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EDUCATIONAL VOUCHER AS PANACEA FOR THE BIENNIAL FUNDING CHALLENGES IN THE NIGERIAN EDUCATION SYSTEM

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Abstract

This paper examined the challenges of funding in the Nigerian education system and the need for the introduction of voucher system as a solution. One of the major problems facing Nigerian education is funding and the fact still remains that education does not reach all members of society equally. In resolving this, one way of financing education is to provide families with the funding – via cash transfers to schools based on enrollments or by providing cash to families to purchase schooling – in other words- through vouchers. Thematic approach was used to examine the relevance of education voucher system with a view to bringing out its benefits and possible loopholes. The paper found out that an education voucher system exists when governments make payments to families that enable their children to enter public or private schools of their choice with the purpose of increasing parental choice, promoting school competition, and allowing low-income families access to quality education for their wards. It was also discovered that some opponents predict that vouchers will destroy the public system, aggravate poverty, and foster segregation and that voucher-receiving independent schools will be regulated out of recognition. Arising from these findings, recommendations were made as appropriate on how to move the education system in Nigeria forward via the system of education vouchers.

Keywords: Education, Funding, Underfunding, Voucher, Subsidy, Paradox

Introduction

As the demand for education increases, resources remain scarce. In Nigeria, the government is both the major financier as well as the provider of education. However, education still does not reach all members of society equally as funding has remained a critical factor in the provision of functional education that can lead to a national transformation. Ayeni and Babalola (2006) argued that funding was central and germane to the success at all levels of education. Adequate funding is critical in the management of all organizations including tertiary institutions, especially university education. Unfortunately, there has been wide outcry against poor funding of education in the country.

Audu, Lukman and Muhammed (2014) noted that in Nigeria, the benefits of education cannot be overemphasized. This is because education in general has been perceived to play an indispensable role in national economic development and in cultivating the necessary civic values for societal and political participation in many countries of the world. However, one of the major problems facing Nigerian education is funding. This is not surprising considering the fact that in the recent time, government revenues have reduced. The government, which statutorily fund education in the country, now faces tight budget constraints due to the collapse of the oil market, and the need to meet heavy and rising debt service obligations. By implication, therefore, education had suffered from inadequate funding. Underfunding of education has become recurring phenomenon as funds allocation to the sector cannot meet the sectorial and sub-sectorial needs bearing in mind the monumental decadence in the education sector.

In most countries, the government is both the major financier as well as the provider of education. However, schooling still does not reach all members of society equally. One way of financing education, therefore, is to provide families with the funding – via

and transfer to schools based on enrollments or by providing cash to families to purchase schooling, in other words, vouchers. The objective of a voucher program is to extend the financial support from the government to those other educational providers and thus give all parents, regardless of income, the opportunity to choose the school that best suits their preferences.

School choice via vouchers is often promoted as a means of increasing competition in the school system. Advocates of the voucher system believe that competition will lead to efficiency gains, as schools – public and private – vie for students and try improving quality while reducing expenses. The idea is that when private schools are encouraged to attract students, they become innovative and thereby bring improvements to the learning process. Likewise, public schools, to attract students and the resources that come with them, seek to improve themselves to provide an education at par with the private schools. On the other hand, opponents believe that under a voucher system, private providers will be unaccountable to taxpayers and the public. They question claims of efficiency gains. They assert that choice will lead to privatization, less public control of education, and increased segregation. While all these concerns need to be taken into consideration, the decision on how to finance education should be based on evidence of quality output (Patinos, 2012).

Importance of Finance to Education in Public and Private Educational Establishments

All over the world, funding is considered as the life wire that propels the educational sector towards achieving her objectives. The level of success recorded by the educational sector has been closely linked with the availability of resources. Among the resources needed for the effective administration of the educational sector, funding has been identified as an indispensable instrument. This is because, according to Nwagor, Uchendu and Akani (2015), funding serves as the life-wire for the management and administration of most sectors of the economy including the educational sector. It is based on this fact

that UNESCO recommended that 20% of the annual budget of any nation should be set aside for the administration and management of the educational sector. This is because such funding strategy will assist in providing the basic resources needed for teaching and learning both in terms of quality and quantity. Finance is an important factor in the success of any organization as it lubricates the activities of the entire organization or institution. Finance is seen as an act of providing the means to payment.

