

Alternative Sources of Funding Early Childhood Education for School Effectiveness in Nigeria

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Abstract

The authors examined the sources of funding early childhood education in existence in Nigeria with a view towards suggesting alternative sources to boost the revenue base for school effectiveness. The diminishing culture of the extended family system and the need for both parents to be in employment coupled with the need to provide access and ensure equity in educational provision have necessitated the need for early childhood education in public school in Nigeria. The paper argued that adequate fund is a prerequisite for good teacher preparation, provision of appropriate and good quality facilities, stimulating learning materials, regular supervision and monitoring of early childhood education programmes and school effectiveness. In order to achieve these scenario, the following recommendations were proposed for policy options: 15% of the constituency allowance of all national lawmakers and 10% of that of state of assembly lawmakers should be committed to providing academic and non-academic items such as textbooks, exercise books, uniform and meals to all pre-school children in public schools. Two million two hundred and ninety seven thousand, five hundred and forty seven (2,297,547) pre-school children aged 3 to 5 years are enrolled in 28,565 public schools across the country. Since these schools are domiciled in the constituencies and are patronized by the poor in the society, it is therefore imperative for them to commit a percentage of their constituency allowance to the educational welfare of the preschool children. Secondly, for a stable and regular funding of early childhood education, a provision like the Tertiary Education Trust Fund (TETFUND) that will be named Universal Basic Education Trust Fund (UBETFUND) is also recommended. This is to be committed to facility provision, training and retraining of teachers. Thirdly, a proposal of 5% federal government intervention of its consolidated revenue fund is being proposed. The present 2% is inadequate due to the large number of schools at this level across the country. Fourthly, anti-corruption policies such as budget and project monitoring, quarterly report on the disbursement of funds, dynamic audit department to forestall waste of funds and supervision of school buildings to ensure good quality should be put in place to ensure that funds are not misappropriated or embezzled.

Introduction

Childhood education is the period between birth and 13 years of age. In this age bracket are the babies and toddlers who are between birth to 2 years plus, are sent to day care centres or crèches if there is nobody at home to care for them. Thereafter, at the age of 3 years children are expected to be registered in pre-primary schools. By the age of six years children ought to be in primary school. This is the age that is officially compulsory to be in school in Nigeria. By the age of 12 years, the child ought to be in junior secondary school.

The authors are particularly interested in the pre-primary level because this is the level that some visible learning of numeracy, literacy and social life skill commences.

At birth, the Nigerian child is cherished and flattered with names such as Omosefe which means a child is more than wealth; Omosigho which means a child is more than any quantity of money; Omosede which means a child is more than a crown in Bini dialect. Omoboriowo which means a child is greater than

money and Omolabake which means a child is to be cherished in Yoruba dialect and Nwakaego which means a child is more valued than money in Ibo dialect. Because of the way the child is held and seen as the community's child, every child in the community is protected and catered for even in the absence of their parents.

This idea of cherishing the child succinctly fits into the human capital theory which rests fundamentally on the idea that a person's education is an investment (involves costs in terms of direct spending on education and the opportunity costs of students' time) in his/her human capital. This makes the individual more productive and accrues him/her a future stream of benefits (superior productivity, high wages and other non-monetary benefits to the individual and the society). To the Nigerian society, children are seen as guarantees and assets to take care of parents especially in their old age and also to bail out families and communities from poverty hence the child is seen as a community child. Wealth alone cannot do all these; there is the need for someone to be there to direct the affairs. The child is therefore in the best position to do that. With the advent of western education, the role of the child became expanded and further fits the human capital theory. He is viewed as a personality that can improve the fortune of the family and the community by caring for parents in their old age, caring for siblings and improving the condition of the community. All these he can do because he has the skills and so can be gainfully employed.

It was not therefore surprising that the extended family system in existence then helped parents to cater for their young children when they were away to the farm or market. However, with the advent of industrialization and the decline in the extended family system, coupled with the need for both parents to be gainfully employed in order to live above poverty level it became imperative for parents to look for a safe place to keep their children. The churches, non - governmental organizations, community societies and private individuals decided to set up day care centres and nursery schools. All the centers then were fee paying and founded in state capitals and local government headquarters inhabited by the elites who reside in these places and who can readily afford it.

In order to provide access to formal education and reduce illiteracy among the citizens of Nigeria, the government enunciated the Universal Basic Education (UBE) Programme in 1999 which Act was signed into law in 2004 at the Federal Level. With this, the UBE programme has been domesticated in all states of the federation for effective ownership and delivery.

