Strategies for Funding Business Education Programs in Tertiary Institutions in Anambra State

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Abstract
This study aimed to investigate strategies for funding business education programs in tertiary institutions in Anambra State. The study employed a descriptive research design. The population of the study was all the lecturers in the Business Education Department, Nnamdi Azikiwe University, Awka, Chukwuemeka Odumegwu Ojukwu University, Igbariam, Nwafor Orizu College of Education, Nsugbe and Anambra State College of Education, Umunze. Random sampling technique was used to select 8 lecturers in each of the schools, resulting in a total sample to be 24 lecturers. The data collected was analyzed with descriptive statistics. The study found that the business education department can source out funds for implementation of its activities through budget allocation, embarking on projects, and the alumni association. They concluded that business education department in a tertiary institution has a wide range of strategies in funding its programmes, such as tax funds, TEFUND, PTF, consultancy services, and alumni association funds and donations. The study recommended that the government should increase its budget allocation to tertiary institutions in Anambra State. This can be done by increasing the amount of money given to the schools from tax funds, TEF, PTE, monthly and annually, to help facilitate the activities of departments in tertiary institutions in Anambra state, including the Business Education Department.

Keywords: Strategies, funding, business, education, programs.

Introduction

Funding has been generally recognized as the life wire that propel educational sector towards realizing its goals. Education in Nigeria is often viewed as an exclusive service and sole responsibility of the three tiers of government. Tertiary education is the foremost source of providing the requisite knowledge which will assist to generate and hasten knowledge flow for contemporary based economy. This is so, because the overhaul advancement of any nation relies on the function of quality of its manpower produced basically through the education system. This propelled World Bank (2017) to remarked that tertiary education in developing countries like Nigeria are battling with the need of balancing educational quality with growing societal demand for admission. Thus, individuals, firms, corporate organizations and government are faced with asset resolution on regular basis. The concern for quality in tertiary education through adequate funding therefore becomes imperative. Yet, Nwaidiani (2007), opined that there is no amount of money that is adequate to fund education. Those who believe that funding of education will be too cumbersome for government alone, agitated that there must be a paradigm shift to imbibe

new core values that would align with other global realities of the rapid technological change. Lawanson and Umar (2020) and Shirley (2020) asserted that tertiary institutions in Nigeria have not been enjoying the expected position of eminence it deserved regarding funding as the institution on many occasions receive the shorter end of the stick concerning statutory allocation of funds to the government agencies as evident in the Colleges of Education, Polytechnics, Monotechnics and Universities. Therefore, funding is central to the provision of efficient and effective education, while inadequate funding has been the bane of educational growth and development at all levels.

However, in the mist of this Business education programme like any other programme in tertiary institution, required funding to realize its aims and objectives. Considering the importance of business education in manpower training for business operation, job creation, self-assurance, self-reliance and national development in Nigeria, funding the programme is very necessary. The funding of business education programme in tertiary institutions in Anambra State can be made through budgetary allocation, tax funds, Tertiary Education Trust Fund (TETFEND), Petroleum Trust Fund (PTF), community support, teachers support, non-governmental agencies, project embarking strategy, rental services, Alumni dues and philanthropists. Hence, this study aimed at investing strategies for funding business education programs in tertiary institutions in Anambra State.

Statement of the Problem

Funding is very important in the realization of the goal of Business Education programme in tertiary institutions in Nigeria and Anambra State in particular. With adequate funding, Business Education programme can be equipped with adequate infrastructures, such as machines, computers, buildings among others. Consequently, Business Education departments in various tertiary institutions in Nigeria especially in Anambra State are adequately lacking. Most of the Business Education Departments in tertiary institutions in Nigeria especially in Anambra State are not properly equipped to produce skilled graduates that can bring national development, job creation, self-assurance and self-reliance. Akpomi (2013), pointed out that poor infrastructures, workshop, equipment, studio, inadequacies of human and material resources have affected the effectiveness of Business Education programme tremendously. Government has remained the major source of funding Business Education programmes through budget allocation, tax funds, PTF, ETF, grants, donations and fees but this single source of funding does not help to effectively and efficiently prepare and develop people with relevant technical skills that are required in the ever-dynamic world of work (Agindota, 2016). Nwangwu (2007) added that lack of adequate funding has resulted to graduates' inability to acquire practical and viable skills in business education that would enable them to establish as self-employed persons on graduation. In order to tackle this problem, alternative strategies for funding for Business Education programmes is imperative.

