

Educational Funding and Achievement of Sustainable Development Goal 4 (SDG 4) in Nigeria (2009-2018): Implication on Educational Management

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Abstract

This paper made attempt to establish the impact of educational funding from Federal Budget on the achievement of Sustainable Development Goal 4 (SDG 4). It made use of two research questions to establish the trend of educational funding in Nigeria with data from Federal Office of Statistics, Abuja. Findings of the study showed that education has remained underfunded over time; funding has never met UNESCO guidelines for education since 1999. The study observed that SDG Goal 4 may not be achieved in 2030 following the current strength of funding. Recommendations were made to include a conscious review of educational funding in Nigeria inline with emerging inflationary and school population trends.

INTRODUCTION

Education is yet to be placed on a smooth path in Nigeria due to a number of impediments which under funding is one. Yet, education has widely been considered as the foundation upon which development in any society premised. Nations that thrive in technology invest in education as a tool for the development of skills which can be used to produce wealth; create and sustain a suitable society.

Much of the decay which has been observed in the education sector in Nigeria has been traced to inadequate funding of education; for instance, Okebukola (2016) observed that money cannot solve all the problems in the education sector but that without money, no solution is possible. Investment in education brings about the highest returns from individuals, societies and countries. Adamu (2018) decried the large number of out of school children in Nigeria which he put the figure at 10.5 million in 2018. This figure also stands the highest in the world for this year. It was in the above assertion that Barau jibrin, the Chairman, 9th Senate committee on tertiary institutions and

TETFUNED faulted the abysmal allocation of funds to education contrary to the UNESCO standard of 26% of National Budget. Also, Adamu (2018) noted that since 1999 following the return of democracy in Nigeria, budgetary allocation to education has been between 4 percent and ten 10 percent.

In the same survey, Adamu (2018) held that none of the E9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) or E8 countries (Bangladesh, Egypt, Nigeria, Indonesia, Iran, Malaysia, Pakistan, and Turkey) other than Nigeria allocates less than 20% of its annual budget to education. Indeed, even among sub-Saharan African countries. Nigeria is indeed trailing far behind smaller and less endowed nations in terms of investments in education.

Education for all document, the Dakar framework for action called for significant increase in financial commitments by governments and donors to the education sector to accelerate progress towards the EFA goals. According to the document, the Dakar framework recommended government to take lead in increasing financial commitment to EFA with the EFA high level steering committee proposing that 15 to 20 percent of annual budgets be earmarked for education.

Underdevelopment and its negative effects are considered a global challenge and education has been spotted as a veritable solution to global problems. These problems cannot be left for poor countries alone to tackle because the spill water effect of underdevelopment have far reaching consequences for the entire world. Thus, the Global community was prompted to provide a logistic approach to development by drafting the seventeen sustainable development goals (SDGS) in 2015 and launching them to action.

The SDGS which came after the Millennium Development Goals (MDGs) are expected to bring development to all Nations of the World by 2030.

The effort of Nigeria in achieving quality education in the light of the SDG goal four(4) has remained a challenge that requires urgent attention. This is because quality education itself is vital to development. A country which is able to achieve quality education will in turn make progress in other areas of development.

United Nations Development Programme (2015) has placed Nigeria's literacy level at 59.6 percent. This implies that two out of every five Nigerians are illiterates.

Also, the rate of primary school drop-out in Nigeria was 20.7 percent which is an indication that less than four out of every five children enrolled actually completed their primary education in Nigeria (United Nations, 2016)

Therefore, goal four (4) of the SDG centres on quality education. Its provision grants the assurances of inclusive and equitable quality education and the promotion of life- long learning opportunities for all. And the biggest challenge in the realization of this lofty educational goal at the Basic education level has remained funding. This is not different from one of the factors that led to the poor realization of MDG goal as outlined by David (2019).

Adeyera, (2011) states that progress has been made for education access specifically at the primary school level for both boys and girls. However, access to education does not always mean quality education. Quality in education is precipitated upon effective funding of schools.

It is obvious that completion of primary and secondary schools by enrollees have remained a challenge all over the world. This is why Ubogu (2018) observed that 103 million youth worldwide still lack basic literacy skills and more than 60 percent of them are women.

Statement of the problem

The issue of poor funding of education has remained a problem of concern at all levels of education in Nigeria. This is because of the yearly decline in the budgetary allocation to education which has left the sector with surmountable challenges . Obviously, education has remained one of the most challenging of the seventeen sustainable development Goals of the United Nations, 2015.

