42. It shows that the mean responses (16.68 and 27.05) are greater than half of the estimated maximum possible score (30 and 40), while their standard deviations (8.15 and 8.42) are more than the $\frac{1th}{5}$ of the estimated maximum possible scores. These also suggest that there are significant differences in the views of respondents on the impact of strategies on educational advancement.



KEY TO THE BARS
0.00=No Response (11)
1.00=Strongly Disagreed (106)
2.00=Disagreed (324)
3.00=Agreed (513)
4.00=Strongly Agree (196)
Where nos in () frequencies of Participants' responses

4.10: Bar chart showing participants response to Questionnaire item 26-3

4.2.2 Inferential Analysis

Inferential statistics was conducted by way of using appropriate statistical methods to test research hypothesis as follows:

Hypothesis 1: There is no significant difference in the opinions of respondents on mobilizing resources for educational advancement in Nigeria.

The first hypothesis was tested using chi-squared statistics on instrument items that sought to find out if strategies for mobilizing resources are related to educational advancement. The computations are presented in tables 4.6 and 4.6a as follows:

Table 4.6: Chi-squared (χ^2) test statistics for interview items on mode of mobilizing resources.

N	$\chi^{2\text{-cal.}}$	Df	Z-cal.	α	Z-crit.	p-value	Decision
190	216.91	144	4.81	0.05	0.7910	0.334	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

Table 4.6a: Chi-squared (χ^2) test statistics for questionnaire items on strategies for mobilizing resources are related to educational advancement.

N	$\chi^{2\text{-cal.}}$	Df	α	$\chi^{2\text{-crit.}}$	p-value	Decision
960	193.40	50	0.05	67.5	0.059	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

Table 4.6 showed that transformed chi-squared (Z) = 4.81 and the Z critical =0.7910 @ 0.05 level of significance. This means that there is significant difference between strategies for mobilizing resources and educational advancement. Hence, the hypothesis that there is no significant difference between strategies for mobilizing resources and educational advancement in Nigeria is rejected.

On the other hand, 50 df and $\alpha = 0.05$, the calculated X^2 (193.40) as shown in table 4.6a is greater than critical value of X^2 (6.75). This means that the research hypothesis 1 is rejected, as there is significance. That is to say, there is significant difference in resources mobilized for educational advancement in Nigeria, as expressed by respondents.

Hypothesis 2: There is no significant difference in the opinions of respondents regarding Government's efforts mobilizing resources for educational advancement in Nigeria.

To test the hypothesis, the chi-square statistics was used and presented in tables 4.7 and 4.7a as follows:

Table 4.7: Chi-square (χ^2) test statistics for interview items on attribution of Governments' efforts to educational advancement.

N	$\chi^{2\text{-cal.}}$	Df	α	$\chi^{2\text{-crit}}$	p-value	Decision
190	241.76	49	0.05	67.5	0.000	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

Table 4.7a: Chi-square (χ^2) test statistics for questionnaire items on attribution of Governments' efforts to educational advancement**.**

N	$\chi^{2\text{-cal.}}$	Df	Z-cal.	α	Z-crit	p-value	Decision
960	284.21	180	5.89	0.05	0.9706	0.000	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

From the X^2 computation in table 4.7, it is clearly seek that the X^2 calculated valued (241.76) is greater than the table value (67.5) @ 49 df and α (0.05). This reject hypothesis 2, which says that there is significant difference between State Governments efforts in mobilizing resources and educational advancement in Nigeria. While in table 4.7a, the transformed X^2 (Z) = 5.89 and Z critical = 0.9706, which is significant. This also rejects the hypotheses.

Hypothesis 3: There is no significant difference in the opinions of respondents with regards to stakeholders participation in mobilizing resources for educational advancement in Nigeria.

For this hypothesis, the Chi-squared test statistics was used as follows:

Table 4.8: Chi-square (χ^2) test statistics for interview items on stakeholders' contribution in mobilizing resources.

N	$\chi^{2\text{-cal.}}$	Df	Z-cal.	Sign.	Z-crit	p-value	Decision
190	541.04	375	3.481	0.05	0.4997	0.000	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

Table 4.8a: Chi-square (χ^2) test statistics for questionnaire items stakeholder's contribution in mobilizing resources.

N	$\chi^{2\text{-cal.}}$	Df	α	χ^2-crit	p-value	Decision
960	794.33	100	0.05	124.3	0.000	Sign

Decision rule: Reject H_o, if X^2 cal > X^2 crit.

Retain H_o, if X^2 cal < X^2 crit.

In respect of the items on stakeholders contribution, which sought to find out the difference between other stakeholders contribution and educational advancement, table 4.8 showed that the transformed X^2 (Z) value = 3.481, while the Z critical value = 0.4997. As the calculated Z value (3.481) is greater than the Z critical value (0.4997), hypothesis 3 is rejected. For table 4.8a, the calculated X^2 value (794.33) is greater than the X critical value (124.3) @ 100 df and α = 0.05. Thus hypothesis 3 is rejected. This means there is

significant difference between other Stakeholders Contribution in mobilizing resources and educational advancement in Nigeria.

Hypothesis 4: There is no significant difference in the opinions of respondents' views from the various states on the strategies utilized for mobilizing resources for educational advancement in Nigeria.

This hypothesis was tested using Mann-Whitney U- Test and Kruscal-Wallis H-Test. The tests are presented in tables 4.9 and 4.9a, as follows:

Table 4.9: Mann-Whitney (U) Test Statistics for Interview items on Strategies utilization.

	Ballotley	Somob	Enforce	Csr	Ppp	donsjmp	devopow
Mann-Whitney U	724.000	960.500	854.000	992.000	949.500	882.000	931.000
Wilcoxon W	5774.000	1170.500	1064.000	1202.000	5999.500	5932.000	5981.000
Z	-2.098	-.293	-1.080	-.061	-.397	-.870	-.518
Asymp. Sig. (2-tailed)	.036	.769	.280	.951	.691	.384	.605

Strapla	Advocac	intestra	otherstr
873.500	928.000	971.000	741.000
5923.500	1138.00	6021.000	5791.000
-1.039	-.558	-.234	-2.232
.299	.577	.815	.026

Grouping Variable: status

Decision rule: @ level of significance = 0.05 and n=20

Reject Ho, if U-cal. < U-crit.

Retain Ho, if U-cal. > U-crit.

At 0.05 level of significance and n=20, the U-crit. (127) is far less than the U-cal. in all cases of the study variables (724.0, 960.5, 854.0, 992.0, 949.5 882.0, 931.0, 873.5, 928.0 971.0 and 741.0). Based on the decision rules as specified earlier, this is an indication of no significant difference. Also, comparing asymptotic significant values virtually all (0.769, 0.280, 0.951, 0.691, 0.384, 0.605, 0.299, 0.577, and 0.815 except 0.036 and 0.026) are greater than the statistical level of significance for this study (0.05). This also shows that there are no significant differences in the utilization of strategies for mobilizing resources for educational advancement, in respect to Participants' State. Hence, in both instances, the Hypothesis that there is no significant difference in the Strategies utilized for mobilizing resources for educational advancement in Nigeria, is Retained.