Purpose of the Study

The major purpose of this study is to investigate strategies for funding business education programs in tertiary institutions in Anambra State. Specifically, the study sought to examine the:

1. budget allocation strategies use in funding business education programs in tertiary institutions in Anambra State.
2. project embarking strategies use in funding education programs in tertiary institutions in Anambra State.

3. Alumni Association strategies use in funding education programs in tertiary institutions in Anambra State.

Research Questions

1. What are the budget allocation strategies use in funding business education programs in tertiary institutions in Anambra State?
2. What is the project embarking strategies use in funding education programs in tertiary institutions in Anambra State?
3. What are the Alumni Association strategies use in funding education programs in tertiary institutions in Anambra State?

Literature Review

Concept of Funding

Funding is the act of providing resources, usually in form of money (financing), or other values such as effort or time (sweat equity), for a project, a person, a business or any other private or public institutions. Funding is the act of providing money for a particular purpose (Hornby, 2012). Lovrinic (2018), defined funding as a range of productive activities by people in a community to finance a project. Funding is the act of providing financial resources for a particular purpose on a continuous basis. It is the allocation of funds, assets and liabilities over a period under conditions of certainty and uncertainty (Amadi & Johnwest 2016). Funding is the act of making financial resources available for use in developing and equipping programme for realization of aims and objectives. Funding is a way of providing resources to finance a need, programme or project. Funding can take the form of money, effort and time put in place to realize a goal. Funding can be informed of donations, subsidies and grants that have no direct requirement for return of investment. In the word of Inyang and Igwechi (2015), funding of business education is the strategy map out for allocation of money for effective administration or running of business education programme in institutions.

Concept of Business Education

Business Education represent a broad and diverse discipline that is included in all types of educational delivery systems in primary, secondary and tertiary institutions. According to Amesi, Akpomi and Okwuanaso (2014), business education is defined to includes knowledge, attitudes and skills needed by every citizen to effectively operate, manage personal business and economic system and advance in a broad range of business careers. Amesi (2010) maintained that business education can begin at any level, it can be interrupted for varying periods of time, it can be continued throughout the life span of an individual. Business education includes education for an office occupations, distribution and marketing occupations, accounting, business teaching, secretarial studies, business administration and economic understanding. The foregoing points out that business education covers a wide range of spectrum of economic life activities in any society and also refers to the pedagogical and desirable business competencies necessary for self-employment or being employed with a view to making the recipient self-reliant with appropriate funding of infrastructures and equipment for learning (Amesi, 2010). Nwachukwu (2017) stated that the aim of business education include educating individuals for and about business, provide a continuous programme of planned learning experience designed to

equip individuals to fulfill effectively to produce and distribute goods and services as workers, use the results of production as consumer, make judicious socio-economic decision as citizens and provide educational opportunities for students preparing for careers in fields other than business to acquire business knowledge and skills needed to succeed in those careers.

Concept of Tertiary Institution

Tertiary institution means diverse institutions of higher learning that extend beyond secondary schools (Ogunode & Ayeni, 2024). The Federal Republic of Nigeria (2013) defined tertiary institution as the education given after Post Basic Education in institutions such as Universities and Inter-University Centres such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages, institutions such as Innovation Enterprise Institutions (IEIs), and Colleges of Education, Monotechnic, Polytechnics, and other specialized institutions such as Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI). Tertiary education or higher education constitutes the university, which is a subset of higher education. However, Ogunode, Edinoh and Okolie (2023) defined tertiary institution as a planned and organized educational system designed for the total development of man/woman and the total transformation of society through the utilization of teaching, research and provision of community service. Tertiary institution is the post-basic and secondary school education that embraces advanced teaching, research and community service. Alemu (2018) opined those tertiary institutions covers a wider range of higher learning institutions including the university. These higher learning institutions could be organized in different ways, commonly within a university and in a separate institution as university and other tertiary learning institutions. Tertiary institutions are an organized fraction of the whole society curved out for teaching programmes, research and provision of community service. The tertiary institutions can also be seen as a subset of the general society that is made of the collection of different people, different cultures, different lifestyles and different values (Ogunode & Odo, 2023).

