ASSESSMENT OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN SELECTED LOCAL GOVERNMENT AREAS OF KWARA STATE (2006 - 2011)

By

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DECLARATION

I declare that the work in this thesis entitled Assessment of the Universal Basic Education Programme in Selected Local Government areas of Kwara State has been carried out by me in the Department of Public Administration. The Information derived from literatures has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at this or any other institution.

Ashiru Olayemi ALIYU	Signature	7/02/2014
		Date

CERTIFICATION

This thesis entitled ASSESSMENT OF THE UNIVERSAL BASIC EDUCATION PROGRAMME IN SELECTED LOCAL GOVERNMENT AREAS OF KWARA STATE by Ashiru Olayemi ALIYU meets the regulations governing the award of the degree of Masters of Science in Public Administration of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my Mother Hajia Wulemat Aliyu, and to the memory of my late Father, Chief Aliyu Olaloye Adisa Badmus; May Allah grant him Aljannah fridaus (Ameen).

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ABSTRACT

In spite of many attempt by government at all levels to provide basic educational opportunity for all children of school-age irrespective of gender, physical condition, geographical location, or socio-economic status of parent, there remain inequalities in access to basic education in Nigeria. The basic education sector continued to face the challenge of shortage of qualified teachers. Secondary data were used to augment Questionnaire; an instrument of primary data collection. Data collected were analyzed using tables, percentages; content analysis and chi-square test. The study reveals a progressive increase in the rate of enrolment; which implies that more school-age children were enroll; and an increase in the number of qualified teachers. This study recommends that, state and local governments build more classrooms to cater for the increasing number of prospective school-age pupils (students). The cordial institutional collaboration that exists between UBE, NTI, and MDGs office on capacity buildings for teachers should be sustained. The ongoing reform programme tagged "every child counts " should also be given the necessary support by all stakeholders in the education sector.

TABLE OF CONTENTS

Title page i

Declaration page ii

Certification page iii

Dedication iv

Acknowledgment v

Abstract vi

Table of contents vii

List of Tables viii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study 1

1.2 Statement of the Problem 4

1.3 Research Questions 7

1.4 Objective of the study 7

1.5 Research Hypothesis 7

1.6 Significance of the study 8

1.7 Scope and Limitations of the study 8

1.8 Definition of Key Terms 9

1.9 Plan of the Study 10

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction....12

2.2 Literature Review....12

2.3 Theoretical framework....21

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction....26

3.2 Research Design....26

3.3 Population of the Study....27

3.4 Sampling Techniques....28

3.5 Instrument of Data Collection....31

3.6 Administration of Questionnaire / Procedure for Data Collection....33

3.7 Methods of Data Analysis....34

CHAPTER FOUR

ORGANIZATIONS RESPONSIBLE FOR THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KWARA STATE

4.1 Introduction....35

4.2 Universal Basic Education Commission (UBEC)....35

4.3 Kwara state Universal Basic Education Board (KSUBEB)....36

4.4 Local Government Education Authority (LG.E.A)....46

4.5 Education Sector Support programme in Nigeria (ESSPIN) 52

4.6 National Teachers Institute (NTI) and MDGs Office 57

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction 66

5.2 Primary Data Presentation 66

5.3 Secondary Data Presentation 80

5.4 Test of Hypothesis I 82

5.5 Test of Hypothesis II 85

5.6 Findings 89

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary 91

6.2 Conclusion 92

6.3 Recommendations 93

Bibliography 95

Appendix A

Appendix B

Appendix C

LIST OF TABLES

Table 3.1 The Population of the study 28

Table 3.2 Clustered schools in Irepodun and Asa Local Governments 29

Table 3.3 Distribution of respondents by Local Government.....31

Table 5.1 Basic statistics about the two Local Governments 66

Table 5.2.1 Distribution of Respondents and Rate of Return by Local Government.....67

Table 5.2.2 Demographic Characteristics of Respondents 68

Table 5.2.3 Implementation of UBE has led to increase in School Enrolment 69

Table 5.2.4 Extend of curtailment of school dropouts by UBE programme 70

Table 5.2.5 How best can you describe UBE programme.....71

Table 5.2.6 Provision of free and compulsory education to

school-age children.....72

Table 5.2.7 Provision educational opportunity to school-age children 73

Table 5.2.8 There are fewer drop out now than before the introduction of UBE.....74

Table 5.2.9 Frequency of Training of Teachers 75

Table 5.2.10 Influenced of UBE on teachers Qualification.....76

Table 5.2.11 Numbers of teachers with minimum Teaching Qualification before and

after UBE implementation 77

Table 5.2.12 Teachers that have benefited from Government sponsored training program..78

Table 5.2.13 Seminar attendance by teachers before and after UBE Implementation 79

Table 5.3.1 Enrolment in Primary and Junior Secondary

Schools in Kwara State (1993-2011) 80

Table 5.3.4 proportion of Teachers who attended Training, seminar and workshops 81

Table 5.3.5 Percentage of Teachers by source of recruitment and teaching Qualification ... 81