Table 4.9a: Kruskal-Wallis (H) Test Statistics for questionnaire items on strategies utilization.

N	H-value	Df	α	$\chi^{2\text{-crit.}}$	p-value	Decision
960	25.189	2	0.05	5.99	0.351	Significant

a. Kruskal Wallis Test

b. Grouping Variable: Status

Decision rule: @ 0.05 level of significance and 2 df.

Reject Ho, if $H > \chi^2$

Retain Ho, if $H < \chi^2$

As shown in table 4.11a the H-value (25.189) is greater than the $\chi^{2\text{-crit.}}$ (5.99) @ 0.05 level of significance and 2 df. Based on the outcome, this implies that there are significant differences in the Strategies utilized for mobilizing resources for educational advancement in Nigeria. Thus, the fourth Hypothesis is here rejected.

Hypothesis 5: There is no significant difference in the opinions of respondents' responses on the basis of their geo-political zones on the impact of the strategies for mobilizing resources for educational advancement in Nigeria.

In order to test hypothesis 5, Kruscall-Wallis H test statistics was computed on sample variables as well as study variables on the impact of Strategies for mobilizing resources on educational advancement and the outcome was as follows:

Table 4.10: Kruscal-Wallis (H) test statistics for Structured Interview items on Strategies Impact.

N	H-value	Df	α	$\chi^{2\text{-crit.}}$	p-value	Decision
190	320.264	3	0.05	7.81	0.017	Sign

a Kruskal Wallis Test

b Grouping Variable: state

Table 4.10 present the computation of Kruscal-Wallis (H) test to determine differences in Participants' view from the structured interview, concerning the impact of Strategies for mobilizing resources on educational advancement. The table showed that H-value (320.264) is far greater than the $\chi^{2\text{-crit.}}$ (7.81). This is an indication of significance. Thus,

hypothesis 5, which specifies that there is no significant difference in Participants responses on the impact of the Strategies for mobilizing resources for educational advancement in Nigeria, as a result of Geo-political zone difference, on the impact of the Strategies for mobilizing resources for educational advancement in Nigeria, is not tenable and as such is rejected. This means that there are significant differences in Participants responses as a result of geo-political Difference.

Table 4.10a: Kruscal-Wallis (H) test Statistics for Questionnaire items on Strategies Impact.

	VAR00026	VAR00027	VAR00028	VAR00029	VAR00030
Chi-Square	100.567	117.150	86.595	113.519	17.224
Df	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.001

VAR00031	VAR00032	VAR00033	VAR00034	VAR00035	VAR00036
9.056	15.973	20.298	42.223	55.361	43.671
3	3	3	3	3	3
.029	.001	.000	.000	.000	.000

a Kruskal Wallis Test

b Grouping Variable: VAR00002

The Kruscal-Wallis (H) test statistics on Table 4.10a shows that @ 3 df, the H-value of the study variables (100.57, 117.15, 86.60, 113.52, 17.22, 9.06, 15.97, 20.30, 42.22, 55.36 and 43.67 respectively) are greater than the $\chi^{2\text{-crit.}}$ (7.81), signifying significance. This means that the fifth hypothesis is rejected. Thus, there are significant differences in Participant's view on the Impact of the Strategies for mobilizing resources for educational advancement in Nigeria, with regards to geo-political zones.

4.3 Discussion of Findings

The issue of resource mobilization is truly paramount to any meaningful programme implementation and genuine progress and development, particularly as it relate to education. Virtually nothing can be achieved without making available those things (resources) that would be required or used, in order to attain the goals of whatever idea. This study found that respondents significantly differ in responses on the mode of mobilizing resources for educational advancement in Nigeria. This agreed with the assertions of Scott, David, Parnetti, Prasad and Turitz (2000), that the ways and manner in which resources are mobilized in education are linked to the success of education programmes. In line with this, the then minister of Education Dr. S. Egwu (2009) while presenting the consultative draft report on the Roadmap for the Nigerian Education Sector, observed that:

> There should be a turnaround strategies and necessary interventions in the education sector that would lead to the achievement of National vision on Education in five priority areas; viz – Access and Equality, standards and quality Assurance; Technical and Vocational Education and Training; and Funding, Resource Mobilization and Utilization. p.17

The study equally found that there is significant difference amongst the respondents in respect of state governments' efforts in mobilizing resources for educational advancement in Nigeria. Regional educational experience had often been attributed to the reasons why education resource mobilization had been one directional among the States. For instance, descriptive data showed that while majority of the respondents from South West geo-political zone (82%) are of the view that their state government are contributing immensely towards the provision of education resources, only about 28% and 34% are of the same view in the North East and North Central

respectively. Tahir, (2003) had observed that government at whatever level play a major key role in ensuring the success of the education process for the overall development and growth of the people and country. Williams, Teresa and Strassner (2004) contended that Nigerian government is not doing enough in the area of education. That, ever since independence, average government expenditure on education has not surpassed 2.4% of the National GNP. This position was corroborated by USAID (2003), in its report on primary education situation analysis. It posited that under-funding of the education sector by the Nigerian government is a big problem. It estimated that government spends about 2.3% of its GDP for education, which is grossly inadequate. Also, Obanya (2003) had observed that the various levels of governments are doing very little to bail out education in its epileptic conditions. While popular opinion have it that what is even said to have been budgeted in the name of education does not actually goes in to the education process, as claimed. These and other reasons might have informed why there were differing positions by respondents on the efforts of state governments being attributed to educational advancement.

As it relates to the issues of other stakeholders contributions in mobilizing resources for educational advancement, the study's respondents showed that the equally differ in respect of other stakeholder's contribution in mobilizing resources for educational advancement in Nigeria. The difference here showed negative trend in their contribution. In reality, it is true to say that other stakeholders are putting in their best in the educational system. However, USAID (2003) had reported limited participation of the civil society, local communities and the private sector in the education endeavour in Nigeria (which translate to the various states and local governments of the federation).

With regards to respondents' view on strategies utilization and impact on educational advancement, the study found significant difference in their positions. Here, it was also found that respondents from states in South West geo-political (79%) point to the fact that a number of strategies were being utilized in mobilizing education resources, while those in the North East and Central geo-political zone, respondents were markedly divided in their views, where 36% and 47% responses were in favour of the fact that diverse strategies are being utilized in mobilizing resources for educational advancement in Nigeria. Statistics of respondents' view showed that Budgetary Allocation (94%), Leadership Advocacy (88%), Social Mobilization (86%), Intervention (81%) strategies were the favoured strategies, in use in most of the states. The picture is not quite different, as it relates to impact of the strategies. Respondents were of the view that, areas where the impact of the strategies for mobilizing resources were mostly felt included remuneration of staff (96%) provision of instructional materials (57%), constructions (49%), while students health programmes is in the rear with 23% and staff capacity building (19%) response for. The differences in participants views as regards strategies utilization and impart on educational advancement, is not very supprising, particularly in view of the fact that we are in a democratic dispensation, which allow people to air their views freely. This is not to say that respondents were subjective in their positions. Their varying positions bear some level of reality and objectivity. Respondents generally, agreed that Strategies for mobilizing resources for educational advancement needs improvement. What is actually on ground are far from reaching the expectations of the Roadmap for Nigeria Education Sector (2009). Evidence showed that a lot needs to be done as far as education resource mobilization is concerned.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study Assessment of Strategies for Mobilizing Resources for Educational Advancement in Nigeria attempted to investigate strategies used in mobilizing educational resources towards educational advancement in the area of study. It assessed strategies used and found the extent to which influence educational advancement in Nigeria.