The establishment, administration and maintenance of set standards in any organization are greatly dependent on the finance available to it. It is concerned with how people allocate their assets over time under conditions of certainty and uncertainty. Education finance is therefore the process by which tax revenues and other resources are drawn from the establishment and operation of educational institutions as well as the process by which these resources are allocated to institutions in different geographical areas. Nevertheless, financing education is therefore the responsibility of the government, communities, private organizations and individuals. Furthermore, the major challenge about financing education is the question of who should be responsible to finance education.

Nwachukwu (2014) opined that the financing of education is at the heart of the educational crisis in many countries of the world. In Nigeria, there appears to be a perennial crisis of funding and lack of definite structures and strategies in funding of education, because according to Ubogu and Money (2018), given the poor state of the country's budget to education, the current financing trend might not be sustained in the near future. The revenue from government allocations have to increase to meet this rising costs or else education at all levels will suffer setbacks either in total number of staff, in relative wage and salary increase or in capital and equipment. The fact remains that education in Nigeria has been experiencing loss of facilities, deterioration of equipment and plants and uncompleted projects as a result of financial crises facing the system.

Nwachukwu (2014) observed further that the Universal and Compulsory Primary Education (UCE) was introduced in 1976, without adequate preparation in terms of the number of classrooms required, number of qualified teacher available and the extent to which available resource could last. More than thirty years after that initiative, the educational sector at all levels is still characterized by poor performance and one of major explanations for this, is the crisis of funding, definite structures and strategies for addressing the problem. He further said that this manifestation of poor funding of Nigeria's education from the mid-1970s into 2000s causes widespread cases of arrears of unpaid teachers' salaries, school infrastructures, and equipment are non-existent, dilapidated or grossly inadequate. This makes the effective management of the education system a Herculean task, and when the situation becomes intolerable, either the teachers or the students or both revolt, leading to demonstrations, strike actions, frequent and often prolonged closure of the institutions damage to educational quality.

There is no denying the fact that education in Nigeria has huge funding deficits. The federal is underfunding the education sector which is the fulcrum and propellant for development. Ndujihe (2018) observed that as recent as the mid-1990s, Nigerian universities, especially the first generation ones, attracted students from Cameroun, South-Africa, Kenya and Ghana, among others, as well as foreign lecturers. Today, the reverse is the case. Apart from lecturers, in large numbers, leaving Nigeria for greener pastures in what has come to be referred as 'brain drain,' thousands of students are also leaving the country to study abroad even in neighbouring countries like Ghana and Benin Republic.

Poor funding has been identified as the major reason for the rot and challenges in the education sector, especially tertiary education, which has led to frequent strikes by teaching and non-teaching staff since the early 1990s. As a matter of fact, when there is poor funding of schools, new facilities cannot be

provided, and old ones cannot be expanded, and that makes students to learn under deplorable conditions. Aqam and Undie (2007) noted that human, material resources and infrastructural facilities are always inadequate. Hence, admission of students tend to be based on the availability of facilities, such as classrooms, staff and materials. This creates additional problem of lack of access to admission for those who are qualified but cannot be admitted into schools.

Ndujihe (2018) noted that the Federal Government's allocation to the education in the last 10 years has been miserly. Out of a budget of N55.19 trillion, only N3.90 trillion or 7.07 per cent (see table) was allocated to the sector. In 2009, the Federal Government allocated N221.19 billion (7.25 per cent) of its N3.049 trillion budget to education. The figure was reduced to 4.83 per cent in 2010 when education got N249.09 billion of the hefty N5.16 trillion appropriations. There was a marginal improvement in 2011 when education got N306.3 billion (6.16 per cent) of the N4.972 trillion budget. The marginal improvements continued in 2012 (8.20 per cent), 2013 (8.55 per cent), and 2014 (9.94 per cent) until 2015 (7.74 per cent) when a significant drop in allocation to education was recorded. Ndujihe submitted further that in 2016, President Muhammadu Buhari's first full year in office, the sector had its second-worst allocation in 10 years when, of the N6.061 trillion budget, only N369.6 billion (6.10 per cent) was appropriated for education. However, there was a slight rise in 2017 (7.38 per cent) and if the 2018 proposed N8.612 trillion is approved, education will get N605.8 billion or 7.03 per cent.