Table 5.3.6 Pupil-Qualified Teachers and Classroom ratio 82

Table 5.4.1 Chi-square Observed Frequency (Hypothesis I) 83

Table 5.4.2 Chi-square Expected Frequency (Hypothesis I) 83

Table 5.4.3 Chi-square Calculation (Hypothesis I) 84

Table 5.5.1 Chi-square Observed Frequency (Hypothesis II) 85

Table 5.5.2 Chi-square expected Frequency (Hypothesis II) 86

Table 5.5.2 Chi-square Calculation (Hypothesis II) 86

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The accelerated development of any nation depends largely on inputs made by all her citizens. The quality and caliber of human resources in a nation determine to a large extent the level of development it can attain. A nation which undermines the contributions of the some of her citizens makes slow progress towards national development (Rose, 2004). Early Education has therefore, become one of the global policy priorities and the way of establishing equal educational opportunities for children around the world to attain the desired national development.

The debate of the place of education and training to social, economic and technological development in any nation cannot be overemphasized. It has been universally acknowledge that unless the citizen of a nation are well educated and appropriately trained the achievement of rapid economic and social development of such a nation cannot be guaranteed, because education has long been seen as a bedrock of national development and the primary level of education is the foundation require for this development.

According to Adepoju (2010) Education has remained a social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skill, relevant knowledge and habits for surviving in the changing world. Education is a key issue in human and national development. As a human development issue, it is fundamental to enhancing the quality of human life and ensuring social and economic progress (UN report on world social situation, 1997). In 1948, the United Nations adopted the universal declaration of Human rights, which among other rights as asserted in article 26, the right of world citizen to

education (Onuebunwa, 2001). Education was seen not only as a right, but a necessary condition for the exercise of other rights. The developed countries and to a considerable extent the developing nations have in their own individual ways demonstrated this commitment to universal education.

In Britain, the Education Act of 1944 guaranteed every citizen education that would be appropriate to his age, aptitude and ability for both elementary education and some years of secondary education (Wokocha, 2001). Education remains free and compulsory in Britain today for children between the ages 5-15 years. In the United States of America, although detailed policy on educations varies from state to state, primary education is free and compulsory in public schools. In Japan, primary education and the first three years of secondary education are currently free and compulsory. For African countries, the commitment to universal education is a lot more recent and has not been as consistent and coordinated as those of the developed countries for obvious social and economic reasons (Abioma, 2005).

Indeed, the 1980's saw more backward than forward movement in most countries of the world (Amenze, 2008). It was at that point that the world conference on education for all (EFA) was held in Jomtiem, Thailand early in 1990 for the purpose of forging a global consensus and commitment to provide basic education for all. In its declaration and framework of action, the conference stressed that basic education which should be made available to all, should emphasize: access (making education physically, socially and economically available to all), equity (ensuring that sex, social status, economic conditions, geographical location should in no way be excuses for discriminatory provision of educational opportunities), Quality (ensuring that the inputs, processes, and outputs factors of education are of the type that should promote real learning), efficiency (emphasis on learning and success in the pursuit of learning (Obanya, 2001).

As noted by Ajayi and Ekundayo (2010) first attempt at implementing universal education scheme since the introduction of Western education in Nigeria occurred on 17th January, 1955, under the leadership of Chief Obafemi Awolowo, the then premier of Western region. Other developments include the publication of a National Policy on Education in 1981, launching of universal free primary education by General Olusegun Obasanjo on the 6th September, 1976 and subsequent launch of universal Basic education programme by civilian regime of Chief Olusegun Obasanjo on 30th of September, 1999.

The Universal Basic Education (UBE) pogramme is broader than Universal Primary Education (UPE) scheme, which focuses only on provision of educational opportunities to primary school-age children. Universal Basic Education(UBE) stressed the inclusion of girls and women and a number of underserved group: the poor, street and working children, rural and remote populations, nomads, migrant workers, indigenous workers, minorities, refugees and the disabled (Amenze, 2008).

The need for basic education is shown in the aims enshrined in the 1977 National Policy on Education i.e. the evolvement of a just and egalitarian society; free and democratic society, a united, strong and self reliant nation; a great and dynamic economy and land of bright and full opportunities for all citizens. The universal basic education policy is to provide quality, free and compulsory education to every Nigerian child right from primary to junior secondary school (Reports on Universal Basic Education, 2000).

The programme comprises the following: programmes initiative for early childhood education, programme for the acquisition of functional literacy, numeracy and life skills especially for adult (age 18 and above), special programme for nomadic education, non-formal skill and apprenticeship training for the adolescent and youths that do not have the opportunity for formal education, non formal programme for those that left school, to update

the knowledge acquired before they left school, and the formal education school system for the beginning of primary education to the end of junior secondary education (FMOE, 2001).

Believing that education plays a crucial role in nation building, government decided to create nationwide, an educational system that would give every citizen a chance of developing his or her intellect and functional capabilities. The UBE policy is Nigeria's strategy for the achievement of education for All (EFA) and twin issue of meeting the Millennium Development Goal (MDGs) of the United Nations, which set the target that, Universal Basic Education should be reached by 2015 as one among the eight (MDGs) goal. The UBE is also believed to be the Nigeria's strategy for realizing the national economic agenda as envisaged by the National Economic Empowerment and Development Strategy (NEEDS, 2004).