Having set research questions, based on the aforementioned objectives reviewed relevant works, the Descriptive research design was used to conduct the study. The study focused on prominent stakeholders within the basic educational sector including SUBEB, LEA, Officials, JSS Principals, Head teachers of Primary schools. The sample size of 1150 respondents was selected, using Cluster Random Sampling Technique.

The structured interview and questionnaire instruments were administered on Participants at their various locations, spread across the 6 states, 32 local government areas and 480 institutions under study. In all, a total of 30 SUBEB officials, 160 LEA Officials, 160 JSS principals, 320 Primary school Head teachers and 480 SBMC officials responded to the research instruments, which were analyzed using various statistics.

5.1.1 Summary of Research Findings

The study among others found out that:

The descriptive statistics was suggestive of the fact that:

1. Respondents differ in their views as it relates to mobilizing resources for educational advancement in their respective states.

2. They differ in respect of states governments' efforts in mobilizing resources for educational advancement in Nigeria.

3. They also differ with regards to stakeholders' contribution in mobilizing resources for educational advancement in Nigeria.

4. There exist differences in the views of the respondents on the utilization of strategies for mobilizing resources for educational advancement in Nigeria.

5. Differences exist in respondents' views on the impact of the strategies for mobilizing resources for educational advancement in Nigeria.

For the inferential statistics, hypotheses tested showed that, all the hypotheses were rejected, meaning that:

6. There is significant difference in mobilizing resource for educational advancement in Nigeria, as expressed by respondents.

7. There is significant difference in states governments' efforts in mobilizing resources for educational advancement in Nigeria, as expressed by respondents.

8. There is significant difference in stakeholders' contribution in mobilizing resources for educational advancement in Nigeria, as expressed by respondents.

9. There is significant difference in respondents' view on the utilization of strategies for mobilizing resources for educational advancement in Nigeria.

10. There is significant difference in respondents' views on the impact of the strategies for mobilizing resources for educational advancement in Nigeria, with regards to state difference.

5.2 Conclusion

Having come this far, it is heart worming to note that educational resources mobilization bears direct relationship with strategies used for mobilizing such resources. It is also interesting to note that government and other stakeholders (such as individuals, communities, private/corporate organizations, international organizations and donors) are contributing significantly toward the use of various strategies for mobilizing educational resources for the sole purpose of advancing education in Nigeria. And that there is no significant differences in the views of participants as it relates to strategies utilization and impart for the advancement of education in Nigeria.

What is more is that, in view of what could be considered as haphazard contributions of the government and other stakeholders towards the effective use of strategies for mobilizing educational resources, much needs to be done. There are considerable opportunities for improvements, particularly at the individual level. For now, governments' efforts are felt more directly than those of other stakeholders.

5.2.1 Implications of the Findings

The implication of the results of the study has far reaching effect to the educational systems of Nigeria. The study has shown that no meaningful educational advancement can be made without putting to use realistic strategies for mobilizing educational resources. The educational system particularly, the basic education sector in Nigeria is still lagging behind, as it relates to infrastructural provisions, supplies of instructional materials and equipment, staff development and/or capacity building. This requires a more realistic, proactive approach that would engender popular participation and involvement from all and sundry. The study has shown that despite improved sporadic contributions from the government and other stakeholders, the educational resources mobilization mechanisms needs serious improvement. A good number of respondents 98.7% believed that the notion of 'free basic education' is yet to translated to reality in this zone and tat the various states scholarship programmes and school feed and health programmes are inaccessible to the majority of school-going-children in the area. Also, some (69%) believe that there is no well-articulated policy framework as far as education is concerned in this region. This study has also recognized (from 94:1) of participants that lack of proper and effective communication links between major players in the education endeavour is responsible for its downward trend.

Another popular view (88-96% of participants) was that poverty and the issue of concentration of development in urban centres at the expense of rural development had seriously hampered educational advancement in Nigeria. This point to the fact that a lot needs to be done, if educational advancement is being contemplated in Nigeria.

5.3 Recommendations

Based on the conclusions drawn, the following recommendations were made:

1. The fact that governments at whatever level, are today seen as the prime propellers and stimulators of societal development (in all avenues), makes it imperative that governments of the various states and local governments areas or Area Councils in Nigeria, should endeavour to rise up to the task. They should spearhead and sustain the creation of a more humane, enabling environment that would endanger popular and effective participation, much more than what is obtainable now, if educational advancement is to be fully realized.

For this purpose, the Prudent-Interactive Strategy for Mobilizing Resources for Educational Advancement had been proposed by the researcher. The strategy, primarily seeks to build confidence in the committee of stakeholders, which will ultimately lead to popular participation in the education process. The mechanism of the strategy is such that requires all those at the helms of affairs in the education process to exhibit high sense of commitment in handling education resource mobilization drives. It requires in basic education financing agents (at all levels of governance) as well as those charged with the management of whatever comes in as education funds being prudent and accountable on issues of education resource mobilization and management. These may include all accounting officers (DFAs, CEOs of the various Education MDAs). They should establish and sustain effective communication mechanism, through which they can effectively pass and receive information on matters of importance in education. They should facilitate and sustain a two-way communication flow channel, i.e. from up-down and verse versa. They must be exemplary in their dealings in matters of education. This

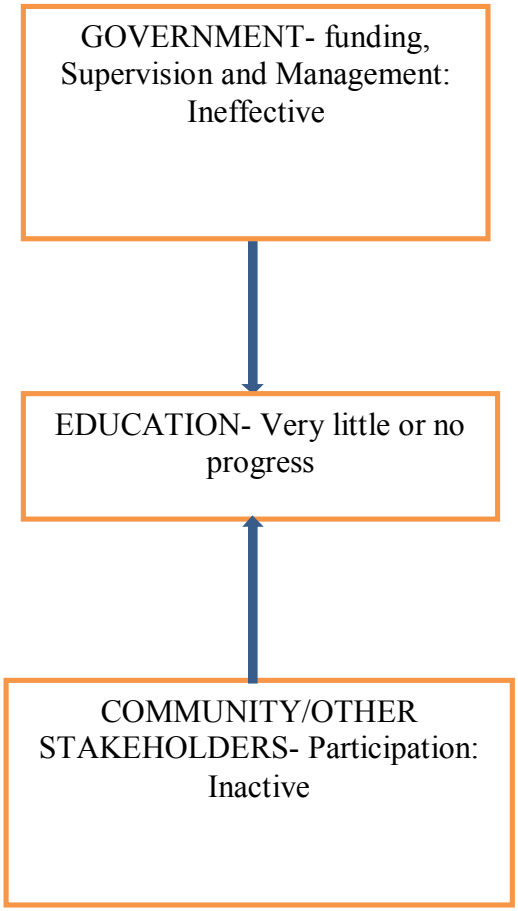
would engender respect and trust in them, as they relate freely with the larger community, thereby promoting a sense of belonging amongst the populace, thus making them to freely and willingly contribute their own quota in the quest for educational progress in their communities.

