

Funding of Education and Politics in Africa: The Nigerian Experience

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Abstract:- Funding of education is influenced by both internal and external players; the internal players include teachers union, government, and bureaucrats, external players such as international aid, agencies and development bodies, Non-governmental organizations. They all have some measure of influence on educational reforms and implementation of educational policy. The paper argues that education is mostly politicized in Africa, using Nigeria as a reference point and also funding is one of the banes of the development of the sector. Analysis of educational budget from 1999 to 2019 compared with all the previous allocations, the 2019 education budget is higher than others in sum but lower in percentages to the entire estimates. The report has shown that the average of the total allocation to education is just 8.96% And analyzing government spending since 1999 to date in education have shown that it is far below the required 26 % benchmark recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO) in funding the education sector. The paper concludes that there is a need for political leaders to show more commitment to educational development in Nigeria especially through improved funding and suggest that education funding in Nigeria should be extended to other ministries, department, agencies and well meaning individuals in other to support the educational sector.

Keywords:- Education, Politics, Financing, Budget, Policy.

I. INTRODUCTION

Education is an inalienable right of every human being. It promises to free all citizens from the shackles of ignorance, poverty, and disempowerment, and endow them with the capacity to be architects of their own destiny, and catalysts of entrepreneurship, innovation and global citizenship. Education promises to “inherently and instrumentally” improve human capacity, dignity, and individual wellbeing without which there can be no meaningful national development, social progress, and the transformation of the world. Putting Education Financing on the front burner. Africa’s huge youthful population can be a “demographic dividend” only if it is provided with quality education and appropriate skills. An estimated 133 million (more than 50%) of the sub-Saharan region’s youth are illiterate (African Economic Outlook, 2013). To achieve the goals of the global and continental agendas of repositioning access, equity, quality education, and skills

development as key drivers of inclusive growth and sustainable development, African countries must provide a level of predictable and sustainable investment in education that exceeds that of other developing regions. Although a number of education financing initiatives exist at the global and continental levels, they neither cater for the diverse needs of African countries nor fully assure easy accessibility, sustainability and inclusivity. Besides, Africa cannot be given prosperity, independence, self-reliance and dignity by somebody else. It is the continent’s responsibility President Paul Kagame (2017), Africa’s vision of “an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the global arena” is only realizable if African countries equip their citizens with 21st century skills, for a knowledge-based society in a global and competitive environment. The African Education Fund is a unique, Africa-initiated, continental strategy and mechanism for confronting the mammoth challenge of financing education. This funding mechanism, which will be designed, led and managed by Africans, is imperative for transforming Africa’s education and training systems to unleash the full human potential of the continent and create lasting opportunities for African people to acquire cutting-edge skills and effectively compete in the global economic and technological arena. The goal of AEF is: not to substitute but to complement; not to compete but to collaborate; and not to be mutually exclusive but to be mutually inclusive of existing funding mechanisms at the national and international levels.” ADEA (2017). As in the past, Africa will be one step behind other regions in the Fourth Industrial Revolution without highly skilled human capital. There are several education financing mechanisms but a paucity of funds to achieve Africa’s education goals. There is excessive rhetoric about the potential of existing initiatives to meet African education needs but reality belies the rhetoric. The truth is that the present education financing arrangement alone cannot meet the education needs of the Africans. The central role played by the state in regulation, provision and financing education in any country reflects the belief that education is essential for societal and personal wellbeing. The economic organization of education depends largely on the political will of actors in the political system as well as market mechanism (Adeyemi, 2011).

In this work, the research considers various influence on education especially teachers union, government officials and international aid agencies, Patronage politics in the political economy of education in Nigeria and how politicians instead of using education as a piece of

development have turned around to use education as a means of settling political patronage especially with regards to teachers employment, procurement, contracts for infrastructural development. All these issues above had continually affected Nigerian education sector in particular with the issue of funding which has been on the decline. The research shows that various administrations in the country have paid lip service to education in terms of financing which has been a bane to the sector. Cumulatively various administration have invested an average of 8.5% of total budget to education, surely this amount is far below the expectation for the development of education in Nigeria, a world bank report states that Nigeria is ranked 20th in the world with respect to % of budget allocation to education sector, the report shows that Ghana spent 31.0% of its total budget on education, Cote D'Ivoire 30.0%, Uganda 27.0%, Morocco 26.4%, South Africa 25.8%, Swaziland 24.6%, Mexico 24.3%, Kenya 23.0%, United Arab Emirates 22.5%, Botswana 10.0%, Iran 17.7%, USA 17.1%, Tunisia 17.0%, Lesotho 17.0, Burkina Faso 16.8%, Norway 16.2%, Columbia 15.6%, Nicaragua 15.0%, India 12.7% and Nigeria 8.4%(as at 2012, now 8.96%) (World Bank, 2016) Considering the important role of education in national development and improvement of the standard of living and wellbeing of individuals there is a need for Nigeria government to improve on funding mechanism of the education sector in Nigeria. The paper therefore tries to access education in the light of politics and education, budgetary allocation to education in Nigeria from 1999-2019. And other climes in financing education in Nigeria.

