



MANAGING AND FUNDING EARLY CHILDHOOD EDUCATION IN NIGERIA: THE WAY FORWARD

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Abstract

This paper expresses the current management and Funding, Strategies, financing procedures of Early Childhood Education (ECE) in Nigeria with the sole goal of suggesting practical strategies for its ok investment and management. The paper acknowledges the commitment and effort of the Nigerian Governments and the assistance of the groups, people and overseas sponsors in funding ECE programs. The paper emphases that there may be nonetheless a long way to head towards imparting good enough management and finances for preschool education, instructors/caregivers. The delivering of appropriate facilities and stimulating gaining knowledge of substances in addition to supervision of ECCD programs. Towards this cease expanded government allocations, sustained worldwide assist, economic allocation to ECE teacher training institutions, equity funding and price-sharing strategies were encouraged.

Keywords: Funding, Early Childhood, Education, Nigeria

Introduction

The first eight years of human life is important for emotional, cognitive growth and physical development of child. During these early years, the environment is measured to be an effective instrument that regulates how the brain really nurtures, whatsoever a child is trained and whatever he/she acquires from preschools, shape the personality grows consequently. Therefore, early years is education a strong foundation for better development and growth of emotions, cognitions and body development because if foundation is very strong then what is built upon will automatically be permanent. According to Gramling (2015), the children brain is constantly rewiring itself as it learns. He postulated that “the quality of a child’s

early learning experiences determines how well and how thoroughly the wiring is completed; however, at around age five or six the job is for the most part over is.”, which Gramling declared points to the significant of early learning experiences.

The importance of early life schooling necessitates the Federal Government of Nigeria as it diagnosed in its National Policy on Education (FRN, 2004 revised, 2013) as one of the programmes in the Nigerian academic system. Bagudo (20012), posited that an expected determine of one hundred million children reports throughout the globe struggle day by day for survival in villages and cities, and are uncovered to the risks of sickness, illiteracy hunger, poverty, and abuse. In



assist of this view, Mahuta (2017) stresses that Early Childhood Care Education programme is needed to address the issues and salvage these children from these menaces. More so, the aim of early childhood education is to foster the right development of the children, become aware of and address their problems, harness their potentials, enhance their getting to know, equip them for life, so that they may be channel towards positive societal in addition to worldwide development (Mahuta (2017)).

Early Childhood Education has been designed to enhance the quality of children's lives globally. Participants at the World Conference on Education for All in Jomtien, in 1990 pledged to provide primary education for all children irrespective of nationality, race, sex, age, status or disabilities and massively reduce illiteracy by the end of the decade. This was followed up in the year 2000 with Dakar Framework for Action on Education for All.

Early Childhood Education

It should be recounted that distinct individual perceived early childhood years of education in exceptional ways. Robinson and Robinson (1968) hold the view that it is inaccurate for young kids to examine complex venture of talents due to the fact they may not be mature enough for pre-school. And that love and warmth of parents are extra vital than any academic program at this degree. On the opposite, much research evidence has shown that there's a tremendous effect of early childhood education in children's affective, conceptual and social improvement in later years (Gormley, Gayer, Phillips and Dawson 2015; Rolnick and Grunewald 2014).

Early childhood care Education (preschool training) in keeping with FRN (2013) is the care, safety, gaining knowledge of and

stimulation promoted in children from age 0 – four years in a crèche or nursery. While Kindergarten

Education is the One-Year Education given to pupil's elderly 5 prior to the duration of getting into primary schools.

The National Policy on Education (FRN, 2012) specifies that Early childhood education ought to be included in mainstream schooling, encourage the extraordinary views on early childhood education through scholars. Children aged 3-five years start formal training from preschool training as presenting in day-care centers and nursery schools. And consequently, encouraged that the preschool segment has to incorporate in all the primary schools in Nigeria. It is developed by the informal traditional education given to pupils from 0-3 years which prepare them for school. But the federal government of Nigeria is not directly involved in the founding of day-care centres and nursery schools, it is only an overseer for the:

- a. Provision and distribution of policy guidelines for the establishment and management of pre-primary institutions;
- b. Production and development of appropriate national curriculum and textbook in Nigerian languages;
- c. Approval of relevant supplementary reading materials and teachers'/instructions' manual;
- d. Provision and approval of appropriate certification of work done and training received.