The objectives tertiary institution include to: Contribute to national development through high-level manpower training; provide accessible and affordable quality learning opportunities in formal and informal education in response to the needs and interests of all Nigerians; provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work; reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market; promote and encourage scholarship, entrepreneurship and community service; forge and cement national unity; and promote national and international understanding and interaction (FRN, 2013). The other goals or objectives of tertiary institution include aiding the production of manpower; ensuring national unity; ensuring technological development; fostering national unity and international peace; increasing production through research; providing post-secondary school education; preparing students with quality knowledge and reliable skills for independent living and the world of work (Ogunode, Obioma & Belloh, 2023). The realization of tertiary institutions' goals depends on effective collaboration and partnership with other critical stakeholders in the tertiary institutions.

Budget Allocation Strategies

The Ministry of Education, the Ministry of Finance and the Ministry of Labour and Productivity are responsible for financing tertiary education institutions in Nigeria. The Federal Government allocates budget for tertiary institutions inform monthly or annually statutory

allocation. Additional resources are mobilized through the Tertiary Education Trust Fund (TETFUND). The TETFUND imposes a 2% education tax on the assessable profit of all registered companies in Nigeria. The Federal Inland Revenue Service (FIRS) assesses and collects the education tax, and the TETFUND administers the tax and distributes the resources to tertiary institutions at the federal and state levels. It also monitors the projects executed with the funds allocated to the beneficiaries. The Business Education department is included among the departments in tertiary institutions that benefits from federal government budgetary allocation (UNESCO, 2019).

However, a continuous dependence on the government funding through budget allocation and the little tuition fees charged by business education departments as the principal sources of financing the growth and development of their programmes will not lead to the accomplishment of the national objective and it will create more frustrations and reduce the anticipated benefits from this aspect of education. To arrest this situation, calls for business education department to design other strategies for funds raising to facilitate their operation in the tertiary institutions.

Project Embarking Strategies

Improvement in the efficient profile of the Business Education system can reduce wastage and make more funds available to in the department. Embarking on projects by business education department can bring additional funds that would improve the quality of its programmes. Amesi (2011) opined that Business Education can embark on consultancy services by using the expertise of the staff in executing the projects in the institution or department instead of contracting them to outsiders. It can be a commercial venture, rentage of school halls, buses and so on. Ofoegbu and Alonge (2016) added that commercial ventures like sale services by Business Education department add to their main sources of funds. Famurewa (2014) maintained that such sale services can be divided into sub-divisions like sale of admission forms and general services, rental of physical facilities and consultancy services. Sale of general services includes among others the sale of admission forms, instructional academic records, farm produce, academic robes and examination and pre-degree forms. These services can yield substantial revenue to the Business Education Department if properly harnessed. Famurewa (2014) added that agriculture, manufacturing, commercial and portfolio management are other strategies of sourcing funds which Business education department can harness. In agriculture, Famurewa indicate that even though, some of the Business education departments in Nigeria are known to have established agricultural projects, Business education department should, as a matter of deliberate policy and urgency be encouraged to embark on this venture. They should play a significant role both in research work and practical agriculture to assist in feeding the growing population and to reduce the nation's dependence on imported foods from abroad.

Moreover, Business education department can embark on other creative commercial ventures such as establishing Micro Finance Bank or selected institutions can come together to jointly set up commercial banks. Additionally, funds may be raised through lottery and raffle draws. These strategies, apart from serving as sources of revenue to this department, are reliable ways of redistributing the nation's wealth. Famade, Omiyale and Adebola (2015) asserted that establishing projects/venture like bookshops, micro finance bank, hotel and catering services, printing press, consultancy service, etc., are veritable alternative means of raising funds needed to enhance their service delivery of Business education department. Paul (2016) suggested activities which include sales of students' hand crafts, sales of books and stationery, staging of school plays and raffles, stabling animal husbandry and fishery, and sales of farm products.

These additional sources of funds by Business education department may save cost and would create avenue to expose the students in the department to some practical work experience.

