
PUBLIC PRIVATE PARTICIPATION TOWARDS SCHOOLS UPGRADING A STUDY OF STAFF SCHOOL, FEDERAL POLYTECHNIC, BAUCHI

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Abstract

Education is central to all physical, social and economic growth. In most African countries, especially some states in Nigeria and particularly Bauchi have a quite large numbers of existing government schools. As a result of this, the Federal Polytechnic, Bauchi (FPTB) has both Primary and Secondary Staff Schools, meant for youths to catch them young for higher level of studies. However, the management and operation of such school facilities are too much of a heavy burden to bear due to some circumstances. To cushion the effects of such burdens, Public Private Partnership (PPP) has been suggested as a way out. Therefore, the main objective of this study is to examine the issues and challenges facing the upgrading of FPTB school facilities and to proffer evidence based solution to the menace of deteriorating school facilities through a sustainable PPP intervention. In conclusion, a detailed study with relevant qualitative analysis showed an acceptable positive result. It was then recommended among others that at all levels, private participation should be embraced to fund, develop and promote educational sector of the economy in terms of school facilities, school renovations and provision of instructional materials.

Key words: African countries, Educational sector, Instructional materials and Private participation

Background to the Study

The Nigerian government and policy makers have come up with various strategies over the years on how the nation's social and economic potentials can be harnessed (Isa and Jimoh, 2013). The nation is still in search of solutions to her education sector challenges and Public Private Partnership (PPP) has been advocated because it has succeeded in some other countries with similar challenges. However, observers have expressed threats and weaknesses about its successful adoption in Nigeria. Some of the factors that pose threats to the successful adoption of PPP in the Nigerian education sector and how to neutralise them. Challenges of existing policy and ongoing reform in the education sector shows a monopoly of the Government utility body known as Federal Ministry Of Education (FEMA). Inadequate funding and bad management resulted in the steady decline in the performance of the utility. School plants are not adequately maintained and where maintenance is attempted, reliability centered maintenance procedure is not

Adopted.

The term public/private partnership (PPP) is somewhat imprecise, and can cover a variety of arrangements whereby private business joins with a government entity to provide some type of public service to the community. Typically, the public sector provides the exclusive rights to offer the service and may also provide the land, while the private sector participant provides most (or all) of the money, the expertise, and management, and often assumes ongoing operational responsibility. In return for these resources, the private sector receives some kind of financial compensation, often in the form of tolls, rents, or other type of fee arrangements paid by infrastructure users (Ronald, 2005). The contribution of the three tiers of governments to the educational system as narrated by Donald (2012) is equally complemented by the efforts of the private entrepreneurs and professional associations such as the Parents Teachers Association (PTA), Nigerian Union of Teachers (NUT) and corporate agencies, governing councils of schools, advisory and consultative councils, publishers, manufacturers among others. In addition, there have been commendable efforts of philanthropists and community members who are committed to reviving education service delivery in Nigeria.

PPP describes a government service or private business venture which is funded and operated through a partnership of government and one or more private sector companies. In some types of PPP, the cost of using the service is borne exclusively by the users of the service and not by the taxpayer. In other types, capital investment is made by the private sector on the strength of a contract with government to provide agreed services and the cost of providing the service is borne wholly or in part by the government. It was also noted by Asimiyu and Francis (2011) that Government contributions to a PPP may also be in kind. In the same vein, (Martin, 2001) also contributed that the private sector should not be restricted to providing services after a public agency has been deemed to have "failed". Equally, successful public authorities should not be excluded from helping improve services delivered by other public providers.

Statement of Problem

One of the nagging problems confronting the education sector apart from poor academic performance at primary and secondary levels is deteriorating facilities. Hence, we need solutions like qualified teachers, facilities, instructional materials and adequate structures (school plants), will be explored as remedies (See Recommendations). These are necessary in order to create conducive environment for learning that will boost productivity.

Objectives of the Study

The PPP at this juncture is meant to carry the PPP along in the provision of public service delivery (a target of the incoming administration) by shifting the roles of public sector from the owner and provider to purchaser and guardian of public interests.

The objectives of this paper are to:

- (1) Examine how Nigeria can successfully adopt PPP as a policy option in the ongoing power sector reform.
- (2) Contribute to the economic integration, accelerates, economic growth and sustainable development, engenders and PPP in traditionally public sector projects, and expands local access to international markets.
- (3) Achieve a sustainable PPP for ensuring the most effective, productive, compassionate, result-oriented and efficient use of resources.
- (4) Combine the partnership with credible and group-accepted innovative approaches to funding and mobilization to ascertain and maintain accepted standards.
- (5) Put in place adequate legislative framework and enabling conducive environment for (PPP).