In pursuant to part iv section 12(1) and 13(1) of the Universal Basic Education Act 2004, which stipulates that, there shall be established for each state, a State Universal Basic Education Board and Local Government Education Authority, the Kwara State Universal Basic Education Law was enacted in 2005 to provide the legal framework for smooth implementation of the UBE programme. Also, the state universal basic education board was constituted to provide necessary institutional framework for the implementation, monitoring and evaluation of the universal basic education programme in the state. The Local Education Authority was re-organized to facilitate proper coordination, monitoring and day-to-day operations of the universal basic education programme throughout the sixteen Local Government Areas of the State in other to ensure full enrolment of school-age children.

1.2 Statement of the Problem

In spite of many attempts by governments at all levels to provide basic educational opportunities for all children of school-age irrespective of gender, physical condition, geographical location, or socio-economic status of parents, there remained inequality in

access to basic education in Nigeria. The children of the poor are often seen in the markets and streets with young girls and boys hawking foods, bottled water, oranges and bread. Girls were at greater disadvantage in getting access to education at the primary and secondary school-age.

The 2006 educational statistical data from the Federal Ministry of Education shows that only 14.1 million out of 21 million school-age children are enrolled in primary and junior secondary schools, and an increase in the rate of school-age drop outs. The 2008 national school census also reveals that, 19 percent of primary school-age children between 6 – 15 years were not enrolled in primary and junior secondary schools nation-wide. Millions of poor school-age children are still been excluded from the outcome of education (Habibu, 2011). The Minister of Education Professor Ruqqayatu Rufa'i, on 3rd April, 2012 noted a disappointing picture of educational system as she revealed that over 10 million children are not in school. In Kwara state, access to basic education has remained inaccessible (most especially) for the children of the poor, despite governments' efforts at providing equal educational opportunities for all citizens. The Kwara state annual school census report 2010-2011, revealed that 28,649 out of 33,339 pupils in Asa local government were in school, a shortfall of 4,690, while in Irepodun local government 26,509 out of 39,186 were in school which shows a shortfall of 12,677 pupils.

The popular saying that, "no education system can rise above the quality of teachers in the system" is rather pertinent at this moment in Nigeria, therefore adequate number of qualified teachers has been seen as a very significant factor in determining the quality and standard of education at all levels. Adebimpe (2001) quoted in Adunola (2010) maintained that for UBE to succeed, adequate provision should be made to produce sufficient qualified teachers and make them relevant within the limit of their area of specialization. However, quality of teachers is generally agreed to be poor, with many unqualified or under qualified

(Egwu in Sofowora, 2010). Ejere (2011) reported that an official documentary (2009) entitled "capacity for Universal Basic Education in Nigeria which was sponsored by the United Kingdom Department for International Development and Federal Government of Nigeria puts the number of unqualified teachers in the nation's basic education system at over 50 percent.

Moreover, the result of the personnel audit conducted by the UBE (2004) shows that basic education requires 966,308 teachers ideally but only 627,550 teachers are currently in services. Of the number, only 368,613 are professionally qualified leaving a short fall of 597,695 from the ideal requirement, which is inimical to the drive towards education for all in 2015. Furthermore, Egwu in Sofowora (2010) noted that basic education in Nigeria is indeed, facing shortage of professionally qualified teachers, there alarming differences between teachers certified qualifications, their actual teaching competence and performance on the job. Ejieh (2009) posited that if teachers are not able to teach primary and junior secondary pupil well, as it's presently the case with inadequate number of qualified teachers at primary and junior secondary schools or if they are not able to impact the useful skill to them, then the aim of achieving Universal Basic Education will be an illusion. In a report conducted by UBE on States in Nigeria 2006/2007 cited in Omo-ojugo (2009) out of 15,349 teachers in primary and secondary school in Kwara State 13,335 were qualified while a total of 2,014 were not qualified, which revealed a shortfall in the number of qualified teachers thereby posing a great challenge to the acquisition of quality basic education for all children of school-age in Kwara State. Even the presence of many school-age children on the street during school hours is an indication that many children are not enrolled in primary and junior secondary schools. The children continued to be denied quality basic education, which has been seen as basic right. Quality basic education continued to remains a social service that is not yet accessed by all school-age children despite the introduction of Universal Basic Education programme. The problems enumerate above necessitated the need to conduct this study.

1.3 Research Questions

From the problems stated above, the study put forward the following research question:

(i) What are the contributions of the UBE programme in expanding access for basic education to school age children in Irepodun and Asa local governments?

(ii) Is UBE programme addressing shortage in the number of qualified teachers in Irepodun and Asa local governments?

1.4 Objective of the Study

The main objective of this study is to assess the impact of the Universal Basic Education Programme in Irepodun and Asa Local governments Areas of Kwara state. The specific objectives of the study include the following:

(i) To determine the extent to which U.B.E programme has expanded access to basic education for children of school age (rate of enrolment).

(ii) To examine the extent to which implementation of UBE programme has enhanced increase in number of qualified Teachers.