The present situation where the Government is seen as an insincere agent that does not mean well for education of her citizen should not be allowed to continue. Also, the situation where the Government is seen as the all-in-all on educational issues, with the community being passive, needs to be completely reversed or eliminated. The Government should be seen as a major facilitator and/or stimulator only, engineering communities to take charge of the affairs of the education of their wards, with all being active participants. This calls for what may be termed 'attitudinal change' on the part of operatives within the education system in the country, as well as on the part of the larger society.

The Prudent-Interactive Strategy schema, in its simplest form, could be presented as:

THE PRUDENT-INTERACTIVE STRATEGY FOR MOBILZING EDUCATION RESOURCES (PISMER)

OLD SYSTEM



PROPOSED PISMER SYSTEM

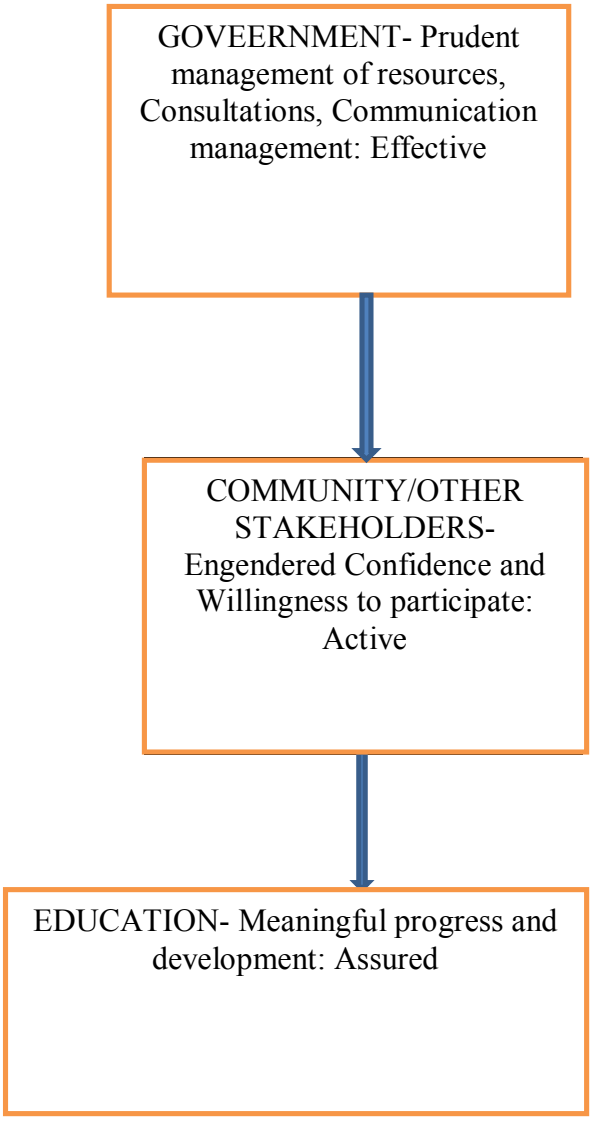


Figure 5.1: Illustration of the PISMER Model

2. Government should show more commitment toward the education and general wellbeing of her citizens. Governments need to be more proactive in relation to matters that pertain to poverty alleviation and improved standard of living. This, in the end would encourage cost-benefit tendencies, leading to effective participation in overall educational and societal development. State Governments should take a leave from the experience of the FCT-MDG poverty alleviation initiatives, (through its' 'Youth Empowerment Initiatives'). The programme according to Shu'aibu (2011) had empowered 180 Communities, with more communities yearning for same, in view of the visible benefits accruing to participating communities.

3. There is no doubt that in today's world of Globalize economy, effective communication is indispensable and the most viable instrument for popular participation. To this end, people need to be continually informed and educated of happenings around them, including the need for effective participation and contribution to education and societal development. In order to build informed citizens, apart from simply establishing more and more schools, community information centres or libraries or better still, Open Education Resource (OER) centres should be established, in order to provide for and sustain communication network, at least in every major town/community in Nigeria.

4. Like other well-structured and standardized educational establishments or agencies, the present social mobilization units or sections that are part of our educational administrative set-up should be up-graded to full-fledged departments with greater responsibilities of reaching out to other stakeholders, in order to encourage greater participation and stimulate education advancement. Such agency should determine the specific responsibilities of their resource mobilization focal points. As a general

guidance, the primary function of resource mobilization focal points is responsible for organizing the design and dissemination of a state-specific resource mobilization strategy, with the involvement of key stakeholders such as non-governmental organizations, indigenous peoples and local communities, businesses and donors.

5. Knowing so well that no man is an island and no organization can be independent of another, there is the need to encourage inter-sectorial commitments at all levels of education. Education authorities should strive to exploit avenues in which other ministries, departments and organization can come to effectively participate in and promote education resource mobilization drive, leading to educational advancement.

6. Specifically, schools and education authorities need to imbibe more realistic approach to enhance and sustain parental and community participation in school development projects and/or programmes. This can be achieved where and when schools and/or educational authorities see themselves as part and parcel of the communities where the schools are sited. They should endeavour to create time and space for social-interpersonal interactions with parents and community members. Times where, when schools principals and head teachers participate prominently in community matters and were accorded respect and recognition because of their meaningful contribution and participation to community progress, which is in turn reciprocated by parents and community members, resulting in greater participation in school activities. This can be re-engineered once again, only if authorities show greater sense of belonging and responsibility as well as humane dispositions. School authorities should more frequency engaged in constant visits and courtesy calls or advocacies on communities, particularly to community leaders and perceived focal persons in the community.

7. With the growing concern about substantial under-utilization of current resources in the education sector, there the need for education functionaries to brace up to the challenge of 'efficiency in resource utilization'. Since inefficiency in resource utilization can undermine the gains in resource mobilization, improving efficiency should be a high priority area for those handling educational resources.

8. Given the imperative of developing an effective education resource base at the state level, there is the need to address how this can be done, even without support from the Federal Government. At present, the only possible solution to ensure the development and utilization of an effective education resource base is through continued solicitation of support from interested partners. However, this raises another important question, such as the appropriateness of existing support. For instance, in an environment such as Nigeria, which exhibits complex institutional structures, lack of accountability and an excessive waste in the education sector, it would be assumed that institutionalization would take considerably longer period to materialize. This indicates that sustaining long term support for education resource base becomes critical, which may not augur well with prospective cooperating partners.

