

**ROLE OF STATE IN DEVELOPMENT OF
INSTITUTION IN NIGERIA
(A CASE STUDY OF UNIVERSAL BASIC
EDUCATION COMMISSION)**

By

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ABSTRAK

Walaupun kerajaan berperanan, antara lainnya untuk menyediakan pendidikan berkualiti kepada rakyat, terdapat rungutan daripada banyak pihak mengenai tahap kualiti pendidikan yang disediakan di Nigeria. Pendidikan asas menghadapi masalah disebabkan koordinasi programnya yang lemah dan peruntukan bajet yang rendah. Oleh itu, kajian ini menganalisis permasalahan yang berkaitan dengan kemahuan politik dan kesannya terhadap penyediaan pendidikan asas di Nigeria. Kajian ini menggunakan *Universal Basic Education* (UBE) sebagai unit analisis. Kaedah kualitatif digunakan untuk mengutip data di dua buah negeri yang terpilih iaitu di negeri Kebbi dan Kano. Sebanyak 31 responden yang terdiri daripada kakitangan Suruhanjaya UBE, organisasi bukan kerajaan (NGO), alumni, persatuan ibu bapa dan guru, rakan-rakan antarabangsa seperti wakil-wakil negara untuk UNICEF, ahli badan perundangan dan ahli Kesatuan Guru-guru Nigeria telah ditemu duga. Data dianalisis dengan menggunakan NVivo 10. Hasil kajian menunjukkan kos transaksi merupakan halangan utama terhadap pelaksanaan pendidikan asas. Analisis peruntukan bajet kepada suruhanjaya UBE untuk beberapa tahun menunjukkan trend yang menurun dan memberi kesan kepada pertumbuhan dan pembangunan institusi pendidikan. Kajian ini juga mendapati ketiga-tiga peringkat kerajaan, iaitu persekutuan, negeri dan kerajaan tempatan bertanggungjawab membiayai pendidikan asas di Nigeria, namun komitmen yang rendah daripada ketiga-tiga peringkat kerajaan ini telah menimbulkan masalah dalam aspek pembiayaan. Tambahan pula, kajian ini membuktikan bahawa sistem yang sedia ada mempunyai mekanisme kawalan yang lemah, seperti ketidakcukupan jentera pentadbiran untuk pengawasan, kegagalan menggunakan laporan pengawasan dan kekurangan peruntukan dalam pemberian insentif kepada kakitangan pengawasan. Sistem yang sedia ada juga kurang berautonomi disebabkan faktor politik kerana ahli-ahli politik menentukan peruntukan kepada Suruhanjaya UBE. Masalah-masalah lain yang membantutkan pembangunan institusi termasuk kelemahan perancangan, peranan dan tanggungjawab, pembiayaan yang kabur antara ketiga-tiga peringkat kerajaan, rasuah, penghijrahan guru kepada profesion yang lebih menarik dan infrastruktur yang semakin usang serta kadar berhenti sekolah yang tinggi. Kajian ini mencadangkan komitmen kerajaan perlu ditingkatkan termasuk usaha sama pihak awam dan swasta dan autonomi yang sewajarnya diberikan kepada institusi pendidikan, serta persetujuan di antara semua pihak yang berkepentingan terutama dalam hal pembiayaan pendidikan.

Kata kunci: Bajet Pendidikan, Nigeria, Pendidikan Asas, dan Suruhanjaya UBE.