The objectives of this paper are:

- to highlight the concept of pre-primary education in Nigeria
- expose the status of pre-primary education in Nigeria
- find out the funding situation in Nigerian pre-primary schools
- identify attempts by international, regional, national and local bodies in ensuring access to early childhood education
- suggest alternative sources of funding public pre-primary schools for delivery of efficient and effective early childhood education

Literature Review

Based on the objectives, literature will be reviewed under the following sub heads:

- (a) the Concept of Early Childhood Education
- (b) the Benefits of Early Childhood Education
- (c) sources of Funding Early Childhood Education
- (d) the Status of Early Childhood Education in Nigeria
- (e) attempts by International, National and Local bodies in ensuring access to early childhood education
- (f) the Concept of School Effectiveness
- (g) conclusion and recommendations (Alternative sources of funding early childhood Education for school effectiveness)

a. The Concept of Early Childhood Education In Nigeria

In the current National policy on Education, early childhood education is labeled as pre-primary education. It is defined as the education given in an educational institution to children prior to their entering the primary school (Federal Government of Nigeria, 2004). According to the national policy on education, the purpose of pre-primary education shall be to:

- a. effect a smooth transition from the home to the school;
- b. prepare the child for the primary level of education;
- c. provide adequate care and supervision for the children while their parents are at work (on the farms, in the markets, offices etc);
- d. inculcate social norms;
- e. Inculcate in the child the spirit of enquiry and creativity through the exploration of nature, the environment, art, music and playing with toys, etc;
- f. develop a sense of cooperation and team spirit;
- g. learn good habits, especially good health habits, and
- h. teach the rudiments of numbers, letters, colours, shapes, forms, etc, through play.
The document listed a number of measures to be taken by government to ensure the achievement of the objectives of pre-school education. They include:
 - i. establishing pre-primary sections in existing public schools and encourage both community/private efforts in the provision of pre-primary education
 - ii. make provision in teacher education programmes for specialization in early childhood education
 - iii. ensuring that the medium of instruction is principally the mother tongue or the language of the immediate community. To achieve this, the orthography of many more Nigerian languages will be developed and textbooks in Nigerian languages will be produced.
 - iv. ensuring that the main method of teaching at this level shall be through play and that the curriculum of teacher education is oriented to achieve this; among others
 - v. set and monitor minimum standard for early childcare centres in the country
 - vi. ensure full participation of government, communities and teachers association in the running and maintenance of early childhood education facilities.

Pre-primary school education is largely a post colonial development. The forms of it during the colonial era were the kindergarten and infant classes which consisted of groups of children considered not yet ready for primary education. Grouping then was not age based, some children aged six or even more could be found in some of the infant classes.

With the phasing out of infant classes, some parents began to feel the need for nursery school. The need grew higher as a result of the increase in the number of working class – mothers and the level of awareness of parents in terms of education.

The Universal Basic Education (UBE) programme is meant to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The programme commenced in 1999 but was signed into a Bill in 2004. The UBE Act 2004 makes provision for basic education comprising of early childhood care and education, primary, junior secondary education and adult and non-formal education programmes.

The UBE programme has made provision for every public primary school to have a pre-primary school linkage to cater for children aged 3 to 5 years. This linkage will serve as a strategy for getting children ready for school.

Early childhood education evolved in Nigeria about two decades ago as a special field of focus for development emanating from the provision of international instruments and declarations such as the Convention of the Rights of the Child 2003, the World Summit for Children 1990, the Education for All Declaration 1990 and the year Millennium Development Goals (MDGs) 2000 to which Nigeria was signatory.

The preprimary classes in Nigeria are called Kindergarten 1, Kindergarten 2 and Kindergarten 3. Some other proprietors call them Nursery 1, Nursery 2 and Nursery 3. It depends on what name appeal to the proprietor. Over here in Nigeria they mean the same thing.

b. Benefits of Early Childhood Education

Investment in Early Childhood Development and Education (ECDE) is investment in human capital. This investment breeds overall economic success for families, communities and the nation. Investment in pre-primary education will lead to the following benefits:

- (a) long term cognitive benefits for children. For instance, children who attended quality pre-kindergarten programmes were less likely to be retained or placed in special education classes than children who did not. (Steven Barnett, 1995) and (The Consortium for Longitudinal Studies, 1983).
- (b) cost-benefits have been reported for pre-primary education. Anne Lewis (1993) stated that for every dollar invested in a high quality pre-kindergarten programme \$7.16 is saved. In support of the above, the American Psychological Association Commission on Violence and Youth (1993) stated that dollars invested in quality pre-school education ends up saving society money by reducing social expenditures for welfare, prison and unemployment. According to them, this is so because the programmes can help build the foundation of children's attitude, knowledge and behavior related to aggression.
- (c) quality pre-school education can provide a foundation for later learning and in preparing children to enter the future workforce. (Stephen Smith, Milton Fairchild and Scott Groginsky, 1995).
- (d) According to Van Zant and Camozzi (1992) the exposure of young children to a pre-kindergarten programme equivalent of nursery I and II before first grade has been found to help children develop the social skills and acquire the knowledge needed to be ready for school. Children's experiences from birth to the age of five have been found to be crucial in the development of general intelligence and 50% of intelligence development occurs by age four. Adenipekun (2004) documented some reasons given at international forum in support of the provision of affordable quality programmes of early childcare that can be regarded as benefits. Some of them include:
 - i. through children, societies pass on moral and social values and culture from generation to generation.
 - ii. supporting the development of the child physically and mentally leads to increased enrolment, improves performance and the society generally.
 - iii. provision of early childcare facilities offer equal opportunities to children from both the privileged and disadvantaged homes.
 - iv. traditionally, Nigerian children lived in extended families in which there are always loved people such as grandparents, aunties, uncles, brothers and sisters around to look after them. Now parents uncles and aunties work most time in places far from their ancestral homes, older siblings go to school, necessitating the need to keep children in safe places and the preschool is a ready one to do this.

In addition to the benefits of pre-primary education as enunciated by previous studies, in Nigeria another benefit is:

- (h) to provide entrants for the public primary schools that is experiencing dwindling enrolment. Parents who can afford private school prefer to enroll their children in the private school where the children attended the pre primary school. Those who cannot afford the payment at the private pre primary school keep their children at home or with them in the market or on the farm. With the availability of government pre primary schools that is now free, parents who hitherto would not have been able to patronize private pre-primary school now readily send their children to the public pre-primary schools. These schools are attached to the existing public school so at the end of the pre school education, the children automatically transit to the public primary school thus providing entrants for the primary level of the educational system.

c. Sources of Funding Early Childhood Education

The financing of basic education including pre-primary education is the responsibility of states and local governments. However the federal government has decided to intervene in the provision of basic education with 2% of its Consolidated Revenue Fund every year. For states to fully benefit from the fund, criteria were established which states are to comply.

In order to access this consolidated fund, state government were expected to provide their counterpart funding which is a prerequisite for accessing the funds. It is being alleged that some state governments have not been able to access this because they cannot provide the counterpart fund. The federal government has described this trend as worrisome. Billions of naira meant to expand access and improve the quality of basic education delivery are deliberately left unaccessed and therefore un-utilized while the problems facing effective basic education delivery continue to persist.

The Universal Basic Education Act provides for the utilization of 2% of the Consolidated Revenue Fund (CRF) for basic education delivery. According to Emmanuel Ogunyinka (2013), 70% of this fund is reserved as a matching grant for the implementation of state level projects, while 5% of the 70% is allocated for early childhood education. 60% is for primary education and 35% for junior secondary education. These funds are utilized as follows:

- 70% for infrastructural development
- 15% for supply of instructional materials
- 15% for care-giver/teacher professional development.

Emmanuel Ogunyinka (2013) complained that the 5% of the UBE Consolidated Revenue Fund (CRF) for basic education delivery allocated to Early Childhood Education is insufficient. He recommended an increase to at least 15%-20% in order to realize policy statement of the EFA No 1 Goal.

Edward Nakpodia (2011) carried out a study on the integrative funding of Universal Basic Education (UBE) and effective implementation in Central Senatorial District of Delta State in Nigeria. The study revealed that governments, Parents Teachers Associations (PTAs), Non Governmental Organisations (NGOs), Nigerian parents, local communities, individuals and in some cases local communities raise enough funds to provide facilities in both primary and secondary schools such as classroom blocks and dormitories. PTA build classrooms, buy books for the library, buy science equipment for the laboratories and provide funds for potable water. The NGOs contribute by building classroom blocks for the schools; purchase science and laboratory equipment for the schools, provide furniture, books and writing materials and pay allowance to some special subject teachers. Communities with well to do individuals benefit but where the people are poor these scenarios will not take place.