Besides the actual process associated with the institutionalization of educational resource mobilization at all levels of the educational system, particularly at the basic education levels, is also important to ensure that operational strategies are developed to ensure that resources are effectively utilized. It is hoped that this will help ensure sustainability by creating a dependable education resource base and also ensure that the resources are used by a broader range of stakeholders as opposed to those who are primarily concerned with high level planning.

9. Finally, while State Governments continue to strive for the best for education, they should in collaboration with the Civil Societies initiate a process wherein eminent personalities, would be motivated to contribute immensely in aid of education and educational development in Nigeria. There is need to encourage people to emulate the philanthropic gesture of the present Governor of Imo state, Chief Rochas Okocha. Who, apart from establishing schools for indigent children in various part of the country, had forfeited his entire monthly salary, as a Governor and part of his security votes for the development of education in Imo state. The reality is that education is in dare need of support from all and sundry.

5.3.1 Recommendations for further studies

This research work has identified a number of research areas for further studies towards the understanding of issues surrounding education resource mobilization and popular participation in Nigeria. These areas include:

1. Studies on the viability of Strategies that would promote effective participation in the education process, particularly at the Basic education level in Nigeria.
2. Studies on household/family expenditures and demand for education in Nigeria.
3. Studies on educational disparities, cost functions of Basic education in Nigeria.
4. Studies on determinants of unit expenditures on education at geo-political levels in Nigeria (including community and town/township levels): Implication for National Development.
5. Entrenching Prudent-Interactive Education Resource Mobilization Strategy in the Nigeria: Implication for Curriculum Development and Educational Management.

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5.3.2 Contribution to Knowledge

The study 'Assessment of Policy Implementers on the Strategies for Mobilizing Resources for Educational Advancement in Nigeria' tried to examine the Strategies used in the cause of making available education resources. It tried to look at how such strategies have influenced educational advancement in Nigeria. The outcome of the study had generated vital information, on how the Nigerian populace views the issue of education resource mobilization, toward the attainment of educational advancement in Nigeria. Specifically, the study had:

1. In line with the objectives and significance of the study, the research work have been able to bring into fore a number of alternative Strategies for mobilizing resources for educational advancement, which could be utilized individually or alongside others. These strategies includes: Advocacy, Community Participation Initiatives, Integrated Strategy, Social Mobilization, Enforcements and a host of others. Additionally, a model of Strategy tagged 'Prudent-Interactive Strategy of Mobilizing Education Resources' was proposed. The Strategy is aimed at instilling confidence in the populace, thus encouraging popular participation in matters of educational development in Nigeria.
2. The study had afforded major Stakeholders within the basic education sector in Nigeria (Respondents), to bear their minds on vital issue that revolves around education, societal and national development and sustainability. And that is, the issue of education resource mobilization and educational advancement.
3. Recommendations were made for a more proactive approach that would facilitate effective and optimum, popular participation toward overall education progress and/or advancement, in Nigeria.

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Append1x 1
Introductory Letter from the Education Department

FACULTY OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
DEPARTMENT OF EDUCATION
Tel: 08036090142, 08029090605, 08059969248
DR. MOHAMMED BEN. YUNUSA
B.A(Hons.) M.A. (Lagos) P.G.D.E. M.P.A. Ph.D. (ABU)
E-mail: benyunusa@yahoo.com

Our Ref: _____ Your Ref: _____ Date: 20th Sept, 2010

To Whom It May Concern

This is to state that **Mr. Abdullahi Dada** is our Ph.D candidate in Department of Education. He is writing his thesis. He is on the field to collect every information, material or data that could facilitate his work. He is around to solicit for your help. Kindly give him all necessary cooperation and assistance that can facilitate his research.

Thank you

Yours

Dr. Mohammed Ben-Yunusa
Associate Professor
Supervisor & Head of Programme

Appendix 2
Introductory Letter from the Researcher

ABDULLAHI ALIYU DADA

dadaabdullahialiyu@Gmail.com

08036155035

TO WHOM IT MAY CONCERN

Sir/Madam,

INTRODUCTORY LETTER

I certify that the bearer…….. is my Research Assistant/Facilitator. He/She requires your assistant in order to successfully administer a research Instrument titled "Perception of Policy Implementers on the Strategies for Mobilizing of Resources for Educational Advancement in Nigeria". Please endeavour to give him/her all the necessary assistance he/she may require.

Thanks for your cooperation.

Yours Faithfully,

Abdullahi A. Dada

Appendix 3

List of Sampled Institutions by State and Local Governments /Area Councils

01 – TARABA STATE

01 - JALINGO L G

Magami GDSS, Jalingo	Mohammed Nyu
Gov't College, Jalingo	Hassan
GSS, Jalingo	Tukur
Nukkar GDSS, Jalingo	Model
Sanbongari GDSS, Jalingo	Central
	Mafindi
	Salihu Doga
	Lamurdi
	Sabongari
	Wuro Samba

02 - ZING L G

Labontusom Sec Sch.	Alheri P S
GSS, Zing	Sansongari P S
GTTC, Zing	Saboda P S
Tsohongsri Sec Sch.	Haske P S
GDSS, Zing	Nonsom P S
	Bala P S
	Salem P S
	Kingdom Place P S

Ibrahim Sambo P S

Model P S

03 - BALI L G

GSS, Bali

GJTTS, Bali

Burba GDSS

Suntai GDSS

GDSS, Bali

Adamu

Special

Central

Sabon layi

Bali 2

Gild-child

Maihula

Garba Shede

Suntai

Burba

04 - GASSOL L G

Lugga GDSSCentral P S, Mutum Biyu

GDSS, TallaAnguwan

GDSS, Tutare

GDSS, Mutum biyu

GDSS, Gassol

Alasa P S, Mutum Biyu

Kachalla P S Mutum Biyu

Kwata P S, Mutum Biyu

Dunduma P S

Chul P S

Nurul Ulum, Mutum Biyu

Garin Abba P S

Namnai P S

Tutare P S

05 - WUKARI L G

GSS, Wukari	Nurul Islam, P S
GDSS, Wukari	Central, P S
GDSS, Rafin Kada	Wukari North, P S
GDSS, Bantaje	Wukari East, P S
Marmara GGSS, Wukari	Ebenezer, P S
	Ladan, P S
	Marmara, P S
	Kenkeso, P S
	St. Mary's, P S
	Bte-pye, P S

06 - DONGA L G

Science School, Donga	Dozunga, P S
GDSS, Donga	Suntai, P S
GDSS, Mararaba	Mararaba, P S
GDSS, Kumbo	Dauda Kwacha, P S
GDSS,Akate	Akate, P S
	Kapye, P S
	Abdullahi, P S
	Model, P S
	Maimagani, P S
	Kafin Sambo, P S