In Nigeria nowadays, each public primary school is commanded to combine the Early Childhood Education section into its school under the Universal Basic Education (UBE) in 2004, which is managed and financed via the government and supported by the community, people and overseas sponsorship. For example, World Bank



2008-2011 gave unique Grant to three states in the Federation namely Kwara, Kano and Kaduna to set up model Early Childhood Education facilities. The version is run in all public primary schools within the decided-on states.

Reasons for Early Childhood Education

World Declaration on the Survival, Protection and Development of Children in 1990 embraced a joint responsibility to make a critical general intrigue to give each child a superior future. Notwithstanding the World Meeting on Education for All (EFA) and the Assembled Countries Show on the Privileges of the Youngster underlined critical need to guarantee access to and improve the nature of training for all children, this empowered Nigeria as it appended early childhood education as an essential piece of its instructive framework (Maduewesi, 2011). Ajayi (2017) propelled six explanations behind the significance and execution of early childhood education in Nigeria, they incorporate;

1. From conception of six years of age, children, according to research findings, undergo rapid mental, social and physical development to the extent that by the age of six, their brains would have developed to almost the size of an adult;
2. The convention on the rights of the child stipulates that children have a right to live and develop to their full capacity;
3. Moral and social values postulate that through children, societies pass on values and culture from generation to generation;
4. Supporting the development of the child physically and mentally leads to increased enrolment, improves performance and society generally.
5. Provision of early childcare facilities and offer equal opportunities to children from both

the privileged and disadvantaged homes.

6. A programme in early childhood development should be used as an entry point for other developmental activities which will benefit the entire community;
7. ECC (Early Child Care) projects should be linked with other developmental activities for women, nutrition, health, water and sanitation.

The advancement in science and technology have led to growing request for improved ways of caring for children through an Early childhood education project which now ensures the survival of many more children, thus increasing children motivation to learn at an early stage. To avoid the previous halfmeasured educational policies, administration and control of the National Policy on Education for Nigeria became necessary to avoid the missionary and regional eras of education in the country. Federal Government, State, and Local Governments adhere to the National policy which is meant to put in a clear perspective the educational justification of the children.

Concept of Educational Management

Educational management doesn't have an all-inclusive and worthy definition, it is a complex idea with an alternate elucidation in the writing (Tume, 2015). That is the term can be seen by various individuals in an assortment of ways on various occasions. Oluwole, (2017) makes reference that Educational management has to do with planning, starting the activity, conspiring and observing school occasions to yield ideal outcomes out of designated assets. On the side of this view, Akpakwu (2015) characterized the idea as the ability of the instructive administrator to adequately use the human, materials assets, budgetary and time assets to empower the



productive and viable accomplishment of the set goals of Educational management. Peretomode (2012) recognized that Educational management has to do with the arrangement and definition of instructive strategies and projects with the goal of accomplishing instructive objectives. From every one of the definitions over, this paper total Educational management is an assortment of structure exercises, which is deliberately completed in an instructive framework to successfully and effectively accomplish the objectives of the school and the requirements of the general public.

Management of Early Childhood Education (ECE) in Nigeria

To guarantee that Nigeria accomplishes her national goal of early childhood education there is a pressing requirement for legitimate management of early childhood education, she should think back to history and see where she has originated from, where she is presently, and where she is going later on. As it were, she should ask herself "where the downpour began to beat her" training is the best way to respond to this inquiry, which means re-characterizing instruction with regards to our contemporary circumstances (Anderson, 2015). Early childhood education programs in Nigeria work in a variety of ways. Some are government based while others are privately managed sponsored. The board structures additionally contrast; some decide to utilize staff and to do authoritative activities. In different organizations, the private individual or owner completes the administration and authoritative capacities. In Nigeria, the administration of private early childhood schools is generally in the hand of private people, strict body and businesses of work. Though the administration of public early childhood education is the duty and the responsibility of state and federal government.