(iii) To recommend ways in which the programme can achieve its objective.

1.5 Research Hypotheses

The idea of hypothesis is generalization; statements which can be put to test and after that, they are confirmed or rejected. The null hypotheses to be tested in this study are as follows, that;

$H0_1$: the implementation of UBE programme has not expanded access to basic education for children of school-age children in Irepodun and Asa Local government areas of Kwara State.

$H0_2$: the implementation of UBE programme has not led to increase in the number of qualified teachers in Irepodun and Asa Local government areas of Kwara State

1.6 Significance of the Study

This study views Universal Basic Education as a social development tool which should not be taken for granted, the fact that children of school-age who were not in school pose a great danger to the community and the entire society. This unsatisfactory situation necessitated the need to conduct this study. Various studies have been conducted on UBE programme in areas of: funding, implementation, Quality control in basic Education challenges and prospects e.t.c but no study has been carried out on a critical assessment of the Universal basic Education programme (most especially) in Irepodun and Asa Local Governments.

This research was carried out with the hope that, it would give an insight and understanding into how Universal Basic Education programme has influenced increase in school enrolment and number of qualified teachers in Kwara State. Also, the research of this nature was borne out of the keen interest in the problems of shortage in school enrolment and number of qualified teachers, educational related issues and the desire to contribute to body of knowledge. Moreover, this study would assist the school administrators and other stakeholders in educational sector i.e. UBEC officials, SUBEB, LGEA staff, parents, teachers Non-governmental Organizations etc. in widening their knowledge in understanding the states of basic education in the State, it is also expected that it would enrich the existing literature.

1.7 Scope and Limitations of the Study

This research is an assessment of the Universal Basic Education programme in Irepodun and Asa local government Areas of Kwara State. The time scope selected was 2006-

2011. This period under review was selected, because the Kwara State Universal Basic Education Law was enacted in 2005. Therefore, an assessment of the programme is deemed necessary to determine whether UBE has achieved its objectives. Basic education was restricted to first nine years formal learning activities in conventional schools.

The research data collected in these two Local Governments (one from Kwara South senatorial district, one from Kwara Central) is expected to be a true representation of all the Local Government in Kwara State. It should be noted that this study was constrained by many factors; inadequate fund for the research, which has affected the coverage area therefore, two out of sixteen local governments were selected from where the samples for the research were collected. It also noteworthy, that there were difficulties in getting the attention of the respondents, especially the education secretaries of the two selected councils and senior official of state universal basic education board (SUBEB).

Moreover, accessing vital records refers to "classified document", which would have assisted the researcher in exploring more areas on issue under study were restricted by SUBEB and LGEA officials, this was overcome until the researcher pleaded that, the data would be used strictly for research. The timeframe in which the study should be conducted was greatly inadequate; therefore the need to sacrifice leisure for the study became expedient.

1.8 Definition of Key Terms

(i) **Universal Basic Education Programme (UBE):** According to UBEC (2004) Universal Basic Education refers to a nine (9) year basic educational programme, which was launched and executed by the government to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration.

(ii) **Access:** Access mean the right or opportunity or reaching, obtaining and using a service and for the purpose of this study, access means go to school, acquire basic education and make use of the existing facilities.

(iii) **School-age children:** School-age children within the context of this study refers to both boys and girls whose age ranges between 3-14years (Pre-primary – junior secondary school).

(iv) **Dropout Rate:** This refers to the population of pupils who have left the system without completing the intended course of study in a given year. This rate shows the extent to which pupils abandon schools. Very high dropout's rate results in lowering the access and coverage to primary education and thereby prolonging the target year for achieving UBE.

(v) **Universal Free Primary Education (UPE):** This is the educational scheme introduced into the national policy on education in 1976, aimed at providing opportunity of education for all citizens at primary school age.

(vi) **Enrolment:** Enrolment denotes the number of pupil who registered for formal education in a given session.

1.9 Plan of the Study

The work was divided into six chapters. Chapter one, contains introductory part of the study: Background, statement of the problem, aims and objectives, significant of the study, hypothesis scope and limitation of the study, definition of terms and plan of the work.

Chapter Two: Briefly x-rayed views, thought and perspectives of scholars and authors who have contributed in one way or the other in the field of education and beyond. Theories were also adopted to explain and analyze the subject matter of the study.

Chapter Three: Takes a look at the methodology, research design, sampling techniques, sample size, research instrument, data collection and data analysis techniques.

Chapter Four: Contains structures responsible for efficient and effective implementation of UBE policy i.e. Universal Basic Education Commission, Abuja (UBEC), Kwara State Universal Basic Education Board, (S.U.B.E.B) and Local Government Education Authority (L.G.E.A) of the selected Councils.

Chapter Five: This chapter centered on data presentation, interpretation and analysis. Basic statistical tools were employed to process, and analyze data from where major research findings were drawn.