Alumni association

Alumni are the past graduates of the University, College or Schools. Babatola (2015) defined alumni association as a body of old or former students of an educational institution. Alumni association is the bonding relationships between the university, College or Schools which contribute to the realization of the vision and mission of the university, College or Schools. The alumni members as individuals who have passed through these universities and colleges are best placed to offer advice on the relevance of the curriculum to the demands of the professional workplace. No institution can survive without allowing its alumni to thrive and play a significant role in its affairs (Babatola, 2015). Alumni feelings create the atmosphere, belief system and behavioural pattern which sometimes result in a return of subsequent generations of alumni to the same institutions as a family tradition. Alumni exist in association to be able to realize laudable programmes for their respective institutions. Babatola (2015) highlighted the goals of Alumni Association as follow; provision of technical support, participation in internal management, provision of financial support, provision of suggestions and recommendations, support infrastructure facilities development, promote quality education and project the institution's programme and image, involvement in the institutions committee, support students service and promote mentorship, promotion of accountability and transparency in the institutions, invest in the research programme of the institutions, support curriculum reform and development, support effective implementation of community service programmes of the institutions and serve as mediator between government and institutions union conflicts.

The spirit of Alumna association is the lifeblood of business education department because of huge financial support they give to them (Ayeni, 2017). The Alumni Associations of business education department in a tertiary institution in Nigeria can come together and raise funds to programme of their department. The Alumni Varsity Focus (2018) observed that government funding through budget allocation, departmental fees and sales of journals are not enough to develop business education department. They see the need to cultivate a third stream of income given that business education department will be a key driver towards social economic development by impacting skill and competence for employability and self-reliance. In the same vein, Ayeni and Ezirim (2023) noted business education enhances the social and economic development of a nation by exposing students to business world, strategies and tactics to survive in business. This is where business education advancement comes in. Advancement includes alumni relations, fundraisings, public relations, communications and marketing. The business education department should leverage other funding sources, such as from alumni, friends, the private sector, institutional linkages, and research grants, to attract additional revenue for infrastructure, research, and development, Adebayo (2016) submitted that the heads of department of business education in various tertiary institutions in Anambra state should organize strong alumnus associations of business education students to get their financial support for the development of the department, get suggestion for improvement of internally generated through consultancy services and mounting of sub-degree courses to generate more revenue for necessary expansion.

However, the endowment fund is the best investment that Alumni can ever make for the business education department. Endowment Funds provide steady financial support for business education programmes and other needs. Endowment funds are invested for the long term, and earnings from those investments help support outstanding department and faculty, innovative programmes and student scholarships. A tertiary endowment is essential to sustaining academic quality because it provides a guaranteed, never-ending source of income to support professorships, student scholarships, innovative programs and learning opportunities. Donors do not support institutions that have needs but those that meet needs. This is why Ogunode and Ayeni (2024) argued that tertiary institutions perform certain roles for the orderly functioning of Nigerian society. Donors who contribute to the endowment do so because they want to support the business education and positively impact students and academic programmes (Alumni Varsity Focus, 2018). Gambo and Fasanmi (2019), and Ogunode, Attah and Ebute (2023) added that Alumni associations can help their business education department set up endowment funds to raise sustained funds for the departments' development. NOUN (2012), Nwafor, Uchendu, and Akani (2015) and Ifeanyi, Ogunode and Ajape (2021) remarked that Alumni institutions can be part of fundraising teams of the institutions and ensure that institutions generate adequate funds to support their programme implementation.

Also, Alumni can make a significant impact on students in business education department by providing mentorship, networking opportunities, financial support, expertise, advocacy and professional development support. The mentorship that members of alumni are supposed to provide is referred to as mentorship integrity - which means having an experienced person to act as an adviser (Ayeni, 2018). Alumni engagement, financial and scholarship support can enhance the overall educational experience for students, prepare them for successful careers and strengthen the relationship between alumni and their alma mater.