Funding for Managing of Early Childhood Education and Programme in Nigeria

The significance of satisfactory financing in early childhood education can't be overemphasized. Consequently, funding is made accessible for the arrangement of satisfactory assets. These assets incorporate; materials for teaching, offices and stimulating, preparing and pre-preparing of staff (educators and guardians) improvement and sharpening of projects through workshops, immunization, encouraging, supervision and examination, report composing, productions, school suppers and instructional booklets. As properly saw by Ijaiya (2011), early childhood training quality endures poor funding in Nigeria, this prompted deficient assets, which brought about diminished and insufficient management. Example in America the evaluated expense of giving quality preschool training to be \$70 billion every year (Ajayi, 2017). In same manner, in Ireland, the financing for preschool children is 436.7 million Euros (\$580 million). Different nations that put strongly attention in pre-school instruction are Brazil, Zambia, Niger, South Africa and Ghana. (Ramires, Paira and Almeida, 2013). In Nigeria, states and local governments are responsible for the financing of early childhood education including the training of staff under the federal government programme. The federal government has chosen to build the management of essential training with only 2% of its Consolidated Revenue Fund each year, subsequently set up models to agree to by the states. Emmanuel (2013) criticized that the 2% dispensed to Early Childhood Education by the UBE Consolidated Revenue Fund (CRF) inadequate for fundamental instruction conveyance. In this way, recommended an expansion to in any event 15%-20% so as to understand the arrangement



proclamation of the EFA No 1 Goal. In a similar vein, Edward, (2011) additionally did an investigation on the integrative financing of Universal Basic Education (UBE) and powerful usage in Central Senatorial District of Delta State in Nigeria. The investigation uncovered that arrangement of assets and offices in both early children training schools is not adequately provided by the government but only with the assistance of the Parents Teachers Associations (PTAs), Nongovernmental Organizations (NGOs).

Other external sources of funding in Nigeria;

- i. World Bank - providing grants for Early Childhood Education model centres and training of teachers, caregivers and stimulating materials through school grant.
- ii. UNICEF and UNESCO - in some local communities.

Despite different types of funding, much more is still need to be done for proper management of Early Childhood Education schools, quality teachers and caregivers, adequate supply of facilities and learning materials as well as to provide a conducive learning environment, monitoring/supervision of ECCE programmes, in addition to production and distribution of appropriate manuals, materials and publications.

Basically, the author recommended that, to generate adequate funds to turn around Early Childhood Education for good and to achieve its desired objectives it has gone along with effective management of early childhood education. Therefore, the following management and funding strategies are suggested:

Increased Government Allocation and Management

As it is applicable in the developed nations' budgets, ECCE needs a special intervention budgeted for and/or increase its percentage of UBE matching grant to at least 10% in Nigeria. This is important looking at the immediate and longterm benefits of Early Childhood Education to the pupils such as improving their wellbeing in addition to the cognitive abilities, social and motor skills of the pupils (Osakwe, 2016). Improving the quality of all resources - human and material- to provide a more conducive environment for the achievement of Early Childhood Education objectives should be the focus of increased funds. State Governments need to improve and provide adequate measure towards the counterpart funding system and make the accessible, the federal government, on the other hand, need to be substantially increased percentage of educational budget.

As it is pertinent in the developing countries' financial limits, ECCE needs a unique mediation planned for as well as increment it's level of UBE coordinating award to in any event 10% in Nigeria. This is significantly looking at the advantages of Early Childhood Education to the children, for example, improving their prosperity notwithstanding the psychological capacities, social and engine abilities of the students (Osakwe, 2016). Improving the nature of everything being equal - human and material-to give an increasingly helpful condition to the accomplishment of Early Childhood Education destinations ought to be the focal point of expanded reserves. State Governments need to improve and give sufficient measure towards the partner financing framework and make the open, the national government, then again, should be significantly expanded and additionally expanded rate increment training spending plan.



Sustained International Support and Management

The Nigerian government is assisted by various international organizations such as UNICEF, UNESCO, and World Bank in the provision of funds, materials and technical support to get Early Childhood Education to its present level. Therefore, agencies such as Universal Basic Education as well as state Universal Basic Education board should work towards prudence and accountability in order to sustain and possibly increase such contributions of the donor agencies and to insist on at least two years of independent private monitoring and fund of early childhood education.