Chapter Six: This is the concluding aspect of the study which includes: summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

Education, needless to say, is a priority sector in every well-meaning society. Thus, Burtch (2006) in Adebola (2010) referred to it as a major force in economic, intellectual, social and cultural empowerment. Its value in bringing about character, and attitudinal change rank as important as its ability to reshape human potentials for desired development. Since the inception of the universal primary education programme (UPE) in Nigeria, much has been written about it. For this study, certain works of various scholars would be reviewed and theory adopted to have an understanding of what the Universal Basic Education Programme entailed.

2.2 Literature Review

2.2.1 Concept of Basic Education

The 1990 World conference of Education for All as reported in Ketema (2010) emphasized that basic education should provide, encourage basic learning needs attainment as: Education intended to meet basic learning; it encompasses early childhood and primary education for children, as well as education in literacy, general knowledge and life skills for youth and adults. The connotation of basic education given by World conference of Education For All (EFA) was in conformity with philosophy of primary education as enumerated in the 1977 National Policy on Education. Basic Education to United Nations Education Scientific and Cultural Organization (UNESCO) (2001) quoted in Olagunju (2003) is all forms of organized education and training, including access to information to equip the individual to cope better with work and family responsibility and change the image of themselves. It is the

education meant to meet the basic learning needs of children, youth and adults. UNECEF (2008) view basic education as the very minimum of knowledge, skill, attitudes and values that will enable individuals to operate with a reasonable expectation of success in their community or society. Ibijumoke cited in UBE for Nigeria (1999) emphasized that the thrust of UBE is access, equity and quality. The Nigeria basic education is to eradicate illiteracy and poverty as well as stimulate and acceleration national development, political consciousness and integration (UBE, 2004). The Nigerian UBE as asserted by Bamanja in Olagunju (2003) was conceived as a people's programme with a strong emphasis on all round peoples programme development of its beneficiary, with due attention to the intellectual and non-intellectual objective of education. It is an organized, multi-sectoral, community based education which consist of the acquisition of the skill of reading, written, numeracy, functional knowledge and generative basic education.

Obanyan (2000) in Adepoju (2010) describes basic education as that level, type and form of learning needed to build firm roots for literacy and numeracy, to inculcate basic life skill and more importantly, to consolidate the skill of learning how to learn. According to the Jomtien Declaration and Framework of Action for All, basic education is not only defined in terms of years of schooling and it is not limited to formal schooling. Jegede (2000) quoted in Adenuola (2010) advocated for the non formal and informal media to work together complementary to ensure that all categories of Nigerians have access to basic education. According to Naik (2002) cited in Aggarwal (2004:71) the progress of basic education is an index of the general, social and economic development of the country as a whole. And stressed further, that basic education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development, and observed that basic education contributes immensely to national development. He affirmed

that, various studies conducted have clearly demonstrated that countries which have proper provision for basic education are far ahead of those with inadequate provision.

Kashir (2004) commented on the universal basic education in India noted that, basic education means making education available to all children in the age group of 6 to 14 or in classes I to Viii, and that, opportunities for this education may be provided through formal or non-formal means. This signifies that "education is for all and not for selected few. Assam (2000) share the same view with Kashir when he asserted that, the implication of universal elementary education means all children belonging to the rich and the poor, living in town as well as rural areas and in places which are accessible with difficulty have to be provided with facilities for elementary education. Skim (2004) stressed the need for equalization of educational opportunities among the citizens, and avers that basic education should be developed on a priority basis. He stated further that, the hard core of non-enrolled children at the primary stage consists of children from the weaker sections of the community like scheduled castes, scheduled tribes, agricultural landless labourers, and urban slum-dwellers. And that, two-third of the non-enrolled children are girls. Therefore, the problem of inequality in educational opportunity may be considered at several levels and with reference to different sections of our society, as follows: inequalities that exist among individuals in the society.

Fafunwa and Aisku (1982) cited in Okeshola (2007), stated that, the purpose of basic education was clear: functionalism was the main guiding principle. This was because the society regarded education as a means to an end and not an end in itself. Basic education therefore, was general for an immediate induction into the society and a preparation for adult hood, and recommended that basic education should emphasize social responsibility, job orientation, political participation and moral values. Children therefore, learnt by doing through their engagement in participating education through ceremonies, imitation, recitation and demonstration. To Tagore in Venkateswaran (1993) Basic education is a permanent part

of the adventure of life, and that education should be natural in content and quality through contact with the nature the child will be introduced to the great world of realty and joyfully. He further asserted that, basic education should not be shut off from the daily life of the people, and that, the higher mission of basic education is to help the child realize its full potentials.

Gandhiji in Venkaleswaran (1993) opined that, basic education programme means an attempt aimed at drawing out the best in child and man-body, mind and spirit. He suggested that basic literacy should never be the end of education, and posited that the chief tenets of basic education philosophy or policy were: that there should be free and compulsory basic education. Gandhiji recommended further that, within the age 7 and 14 years, the children should be given free, compulsory universal primary education. But, admitted that resources are scarce, yet colossal illiteracy has to be broken. According to him self-supporting education was the only alternative, and wanted state to provide resources for school buildings, furniture, books and all the apparatus and tools required for the achievement of education for all.