Despite the effort put in place by Nigerian government in attempt to ensure effective implementation of the Millennium Development Goals and achievement of quality education for citizens, education still stand as a sector in comatose. Yet education is the key that can allow many other sustainable development goals to be achieved. Nnokam (2017) in response to the myriad of crises in the education sector decried the poor funding of education in Nigeria by Federal, State and Local governments and stated that in 2012 and 2015 expenditure on education was below 10% of overall expenditure. He added that various states expenditure cannot be determined in relation to the UNESCO recommendation of the 26% of national education budget. It is upon the backdrop of the

poor funding of education under the MDGs that this study attempts to examine the funding readiness of education in the wake of the SDG Goal 4.

Research questions

The following research questions were formulated to guide this study

- I. What is the trend of government expenditure on education from 2009-2018
- II. What is the trend in budgetary allocation to education from 2009-2018

Results and discussions

The research questions stated for this study were answered with index numbers (simple average of price relative index) as presented below:

- 1. Research question one: what is the trend of government expenditure on education from 2009-2018.

To answer this research question, index number was employed to determine the index from 2009-2018 using 2009 (3.049) as the base year.

Table 1: results of trend analysis of government expenditure on education from 2009-2018

S/N	YEAR	BUDGET IN BILLIONS	% CHANGE INDEX	
1	2009	3.049	—	2
2010	5.160	195.87		
3	2011	4.972	163.07	
4	2012	4.877	159.95	
5	2013	4.987	163.56	
6	2014	4.962	162.74	
7	2015	5.068	166.22	
8	2016	6.061	198.79	
9	2017	7.444	224.15	
10	2018	8.612	282.45	

Table 1 above shows the result of the trend analysis of government expenditure on education from 2009-2018. The year 2009 is used as the base year. Table is clear that there have been a geometric increase in the trend of government expenditure on education in 2009, 2010, 195.95BN which was attributed to increases in the budget of the country. However, the trend increased in 2013 to 2018 with a percentage index of 1163.56BN, 162.74BN, 166.22BN, 198.79BN, 224.15BN and 282.45BN respectively. This result implies that there have been persistent rise in budgetary allocation in Nigeria between 2009-2018. Thus, there have not been any year in which the percentage increased to 20% which is the budgetary benchmark to education by UNESCO standard.

Results of table 2 trend in budgetary allocation on education from 2009-2018

Year	Edu allocation	% change interest
2009	221.19	112.61
2010	249.09	138.48
2011	306.30	183.62
2012	406.15	180.91
2013	400.15	180.91
2014	426.53	192.83
2015	392.20	177.31
2016	369.60	167.10
2017	550.00	248.66
2018	605.80	273.88

Table 2 presents the result of the trend in budgetary allocation on education from 2009-2018. Table shows a steady increase in the budgetary allocation from 2009 to 2011 with a percentage index of 112.61, 138.48, 183.62 which dropped in 2012 to 180.91 and increased in 2013, 2014, 2015, 2016, 2017 and 2018 with a percentage of 192.83, 177.31, 167.10, 248.66 and 273.88 respectively.

Summary/Conclusion

The United Nations adoption of the resolution for the adoption of the agenda for sustainable development is no doubt a laudable programme. The programme is targeted towards addressing major problems of hunger, poverty, insecurity among other problems confronting the people across the globe. The SDG is a step to overhaul the deficiency of the MDG since the MDG failed in many countries to effectively address its target goals for development especially in the area of education and in Nigeria particularly. One of the major reasons for the failure of MDGS is poor funding of education. Yet, with the current introduction of SDGS, the problem of adequately funding education from national budget has not been addressed. This means that SDGS may not make any difference from MDGS and leaving the management and development of education especially in Nigeria under difficulties. Also, the accompanying societal vices such as hunger, poverty, insecurity and health which education is naturally meant to address will continue to linger in the society.

Recommendations

This study made use of the under listed recommendations:

1. Contributions and grants by corporate and private organizations and institutions should be intensified and encouraged in Nigeria to encourage diversification in the funding of education.
2. Community participation and awareness creation on issues of education will assist stakeholders monitor the disbursement of funds on education and monitor the utilization of these funds through legitimate processes.
3. Government should review its commitment to education by increasing the annual education to reflect emerging inflationary and school population trends.
4. Management of education funds in Nigeria should be the responsibility of professionals who are trained on the various indices of school efficiency and effectiveness, prudent management of school resources in view of quality educational outcomes.

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