ABSTRACT

Despite the role of the government, which aims among other things, to provide quality education for the masses, there are outcries from many quarters about the quality of education provided in Nigeria. Basic education is in serious jeopardy due to poor coordination of the programme and low budgetary allocation. Thus, this study analyses problems of political will and its impacts on basic education delivery in Nigeria. This study uses universal basic education (UBE) as a unit of analysis. The qualitative method was used for data collection; two states, Kebbi and Kano, were sampled and 31 respondents from the staff of the UBE Commission, NGOs, alumni, parent-teachers' association, international partners, such as UNICEF country representatives, the Legislature and members of the Nigerian Union of Teachers were interviewed. The data were analysed using NVivo 10. The result shows that the transaction cost is a major setback to the realisation of basic education provision. Over the years, the analysis of the budgetary allocation to the UBE Commission has shown a downward trend which has affected the growth and development of the educational institution. The findings also reveal that the three levels of government, i.e. the federal, state and local governments are responsible for funding basic education in Nigeria; but the lack of commitment from these three levels as well as other stakeholders have created problems. In addition, the study also discloses that the existing system's monitoring mechanism is weak, such as inadequate vehicles for supervision, non-utilisation of monitoring reports and lack of provision of incentives to the monitoring staff. The existing system also lacks autonomy due to politics; the politicians determine what the allocation to the Commission is. Other problems hindering the development of the institution are weakness in planning, roles and responsibilities, unclear funding among the three levels (federal, state and local) of governments, corruption, teachers leaving the profession for greener pastures, dilapidated infrastructure such as classrooms, and also a high rate of dropouts. The study recommends increased commitment of the governments, public-private partnership and adequate autonomy to be given to the institution, as well as building consensus with the stakeholders.

Key words: Education Budget, Nigeria, Basic Education and UBE Commission.

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LIST OF ABBREVIATIONS

ACIE- Advance Certificate in Education
CBOs- Community Based Organisations
DFID- Department for International Development
EFA- Education For All
ETF- Education Trust Fund
FCT- Federal Capital Territory
FME- Federal Ministry of Education
GDP- Gross Domestic Product
GMR- Global Monitoring Report
HND- Higher National Diploma
IC- Information Communication
IMF- International Monetary Fund
JICA- Japan International Cooperation Agency
KEI- Knowledge Economy Index
KI- Knowledge Index
KOICO- Korea International Cooperation Agency
LGEA- Local Government Education Authority
LGC - Local Government Council
MDGS – Millennium Development Goals
MSC- Masters of Science
MSSA- Medium Sector Strategy Analysis
NCE- National Certificate of Education
NECO-National Examination Council
NEEDS- National Economic Empowerment and Development Skills
NGOS- Non Governmental Organisations
NPE – National Policy on Education
NPEC- National Primary Education Commission
OND- Ordinary Diploma
PGDE- Post Graduate Diploma in Education
PhD- Doctor of Philosophy
PTA- Parent-Teachers Association
SAP- Structural Adjustment Programme
SPEB- State Primary Education Board
SSCE- Secondary School Certificate Examination
TCII- Teacher’s Certificate Two
UBE- Universal Basic Education
UK- United Kingdom
UN- United Nations

UNDP- United Nations Development Programme
UNESCO- United Nations Education Scientific and Cultural Organisation
UNICEF- United Nations Children Funds
UPE- Universal Primary Education
USAID- United States Agency for International Development
US- United States
UUM- Universiti Utara Malaysia
WAEC- West African Examination Council
WHO- World Health Organisation

CHAPTER ONE

INTRODUCTION

1.1 Introduction

It is an indisputable fact that education is the most important instrument for the development of individuals and the nation at large. It is also important to note that primary education is the nucleus of whatever efficacy is traceable to education. That is why efforts were made during the time of Nigeria's first generation nationalist leaders to make primary education qualitative and accessible to all. Unfortunately, their efforts were thwarted by three main problems: funding, management and structural deviation. The national primary education programme would have achieved significant development if it had taken care of these main problems. When the national primary education initiative was launched in 1976, the enrolment was eight million pupils, and by 1983 when the programme went awry, the enrolment stood at 16 million. With this astronomical increase and without adequate funding, the programme could not see the light of day. By 1984, the primary schools were in short supply of everything - school buildings were dilapidated and children were reading under trees. As a result, the federal government had to intervene in order to rescue the system. Since then, the primary education programme has witnessed changes from one tier of government to another until the year 1999 when the federal government once again came in to salvage the situation (UBE, 2012).

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