Vankate (1993) share the same view with Martin and Celvin who were both interested in provision of universal elementary education for all, and argued that it should include children of the rich and the poor. Comenius (2000) recommended a universal system of elementary education that is child centered. In the view of Montessori (2003), Basic education is the active help given to the normal expansion of the life of the child. Every child had its own peculiar powers and endowments, its individuality must not be suppressed through collective teaching. He stressed further that, basic education should bring out the hidden abilities of the child and emphasized the importance of basic education. Basic education, as conceived and explained by Mahatma Gandhi in vankate (1993) is essentially an education for life and an education through life, and posited that, it aims at creating a social order free from exploitation and violence. That is why productive, coactive and socially useful working in

which boys and girls may participate, irrespective of any distinction of caste, creed or class, is placed at the very centre of basic education.

Gidado (2002) cited in Ajayi & Ekundayo (2010) reiterated that the UBE will create more access for children to various components of basic education, irrespective of any distinction of social or economic status, and they can avail themselves of learning certain modern skills and attitude. He argued that despite the untimely death of the UPE programme, the UPE scheme brought about a phenomenal increase in enrolment from six million in 1976 to twelve million in 1980. The then Minister for Education Tunde Adeniran (1999) threw more light on the significance of UBE policy, and observed that "UBE" is intended to remove all obstacles to lifelong education for Millions of Nigerian citizens, who otherwise would be deprived of the opportunity of education.

To Taiwo as cited in Gidado (2001) asserted that the UBE is a great contribution to education in Africa and of immense benefit to Nigeria in mobilizing its human resources, adjusting its educational imbalance and providing for the Nigerian children equal access to basic education. Chinelo, (2012) opined that, the current UBE programme is to make education accessible to all citizen irrespective of the circumstance of birth. Thus, the question of educational opportunity is not so much a matter of the amount of free tuition given by government as the consideration that every single child in school, at whatever age and level should be able to perform at his or her fullest capacity. He stressed further that, equal educational opportunity should therefore, be better seen and organized in such a manner as to provide every single human individual child every needed human, physical and financial inputs in adequate proportions and as at when due. That is to say that a government which is interested in providing every citizen with equal access to education will be obligated to create an environment conducive to educational development. It is important to point out that, all

national progress depends upon mass education and a system of primary education that is open to all citizens as it's noted by Mahatma Gandhi (1921).

Kelvin (2010) reinforce the opinion put forward by Chinelo, Taiwo and Gidado when he said that, in order to improve access of primary education to the majority of children, in 1974, the government of Tanzania introduced universal primary education (UPE). The programme aimed at providing access to primary education for school age children, which involves abolishment of school fees and provision of free education to the children. The thrust of the programme was to increase the number of children enrolment in primary schools and improve the access of primary education equally to both boys and girls. It must be noted that, there is great difference in interpretation given to basic education in Africa, Kagai et al (1986) cited in Ketema (2010) identify four main components of basic education in each country. These includes: early childhood education, the primary school, and non- functional literacy and post literacy programmes. But, whatever varying connotation of basic education in the past the term is now coming in to ever increasingly use by educators and statesman as an attributes that enables the learners to take responsibilities for their lives and prepare them for further education. However, there is no discrepancy on the significance of basic education from all the literature review, opinion only differ on the aim and the objective of basic education. Indeed, many of the literatures supported the aim of primary education as contained in the National Policy on Education. Most of the works reviewed emphasized that, acquisition of basic education will provide basic skills, knowledge, and attitude that will enable the child to prepare for the future. Scholars in basic education have made fruitful contributions to ensure improvement in access to basic education for all children of school-going age and have justified the need for increase in government's commitment to basic education.

2.2.2 Empirical Studies on Universal Basic Education

Adepoju and Fabiyi (2010) studies challenges and prospects of the Universal Basic Education and averred that, the fundamental principle of UBE in Nigeria is that everybody must have access to equal basic education comprehensively. The study further revealed that, the programme was been politically influenced, the learning environment are still not conducive for teaching and learning in addition to delay in teachers' salaries and other incentives.

Obanya (2010) investigated attempt by Nigeria government to address deficit in basic education within the purview of universal basic education programme in his study titled meaningful access to education, which examines the extent to which goals, coverage and implementation of UBE are in line with philosophy of basic education reported that, access must be full and unfettered educational opportunity devoid of all manners of exclusion, that which is crowned by successful learning and improved life chances for all classes of beneficiaries whose improved skills, positive values and attitudes should contribute to reducing socio-economic inequalities and poverty in the society.

In the work of Ekaju (2011) titled "Investigating Relationship between 1997 Universal Primary Education Policy and Regional Poverty and Educational Inequalities in Uganda, which seek to ascertain whether universal primary education policy has helped more children to acquire basic education, revealed a dramatic expansion in enrolment since the implementation of the 1997 universal basic education policy. The inquiry concluded that, efforts have been made and real progress realized in reducing the gender gap, but noted that gender disparity still remains a serious matter in Uganda and the bigger gap is between rural and urban areas and between regions within country.