02 - YOBE STATE

FIKA L G – 07

JSS

Umar Abdulkarim, Gadaka

Ishaka Shuaibu, Gadaka

Abdussalam Muhammad

Dudu A Umar

Bilyaminu Adamu, Gadaka

Fatsuma Muhammad, Gadaka

Umar Gambo Central, Gadaka

Amina Musa Auta, Gadaka

Ibrahim Shuaibu, Gadaka

Fatsuma Ibrahim Gajere, Gadaka

Abdullahi Mohammed

Saadatu Mohammed

Hussaini Mohammed

Hassan Sale

Jibrin Ibrahim

MACHINA L G - 08

JSS

Machima

Almaram

Dolen Machina

Damal

Garanda

PRIMARY SCHOOLs

Central

Bolo

Kwari

Falmaram

Dolen Machina

Damal

Taganammal

Yalauwa

Kargidi

Karmashe

GEIDAM L G - 09

JSS	PRIMARY SCHOOL
Kafela Boys	Kafela
Kafela Girls	Kafela Boarding
Lawan Kawuri	Kafela Islamiyya
Kelluri	Low cost
Balle	Lawan Kolori
	Lawan Kawuri
	Central
	Nigadala
	Kalgiri
	Hausari

DAMATURU L G - 10

JSS	PRIMARY SCHOOL
Nayi Nawa	Central
Bundigari	Njiwaji
Ali Mairam	Bunduwari
Waziri Ibrahim	Nayi Nawa
Bukar Ali	Waziri Ibrahim
	Maisandari
	Modu Mustapha
	Pampamari
	Bukar Ali
	Model

NGURU L G – 11

JSS	PRIMARY SCHOOL
Hausari	Kasugula
Central	Shuwari
Ngikewa	S/g Kanuri
Girgiri	Ngilewa
Balanguwa	Bombori
	Dumsai
	Bulabulin
	Railway
	Majakura
	Hausari

03 – NIGER STATE

CHANCHAGA LGA -13

JSS	PRIMARY SCHOOLS
JSS Tunga	123
JSS Bakin Sale	Waziri
JSS Dutsen Kura	New Tunga
JSS Zarumi	Umar Audi
Maitumbi	Barikin Sale
	Sarikin Zango
	Makama
	Limawa

Sakakahuta

Dr. Umar Farouk

PAIKORO LGA - 14

JSS	PRIMARY SCHOOLS
Martin Sanda	U.K. Bello
Tungan Mallam	Zubairu
Tudu Uku	Jankpa
WDSS	Tagopi
Pago	Gwanayi
	Pago
	Dobwa
	Tunga Mallam
	Jabo Jere
	Gabadna

LAPAI LGA - 15

JSS	PRIMARY SCHOOLS
JSS Takuti	Muhammed Kobo
JSS Mohammed Kobo	Etsugi
JSS Chemi	Galadima
JSS Shaku	Bami
JSS Lapai Malle	Takuti
	Shaku
	Cheche

	Malle
	Magaggi
	Umar Bago

AGAIE LGA - 16

JSS	PRIMARY SCHOOLS
Dendo	Solawu
J.G.S.S.	Etsu Nupe
J.D.S.S.	Waziri
Shaba Woshi	Etsu Nuhu
Etsu Gaie	Evutagi
	Model
	Isiaku
	Etsu Bello
	Sulaimanu
	Sarkin Attahiru

KONTAGORA LGA - 17

JSS	PRIMARY SCHOOL
JSS Ubandoma	Rimaye
JSS Zango	Army
JDSS	Model
Army Day JSS	Maidugu
JDSS	Ubandoma
	Saidu Namaska I

	Saidu Namasaka II
	FCE Staff School
	Army P S
	Zango

WUSHISHI LGA - 18

JSS	PRIMARY SCHOOLS
JSS Kwodosoba	Kwatar
JSS Akare	Kwodosoba
JSS Gidan Kawa	Lokogoma
JSS Gwarji	Gwarji
JSS Zik.	Akare
	Madaki
	Kanko
	Central
	Gidan Kawa
	Zik

04- FCT-ABUJA

GWAGWALADU AC - 19

JSS	PRIMARY SCHOOLS
JSS T/Maje	Phase III
JSS Dobi	Kaida Tsoho
JSS Paiko	Gado Nasko S. Phase I
JSS Sabon gari	Nomadic Dukpa

JSS Phase 3 Quarters	Paikon Kore
	Pilot Science
	LEA Dukpa
	Shanagu
	Dobi
	Demonstration

KWALI AC - 20

JSS	PRIMARY SCHOOLS
JSS Kwali Central	L.E.A. Bomago
JSS Yangoji	Piri
JSS Bako	Anguwan Cashew
JDSS Kwali	Bukpe
JSS Ija Pada	Shagari Quarters
	Central
	Sheda Tsoho
	Koroko
	Dafa
	Damakusa

05 - ONDO STATE

AKURE SOUTH L G - 21

JSS	PRIMARY SCHOOLS
FGC Akure	St. Luis P S

Oyemekun Grammar School, Akure	Oyemekun P S
Aquinas College, Akure	St. Mathew P S
Omolere Grammar, Akure	FUTA Staff School
Omoluorogbo Grammar, Akure	Success P S
	St. Peter's P S
	St. Andrew's P S
	St. Dominion's P S
	CAC P S
	Omolere P S

ONDO WEST L G -22

St. Joseph College	St. Stephen
St. James Grammar School	St. Mathew
St. Monica's Secondary School	Unique
Ondo Boys High School	Onward
Ondo Anglican Grammar School	Omoluoregbe
	St. Luis
	St. Barnabas
	Oremokun
	St. Luku
	St. Moses Orimolade

IRELE L G - 23

Oyenusi Memorial College	St. Mark P S
Community Secondary School, Atoranse	Community P S, Cleko

Community Secondary School, Olada	Community P S, Gbonoye
Community Secondary School, Iyansan	LEA P S Gbogbolowo
Jowiri Secondary School, Ajagba	Community P S, Ayadi
	Community P S, kojola
	Community P S,Olada
	Community P S, Iyansan
	Community P S, Ogunmola
	Taola P S

ODIGBO L G - 24

Convenant College, Asewele	Convenant P S Asewe
King's College, Ore	Esero P S, Ore
Perfection of God College	Orlando P S, , Omifani
Onisere Grammar School	Adeyenke P S, Omifani
Ore Grammar School	Sawangba P S, Ore
	CAC P S, Omifani
	Our Saviour P S, Omifani
	Islamic P S, Omifani
	St. Mark P S, Ore
	St. Paul P S, Ore

AKOKO NORTH EAST L G - 25

Victory College	Muslim P. S
Ikare Grammar School	St. Stephen's
Mount Camel Ikare	Obeneza

Coopereative High School	St. Gregory
Agba Ode High School	Aunty Bisi
	Greater
	Aunty Toyin
	An-saruddeen
	Everlasting
	Muslim Ilepe