d. The Status of Early Childhood Education in Nigeria

Roseline Olubor and Bridget Ogonor (2002) assessed the level of availability of play facilities in private pre-primary schools in three states of Nigeria-Edo, Delta and Ogun States. Twenty eight pre-primary schools were randomly selected for the study. The findings revealed that all the sample schools had toilets. Out of the 28 schools only 20 had merry-go-round, 22 had swings, 17 had slid-size saw, 10 had sand train and 27 had balls. These five items are specifically for play. 21 had washhand basins, 19 had good water supply, 25 had first aid kit and 13 had a sick bay each. These ones are necessary for the safety and convenience of the child during and after play. The findings further showed that only four schools out of the 28 schools studied had all the play facilities. One school had no balls despite the fact that Nigeria is a soccer country. Private schools charge fees yet they are unable to provide the facilities required for play.

Following the establishment of public pre-primary schools in Nigeria, Roseline Olubor (2005) investigated government's preparedness to run public preprimary schools in Nigeria. Two states, Edo and Delta were selected for the study. 131 schools were selected through convenience sampling technique. The three areas of investigation were learning and play facilities, teachers' interest in teaching in the pre-primary level and teachers' impression of the public pre-school system. The findings revealed that all the schools had adequate classrooms. Out of the 90 schools that formed the sample for Edo State, only 40 schools had curriculum. It was therefore concluded that government has not shown enough readiness to run pre-primary schools.

Peter Kpolovie and Isaac Obilor (2013) carried out a research on the trend of education funding in Nigeria in term of budgetary allocations to the education sector from 1960 to 2013 in Nigeria. This he compared with some other countries. The following findings among others were reported: Nigeria's budgetary allocation to education is significantly less than: (a) the minimum 26% recommendation by UNESCO over the years. (b) the budgetary allocations to education by 20 World Bank sampled countries in 2012 (c) Nigeria's score is significantly lower than the African average on the Education sub-category of Ibrahim Index for African Governance from 2005 to 2012. They therefore complained that education in Nigeria has suffered from financial neglect to the detriment of the future of children (including pre primary pupils) youths and adults and of the national development.

The implication of this is that if the allocation to education is not sufficient, all the subsectors of the education system including the pre-primary level will be underfunded.

Idris Amali, Muhinat Bello and P. Okafor (2012) carried out an assessment of pre-primary school programme activities in private schools in Kwara State Nigeria along the variables of government support, adequacy of instructional materials, effectiveness of pre-primary curriculum and adequacy of the standard of pre primary schools in Kwara State. The sample of the study was made up of 265 pre primary school teachers. Their findings revealed that government showed little commitment and support for pre-primary education in Kwara State. Educational equipment were inadequate to take care of the pupils in the classrooms, there was no official curriculum dictating subjects and learning process and standard of resources which were indications that the preprimary schools in Kwara did not comply with the policy statement.

The Federal Ministry of Education (FME) Baseline (2003) revealed that barely 20% of Nigerian children 3-5 years were attending some form of organized early childhood education. The major problem which had hindered the development of this subsector over the years had been the lack of clearly articulated government policy and action. The private cost that was not affordable by some families was also a hindrance. A study on the private cost of pre-primary school in Nigeria was carried out in 2004/2005 session. The study sought to find out the burden parents bore to send their children to privately owned pre-primary school. 1000 parents in Edo State formed the sample of the study. The findings revealed that

parents spent N46,450.00 for kindergarten I education, N48,150.00 for kindergarten II education and N50,380.00 for kindergarten III education. (Roseline Olubor, 2009). During this period, the minimum wage of parents was N4,500.00 per month before tax (Edo State Government, 2001). This therefore shows why many parents could not patronize the private preschools then. Education alone does not constitute the only burden on families. Other necessities such as housing, feeding, clothing and medical services are also competing for the limited resources available to the Nigerian family.

The basic education profile in Nigeria 2010 by the Universal Basic Education Commission using the Basic performance indicators of access, quality and equity reported that in 2010 there were (a) 23,249 public preprimary schools and 59,007 primary schools. This shows that only 39% of the total number of primary schools have pre-primary schools.