Kwame, Ricardo, Fran and Jane (2009) research studies focused on three areas: access to education, teacher education, and community participation in governance. The investigation revealed an increase in proportion of children attending schools across the regions with southern states recording significant improvement in access to basic education as compared with Northern states. Kelvin (2010) carried out a similar study titled "Local Community Participation in Primary school Development" it was revealed that, implementation of universal primary programme in conjunctions with local communities to a large extent has increase the access of children from the poor families to have access to primary education and reduce literacy.

Douglas and Tim (2007) studied teachers training, teachers quality and students achievement towards achieving educational objectives to determine the extent to which pre-service and in-service training and quality teachers can influence the attainment of a predetermined educational objectives. The inquiry acknowledged that promoting teachers quality is a key element in improving basic education. The research did not however take cognizant of other factors that can support the achievement of quality education and attainment of education for all targets such as adequate remuneration and prompt payment for teachers' salaries and other allowances etc. Nwaji (2002) in his study "implementing the UBE programme: issues and problems" tried to show that, without a professionally trained and competent teachers, any education programme for which teachers are meant to serve, fumbles. And, maintained that qualified teachers are the bedrock / cornerstone of any educational programme.

Ejieh (2009) studied the universal basic education programme as a strategy for meeting MDGs target in Nigeria, and posited that quality teachers apart from producing quality students would ensure the attainment of Universal basic education which is the goal two of the MDGs. The review further stressed attainment of the universal basic education component of

the MDGs to be largely dependent on the availability of teacher's in sufficient number and of sufficient quality to complete the task. Nakpodia (2011) in his study submitted that, the significance of teacher in any educational programme cannot be over stressed especially in the thrive to ensure the achievement of the objectives of universal basic education programme, and emphasized that the number and quality of teachers must be meticulously planned to ensure adequacy of teachers quantitatively and qualitatively.

Ana (2009) carried out a study title "A Comparative Study of Teacher Competence and its Effect on Pupil Performance in Upper Primary Schools in Mozambique and other Sacmeq Countries" it was revealed that, teachers academic level , teachers subject knowledge and teachers professional training (pre- and in-service) are the most important variable emphasized in the literatures as having to be taken into consideration with teachers competence (Westera, 2001, Grossman, 1995, Shulman, 1986, Mendel and Shannon, 1999). Darling-hammond's (1999) cited in Ana (2009) findings indicate a consistent and significant positive relationship between the proportions of well-qualified teachers and student achievement on a national assessment of educational progress. The research has been authenticated by Vlaardinger Broek and Taylor (2003) in their study, which found evidence to reinforce the view that primary teacher training have a greater significance to student performance, acquisition of quality education and the achievement of educational objectives.

The report of a study conducted by Miguel and Barsaga (1997) quoted in Ana (2009) considered factors affecting pupils performance, and attainment of quality education found that, the teachers was the key factor in student performance. The quality of education depends on the quality of teachers, particularly at the initial stage, when the pupils are at the early stage (Chau, 1996). Realizing the importance of teachers' quality in improving the quality of education, countries like Taiwan have prioritized teacher education in their educational reform (Fwu and Wang, 2002).

In a nut shell, this study strongly agreed with the positions of Adepoju, Obanya, Ejieh, Douglas, kwame et al and Nakpodia, Ana because, the philosophy behind universal basic education was to ensure unfettered access to basic education in terms of quantity and quality for all citizens, reduce the level of illiteracy and hence, ensure national growth and development, which cannot be achieved without equal access of children to basic education and adequate number of qualified teachers. The study noted that, Adepoju, Obanya, Kwamne, Richardo, Fran and Jane studies focused more on access (enrolment) than outcome, which has implication on the achievement of the vision and objectives of the UBE programme, because access is a means to an end but not an end in itself. The purpose of government continuous investment in basic education system in Nigeria (and indeed many least developed countries, LDCS) is to bridge the existing gap, and remove the differential in educational opportunities between the rich and the poor arising from social and economic inequalities

2.3 Theoretical Framework

This study adopted Edward Suchman's Evaluation model. Suchman in Carol (1995) noted that the main reason for evaluating a programme is to measure the effects of the programme against the goals it set to accomplished. It is against this background that this study adopted Suchman's Edward Evaluation model to discuss the underlying principles behind evaluation, processes, framework, criteria, and its application to this study. Edward Suchman set the principle of experimental design within a broad view of policy evaluation and stressed the importance of taking into account of the relevant social context. His seminal writings on the topic greatly influenced the publication of other pioneers in experimental design especially Donald Campbel and Julian Stanley. It is of note that Suchman distinguished between evaluation, which he equated to judgment, and evaluation research, which he denoted as judgment grounded in scientific research.

Suchman in his work observed that the term evaluation research has largely disappeared from evaluation literature and has been replaced by evaluation or programme evaluation, and held that research scientist must based their conclusion primarily on scientific evidence. He believed that evaluation must be approached with the logic of scientific methods. His works emphasized the need to assess programme in relation to their practical success. Viewing evaluation as a scientific process, Suchman maintained that the same procedures that we use to discover knowledge could be used to evaluate the degree of success in the application of this knowledge. He held strongly to the concept that by adopting the scientific method, an evaluator will produce findings that are objective and ascertainable reliability and validity. He viewed evaluation research as applied research and (with Raph Tyler) saw its purpose as determining the extent to which a specific programme has achieved the desired objectives / result. He said the result should be geared to help administrators make sound decision regarding the programme future.