II. BRIEF HISTORY OF EDUCATION IN NIGERIA

Prior to the arrival of western education in Nigeria, education has been informal majorly from the family and immediate society, where children are taught about culture, social activities, and work. These educational activities made up for the majority of what the upcoming ones learn. The entrance of the Europeans into Nigeria brought along European western Education in the 1840s. In the western part of the country, western education was encouraged by the Missionaries. The Northern part of Nigeria, majorly populated by Muslims, western education was prohibited giving way to an Islamic school that focused primarily on Islamic education. Prior to Nigeria's Independence, only two established Post Secondary Institution were available, Yaba Higher College (Now Yaba College of Technology founded in 1934) and the University of Ibadan, founded in 1948. Post Independence brought about the major development of education in Nigeria, with an increase in the number of primary, secondary schools, teachers college and Polytechnics and Universities. The cost of Tertiary education is constantly on the increase and the educational system is in need of improvement and innovation to move it forward from the current state. As colonization of Nigeria began in the Early 19s, Nigerian were trained on basic hand work, such as Blacksmith, Carpentering, Brick layering, and others, as these began, it open ways for Semi-informal education which is more formalized than the Informal form of education, the men are trained on handworks while the

female counterparts were trained on crafting, all of these were the basic form of education that was rampant in the early 19s, but as Missionaries from other developed countries began to migrate to Nigeria to spread the Gospel, Churches were built, schools were attached to the churches so as to teach Nigerians on how to read and write, the primary aim of the schools was to train Nigerians who were converted on how to read and write, they will be able to read the bible and they will understand for themselves, this continues for long not until 1980 when the first educational ordinances was passed into law by Nigeria government, and education were fully financed by the federal Government, and ever since then, various educational bodies were established to see to full supervision of education, educational qualities were tested and were been supervised by the established institutions, ever since then, there has been paradigm shift from what education used to look like to a new era of education, the traditional form of education see to make man functional in their given societies while the modern form of education aims to improve man ways of living by doing research on a better way to handle every sector in the country. The Nigerian educational system has undergone major structure changes over the last 30 years: Before and after the 1960 Nigerian independence the Educational System at the primary and secondary levels mirrored the British system, i.e. 6 years of primary education and 5 years secondary and 2 years higher/A levels. In 1973, the educational system was updated to the 6-3-3-4 (6 years primary, 3 years junior secondary, 3 years of senior secondary and 4 years tertiary education) similar to the American system. In 1982, the first National Policy on education was developed and adopted. Since this period, the educational system has witnessed a lot of changes and modification at various levels.

III. CONCEPTUAL CLARIFICATION

Politics and Education

Politics and education is greatly influenced by some internal and external players. The key stakeholders in education systems within a country include bureaucrats and political entities: voters (parents and others), government officials (Minister of Education, other ministry officials), local government officials (local authority), school officials/school management (head teacher, governing body and teachers) and teacher unions. The role of Teachers Union, government officials and international players in funding of education and politics will be examined.

Teachers Union in Politics and Education

The role of teachers in educational process cannot be underestimated, the teachers unions are among the vocal and well-organized group with the power to influence government policies. They usually leverage on this for the purpose of influencing electoral results, because of the fact that teachers constitute a large percentage of the population, also they enjoy geographical spread with the members in nooks and crannies of every country thereby making it easy for them to campaign for or against candidates during elections (Moe 2010) The political power of teachers stem from the fact that they can cause disruption for politicians,