Table 1: Budgetary Allocation to Education (2009-2018)

Year	Budget	Educ. Allocation	% of Budget
2009	3.049 trn	N221.19 bn	7.25
2010	5.160 trn	N249.09 bn	4.83
2011	4.972 trn	N306.3 bn	6.16
2012	4.877 trn	N400.15 bn	8.20
2013	4.987 trn	N426.53 bn	8.55
2014	4.962 trn	N493 bn	9.94
2015	5.068 trn	N392.2 bn	7.74
2016	6.061 trn	N369.6 bn	6.10
2017	7.444 trn	N550 bn	7.38
2018	8.612 trn	N605.8 bn	7.03
Total	55.19 trn	N3.90	7.07

Source: *Ndujihe (2018)*

Budgetary provision for education in the 2019 budget again fell below the 15 per cent to 20 per cent minimum recommended for developing countries by the United Nations Educational Scientific and Cultural Organisation. Over some years, the country's funding for education continued to rotate between five per cent, six per cent and seven per cent of the national budget. So, in 2019, the education sector got N620.5 billion, that is 7.05 per cent of the 2019 budget and N671.07 billion (6.7 per cent) in the 2020 appropriation bill. The 2021 budget share for education is Nigeria's lowest in 10 years as the sector receives a meagre 5.6 per cent of the total budget, much below the recommended benchmark.

One way of financing education is to provide families with the funding – via cash transfers to schools based on enrollments or by providing cash to families to purchase schooling – in other words- through vouchers. The objective of a voucher program is to extend the financial support from the government to these other education providers and thus give all parents, regardless of income, the opportunity to choose the school that best suits their preferences.

School choice via vouchers is often promoted as a means of increasing competition in the school system. Advocates of the voucher system believe that competition will lead to efficiency gains at schools – public and private – vie for students and by improving quality while reducing expenses.

Problem of Funding Public and Private Education in Nigeria

According to Nwachukwu (2014) the problem of Nigeria education sector in general and its funding in particular could be traced to policy and strategy instability and inconsistency, inefficient management, wastages and leakages there by overriding macroeconomic conditions that have determined the fate of the sector and where the economy is not growing at a reasonable high and sustainable rate, it will not have the resources to fund a largely – social service sector such as education in Nigeria with a high population growth rate and lackluster growth rate of the Gross Domestic Products.

Ojekudo (2021) quoting Ogbonnaya (2012) maintained that financing has been a topical issue of interest among educational administrators, policy makers and planners. This is because the realization that no educational programme can be effectively implemented without adequate funding, education sector competes with others in allocation of funds and the circumstantial experimental fact that most executives embezzled funds entrusted to their care. Hence, Ojekudo categorized problems of funding at whatever levels as follows-

1. Inaccurate Statistical Data: The issue of inaccurate statistics is one that faces every sector of the Nigerian economy and this has led to the provision of wrong information and figures which make it difficult for the government to plan education effectively much less provide funds for education.
2. Political instability: The problem of political instability in many developing nations of the world including Nigeria has contributed to the problem of funding of education. There are frequent changes in government as a result of corrupt politicians or the selfish

personnel who always refuse to relinquish power. Each government that comes into power initiates its own programmes. Nigeria for instance, has had a several political history since independence. At one time it is a civilian government and at the other, it is a military government. More often than not emphasis of those who come to power is never on education but on prestigious projects, which drain the economy of the nation.

3. **Lack of Stable Policies in Education:** It is important to note that a stable policy is a firmly established course of action adopted by an individual, a group, an organization or nation to accomplish set objectives. When policies change frequently, they have considerable negative effects on funding. In Nigeria since 1976 when the Universal Primary Education was introduced, it has been from one policy to the other. This is because the government that comes into power chooses its own policies projects or programmes and funds such to the detriment of other ones enunciated by its predecessors.
4. **Sole Dependence of the Federal Government on Oil Revenue:** Crude oil appears to be the main stay of Nigerian economy. It is no secret that government makes her budgets annually based on revenue from oil. There is therefore the implication that, where there is fall in revenue, then the funding of education will be seriously affected.
5. **Population Explosion:** Nigeria has an estimated population of hundred million people during the last census. It is believed that there are almost one hundred fifty million people today. The increase in population will definitely led to increase in student enrolment and number of facilities and equipment. The financial implication of the astronomical increase in enrolments is one of the most dreaded consequences of the social demand approach to education in all levels. This is because everybody entitled to education may come forward to seize the opportunity, without considering the individual financial capacity to do so; the onus for

payment, provision, maintenance and sustenance is placed to society or government, due to such inherent fiscal responsibilities that must be borne by society in order to achieve the objectives of the social demand approach for education. In the light of this, different governments have had to employ various strategies either to cope with the welfare demand of education or to do away with the approach to some extent.