The facts and figures further revealed the following: (b) out of 26,430, 730 total enrolment in basic education, there were 1,825,857 pupils (7 percent) in pre-primary level, 20,291,709 (77percent) in primary and 4,313,164 students in junior secondary school. (c) pre-primary enrolment trend from 2007 to 2010 showed a rise and fall pattern of enrolment trend. For example in 2007, the enrolment into pre-primary was 1,244,465; in 2008 it rose to 1,481,122; in 2009 it fell to 1,196,326 and in 2010 it rose to 1,825,857. In 2011, 2,183,913 children were enrolled in preprimary schools in Nigeria (UBEC 2011). In 2012, the figure was 2,297,547 (UBEC, 2012). (d) In 2010 there were 43,765 teachers in preprimary schools across Nigeria. 12,064 of that number had specialization in Early Childhood and Development. The non teaching staff such as nannies were, 7,377 (e) There were 42,143 classrooms for preprimary schools. By national standard, pupil/good classroom ratio is 1:25 in the preprimary schools. But their finding revealed on the average pupil/good classroom ratio is 102 pupils to one good classroom. This they attributed to the fact that large proportions of the classrooms in pre-primary centers are not in good condition and as such they are grossly inadequate (Universal Basic Education Commission, 2010).

Charles Abah (2015) reported that in 2013, the United Nation Human Development Index ranked Nigeria 26th out of the 54 African countries and 13th out of the 16 West African countries on education. The Academic Staff Union of Universities (ASUU) and three other staff unions in Nigerian universities called for a declaration of an emergency in education to give the sector the required attention with adequate funding. This is necessitated because of the allocation to education in 2014 budget which to them is meager. In the said budget, education received only about 8.4 percent of the allocation against the benchmark of 26% recommended for developing countries.

e. Attempts by International, National and Local Bodies in ensuring access to all Children

In the quest to ensure equity and access to education, some international declaration were made in international gatherings such as the Jomtien Declaration 2000, World Summit for Children 1990 and the Convention of the Rights of the Child 2003.

The Universal Basic Education (UBE) programme is in fact a response to the universal declaration of Human Right 1948 which stipulated the rights of every citizen to education. In addition, there is a long list of international educational convention on basic education to which Nigeria is committed. According to Pai Obanya (2000) it includes amongst others:

- (a) the Jomtien (1990) declaration and framework for action on basic education for all (EFA)
- (b) the New Delhi (1991) declaration on the E-9 countries (that is, the nine countries with the largest concentration of illiterates of which Nigeria is a member) lately reaffirmed in Racife Brazil January 2000 calling for a massive reduction of illiteracy within the shortest possible time span.
- (c) the Ouagadougou 1992 Pan Africa declaration of the education of girls and women.
- (d) the OAU decade of education in Africa (1997-2006) on inter-African cooperation on education with a strong emphasis on the rigorous pursuit of basic education.

These declarations became guiding principles to nations who were signatories to them including Nigeria.

At the national level, the child Right Act 2003, the UBE Act 2004, the National Policies on Education, Food, Nutrition and Health are laws and policies which have given shape to different sectorial interventions on Early Childhood Development in Nigeria.

Underpinning the importance attached to early childhood education which pre-school education is an integral part, the World declaration on the survival, protection and development of children in 1990 undertook a joint commitment to make an urgent universal appeal to give every child a better future. In addition, the World Conference on Education for all (EFA) and the United Nations Convention on the rights of the child emphasized urgent priority to ensure access to and improve the quality of education for all children.

The UBE Act also provides for the establishment of the Universal Basic Education Commission (UBEC) to coordinate the implementation of the programme at the state and local government through the State Universal Basic Education Board (SUBEB) of each state and the Local Government Education Authorities (LGEAs).

f. The Concept of School Effectiveness

An effective preprimary school is one that promotes the progress of its pupils in a broad range of intellectual, social and emotional outcomes. This is achievable through planned learning experiences in a safe and orderly school learning environment that is conducive to teaching and learning. Such school is expected to have trained teachers, learning materials such as teaching aids and play items in large quantities. Parents are to be involved in the school activities of their children. The school ought to give parenting education to the parents during parents teachers meeting. The following are the characteristics of school effectiveness by Ronald Edmond (1975):

- (a) strong administrative leadership that can coordinate the activities in the school, provide some supervision to the staff and ensure good relationship between the school and the home.
- (b) high expectation in terms of staff disposition to duty and commitment to the course of the pre-school child
- (c) an orderly atmosphere that is safe and conducive for learning and teaching, where children have fulfilment in terms of learning
- (d) basic skill acquisition as the schools primary purpose. In the preprimary school, the purposes as outlined in the National Policy on Education is achievable with the right number and type of staff, learning and play materials.
- (e) frequent monitoring of pupil progress by the Ministry of Education and the Universal Basic Education Commission in terms of supervision of instructions and inspection of facilities.