Historical Background

The concept Public-Private-Partnership originates from USA, initially relating to joint public-and private- sector funding for educational programme, and then in the 1950s it referred to similar funding for utilities, but has come into wider use since the 1960s as it is referred to as public-private joint ventures for urban renewal. It is also referred to as publicly-funded provision of social services by non-public sector bodies, often from the voluntary (not-for-profit) sector, as well as public funding of private sector research and development in the fields such as technology. In practice, a more suitable approach to identifying public-private boundaries would include a case-by-case assessment of the method of service provision most likely to secure a high quality and value-for-money service for all citizens (Asimiyu and Francis 2011).

The examples of PPP are Private finance Initiative (PFI), Long-term service provision contracts, Joint ventures, wider markets and Strategic partnerships (*Martin, 2001*). partnerships where private organizations support the education sector through philanthropic activities and high engagement ventures, this study examines PPPs in which the government guides policy and provides financing while the private sector delivers education services to students. In particular, governments contract out private providers to supply a specified service of a defined quantity and quality at an agreed price for a specific period of time. These contracts contain rewards and sanctions for nonperformance and include situations in which the private sector shares the financial risk in the delivery of public services.

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Table 1: Types of Private/voluntary sector roles across different service areas

| | Education | Health | Personal social services | Prisons |
|----------------------------------|--|---|---|---|
| Public Sector | Management of most state schools | Most clinical services | Purchasing and care management | High risk prisoner escort services |
| Private/voluntary sector rescue | Contacting out of core Local Education Authority (LEA) services (to date) | - | - | Management of 'falling' public prisons |
| Level playing field Ancillary | PFI for schools Contracting for support services by schools and LEAs | PFI for hospitals | Contracting out of support services in local authority nursing and residential care homes | - |
| Core | Contracting out of core Local Education Authority (LEA) services (in the future) | - | Provision of residential and domiciliary care | Management of new build prisons |
| Public sector Rescue | - | - | - | Management of 'falling' public prisons |
| Private/voluntary sector default | Supply teachers Special Educational Needs Schools | Community pharmacies Agency nursing Nursing homes | - | Most escort services All new prisons to be built under the PFI |

Source: Martin, 2001

Table 2: Types of PPPs in Education

| | Impact of Partnership initiative on schools | Role of Private Sector | Nature of public/private relations |
|---|--|--|--|
| Education Action Zones | Direct impact on schools in Zone but activities usually focus on specific pupils/curricular activities | Participates as community stakeholder-expected to contribute towards zone funding, leadership and management | Binding agreement Companies agree to sponsor and/or participate on Zone Forum |
| Independent-State School Partnerships | Direct impact on those pupils/teachers involved- although not necessarily on all pupils or all curricular areas | Participates in variety of ways as part of the 'community of schools' | Range from binding agreement to less formalized joint activities |
| Education Business Partnerships | Certain partnership activities (mentoring, work experience) have direct impact on pupils | Participates as future employer/community stakeholder | Local informal agreements, based on potential for mutual benefit |
| Private Finance Initiative | Influence on pupils is indirect- though consortium's ability to affect school environment. However some PFI deals also include training of teachers and pupils in IT | Service Provider: primarily construction, asset management and ancillary services but also in some cases operation of networked IT services and provision of IT related training | Long term, high-value contract underwritten by partnership. Contracting parties are LEA and consortia, with binding agreement between LEA and Governing Bodies |
| LEA management and provision of core services | Company has responsibility for providing core, strategic services and impacts directly on some aspects of school management | Providing services including strategic Management | Medium term, high- value contract underwritten by partnership. |
| Management of Voluntary Aided/Controlled & Foundation Schools | Direct impact on school management: a private/voluntary/religious organization establishes a charitable foundation which, in most cases, owns the school building and land and nominates some members of the governing body. | Provider establishes charitable foundation to run school, nominate governors and provide strategic advice. (It may also contribute towards capital costs). | Occasionally a contract between LEA and provider organization or an organization may simply establish a Voluntary Aided or Foundation school if the application is accepted by the Local School Organization Committee |
| City Technology Colleges and City Academies | Direct impact on school management: an individual, company or organization may act as a 'sponsor' - setting up a charitable foundation to run a school. The sponsor contributes to the capital costs of the school and may own land and buildings. Funding comes directly from the DfEE rather than via the LEA. | Providing contribution to capital costs, owns school, establishes charitable foundation to run school | Agreement between DfEE and school Sponsor. |