they vote at a higher rate, their geographical spread ensure a good presence in electoral units. Qualitative and Quantitative studies conducted in the USA (Moe 2013), India (Kingdom and Muzammil, 2013,) Mexico (Fernandez, 2011), in the various studies of political economy of teachers union in education, have all corroborated the power of teacher's union in influencing the political and economic order of nation state. Fernandez (2011) argues that one of the most powerful groups in the education sector is the teacher's union, In Mexico, he states that political decision is influenced by partisan considerations especially politicians responsiveness to the teachers union. The union due to their wide geographical presence, massive mobilization capacity, capacity to extract economic rent, and ability to fund demonstration and engage in labor strikes, have made the teachers union an important political enemy and political ally especially with regards to policy formulation and implementation. In Latin American countries especially in Mexico, Change of government is usually accompanied with new appointees who are loyal to the government in power; the teacher unions usually press their interest on new and inexperienced appointees. (Hecock, 2013) In Africa, Bold (2014), states that in Kenya the teachers union have been opposed to the government reforms in the education sector, teachers habitually raises student scores when examination was set by Non-governmental organization, on the other hand when the same examination are set by government bureaucracy students are not given good grades, this is done apparently because of opposition to government of Kenya, with the purpose of showing the government in bad light. The teacher union in Kenya, the Kenya National Union of Teachers, waged a serious legal and political war against the contract teacher program, this included street protest, legal lawsuits and days of national strike in other to press home their demand for permanent government employment and a standardize wage for all teachers in the country. In South Africa, Zengele (2015) states that leader of the teachers union in the country, South Africa Democratic Teachers Union; exert influence on the appointment of teachers, thereby placing teachers who are loyalist in a promotional post at the expense of merit. In Ghana, the Ghana National Association of Teachers (GNAT) threatens the government with strikes and in some cases goes for the strike in other to press home their demands, in 2013, about 178,000 members of GNAT participated in the eight-day national strike to press home their demand for a salary increase. Despite the role of teachers union highlighted above, it should be noted that teachers union also cooperate with the government in other to pursue educational reforms. The Tanzania Teachers Union (TTU) is seen as a potential and cooperative union which allows educational reform and they neither block nor disrupt government education reform. (Languille and Dolan, 2015).

Government Officials in Politics and Education

Kosack (2016) identified that political will of government officials in collaboration with policy think tanks are vital for the provision of basic education in pursuance of Education for All (EFA), government officials are important stakeholders because of their responsibility

towards electorates in other to provide education in an effective, efficient and equitable manner. It should be understood that policies for and progress on the need to provide quality education are found in democratic and autocratic governments. It is important to recognize that leaders want to stay in power and to do so must meet the demands of those who can organize a government change against them through military putsch or democratic elections. Also, demands are placed on government for the provision of basic education by different groups in order for the government to stay in power, one of the group include the poor who rely on government and policy makers to provide education because they cannot afford to pay for quality education themselves, the second group are employers who under some circumstances of wages and labour will evaluate government spending on primary education will reduce the wages they must pay for workers.

International players and Agencies as Stakeholders in Politics and Education

Another important player in the political economy of education are the international players especially international aid and agencies which support various educational development in developing countries, the officials of these aid agencies form a very important elite that exercise some level of influence on educational programs and policies in most countries where they operate, they use the lenses of bureaucratic, technical and international pressure to exert some control over these developing countries. The usually come in as international development partners, considering the role of education in international development, these international actors control and command resources which are finance, information, ideas, and social networks. Parker (2014) states that the international actors or what they termed 'international development regime' have to a great extent controlled the proposals for world education and initiatives for education for all. In the same vein, little (2016) states that these international actors have played a major role in education policy proposal conference which has culminated in different accepted education policies in developing countries this includes, Jomtien in 1990 and Dakar 2000, UNESCO-led frameworks and plans, Global Partnership for Education and Education for All. These actors with their financial power for education play a dominant role in the formulation and implementation of education policies and to a great extent other sectors because, they set conditions before funds for educations are accessed, these condition includes democratic governments, liberalization of the economy, microeconomic stability, sector-wide approaches to education. Conclusively, it is argued that teachers union, government officials, and international aid agencies have played a critical role and all have interest with regards to the education system. These different stakeholders exert some level of interest in education development.