These characteristics are also referred to as the five-factor model of effectiveness. An effective pre-primary school is therefore one that possesses all these characteristics.

Conclusion and Recommendations

The rise in importance of early childhood development can be attributed to several factors such as a means to equity and equality in society. It is the public schools where education is free that can ensure this equity and equality.

Undoubtedly, education is one of the veritable means to achieve this. Psychologists and researchers have identified the benefits of pre-school education. Nations such as Nigeria have been able to identify the

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purposes of pre-school education and have even identified their roles. Research findings have revealed that in Nigeria the funding is inadequate hence the facilities are in short supply, some of the classrooms are in dilapidated forms and majority of the teachers are not specialists in early childhood education. There is also no training and retraining of the staff that are on ground so quality pre-schools is not feasible in such a situation. It can therefore be concluded that the fund allocated to pre-school education by government is inadequate and so there is need for alternative sources of funding public Early Childhood Education for school effectiveness.

The following recommendations are therefore suggested to improve the funding of pre-school education.

- (1) 15% of the constituency allowance of all national lawmakers and 10% of that of state of assembly lawmakers in Nigeria should be committed to providing academic and non academic items such as textbooks, exercise books, uniform and meals to all pre-primary school children in public schools in Nigeria. These children should be regarded as the most important constituency project. This is because if they attend good quality pre-primary, a good foundation would have been laid for literacy, numeracy and life skills. The sum of at least 35 million naira is earned quarterly as constituency allowance by each national lawmaker while the State of Assembly lawmakers get at least 10 million naira annually. This allowances have been criticized as been too exorbitant but it has continued to be disbursed. Two million, two hundred and ninety seven thousand, five hundred and forty seven (2,297,547) pre-school children aged 3 to 5 years are enrolled in 28,565 public schools across the country. Since these schools are domiciled in the constituencies and are patronized by the poor in the society, it is therefore imperative for the lawmakers to commit a percentage of their constituency allowance to the educational welfare of the preschool children.
- (2) There is need for a stable and regular funding of early childhood education separate from political decision that will guarantee school effectiveness. To this effect, the authors are recommending a provision like the Tertiary Education Trust Fund (TETFUND) that will be named Universal Basic Education Trust Fund (UBETFUND). This is to be committed to facility provision, training and retraining of teachers.
- (3) A proposal of 5% federal government intervention of its consolidated revenue fund is being proposed. The present 2% is inadequate due to the large number of schools at this level across the country. The entire childhood education subsector comprising pre-primary, primary and secondary levels, is large for the present 2%. When the 2% is shared thinly to the mentioned levels, what the pre-primary level will be allocated will be too minimal to have any effect in the school system. This fund should be used for the construction and renovation of classrooms, provision of tables and chairs, teaching aids and other items of need.
- (4) UNICEF should revive its work in the area of training teachers, production of teaching aids etc and play facilities, organizing workshops and short courses for early childhood teachers who do not possess any qualification in early childhood education. The universities running degree programmes should be strengthened to ensure they have the facilities.
- (5) Anticorruption policies need to be put in place to ensure that available funds are not mismanaged or embezzled. They include:

a. Funds should be disbursed to identified schools based on budgets submitted by the school management team.

b. There should be a school management team which should comprise of the head teachers, class and subject teachers, school administrator and school bursar. The school management team will be responsible for:

- preparing the budget for each school;
- ensuring that the details of the budgetary policy for the project are communicated to all stakeholders (law makers, head teachers, project team and even parents). This will ensure easy appreciation of the targets that have been set;

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- Variance analysis i.e. continuous comparison of actual and budgeted performance should be noted so that suitable corrective actions are taken;(Colin Drury, 2006)
 - Adopting the bottom-top approach to allow for effective participation by all levels of management in the decision making process (Anthony & Govindarajan, 2004).
 - Submitting quarterly report on the disbursement of funds.
- c. There should be a budget and project monitoring (B&PM) team. This team should include the Local Government Chairman, Counselor, representatives of the schools, local government auditor, representative of parents and religious leaders. The B&PM team will be responsible for:
- Approving budgets prepared by the school management team;
 - Scrutinizing the quarterly reports from the School management team;
 - Consider reports by the external auditor;
 - Prepare and submit reports to UBETFUND

A unit of UBETFUND should be committed to following up the activities of the school management teams and the B&PM teams. The UBETFUND should also be responsible for appointing external auditor(s) for this project and spelling out the terms of reference for the audit assignment (Adeniyi Adeniji, 2012; Ferdinand Olusanya, 2001).

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