6. **Indiscipline and Corrupt Leadership:** Indiscipline and corruption has eaten deep into the fabrics of Nigerian society. In fact, indiscipline and corruption are today found in the industrial sector, health institutions, in government agencies and parastatals and even in educational institutions that were once known for order and decorum. Some administrators in some universities, secondary schools and primary schools are known to embezzle funds provided for some projects, where such incidents are recorded, will amount to problems in funding of education programmes.
7. **Diversion of Funds meant for Education to other Sectors:** Some authorities divert funds meant for education to other sector of the economy. During the military regimes, funds meant for the payment of teachers' salaries and allowances in most states were used for prestigious projects by some military administrators.
8. **Inadequate Allocation of Funds to the Education Sector:** There are many programmes and services in education. There are Mathematics and Science programmes, Language programmes, Art programmes, programmes in music and computer science. There are also in-service training programmes, workshops, seminars and allowances, provision of science equipment and stationary. All these require adequate funding. In view of the rising costs of education (school fees, enrolment fees, cost of books and other materials) students and even their parents will not ordinarily want to be held back by any form of deficit or failure in any of the required subjects hence will go to any length to ensure success.

Some other efforts made in improving on funding education in Nigeria

Over time, effort has been made by government of various countries to ensure improvement in the level of funding made available for the administration of the secondary level of education. This is also the case in Nigeria where the government has relatively improved in the level of fund set aside for the development of the educational sector in the last few years (Nwafor, Uchendu & Akari, 2015).

The improvement in funding is geared towards improving on the standard of education provided for the citizens especially in secondary schools. The government has taken this step to improve on the quality of education at this level for national growth and development. This is based on the aspiration of the government that education will serve as a tool for individual and national growth (Federal Republic of Nigeria, 2004). Effort has therefore been made to improve on the budgetary allocation to the educational sector which also covers for the secondary level of education.

Ubogu and Money (2018) noted that financing education in Nigeria today is a crucial national problem. The political, social and economic factors, which currently have significant impact on the world economy, have necessitated the need to diversify the sources of education funding, mainly because reliance on only one source of revenue can inhibit educational growth.

Governments at all levels have made some other efforts in improving funding in education as follows:

- Support from federal and state governments.
- Tuition and fees.
- Private contributions by commercial organizations in the form of occasional grants for specific purposes.
- Consultancies and research activities.
- Community participation, Auxiliaries (Enterprises, Licenses, Parents, Alumni Associations).

Other sources of finance to education in Nigeria include endowments, gifts and aids from international organizations.

Educational Vouchers and How it can be used in Nigeria

As the demand for education increases, resources remain scarce. The objective of a voucher program is to extend the financial support from the government to these other education providers and thus give all parents, regardless of income, the opportunity to choose the school that best suits their preferences.

The system is capable of working in Nigeria if the state allocates a monthly or annual voucher to families (either to all, or only to those below a certain level of income) so that they can decide for themselves where to send their children to school and what education they will receive. Thus, both state and private education would have guaranteed access, as the allocated sum would be calculated based on the average cost per student in both systems. A system that uses education vouchers would ensure healthy competition in the education sector, promote greater efficiency and incentivize greater specialization. The usually stated purpose is to increase parental choice, to promote school competition and to allow low income families access to private schools.

Some opponents object that vouchers will destroy the public system, aggravate the poverty problem and encourage segregation. Others fear that voucher-receiving independent schools will be regulated out of recognition. Leuken (2010) quoted West (1996) as observing that evidence collected of 20 countries, provinces or states, so far offers no clear support for the negative predictions on school voucher.

An education voucher system exists when governments make payments to families that enable their children to enter public or private schools of their choice. School vouchers are subsidies given directly to parents for tuition at any level of education. Heyneman (2009) remarked that education reforms over the past decades have tended to give more autonomy and authority to

parents and students to choose schools that better meet their educational needs or preferences. In order to increase the financial incentives for parents to facilitate school choice, some school systems make public funding available so that parents can send their children to private schools. Public funding to schools can be provided by allocating funding directly to parents (e.g. through student-based vouchers), or to the selected school (e.g. through government subsidy). School vouchers (or scholarships) are certificates issued by the government with which parents can pay for the education of their children at a school of their choice.