Patronage politics and Education

Patronage politics entails support provided for certain groups which come in the form of rewarding organization or individuals for their electoral support. These are usually the situation in most countries public sector including education

sector. Corrales (2015) review of empirical and theoretical political science works especially from developing countries shows that patronage, clientelism, and corruption are the main political actors that drive governments to increase education sector spending. Public schools controlled by government tends to invest more in wages and procurement, this he argues is driven by political patronage and corruption is seen as key factors in ill-advised educational investment especially in developing countries. Also, patronage heightens the power of vested interest, weakens the legitimacy of governments thereby lowering the quality of provision of services and impedes the impact of social policies which are supposed to be beneficial to the masses. Corruption also drains resources of the state and also affect the structure of government. Furthermore, he argues that politics of patronage pushes for the expansion of educational coverage by hiring more teachers and building more schools than to find a solution to inadequacies in the school system, this is because the former involves spending on political actors whereas the latter includes reducing resources assigned to underachieving political actors. In Nigeria political actor are more interested in the hiring of teachers and approval of the budget for construction of school buildings these is because it serves as an avenue for compensation of political actors. Also, expansion of educational facilities is not done because of the need of the people but rather to share resources among political actors. Duncan & Williams (2015) states that in Nigeria, the political parties policies are not guided by ideas. The struggle for political influence and power is influenced by managing patronage relationship. In Nigeria, The creation of nine new universities by Good luck Jonathan administration was seen as political because they were created prior during electioneering campaigns and also existing universities in the country was not properly funded. The creation provided an opportunity for political actors to influence the site of institution in the local domain and also get contract for the building of new infrastructures in the new universities (Fatunde, 2015)

IV. POLITICAL CONDITIONS THAT HINDERS EDUCATIONAL REFORMS, FORMULATIONS AND IMPLEMENTATIONS

1. Regime Type: Ansell (2014) argues that regime type is an important political condition that pushes education reforms. He further stated that the effectiveness of educational policies would differ depending on regime type. Autocratic governments usually wish to curtail foreign aid earmarked for education purposes thereby targeting such funds for the purpose of political agendas and subsidize higher education for elite over and over the interest of masses. In his studies of the relationship between regime type and education spending. He found out that there is substantial effect of both regime type and openness on different types of educational spending.

2. Political Will: Political will play a major role in the implementation of educational reforms. The international community uses the term 'political will' to berate and exhort national government. This is evident in United Nations former secretary general speech where he said "We do not

need more pledges, if nations deliver on the financial commitments they have already made, we can achieve goals. There is clearly a lack of political will" (D' Angelo, 2010). Sorensen (2008) in his study of Sri Lanka, argues that the government attempted to fight conflict and foster social understanding through education. This was meant to be achieved through elimination of discriminatory content from curriculum and inclusion of subjects like peace, citizenship, and tolerance. However, due to political influence on education hiring of teachers, distribution of books and allocation of resources negated equal citizenship and was replaced with partisanship due to lack of political will. Unfavorable political economy blocks education reforms. No doubt educational reforms take place under circumstance that is political driven which is shaped by interest of various actors and stakeholders.

V. POLITICS OF EDUCATION IN NIGERIA

Politics of Education in Nigeria, we talk of control and management of human and material resources as well as leadership and responsibility. That person in the corridors of power are saddled with the responsibility of protecting lives and property of their citizens, and providing them with essential services, like safe drinking water, good roads, effective health care delivery, constant electricity supply and most importantly, Qualitative and Quantitative Educations. There is no gainsaying that both human and material resources Nigeria is endowed with are prerequisites for development. However, it is pathetic to note that the lives of the ordinary Nigerians are still worse, especially in respect of Education, examine why people on the mantle of power are dealing with the issue of Education with flippancy. Hitherto highlighted, the National Policy on Education (2014) elucidates the country's aims and objectives in this direction:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant nation
4. A great and dynamic economy
5. A land of bright and full opportunities for all citizens. (FRN, 2014)

The aims and objectives are more of a mirage. This is because ethno-regional chauvinism, ineptitude, corruption and indolence have already held the majority of Nigerians captives. Moreover, this is a ploy employed and sustained by unpatriotic elements amongst the Nigerian elite. It is worthy of note that the Political System operated in Nigeria does not encourage planning, investment, accountability, appreciation and other virtues. Once again, Uwameiye (2015) is apt in his contention: "The mismanagement of men and material resources is solely responsible for the continuous decline in our educational standards at all levels". To say it mildly, this has been behind the frittering away of the material resources earmarked for Education in Nigeria. This produces clientele in the country overnight, spending lavishly, with impunity. As the Political System approves of corruption and misplacement of rewards and punishments, it is only natural that it produces lounge lizards and undisciplined minds. The resultant end of this is

