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ADEQUATE FUNDING PANACEA FOR DEVELOPMENT OF GREEN CURRICULUM FOR NIGERIAN SCHOOLS

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Abstract: This paper examined the important for funding green curriculum in the Nigerian schools for effective implementation. Secondary data were employed in the paper. The data were collected from print and online publications. Content analysis was used to select and limit the literatures to the minimum size. The paper concluded that adequate funding is key in the realization of green curriculum objectives in the schools. Adequate funding of green curriculum in the schools will support smooth planning of green curriculum, aid employment of green curriculum expertise, ensure effective training and retraining, smooth implementation of green curriculum and supervision of green curriculum in Nigerian schools. Based on this findings, the paper recommends that the government should provide special funding window for the funding of green school programme especially the curriculum component aspect of the programme.

Keywords: Funding, Development, Green curriculum, Schools



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Introduction

Curriculum in fact is an organized plan of course outlined with the objectives and learning experience to be used for the achievement of the objectives of education (Ejike, & Ejike, 2018). Curriculum consists of knowledge, skills, values, activities and many more, which students learn through various school subjects (Esu & Emah 2014). Curriculum could also be defined as the document, plan or blue print for instructional guide, which is used for teaching and learning to bring about positive and desirable learner behavioural change (Offorma, 2014). Curriculum covers educational goals, the content or fact to be learnt, the learning experiences, outcome of learning encounters and the learning environment (Akudolu 2011).

Curriculum is also referred to as a systematic and organized body of knowledge through which the goals of education can be achieved for the fulfillment of the needs and aspirations of any

given society (Igbokwe, 2009). Curriculum is a planned learning experiences offered to a learner in school. It involves three components such as program of studies, programme of activities and program of guidance (Offorma 2005).

Methods

The method described in the statement above involves a multi-faceted approach to the development and implementation of a green curriculum in Nigerian schools. It emphasizes the importance of adequate funding to support several key stages: effective planning, hiring of green curriculum experts, continuous training and retraining of professionals, smooth implementation, supervision, and development of infrastructure. The process begins with careful planning, which requires mobilization of resources and financial commitment to ensure the green curriculum is properly designed and aligned with national priorities. The employment of experts with specialized knowledge in green education is crucial for the practical implementation of the curriculum. Additionally, regular training and retraining programs are needed to equip educators with updated skills to effectively teach the curriculum. The implementation stage involves the actual execution of the planned curriculum, which requires sufficient resources, including facilities and teaching materials. Supervision is also critical, as it ensures that the curriculum is properly monitored and evaluated for effectiveness. Lastly, the development of green infrastructure, such as eco-friendly facilities, is necessary to support the practical aspects of the curriculum, with funding playing a key role in every stage of the process.

Result and Discussion

Curriculum are classified into different forms and areas according to Igbokwe, (2009) and Ejike and Ejike, (2018). Subject related curriculum which include green curriculum is a relative new curriculum in the developing world such as Nigeria. Green curriculum refer to a planned and organized learning instruction that focus on integration of climate education with aims of helping students understand and address the impacts of climate crisis, empowering them with knowledge, skills, value and attitudes for a friendly environment. Green curriculum refer to climate education at school's sustainability plan. It involves a combination of learning activities to promote environmental protection and conservation, waste management to aid environment sustainability (Data & Ogunode 2024a). Green curriculum emphasizes the interconnections between the environment, economy, and society, engaging students across cognitive, socio-emotional, and behavioral domains to inspire action for sustainability. Greening curriculum guidance: teaching and learning for climate action (UNESCO 2020). A green curriculum integrates climate mitigation and adaptation in teaching and learning from pre-primary, primary, secondary and tertiary school levels as well as in teacher training.

Greening the curriculum means ensuring that students are capable of taking on the 21st century challenges of global warming and climate change (the most serious threat ever to face humanity), social inequities, unsustainable lifestyles, and the urgent need to switch to a renewable energy-based economy. Greening the curriculum means being open to Nature as Teacher, the outdoors as classroom, and sustaining life for all future generations as the most important learning objective in our curriculum (Green heart education 2023). It's based on the new knowledge, understanding, skills, experiences and attitudes needed to create a generation of graduates . . .

- who have a grounding in compassion and ethics (the impacts of climate change have been hitting less-developed nations first and worst)
- who grasp the science of the greenhouse effect and global warming and the current and

impending impacts of climate change

- who have a clear understanding of how their health and ecosystem health are interrelated
- who know they are part of Nature
- who understand the ecological principles underlying how life works on Earth
- who can approach environmental, social and economic problems with a solutions focus, and;
- who, because they understand the principles and processes of sustainable development (as defined by the United Nations), can become the change needed in the world (Green heart education 2023).

A green classroom does not simply mean implementing physical changes in the premises. Schools can have a green classroom through curriculum interventions as well! Schools must promote bringing students outside of the classroom! It is here that there are learning opportunities beyond measure. Field trips help you do just that. Schools can organize field trips to places like nature parks, organic farms and recycling centers. This will educate students about nature and the importance of conservation. School can also partner with various organizations so that students can be involved in real action on green school programme.

The implementation of the green school curriculum required a lot of financial commitment. Green curriculum implementation in the school is very capital intensive and in many educational institution in Nigeria, it seem there is poor budget for the implementation of curriculum generally. Funding is critical for the effective implementation of green school curriculum. It is on this note that this paper discuss the important of adequately funding the green school curriculum in the Nigerian schools.