According to Levin (2002), the key elements to be considered in designing voucher programmes are: finance, regulation and support services. This chapter focuses one of these elements, finance, as this is directly related to public funding. Finance refers to the overall resources of the school-voucher programme, how these are allocated, and whether schools can charge tuition fees that exceed the value of the voucher (Levin, 2002). If school vouchers are available for all students, they could expand school choice and promote competition among schools. School vouchers targeting only disadvantaged students address equity issues, but they have a limited effect on expanding school choice and promoting competition among schools overall.

One of the things which has been really important for schools in this day and age is the constant desire to improve, and it can be something which is expected of all schools - regardless of their status. There have also been fears that public schools are not accountable enough. With school vouchers, it can be that a parent can opt for private schools because they do not feel the state-funded alternative is adequate enough for their child's needs. In order to try and regain some of the intake that a state-funded school might be losing, some public schools will have the motivation to become even better educators - meaning that they can be more competitive to the better results that some private institutions might have.

perpetually improves in order to maintain enrollment. Thus, proponents argue that a voucher system increases school performance and accountability because it provides consumer sovereignty - allowing individuals to choose what product to buy, as opposed to a bureaucracy.

School vouchers have forced some institutions to operate more efficiently when they are made to compete with others. It is a remedy for the negative cultural impact caused by under-performing public schools, which falls disproportionately on demographic minorities. Voucher systems can allow families to seek a school place in either state or private schools and can be an effective instrument to finance private education. But they can be targeted in different ways - sometimes for all families and in other cases, only for disadvantaged students. Vouchers that are available for all students can help to expand the choice of schools available to parents and promote competition among schools. School vouchers that target only disadvantaged students can help improve equity in access to schools.

One significant aspect of school vouchers worthy of note is that parents pay taxes for education and should be able to use such tax to educate their children however and at whichever school they want. It also allows parents to choose a school that best fits a child's religious, cultural, or racial background, allowing that child to perform better in school, at home, and in their community as well as improve education in general by making public schools compete with private schools for students in a free market. By implication, public schools will have to offer a better education and safer spaces for learning, and be accountable to parents' and students' needs in order to compete with the private schools. However, some opponents believe that school vouchers funnel money away from already-struggling public schools and middle-class children and redistribute tax to private schools and public school children. It was further argued that families who have the means to send their children to private schools should be responsible for the resulting bills instead of taking money from public school kids. Nonetheless, with public schools becoming more

competitive if they have a lot more pressure through school vouchers, the service they provide to students is likely to be the better than the service which might be offered by a public school which is without such competition. School vouchers go the way as a need towards the more cost-effective alternative which is seen in private schools. Many of these educational organizations are far more efficient in how money is spent, whilst producing good marks for those who attend.

There can be children who might have specific needs for their education, but their families might not have the financial abundance which might have been needed before to get this specialized learning. School vouchers can counter this by allowing a child to have an equal opportunity to get the support they need, allowing them to achieve academically and to break through the socio-economic barriers which might have once held them back - meaning that they do not have the opportunity to succeed. All in all, school vouchers provide everybody with more of a choice - a more active decision in where education can take place. It raises standards all round, and pushes for everybody to work together in order to become a more efficient and a more productive.

History of its usage in Developed and the Developing World

The idea behind education vouchers has solid academic and research backing. It arguably began in the 1950s with Nobel Laureate Milton Friedman. He proposed various models for public-private partnerships to guarantee that basic services were provided more efficiently and with greater freedom of choice. That is where education vouchers came in. Friedman believed that all families, regardless of their household income, should be able to make free decisions in areas such as health and education (Martin, 2020).

Patrinos (2012) identified two types of voucher programs as Targeted or Universal. Voucher systems are grouped into two categories: universal voucher systems, which do not target disadvantaged students, and targeted voucher systems, which

target disadvantaged students. He submitted further that Colombia for instance has a targeted voucher system. The Program for the Expansion of Secondary Education Coverage (PACES) was launched in 1991, to provide the poorest third of its population access to secondary education. The program was oversubscribed, so students selected by a lottery were provided with vouchers to attend private schools. Municipal governments provided 20 percent of the funding for PACES; the federal government provided the remainder. The program, which ran until 1997, covered 125,000 children in 216 municipalities. The unit cost per student for participating private schools was 40 percent lower than for non-participating private schools. The lottery allocation provided researchers with a natural experiment. Findings from the analysis showed that that voucher beneficiaries have higher educational attainment. When compared with non-voucher students, voucher students were 6 percent less likely to repeat a grade; they scored 0.2 standard deviations higher on achievement tests and they were 20 percent more likely to take the college entrance exam. They were also less likely to be married and earned more in wages.