Source: Martin, 2001

Literature Review

Over the past decade, concern over the adequacy of existing public school facilities according to Ronald (2005) have become an important component of the national education debate as parents, teachers, and other public education advocates contend that many school buildings are overcrowded, obsolete, and/or unsafe. As a consequence, the financial resources available for school construction, modernization, and renovation have become a significant issue in state and local politics, and have also become the subject of court rulings requiring states, cities, and counties to spend more on school buildings and other physical facilities.

Nigerian government's vision of making Nigeria rank among the world's 20 strongest economies is realizable if the public private partnerships (PPPs) are optimized. In recent years, government has continually provided the enabling environment for entrepreneurial initiatives in virtually all sectors of the economy. In education, the upsurge of private initiatives in secondary and tertiary education in the past decade may have begun to put the heat on publicly funded institutions to return to the drawing board, refashioning and realigning their curricula to meet contemporary exigencies. It is suggested that government should as a matter of policy continue to support and provide enabling environment for private initiatives to thrive in the emerging Nigerian educational economy (Donald, 2012).

There are ways in which the public and private sectors can join together to complement each other's strengths in providing education services and helping developing countries to meet the Millennium Development Goals for education and to improve learning outcomes which can even be tailored and targeted specifically to meet the needs of low-income communities. (World Bank, 2009).

The aim of the education sector reform is to improve efficiency in performance, ensure transparent and responsible management, limit political interference, eliminate government's involvement in utility management, management and technical operations, encourage private investment in generation to address inadequate supply and free government funds to finance other critical welfare programmes. The need to examine how the reform has fared in some other countries cannot be underscored (Asimiyu and Francis, 2011).

In 2009, It was pointed out by Ijaiya and Jekayinfa that here is a new awakening now in the global community that to give quality education to the youth, it requires the combined effort of the Government and the community especially in the management of schools. It is also being increasingly realised that bureaucracy due to over-centralisation can be stifling to the development of schools and therefore there is a need to free them in some aspects of management so that they can use their initiatives to deal with their peculiar challenges. Though the idea of Community participation in establishing and managing schools is not alien to the world in general, and Nigeria in particular. Historical Antecedent of western education in Nigeria will serve as a veritable guide to examine the trend in the proprietorship and control of educational institutions in Nigeria (Joseph, 2011).

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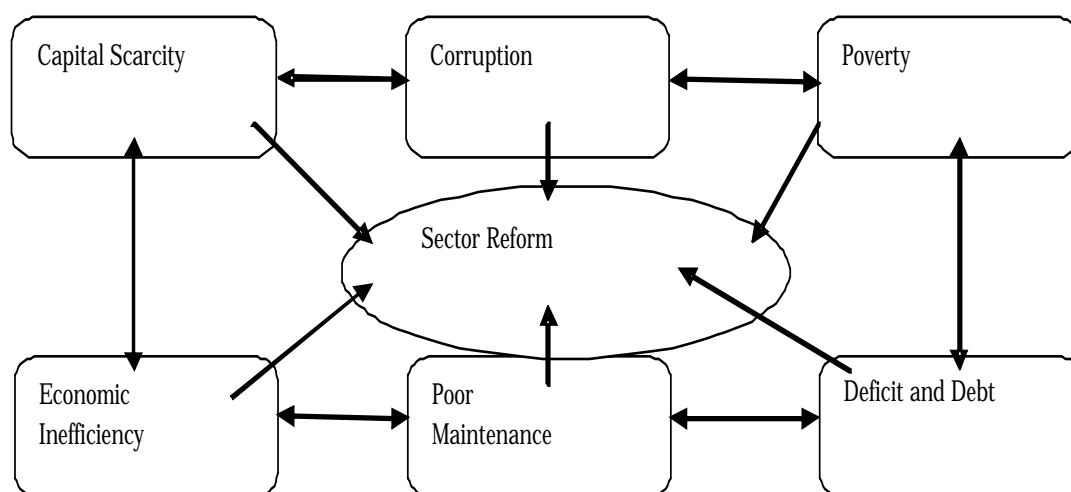
Ajayi and Jaiyeola (2012) recalled that Koranic education predated the Christian missionary education in the Northern part of Nigeria. It was in 1842 precisely, that the Christian Missionary education referred to as “western education” or “formal education”, came into existence in the southern part of the country. The development in school ownership and control according to Education Sector Analysis (2003) could be considered under four non-mutually exclusive periods. These are: Missionary monopoly and control era (1884 1904), Dual ownership and control era (19041970), Government dominance and take-over of schools era (19701985), Return of mission schools/partnership era (1985Date).