06 – OYO STATE

IBADAN SOUTH-WEST L G - 27

JSS	PRIMARY SCHOOL
Adifase High School, I [Jnr]	Baoku mem. P S, Foko
Adifase High School, II [Jnr]	Seventh day Adv. P S, 1 Foko
African Church Grammar School, Apata	A.U.D. Schl 1, Foko
African Church Grammar School, I Apata	Abiola Jacob p S, 1 Foko
AfricanChurchGrammarSchool,IIApata	Abiola Jacob p S, 2, Foko
	Christ Gospel P S, 1 Foko
	Christ Gospel P S, 2 Foko
	Progressive Day schl 1, P S Alaadorin
	A.U.D P S 2, Foko.
	Seventh day Adv. P S 2, Foko

IBADAN NORTH L G - 28

Abadina College School I, U.I [Jnr]	St Johns Ang. Schl N5 Agodi
Basorun/Oojo High School [Jnr]	C.A.C. Schl 2 Oniyanrin

Anglican Commer. Grammar School II, [Jnr]	St Bridgids Boys Mokola
Anglican Grammar School, Orita-Mefa [Jnr]	Methodist Pry Schl 2 Bodija
Abadina College School II, U.I [Jnr]	St Marys Convent Schl 1 Oke are
	St Pauls Schl 1 Yemetu
	St Thomas Schl 1 Agbowo
	C.A.C. Sp. Schl for Handicapped
	St Thomas Schl 2 Agbowo
	St Thomas Schl 3 Agbowo

IBARAPA NORTH L G - 29

Ayete Grammar School	Normadic Pry. Schl, Igangan
Tapa Community High School	Bapt. Schl, Idiyan Igangan
Maku Grammar School, tapa	Bapt. Schl, I Igangan
Oke Aako High School, Igangan	Comm. Pry Schl, Bogunbe Igangan
Baptist High School Ayete [Jnr]	U.P.S Ominigbo Igangan
	Meth Pry. Schl, Igangan
	Comm. Pry Schl, Konko, Tapa
	Comm. Pry Schl, Oyee, Tapa
	Normadic Pry. Schl,Kajola Ayete
	Comm. Pry. Schl, Temidire Ayete

IBARAPA CENTRAL L G -30

Okedare [Jnr] High School, Idere	A.U.D Schl Geke, Igboora
Methodist [Jnr] Grammar School II	A.U.D Schl. Oja Ata
Igboora [Jnr] High School I, Igboora	N.U.D Schl I Oke Serin

Igboora Grammar School I [Jnr]	N.U.D Schl Ii, Oke Odo
Igboora High School I [Jnr]	A.U.D Schl I, Igboora
	Methodist Schl Idere
	Methodist Schl Ii Pembo
	Methodist Schl I, Oke Agogo
	Mehtodist Schl, Obatade
	Baptist Schl, Idere

OGBOMOSO NORTH L G - 31

Ogbomoso Grammar School, II	United Baptist Ase-Ikose
Ogbomoso Grammar School	Abora D.C. School
Nurudeen Grammar School, 1	Bolanta D.C. School
Nurudeen Grammar School,II	Baaki Baptist School
Ogbomoso Grammar School, I	C&S Pry. School
	Are-Ago D.C. Schl I
	Eben Baptist School I
	Eben Baptist School Ii
	Emmanuel Baptist Schl.
	A.D.S Primary School

OGBOMOSO SOUTH L G -32

Muslim Comprehensive High School	A.U.D. Schl. Akata
Ogbomoso high school II	Ayegun Baptist Schl. I
Ogbomoso high school III	Ayegun Baptist Schl. II
Muslim Comprehensive High School I	C.A.C Schl, Ogbomoso
Ogbomoso high school I	Ijeru Baptist Schl. I
	Ijeru Baptist Schl. Ii

Methodist Schl. Oluoso

Molete District Schl. I

Molete District Schl. Ii

Onpetu Distcouncil Schl

Appendix 4

PERCEPTION OF POLICY ON THE STRATEGIES FOR MOBILIZING RESOURCES FOR EDUCATIONAL ADVANCEMENT IN NIGERIA

01/01/00

Interview Instrument for SUBEB and LEA Officials

Introduction

This instrument is for a PhD research work. It is intended to assess the strategies used in mobilizing resources for educational advancement in Nigeria. This study is purely an academic exercise; as such you are assured of the confidentiality of your responses.

Please, feel free to respond as deemed appropriate. Be objective and sincere in your response, please.

Section A: Demographic Data

1. Address……..
2. Rank/Status……...
3. Responsibility……

Section B: Items on Strategies of Resource Mobilization

Resource appreciation

4. What is the present population, in terms of teacher and students ratio in the State/LG/AC? - 1:35, 1:40, 1:50 and above
5. How can you assess the present condition of education resources (in terms of human, material and financial resources) in the State/LG/AC? - Very adequate and functional, adequate and functional, not adequate.
6. Do you think the present educational resources in schools can provide for educational advancement in the State/LG/AC? - Most probably, probably, not probably
7. Is there any need for improvement of educational resources in the

   State/LG/AC? - Very obvious, obvious, no need

Strategy Utilization

8. Which of these are the most pressing areas of educational resource mobilization needs in your State/LG/ AC/ Schools

	Very important	Important	Not important
Infrastructure development			
Staff capacity building			
Staff remunerations			
Learners health programmes			
Provision of instructional materials			
Others			

9. To what extent are these Strategies for Mobilization of Education Resources utilized in your State/LG/AC/ Schools ?

	Very often	Often	Not at all
Allocation/Taxes / Development Levy			
Social Mobilization			
Enforcement			
Corporate Social Responsibility			
Public-private partnership			
Donation/ Sponsorship/ Joint mutual participation			
Devolution of power to school leadership			
Strategic planning			
Advocacy			
Integrated Strategy			
Others			

10. What is the nature of involvement of the following Stakeholders in mobilization of resources for educational advancement in your state / LG / AC/ Schools.

	Budget Alloc	Interventions	Partnership	Comm. Leadership Involvement	Others
Government					
Individual/Community Participation					
Private / Corporate Organizations					
Non-governmental Organization					
International Organizations/Donors					

Impact of Strategies for Mobilizing Resources for Educational Advancement

11. How can you rate the performance of the followings in terms of mobilization of resources for educational advancement in your state / LG / AC / School?

	Very effective	Effective	Not effective
Government			
Community participation			
Private / corporate organizations			
Non-governmental organizations			
International cooperation			
Individual's participation			
Others			

12. How can you rate, in order of effectiveness, the following Strategies for mobilizing resources used in your State/ LG/ AC/ Schools.

	Very effective	Effective	Not effective
Taxes / Development Levy			
Social Mobilization			
Enforcement			
Corporate Social Responsibility			
Public-private partnership			
Donation/ Sponsorship/ Joint mutual participation			
Devolution of power to school leadership			
Strategic planning			
Advocacy			
Integrated Strategy			
Others			

13 To what extent can you say that mobilization of resources has impacted on educational advancement in the following areas in the State / LG / AC / School ?