On the other hand, Patrinos gave example of Chile with the universal voucher program since 1980. Every municipality receives individualized monthly grants based on the number of students attending class in its schools. The municipal authorities also fund student attendance at subsidized private schools, which parents can choose. While test scores are similar in both, after controlling for socioeconomic status, unit costs are lower in subsidized private schools. Research on Chile's voucher program has been subject to a high level of scrutiny. Though there are no randomized trials or rigorous impact evaluations, a lot of research has been done on the system and the results have been mixed. Some find small average treatment effects, others find large treatment effects, and a few others find no effect. One study finds evidence that the voucher program leads to increased sorting, as the "best" public school students leave for the private sector.

Netherlands is another country which illustrates the effectiveness of vouchers. 70 percent of the enrollments are in government-financed private schools. On average, these students tend to be from families which belong to a lower social class when compared to those from which pupils attend public schools, and yet test scores achieved are higher. The level of choice offered, alongside fixed funding from government per student (with additional funding for disadvantaged students) appears to provide incentives for Dutch schools to keep improving. At the same time, given the need for the schools to compete for students by demonstrating success, there is no evidence of grade inflation. These examples demonstrate that vouchers can help countries improve their education systems.

A school voucher, also called an education voucher, in a voucher system, is a certificate of government funding for students at schools chosen by themselves or their parents. Funding is usually for a particular year, term or semester. In some countries, states or local jurisdictions, the voucher can be used to cover or reimburse home schooling expenses. In some countries, vouchers only exist for tuition at private schools.

In a 2006 survey of members of the American Economic Association, Whaples (2006) found that over two-thirds of economists support giving parents educational vouchers that can be used at both government-operated and private schools, and that support is greater if the vouchers are to be used by parents with low incomes or children in poorly performing schools. Gruber (2015) submitted that vouchers are typically instituted for two broad economic reasons. The first reason is consumer choice. A family can choose to where their child goes to school and pick the school that is closest to their preference of education provider. The second reason why vouchers are proposed is to increase market competition amongst schools. Similar to the free market theorem, vouchers are intended to make schools more competitive while lowering costs for schools and increasing the educational quality for consumers, the families.

London (2004) noted that the typical voucher system, which is one in which governments subsidize "schools of choice" in direct proportion to enrollment, appears to be contributing to the growth in quantity and quality of schooling. This type of voucher has been adopted by developing as well as developed countries and notable examples of it are found in Chile, Colombia, Bangladesh, Guatemala, Bolivia and Lesotho as well as by industrial countries such as Poland, Sweden, the United Kingdom, and the United States. Much of the recorded experience with such programs is pertinent to the longstanding theoretical debates on the desirability of voucher systems.

Conclusion and Recommendations

This paper explored school voucher system as an option in transforming education system in Nigeria. The essential characteristics of the voucher system is that instead of the state paying grants to schools and education authorities, it should allocate the amount to be spent directly to the parents of children of school-age in the form of an educational voucher. This voucher would then be used by the parents to pay for education in any school approved of by the state. If the fees in the school were higher than the nominal value of the voucher, the difference would be paid by the parents as a fee. When vouchers for both public and private schools are available, they encourage parents and students to choose schools regardless of whether those schools are public or private; they also give disadvantaged students the opportunity to benefit from attending private schools.

Arising from the discoveries of this study, it is hereby recommended that:

- Budgetary allocation to education should be made in conformity with the UNESCO recommendation of 26% of the nations' annual budget.
- There should be adequate budgetary allocation for each educational programme in schools to enable heads of schools or departments procure appropriate and requisite instructional materials for effective teaching and learning.

- Public funding to schools can be provided by allocating funding directly to parents (e.g. through student-based vouchers) or to the selected school (e.g. through government subsidy).
- Parents who pay taxes for education should be allowed to use such tax to educate their children however and at whichever school they want.
- There should be free market competition among both private and public schools by allowing parents and students to choose the school where to use the vouchers.

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