Justification

Based on the vision and mission statements of the school as follows and the management's awareness and readiness to embrace an everlasting solution-based approach to its school facilities predicaments, PPP methods was suggested as a way out. The Federal Polytechnic (FPTB), Bauchi's Vision Statement: To contribute optimally to the technological development of Nigeria through training of human resources in the application of science, engineering and commerce. Also, the Federal Polytechnic (FPTB), Bauchi's Mission Statement. To train students to become professionally skillful, morally sound, enterprising and committed to the development of local environments (FPTB Strategic Plan, 2007-2010).

Theoretical Frame Work

The theoretical framework adopts Asimiyu and Francis (2011) citation, where they used some critical parameters to investigate some impacts on reform agenda. Again, They depicted the relationship among those parameters as illustrated in figure 1 below which shows typical issues involved in reform agenda.



Source: Deloitte Emerging Markets Group (2004) and extended by the authors

Method and Analysis

It employs descriptive case study using qualitative methods to achieve its objectives. The research programme therefore involved distribution of questionnaire to carefully selected professionals and experienced staff in the Federal Polytechnic, in-depth interviews with senior managers in the school and other stake holders in the society.

Table 1: PICTORIAL SCHEDULES OF THE STRATEGIC SITE LOCATION (A)VIS-À-VIS THE PREVAILING SITUATIONS AS SHOWN IN PLATES A-D

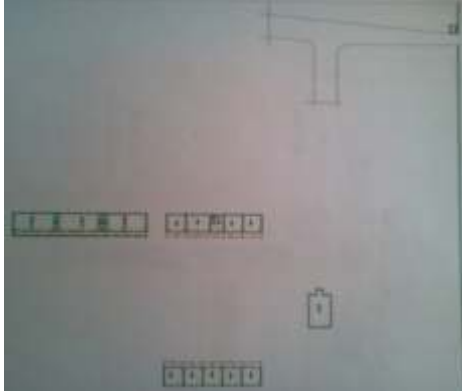


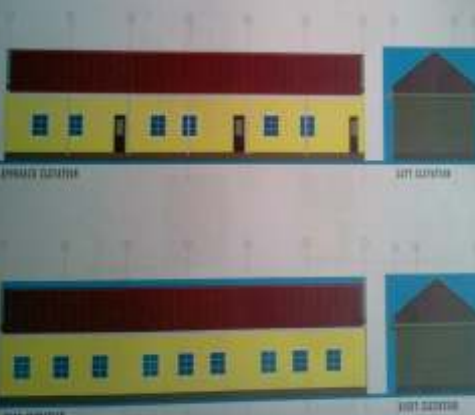
| LOCATION/ SITUATIONS | EXISTING SITUATION | PROPOSED SITUATION |
|--|---|--|
| SITE A (MAIN CAMPUS FPP PRIMARY STAFF SCHOOL PLANS) |  <p data-bbox="405 952 861 985">PLATE A: SHOWS THE SITE PLAN</p> |  <p data-bbox="887 952 1375 985">PLATE B: SHOWS THE UPGRADED SITE PLAN</p> |
| SITE A (MAIN CAMPUS FPP PRIMARY STAFF SCHOOL VIEWS) |  <p data-bbox="405 1377 861 1411">PLATE C: SHOWS THE EXTERNAL VIEW</p> |  <p data-bbox="887 1377 1375 1411">PLATE D: SHOWS THE UPGRADED AERIAL VIEW</p> |

Source: Researchers' Field Work, 2015

Deduction:

Considering the current condition of Site A is going from bad to worse, but by going along standards and best practices, the expected positive result using PPP development was proffered (interview: Senior Manager). It is now clear that government alone cannot provide all the school facilities needed for the economic growth of a country by 100%. Thus, there is a very strong call for collaboration of the private sector.