Methodology

This study employed descriptive survey research design. The population of the study consisted of all the lectures in Business Education Department of public tertiary institutions in Anambra State. The public tertiary institutions in Anambra State studied include Nnamdi Azikiwe University, Awka, Chukwuemeka Odumegwu Ojuku University, Igbariam, Nwafor Orizu College of Education, Nsugbe and Anambra State College Education, Umunze. Purpose sampling techniques was used to draw the sample. Simple random sampling technique was employed to select 14 lecturers in Nnamdi Azikiwe University, Awka and 8 lecturers from other tertiary institutions given the total sample of the study to be 38 lectures. Questionnaire was used as the instrument of data collection in the study. The code for answering the questionnaire was strongly agree (SA), agreed (A), disagree (D), strongly disagree (SD) and undecided (UN). The ranking is shown as follow 1, 2, 3,4 and 5. Out of 38 lectures administered questionnaire, all the copies were retrieved and used for data analysis. The data collected was analyzed using mean and standard deviation. The criteria for accepting the mean were 2.5 meaning that any mean score less than 2.5 is rejected.

Results and Discussion

Research Question 1: What are the budget allocation strategies used in funding business education programs in tertiary institutions in Anambra State?

Table 1: Mean and response on the budget allocation strategies use in funding business education programs in tertiary institutions in Anambra State.

SN	Items	SD	D	UN	A	SD	X	SD	Remarks
1.	Allocation from tax funds.	0	0	0	18	20	4.5	1.0	Agreed
2.	Allocation from Tertiary Education Trust Fund (TETFEND).	0	0	0	16	22	4.6	1.5	Agreed
3.	Allocation from Petroleum Trust Fund (PTF).	0	0	0	15	23	4.6	1.5	Agreed
	Total						4.6	1.3	Agreed

Table 1 above, analyzed data on the budget allocation strategies used in funding business education programs in tertiary institutions in Anambra State. The grand mean was 4.6>2.5 points for accepting agreed. Also, standard deviation was 1.3. The difference is 3.3. Since, the mean of difference of 3.3 is greater than standard deviation of 1.3 points, the result showed that tax funds, Tertiary Education Trust Fund (TETFEND) and Petroleum Trust Fund (PTF) are the budget allocation strategies used in funding business education.

Research Question 2: What is the project embarking strategies used in funding Business education programs in tertiary institutions in Anambra State?

Table 2: Mean responses on project embarking strategies used in funding Business education programs in tertiary institutions in Anambra State.

SN	Items	SD	D	UN	A	SD	X	SD	Remarks
1.	Departmental dues from students, sales of journal publications and Almanac.	0	0	0	18	20	4.4	0.4	Agreed
2.	Use of expertise of the staff in executing projects in the institution or department instead of contracting them to outsiders.	0	0	1	16	21	4.5	0.8	Agreed
3.	Investment in a commercial ventures like poultry, animal husbandry, fishery and establishment of bank that will generate additional funds.	0	1	2	15	20	4.4	1.6	Agreed
4	Purchase of land property and resale when its value appreciates.	1	2	4	14	17	4.2	1.4	Agreed
5	Transportation business and rental services that will raise additional funds.	0	0	0	16	22	4.6	1.8	Agreed
	Total						4.4	1.2	Agreed

Table 2 above, analyzed data on project embarking strategies used in funding Business education programs in tertiary institutions in Anambra State. The result revealed that the total mean score from item 1 to item 5 was 4.4 greater than 2.5 points for accepting the mean. Total standard deviation was 1.2. The mean difference was 3.2. Since, the proportion of mean difference is greater than standard deviation at 3.2 points, we agreed that departmental dues from students, sales of journal publications, Almanac, commercial ventures like poultry, animal

husbandry, fishery, establishment of bank, purchase of land property and resale when its value appreciates, transportation business and rental services are the project embarking strategies that can used in funding Business education programs in tertiary institutions in Anambra State.

Research Question 3: What are the Alumni Association strategies in funding Business education programmes in tertiary institutions in Anambra State?

Table 3: Mean responses on Alumni Association strategies in funding Business education programmes in tertiary institutions in Anambra State.