the destruction of the mass majority who, otherwise, would have been productive for the development of their society and the entire humanity. This means Nigeria exists in sheer crookedness, deceit, confusion and insecurity so much that people who are saddled with responsibilities of moving their country forward are those who work relentlessly to destroy it. In other words, their utterances do not correspond with their actions in respect of taking their country to a greater height. (Zaria, 2012) It can be argued that Nigerian elite only facilitates negative continuity in the country's Educational System. This is because there is no decisive break away from the country's colonial experience in which educational pursuit was not designed for growth and development. It is this situation that makes us today asking and discussing the state of Education in Nigeria and the way forward. That why despite the funding of Education which the elite proclaim, there is still no meaningful development in this respect. It is indubitable and incontrovertible to state that the elite does not have their people from the bottom of their heart. This negative tendency makes us submit that they have wittingly refused to adequately look into certain variables in our Educational System, for example, unity between private and public schools for the benefit of the entire citizenry. It follows that Education has been politicized for the Sector is seen by the country's unpatriotic elite as a kind of 'booty' which tends to go in a drainpipe investment. Public schools have become deteriorated, and private schools have blossomed to the extent that certain private schools are modeled along overseas type, while public schools are reduced to small unproductive centers to deprive the ordinary citizens of access to Education. Edward, (2013) Thus the current educational crisis which Nigeria faces is a deliberate attempt by the ruling and governing elite to subtly destroy the Educational System so that the mass majority cannot benefit by it. Unequivocally, this is a calculated attempt to deprive the unlettered as well as less educationally privileged Nigerians of coming into the light of knowledge. Invariably, this is a secret ploy by the governing and ruling elite to perpetuate their socioeconomic, political and legal dominance over the mass majority. This tendency explains why there are no linkages between the network of the educational policies in Nigeria and their implementation. Public policymakers should be aware of the magnitude and seriousness of their task by taking different nuances to appreciate the problems of Education in Nigeria by taking the task of formulating educational policies without flippancy. It follows that they should establish linkages between the network of education policy and their implementation centers. In other words, there must be corresponding will that will keep abreast of the policy objectives of the government. The Nigerian Political System must purge corruption. Nigerians who pulverize public coffers must always be brought to book. The racketeering, mismanagement, and misappropriation of educational funds serve as impediments to the development of the country's Educational System that must be done away with. (Zaria, 2012)

VI. FINANCING EDUCATION IN NIGERIA

In the colonial era, Education was financed directly from church funds, government grants - in-aids and financial grants from philanthropic groups, communal efforts and individuals. This was before the organization and co-ordination of education as the statutory responsibility of government and its take-over of schools in the early 1970s. In the 21st century, government is more aware and conscious of its responsibility in the provision of education as part of national development programmes. Financing Education in Nigeria with a federal government, 36 state government with FCT and 774 local government authorities need substantial revenue. The distribution of income is usually at the federal, state and local government on the one hand, while on the contrary between state and local government. No doubt the criterion for distribution of revenue has always had a political undertone due to the cosmopolitan nature of the country, and it has been the most controversial debate in the political economy of Nigeria. Allocation is made from Federation account, from 1978 leading to a radical departure from what is obtainable before. Initially, 55% of total revenue was accrued to the federal government, 32.5% accrued to state governments and 10% allotted to local governments, while 2.5 % is left for special purposes. However, it should be noted that 32.5% allotted to States government is shared by population, equal shares, primary school enrollment, health, internal revenue generation efforts, water, land mass, and terrain. However over time, power, and responsibilities of different level of government have tended to change as a result of constitutional amendments, and abilities of each level of government to undertake the managerial and financial responsibility. Currently, the revenue formula stands at 52.68% for federal government, 26.72% for state governments, and 20.60 % for the local administration areas. Ikeji,(2014). In the education sector, no single level of government has overall control over the sector, since 1979 university, polytechnic and teachers education have been assigned to both Federal and state governments. Majority of the secondary schools with exception to few Federal government unity schools are financed by state governments, while the local council finances the primary schools, however, it should be noted that funding for tertiary and secondary institution have been stable over time the same could not be said of primary school education (Asodike & Ikpitibo, 2014). The 1979 Constitution stated clearly that local government should be charged with the provision and maintenance of primary schools, this was followed by increase budgetary allocation to states and local government to cater for the responsibility and efficiently ending federal government grants to primary schools. However, the fall in oil prices in global markets coupled with Structural Adjustment Programs implemented by General Ibrahim Babangida government cut of expenditure of social services which include education; this led to crises in primary education. Since then, in a bid to arrest the situation the various government has tried to put in mechanism in place to improve primary education funding via various intervention programs this includes, National Primary Education Commission NPEC in 1988, to Universal Basic Education Commission (UBEC) in 2005 (Afolayan,