	Very effective	Effective	Not effective
Infrastructure development			
Staff capacity building			
Staff remunerations			
Learners health programmes			
Provision of instructional materials			
Others			

14. What is your general assessment of the entire education system in relation to mobilizing resources for educational advancement in the

State/LG/AC? - Very adequate, adequate, needs improvement.

Appendix 5

PERCEPTION OF POLICY IMPLEMENTERS ON THE STRATEGIES FOR MOBILIZING RESOURCES FOR EDUCATIONAL ADVANCEMENT IN NIGERIA

Questionnaire for Principals, Head Masters and SBMC Officials.

Introduction

This Instrument is for a PhD research work. It is intended to assess the Strategies used in mobilizing resources for educational advancement in Nigeria. This study is purely an academic exercise, as such you are assured of the confidentiality of your responses. Please, feel free to respond as deemed appropriate. Be objective and sincere in your response please.

Instruction: The questionnaire is divided in to 2 sections; endeavour to respond to all items. Section A is for Demographic data. Section B is on Assessment of Strategies for Mobilizing Education Resources.

Section A: Demographic Data

1 School.……..

2 Location.……
(Urban / Rural)

3 Status/Rank.……..
(Principal/ Head Teacher/ SBMC Official)

. **Section B: Items on Assessment of Strategies for Resource Mobilization**

	Resource Appreciation	**SA**	**A**	**D**	**SD**
1.	There is a well-articulated policy framework for the basic education sector in the State/LG/AC .				
2.	Schools are now accessible to all Communities in the State/ LG/AC				
3.	Education is exclusively free in all Public Schools, as no school fees are charged in the state/ LG/ AC .				
4.	The State/LG/AC Scholarship programme is accessible to all Basic School Pupils/Students.				
5.	Human (teachers) are readily available in all schools in the State/LG/AC.				
6.	Schools are well equipped to effectively cater for the educational needs of the populace in the State/LG/AC				
7.	Education authorities respond to criticisms and suggestions, aimed at improving. Education promptly in the State/LG/AC				
8.	Schools utilize and maintains resources judiciously in the discharge of their educational activities				
9.	The State/LG/AC has a comprehensive policy for effective community participation in school administration and management.				
10.	Educational needs are so much in the State / LG / AC that calls for effective resource mobilization.				

	Utilization of Resource Mobilization Strategies				
11.	Education authorities provide opportunities for participation in the development of education plans and polices for Schools development.				
12.	Different Strategies and Approaches are used for Mobilization of Resources for Educational Advancement in the State/LG/AC.				
13.	Education authorities monitor and report to stakeholders annually, about progress in the State/LG/AC.				
14.	Education authorities hands down education plans and policies and require people to accept them without questioning.				
15.	Parents and School Community members participate most effectively in overall School development programmes/projects.				
16.	Parent's involvement in education resources mobilization in the State/LG/AC is because of the overstretching of government's obligation and the economic crises.				
17.	The Private sector, International Corporation, Philanthropic Organizations, etc, participate fully in Education Resource Mobilization efforts in State/ LG/AC.				
18.	Schools, provide a welcoming, trustful and engaging environment for Stakeholders to contribute positively toward school development.				
19.	The schools respond promptly to such barriers as language, culture, education levels, work schedules or such things that may hinder parent's effective community participation in school programmes..				
20.	Stakeholders generally respond promptly to calls to freely participate in Education Resource Mobilization.				
	Impact of Strategies of Resource Mobilization on Education				
21.	Education Resource Mobilization in the State/LG/AC has yielded fruitful results such as construction of classes, adequate provision of instructional materials, access to education, etc.				
22.	Lack of adequate information and enforcement prevent Stakeholders from participating in Education Resource Mobilization efforts.				
23	Respective schools enforce their own resource mobilization policies without education authority's permission or approval.				
24.	Family and economic pressure had always hindered parental/ community involvements in education resource mobilization drive.				
25.	Education Resources Mobilization process creates a sense of oneness and belonging in the education process among Stakeholders.				
26.	School size and location greatly influence Education Resource Mobilization in Schools.				
27.	Parents are more willing to participate in education resource mobilization where such Schools have existing infrastructure.				
28	School leadership lacks the communication skills for stimulating effective participation in Education Resource Mobilization drive.				
29.	Parents don't feel committed to schools in their locality, because of school size and location.				
30.	Schools in urban areas attract more government attention than those in the rural areas, in terms of provision of education resources				

Appendix 6

Key to Structured Interview Instruments

Strategy Appreciation

4 tr/st pop. Ratio

5 State of educ. resources in state…

6 Can resources lead to educ. advancement

7 Need for improvement

Most Pressing Needs

8 Infrastructure dev.

9 Staff capacity building

10 Staff remuneration

11 Learners health programmes

12 Provision of instructional materials

13 Others

Strategies Utilization

Strategies used for Mobilization

14 Budgetary allocation/tax/dev. Levy

15 Social mobilization

16 Enforcement

17 Corporate soc. Responsibility

18 PPP

19 Donation/sponsorship/joint mutual partnership

20 Devolution of power

21 Strategic planning

22 Advocacy

23 Integrated strategy

24 Other

Nature of Involvement

25 Government

26 Individual/comm. Participation

27 Private/corporate org.

28 NGO

29 International org./owners

Impact

Rate of Performance

30 Govt.

31 Community

32 Private/corporate org.

33 NGO

34 Int. Org.

35 Individuals' participation

36 Others

Effectiveness of Strategies

37 Budgetary allocation

38 Social M

39 Enforcement

40 Corp. Soc. Responsibility

41 PPP

42 Donations

43 Devolution of power

44 Strategic planning

45 Advocacy

46 Others

Impact

47 Infrastructure dev.

48 Staff capacity building

49 Staff remuneration

50 Learners health programme

51 Provision of instructional materials

52 Others

53 General assessment

Appendix 7

Key to Questionnaire Instrument

Resource Appreciation

1. State
2. Local Government
3. Institution
4. Location
5. Status
6. Articulates policy framework
7. School accessibility
8. No school fee in public schools
9. Accessible scholarship programme
10. Government efforts in education programme.
11. Enormous educational needs
12. Need for effective strategies
13. availability of policy for participation
14. Education authority accept criticism
15. Education authority have checks and balances

Utilization Strategies

16. Provision of opportunity for participation.
17. Different strategies are used
18. Art monitor and report progress.
19. Enforce plans without recourse to questioning

20. Parents and CM participate in school development programme.

21. Economic crises cause parental involvement

22. Other stakeholders participate fully

23. Schools encourages other stakeholders

24. Schools response to barriers

25. Stakeholders respond freely.

Impact of Strategies

26. Yielded fruitful results

27. Lack of information required to effort

28. schools enforces without permission.

29. Family and economic pressure hinders

30. Stakeholders have sense of belongingness

31. School size and location influence r.m

32. Existing structure encourage participation

33. School leadership lacks communication skills

34. Parents not committed because of school size and location

35. School in urban areas are more favoured.