SN	Items	SD	D	UN	A	SD	X	SD	Remarks
1.	Alumni Association can use the form of funds raising to support Business Education department to implement its programme.	0	0	0	14	24	4.6	1.1	Agreed
2.	Alumni Association can use the form of provision of buildings to support Business Education department.	2	3	3	12	18	4.1	1.4	Agreed
3.	Alumni Association support Business Education by donating workshop machines to the department.	2	2	2	11	21	4.2	1.4	Agreed
4	Alumni Association can use the form of donating equipment like photocopy machine and printer to Business Education department to improve its activities.	0	0	0	17	21	4.8	2.4	Agreed
5	Alumni Association can establish endowment funds for business education department to source funds.	0	0	0	15	23	4.6	2.3	Agreed
	Total						4.5	1.7	Agreed

Table 3 above, analyzed data on Alumni Association strategies in funding Business education programmes in tertiary institutions in Anambra State. The result revealed that the total mean score from item 1 to item 5 was 4.5 greater than 2.5 points for accepting the mean. Total standard deviation was 1.7. The mean difference was 2.8. Since, the proportion of mean difference is greater than standard deviation by .8 points, we agreed that Alumni Association can fund business education programme by fund raising, provision of buildings, donating workshop machines, donating equipment like photocopy machine and printer and establish endowment funds for business education department to source funds.

Discussion of Findings

The funding of tertiary institution is supposed to be the sole responsibility of government. The budget allocation, through tax funds, Tertiary Education Trust Fund (TETFUND) and Petroleum Trust Fund (PTF) are expected to measure up in meeting the need of tertiary institutions, but finding showed that the reverse is the case as the funds allocated to departments in tertiary institutions in Nigeria and Anambra state in particular which business education department are among are not enough to pursue its programmes. And besides, considering the important of business education to socio-economic development of the nation through impacting business skill and competence in students for employability and self-reliance, the study found

that it is imperative that business education departments seek for other alternative strategies of fund raising. They can do this by using project embarking strategies such as collection of departmental dues from students, sales of journal publications and Almanac. Ayeni and Ezirim (2023) supported this finding by noted that business education enhances the social and economic development of a nation by exposing students to business world, strategies and tactics to survive in business. Also, they can embark on commercial ventures like use expertise of the staff in executing projects in the institution, investing poultry, animal husbandry, purchase of land proper and resale when its value appreciates and transportation business to supplement the budgetary allocation funds from government. This finding is supported by Ofoegbu and Alonge (2016) observed that commercial ventures like sale services such as admission forms, general services, renting of physical facilities and consultancy services add to the main sources of funds business education department

More also, the result of our data analyzed found that business education department can sought for financial aids from their Alumni Association. Such aids can come inform of funds raising, provision of buildings, donation of workshop machines, donation of equipment like photocopy machine and printer and endowment funds by their Alumni Association. Ogunode, Attah and Ebute (2023) supported this finding as they opined that Alumni associations can help their business education department set up endowment funds to raise sustained funds for the departments' development.

Conclusion

The study aimed at investigating the strategies for funding business education programs in tertiary institutions in Anambra State. The study adopted descriptive survey research design. The population of the study consisted of all the lecturers in Business education department of Nnamdi Azikiwe University, Awka, Chukwuemeka Odumegwu Ojuku University, Igbariam, Nwafor Orizu College of Education, Nsugbe and Anambra State College Education, Umunze. Simple random sampling technique was employed to select 14 lecturers in Nnamdi Azikiwe University, Awka and 8 lecturers from other tertiary institutions given the total sample of the study to be 38 lectures. Questionnaire was used as the instrument of data collection in the study. Mean and standard deviation were employed to analyze the data collected. Hence, the study concluded that business education department in tertiary institution in Anambra state can seek alternative funding through project embarking strategies, commercial ventures and alumni association to supplement their main source of funds in the form of government budget allocation.

Recommendations

Based on the findings of this study, the following recommendations were made;

1. Government should increase its budget allocation to tertiary institutions in Nigeria. This can be done by increasing the amount of money giving to tertiary institutions from tax funds, TEF, PTE monthly and annually to help to facilitate the activities of departments in the institutions.
2. Business Education Department in tertiary institutions in Anambra State should endeavour to embark on projects like consultancy services and investments into businesses for additional finds.
3. Heads of Department of Business Education in Anambra State should collaborate with their alumna associations in the development of business education programmes by inviting them on convocation, annual lecture and communicate their needs to them for assistance.

4. The Federal government should endeavour to abide by the recommendation made by UNESCO that 26% out of the yearly budget should be allocated to education. At the same time, 26% should not only be on the paper but must be released to the education sector.
5. International aids should be sourced by tertiary institutions in Nigeria to boost the implementation of action plans for the sector. Financial assistance could be sourced via companies, philanthropists or the Institutions Alumni Associations

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