2014). Over time various sub-sector has experienced some problem this could be traced to insufficient funding by the different government. An analysis of government spending since 1999 to date in education have shown that it is far below the required 26 % benchmark recommended by United Nations Educational, Scientific and Cultural Organization (UNESCO). Primary Education and Secondary Education Funding in Nigeria. Primary education is supposed to be a residual area of the state and particularly local government in Nigeria as indicated in the constitution, however, due to shortcomings of local governments in the administration of primary education, the federal government have from inception setup different mechanism to aid primary education in the country. These led to the establishment of Universal Basic Education Commission (UBEC) in 2004. As a special purpose vehicle to aid the development of education in Nigeria. The NPE states that companies operating in Nigeria with over 100 employees are required by law to contribute 2% of their pre-tax earnings to education trust fund in order to aid funding of education in the country, this is fund is domiciled in Consolidated Revenue Fund (CRF). (Anibueze & Okwo, 2013; UBEC, 2014). From the CRF is now used to fund UBEC disbursement in the following manner;

- 50% as grants to state ,
- 14% to address educational disparity among and within state
- 0.5% encouragement to state for good governance
- 2% for education of special needs children
- 2% fund for monitoring UBE programs
- 10% for teachers development
- 15% for institutional materials

The federal government mainly plays a supervisory role in funding primary education in Nigeria through the UBEC and disbursement from CRF. Other sources of funding for the primary school in Nigeria are a local/international organization, and donor agencies, federal allocation, states and local government internally generated revenue and school levies. (Afolayan, 2014). To this end, it can be argued that UBEC is the main source of funding for primary education in Nigeria. While funding figure for primary and secondary school from the federal government is readily available, such figures are hard to come by for states and local government funding of the primary and secondary education.

As mentioned earlier, secondary education is majorly the responsibility of state governments. However, the federal government owns some unity and technical schools which can be categorized as a secondary section; the unity schools were created after the country's civil war as a tool for improving on national cohesion. The major source funds to public secondary schools in Nigeria is through grants; they are provided to aid building of structures, repairs, and purchase of necessary equipment, payment of salaries, and maintenance of schools and staff allowances. The grant from the government are divided into **Capital grant and recurrent grants**. Capital grants are provided to facilitate the provision of physical asserts such as

laboratories, classrooms, buildings, office furniture, and libraries, on the other hand, recurrent grant is used to cover payment of salaries and allowance of staff and all other consumable materials. Other sources of secondary education include Donations and Endowment Funds, International Aid sources from World Bank, UNESCO, UNDP, UNICEF, Community participation in the form of PTA (Amadi, 2014).

Table 1.1 Total Budget, Educational Budget and % accrued to education sector 2009-2019.

YE R	TOTAL BUDGET	EDUCATION BUDGET	% OF ALLOCATI ON
1999	60,549,835,647	2,700,000,000	4.46
2000	470,009,971,781	40,940,663,330	8.71
2001	894,214,805,186	63,783,776,990	7.13
2002	1,064,801,253,520	73,435,499,300	6.90
2003	976,254,543,375	75,707,827,520	7.75
2004	1,790,848,344,588	93,767,886,839	5.24
2005	1,799,938,242,138	147,835,527,799	8.21
2006	1,876,302,363,351	195,693,672,666	10.43
2007	2,226,394,423,477	221,071,774,929	9.93
2008	2,492,076,718,937	250,144,818,579	10.04
2009	2,870,510,042,679	252,204,813,495	8.79
2010	4,608,616,278,213	339,634,791,000	7.37
2011	4,226,191,559,259	393,810,171,775	9.32
2012	4,749,100,821,170	468,385,490,528	9.86
2013	4,987,220,425,601	509,039,713,761	10.21
2014	4,642,960,000,000	495,283,130,268	10.67
2015	4,493,363,957,158	483,183,784,654	10.75
2016	6,060,677,358,227	483,666,376,895	7.98
2017	7,444,231,403,000	550,346,000,000	7.38
2018	8,612,443,568,113	605,421,000,000	7.03
2019	8,832,134,467,570	620,503,169,028	7.02
Total	75,178,840,382,990	6,366,559,889,356	8.76

Source: compiled by Author, Budget office, Federal Ministry of Education.