Table 2: PICTORIAL SCHEDULES OF THE STRATEGIC SITE LOCATION (B) VIS-À-VIS THE PREVAILING SITUATIONS AS SHOWN IN PLATES E-H





| LOCATION/ SITUATIONS | EXISTING SITUATION | PROPOSED SITUATION |
|---|--|---|
| SITE B (MAIN CAMPUS FPTB SECONDARY STAFF SCHOOL PLANS) |  <p data-bbox="405 801 783 831">PLATE E: SHOWS THE SITE PLAN</p> |  <p data-bbox="890 801 1374 831">PLATE F: SHOWS THE UPGRADED SITE PLAN</p> |
| SITE B (MAIN CAMPUS FPTB SECONDARY STAFF SCHOOL VIEWS) |  <p data-bbox="405 1279 852 1308">PLATE G: SHOWS THE EXTERNAL VIEW</p> |  <p data-bbox="890 1279 1374 1308">PLATE H: SHOWS THE UPGRADED ELEVATION</p> |

Source: Researchers' Field Work, 2015

Deduction:

In relation to the current issues of Site B, that is not maintained, repaired nor replaced, the expected outcomes as a result of positive PPP developments is that since government alone cannot afford to provide all the maintenance of school facilities needed for the economic growth of a country, thus there is the call for intervention of the private sector participation.

Table 3: PICTORIAL SCHEDULES OF THE STRATEGIC SITE LOCATION (C) VIS-À-VIS THE PREVAILING SITUATIONS AS SHOWN IN PLATES I-L

| LOCATION/ SITUATIONS | EXISTING SITUATION | PROPOSED SITUATION |
|---|--|--|
| SITE C (FPTB TOWNSHIP PRIMARY STAFF SCHOOL PLANS) |  <p data-bbox="392 831 770 857">PLATE I: SHOWS THE SITE PLAN</p> |  <p data-bbox="876 831 1377 857">PLATE J: SHOWS THE UPGRADED SITE PLAN</p> |
| SITE C (FPTB TOWNSHIP PRIMARY STAFF SCHOOL VIEWS) |  <p data-bbox="392 1317 842 1344">PLATE K: SHOWS THE EXTERNAL VIEW</p> |  <p data-bbox="876 1317 1342 1344">PLATE L: SHOWS THE UPGRADED VIEW</p> |

Source: Researchers' Field Work, 2015

Deduction:

In view of the current deplorable state of Site C, and the expected outcomes as a result of positive PPP developments, it is evident that government alone cannot afford to provide all the school facilities needed for the economic growth of a country, thus there is the call for intervention of the private sector. Therefore, Fatile (2014) concluded that private partnership is a necessary and important instrument for the attainment of sustainable economic development.

Findings

- (1) Physical visitations to the case study areas by carrying out interviews shows that existing landscape elements are grossly inadequate without proper maintenance culture..
- (2) Interviews carried out with stakeholders in the community to know how they perceive landscaping suggested that there is little awareness to the concept of landscape developments which can boost national development.
- (3) Photographs taken of various landscape features in Bauchi metropolis showcases

the landscaping of some architectural sites and monuments in which their conditions can be improved upon to enhance tourist attractions towards national development.

- (4) PPP offers an important way delivering public services with potential benefits to responsible private and voluntary service providers e.g. toll gates.

Conclusion

The low private participation could be linked to the attitude of the government towards the private sector and the lack of interest on the part of private sector because it views education as non-profit investment. It was maintained by Nakpodia (2007) that there is also evidence to suggest that the government is not adopting policies that encourage the private participation in school funding. It illustrates that the creation of awareness in the minds of school administrators regarding the state of financial affairs of the schools is vital. The need to initiate policies to engender the private sector participation in the funding and provision of resources for the primary and secondary schools to ensure achievement of the national educational objectives, then there has to be a collaborative effort by Government and non-Government organization in order to safeguard the major parameters raised in this paper.

Recommendations

The following recommendations will be very important in the present and future situations as strategies for development in the 21st century.

1. The government of the day should provide an enabling environment to allow for the private sector to inject funds into the education sector which will in turn provide adequate job security as the country can progress positively.
2. Stakeholders in Public and Private Participation should sponsor and organize massive enlightenment programmes, workshops, conferences, seminars and symposia in collaboration with all the media houses. As a result of these, training and re-training will take place while education is revamped.
3. The responsibility of the different bodies in a partnership should always be made explicit in the contract (Martin, 2001).
4. If all the above are well implemented to its fullest, such a system of partnerships could yield better school buildings, better education, and better communities.

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