Managing of the Financial Provision of Early Childhood Education Teachers Training

The Nigerian government is helped by different global associations, for example, UNICEF, UNESCO, ESSPIN and World Bank in the arrangement of assets, materials, and specialized help to get Early Childhood Education to its present level. Thusly, offices, for example, Universal Basic Education just as state all-inclusive essential training sheets should move in the direction of judiciousness and responsibility so as to continue and potentially increment such commitments of the contributor offices and to demand in any event two years of free private checking and reserve it.

Allocation to Early Childhood Education Teachers Training Institutions:

One of the major problems of early childhood education in Nigeria is the absence of proper educational planning and the unreadiness of teachers training implementation. It has been one of the obstacles to educational development (Ijaiya, 2012). Just a couple of educational institution run early childhood education in Nigeria as an order of study. For instance, in Kwara state starting in 2008, just a single

College of Education offers early childhood education. It is something very similar all over Nigeria, numerous states changed over primary school teachers to early childhood education teacher as an option even they not expertly prepared. Teachers are a noteworthy instrument for the fruitful execution of any Educational Policy. Therefore, more funds should be coordinated to increase Early Childhood Education programs in educational training institutions. The additional allocation would be expected to prepare the relevant training with fitting and enough assets and materials to prepare Early Childhood Education instructors.

Financial Focus on Establishment of Early Childhood Education Centres:

As instructed by the Federal government that each public primary school ought to have ECE segment, thusly, the section ought to be well-prepared committed to Early Childhood Education in other to carry the program to guardians' doorstep. In the closest future, Early Childhood Education should be set up to make the novel environment required for this level of educational instruction. This can't be conceivable except if there are proper management and enough funds giving to communities to set up Early Childhood Education that will focus and run at a decreased expense to parents.

Cost- Sharing among Stakeholders and Beneficiaries of Education.

Despite the fact that it is the obligations of the government to bear training, it must be noticed that Nigeria is as yet an underdeveloped nation and consequently can't stand to assume responsibility for all educational division at the drawback of different areas in light of financial unsteadiness. Along these lines, there is a need to share the expense of education since education has never been totally free anyplace. At the end of the day, the parent



should give a certain percent to expand government exertion as far as financing early childhood education and well as to take an interest in the basic management influencing their children in the schools.

Undeniably, the management and financing of early childhood education training by the Local Government is an extremely enormous undertaking that needs a genuine responsibility before much could be accomplished. It could be recommended that the management and financing of the early childhood education school instruction in Nigeria, there ought to be an active and effective joint obligation of both Federal, State and Local Governments. The local government ought to be included because it is the administration closer to the grassroots with less obligation regarding training organization. While the Federal Government generally observing, and financing is fundamental to keep up a uniform standard of early childhood education training all through the nation. Additionally, if the management is neglected to give subjective preschool training because of poor administration and funding that necessitate increased privatization of the preschool education system in Nigeria. In any case, the intervention of the Federal Government is expected to protect public early childhood school, which is the desire for the poor in offering training to their children, from total collapse. More so, the Federal Government should encourage parent in the decision making in the school as well as monitor appropriately the foreign aids to avoid mismanagement or diversion of the resources. In addition, the UNICEF, UNESCO and World Bank - giving awards to Early Childhood Education model focuses and preparing of educators, guardians, and stimulating materials through school awards should be increased to facilitate funding and management of the programme

Conclusively, in spite of various sorts of funding, considerably more is still should be accomplished for legitimate administration of Early Childhood Education schools in Nigeria, quality educators and parental involvement, sufficient supply of offices and learning materials just as to give a favourable learning condition, checking/supervision of ECCE programs, notwithstanding creation and dissemination of proper manuals, materials and distributions. Fundamentally, to create enough assets to pivot Early Childhood Education for good and to accomplish its ideal destinations it has obliged successful administration of early childhood education. Hence, the accompanying administration and financing methodologies are prescribed

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