ANALYSIS OF EDUCATION SECTOR BUDGET FROM (1999-2019).

1999 proclaim a new democratic government in Nigeria after a prolong military rule in the country, former military leader Olusegun Obasanjo emerged as the president and quickly prioritize education sector through the National Economic Empowerment and Development Strategies (NEEDS). Although he started on a lower note with 4.46% of the total budget allotted to the education sector. However over the time, with introduction of various interventionist programs in the education sector such as Universal Basic Education for primary and junior secondary school in September 1990 and subsequent establishment of Educational Trust Fund to cater for senior secondary school and tertiary education there was a yearly increase in allocation to the education sector, however Education Trust Fund was later reorganized to cater for only tertiary educational and was renamed Tertiary Education Trust Fund. From 1999, 2,700,000,000 billion was budgeted for education there was an increase in 2000 to 40,940,663,330 accounting for 8.71, however from 2001-2005, there was a decrease in the percentage allotted to education despite increase in general country education from 8.71% in 2000 to 7.13% in 2001, 6.90% in 2002, 7.75 in 2003, and a sharp decline in 2004 to 5.24% and 8.21% in 2005. However, there was an improvement in allocation to the education sector in Nigeria with 10.04% amounting to 250,144, 818, 579 naira in 2006. The government of Obasanjo allocation to education was not, however, stable leading to inconsistency in its dedication to education in Nigeria, by 2007 when the government handed over power education budget fall to 8.79 despite progress and increase in budgetary allocation in the previous year. After completion of his Eight year term, Obasanjo handed over to Umar Musa Yar'adua, between 2007 to 2010, there was no phenomenal increase in % of budget in Nigeria, in 2008 allocation to budget accounted for 10.04% of total amount, in 2009 it declined to 8.79% and 7.37% in 2010. With the demise of Yaradua, Good luck Jonathan became president he was however commended for a stable % allocated to the education sector. In 2011 there was an increase from the previous 7.37 to 9.32%, in 2012 the % allocated to education was 10.21%, in 2014 10.67% and 2015 was the highest allocation in the 18 years of democratic government in Nigeria with 10.75. when Mohamed Buhari became president in 2016 the sector allocation reduced to 7.98%, 7.38%, 7.03%, 7.02% in 2017, 2018 & 2019, compared with all these, the 2019 education budget is higher than others in sum but lower in percentages to the entire estimates. From 1999-2019, the average percentage of budgetary allocation to education sector in Nigeria was 8.96 which is grossly inadequate considering the population of Nigeria vis-a-vis its need for educational development and the UNESCO benchmark for allocation to budget sector, and it can be argued that various government commitment to educational advancement through funding which is a pre-requisite has been put to doubt. A look at other African countries average to education shows that Botswana 19.0; Tunisia, 17.0%; Kenya, 23.0, Morocco, 17.7; Swaziland 24.6; South Africa 25.8; Burkina Faso, 16.8; Lesotho, 17.0; Cote D'Ivoire 30.0 and Ghana 31.0. (Udenka, 2016) This

gives credence to the fact the Nigeria now troop to Ghana for studies despite been small country. The Irony is that all this country population added together is not up to Nigeria population, but these countries have invested heavily in educational advancement. The picture of decline and increase in education sector spending shows that Gross Domestic Product and total government expenditure on education have fallen over the decade.

VII. CONCLUSION

The allocation of funds to the educational sector from 1999 to 2019 have been grossly inadequate, 8.96% have been the total and it can be argued that apart from action and inaction of different political interest in the sector, finance can be attributed as the major bane to the development of the countries education system. The implication of falling standard of funding to the countries education sector is that they country might have challenges achieving its educational policy aim and objectives and also the sector will be unable to provide the necessary manpower needed for the country development. There's a saying that education cannot solve all of society's problems but the truth is that without education there's no solution that is possible.

SUGGESTIONS

1. The financing of the educational sector in Nigeria should be a joint effort of the federal, state and local government,
2. There should be public private partnership (PPP) if the government can partner with the private sector and contributions from well meaning Nigerians in order to make the educational sector better by financing it, it will make the educational system achieve its policies and objectives.
3. Education funding should be extended to other ministries, department, agencies and co-operate organizations in order to support the educational sector.

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