Funding panacea for Development of Green Curriculum in Nigeria

Funding is very important for the development of green curriculum in the schools in Nigeria. Adequate funding of green initiatives programme in schools in Nigeria will aid effective green curriculum planning, employment of green curriculum expertise, ensure effective training and retraining, smooth implementation of green curriculum and supervision of green curriculum in Nigerian schools.

Effective green curriculum planning

Adequate funding is needed for effective planning, preparation and development of green curriculum for the Nigerian schools. Funds are required to mobilization both human and materials resources to the initial planning and organization of resources for the curriculum development. Dada, et al (2024a) maintained that money is important in the development of green curriculum of any form of school, therefore the coordinating unit amends, reviews or even reverses the draft plans submitted by some ministries/departments depending on the expected revenue or income. The national priorities; the laid down rules and regulations by the government or decision makers serve as guide at this stage. This is to ensure that no ministry or department is short-changed. After the drafts or proposals have been coordinated, they are thereafter forward to the Economic Planning Committee. The committee is made up of representatives of all the ministries and parastatals; and presided over by the commissioner or minister of the coordinating unit at the state and federal levels respectively. The committee undertakes a final study of the coordinated draft plan and makes final submission to the State Executive Council or the National Executive Council for ratification and submission to the Legislature for approval, where necessary. All these activities require financial commitment. Adequate funding of the green programme in Nigeria will guarantee the development of green

curriculum for schools in Nigeria. Funds are needed to pay relevant consultants during the planning process of Green curriculum. Adequate funding of the planning facilities, equipment and support services. Computers, both hard and soft wares for data processing for generation of information must be procured for the development of green curriculum in the schools.

Employment of green curriculum expertise

Green curriculum is a relatively new field in the Nigerian educational system. Green curriculum professionals are required in the educational industries and parastatals in right quantity and quality for effective development and implementation in the schools. Green curriculum implementation is a technical inclined and is an area that requires specialized skills and expertise. Green curriculum implementation involves systematic implementation. Adequate professional teachers with the practical skills and knowledge are needed for the implementation of teaching and learning in the classrooms. Adequate funding is required to employ and deploy professional green curriculum professional in schools. If resources are available in the right quantity and the right personnel resource will be engaged to teach in the schools and aid development of green school programme (Ogunode, Oweikpodor & Olatunde-Aiyedun 2024;UN environment programme 2022).

Effective training and retraining

The implementation of green curriculum in the Nigerian schools is done by specialists in the green curriculum that needs constant training and retraining programme. Training is very important for development and implementation of green curriculum in the schools. Funding is critical for the human development in the green curriculum programme. Dada & Ogunode (2024) noted that he federal, state and local governments must create a window for special funding for the smooth implementation of the green school initiative. The federal government should allocate budget for the implementation. The states government and local governments according to Femi, (2021) and UNESCO (2024) must allocate funds for the execution of the green school initiative programme for effective implementation at the state and local government levels.

Smooth implementation of green curriculum

Adequate funding is vital for the implementation green curriculum in the Nigerian educational institutions. Adequate funding of green initiative programme in the Nigerian schools will ensure employment of adequate teachers for the full implementation of the green curriculum. Green curriculum implementation is the stage where approved policies and plans on green curriculum are executed. It is the action stage of the planning current process. It is the stage where the resources are mobilized for action. Implementation stage is very difficult because a lot of resources are needed. For example, implementation of a policy plan in education may require building of additional classrooms. This is the stage when managerial competences and skills are required. Dada, & Ogunode (2024) submitted that the federal, state and local governments must create a window for special funding for the smooth implementation of the green school initiative. The federal government should allocate budget for the implementation. The states government and local governments must allocate funds for the execution of the green school initiative programme for effective implementation at the state and local government levels.

Supervision of green curriculum

Adequate funding is key for the effective supervision green curriculum implementation in the Nigerian schools. Adequate funding aid effective supervision of school supervision. Adequate funding will ensure adequate employment of Supervisors, supply of adequate supervisory materials. The sustaining monitoring and evaluation of green curriculum implementation is achieved by adequate funding. The supervisory process requires adequate and regular funding so as to boost the

usefulness of the emerging curriculum. Funds are required to accomplish and accommodate the directives and guidelines that emanate from the authority. Monies are required for execution, supervision and inspection of curriculum in schools and implementation of green school programme (Ogunode, Daniel, & Daniels, 2024b; Ogunode, & Ukozor, 2024).

Infrastructural Facilities Development

Indeed, infrastructural facilities count as another factors that aids curriculum implementation and possible realization of the philosophy of education of our nation. Green curriculum required modern facilities like the green infrastructure facilities for easy implementation in the schools. Ajayi in (1999) did a study on the “relationship between infrastructure availability and curriculum implementation in Nigeria school and found out that no significant relationship exists between school facilities availability in Nigeria schools and curriculum implementation in those schools. Also, Anyakogu (2002)’ study revealed that relationship exists between availability of school facilities and implementation of school curriculum. This means that without the availability of functional infrastructure in the school, the skilled-based curriculum will not be effectively implemented in Nigeria. Dada (2024) concluded that adequate funding of green programme will support development of green facilities in schools. The development of green facilities is key to the availability of funds.

Conclusion

This paper examined the important for funding green curriculum in the Nigerian schools for effective implementation. The paper concluded that adequate funding is key in the realization of green curriculum objectives in the schools. Adequate funding of green curriculum in the schools will support smooth planning of green curriculum, aid employment of green curriculum expertise, ensure effective training and retraining, smooth implementation of green curriculum and supervision of green curriculum in Nigerian schools.

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