2.3.1 Suchman's Purpose and Principle of Evaluation

Suchman supported the purpose of evaluation listed by Bigman (1961):

(i) To discover whether and how well objectives are being fulfilled.

(ii) To determine the reasons for specific success or failures.

(iii) To uncover the principles underlying a successful programme.

(iv) To direct the course of experiment with techniques for increasing effectiveness.

(v) To lay basis for further research on the reasons for relative success of alternative techniques.

(vi) To redefine the means to be used for obtaining objectives and even redefine sub goals in the light research findings.

The purposes, in Suchman's opinion suggested an intrinsic relationship between programme planning and development, on one hand, and evaluation, on the other. While as a principle he strongly espoused is that different situations warrant different evaluation approaches, including different technical methods and criteria for measuring the success in obtaining desired objectives. The evaluation process is in a cyclical form with the end of one process constituting the beginning of another.

Evaluation Process



Source: Edward Suchman (1967)

Suchman (1967) in Daniel (2007) emphasized that, evaluation was aimed at assessing the successful attainment of a valued objectives. Evaluation process start with value formation, the second stage of the process is goal setting. Here, the objectives to be achieved are formulated based on measuring goal attainment. That is, identifying goal attainment activities. This involves the planning of the programmes that would be geared towards goal attainment. The next is putting the goal activities into operation, in other words implementing

the planned programme, this is called programme operation. The final stage of the evaluation process is programme evaluation. At this stage, the degree to which the operating programme had achieved the pre-determine objectives is evaluated.

2.3.2 Evaluation criteria and their Application to this study

Edward Suchman (1967) in Asaju (2011) contended that evaluation can be conducted in terms of varying levels of objectives and different categories of effects. In evaluating effect various criteria are used to assess the success of failure of a programme. These criteria can be used to evaluate any level of objective of a programme. Suchman proposed five categories of criteria by which the success and failure of a programme can be assessed, these criteria include:

(i) **Effort:** Evaluation of efforts measures the quality and quantity of activities that takes place in a programme. It is an assessment of input of energy invested in a programme. Effort with respect to the subject of this study refers to both human and materials resources made available for effective implementation of UBE programme in other to achieve the stated objectives. Examples of effort includes: fund, structures, infrastructures and instructional materials.

(ii) **Performance:** This criterion measures the result of efforts rather than efforts itself. There is need for a clear statement of objectives to be achieved. It aimed at providing answers to questions like, how much is accomplished? Did any changes occur over the years? Suchman further asserted that, the ultimate justification of a programme must be based on the proof of its effectiveness in solving the problem been addressed. Performance in relation to this study has to do with output/outcome of the programme in terms of the number of pupils who have benefited from the

programme who had been hitherto deprived of this basic right, and how many pupils have actually been reached.

(iii) **Adequacy of performance:** This criterion of success refers to the degree to which effective performance adequately meet the need of the targeted populace of a particular programme i.e this criterion need to be compare with a realistic awareness of what is possible at any giving time, as well as available resources. Within context of this study adequacy of performance basically refers to ability of UBE to meet the priority need of intended school-age children.

(iv) **Efficiency:** A positive answer to the question, does it work? Is there any better way to attain the same result? Efficiency evaluation focuses on the evaluation of alternatives paths or methods in terms of cost or money, time, personnel, and public conveniences. In essence, it represent a ratio between effort and performance, output divided by input. Efficiency relates to this study in other to examine whether the outcome of UBE programme in terms of human, material and financial resources in the year under study. The question was does the effort in terms of time, human, material, financial resources and other resources actually commensurate or worth the achievement (service delivery) achieved so far?

(v) **Process:** In evaluating the success or failure of a programme, a great lesson can be learnt about, and why a programme work or does not work. Applying evaluation using process as a criteria we examined the strategy, structures, funding of UBE among others with a view to identifying the problems (if any) which has constituted a bottleneck to the achievement of the overall objective.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The Research Methodology adopted in the study were outlined and extensively discussed in this chapter. The description has been presented under the following sub-headings: Research design, survey research method, population of the study and sampling techniques. Discussions were further made on sources of data, methods of data collection, and methods of data analysis and research instruments. Primary data were used to augment the secondary data.

3.2 Research Design

The research design can be regarded as a plan of a research activity. It entails the framework for the collection and analysis of data. Fajemidagba (1995) cited in Okeshola (2007) described it as the structure, pattern or organization of a research project. This study adopted a survey research design in which questionnaires were designed to collect information from the respondents, and analytical research method was employed to analyze secondary data collected i.e statistics on rate of enrolment, and the proportion of qualified teachers.

3.2.1 Survey Method

Survey research involves the collection of sample on opinion, attitude or feeling to estimate the total or overall situation. Survey was about collection of data as well as analyzing the result. Our survey method focused on population of the study. Data collected from the population were used for intensive study and analysis and we found out that we could not possibly study all the subject or items in the population. We therefore, selected a sample from

a subject of the population or universe, but in the process we carefully selected sample from the population for proper study of the characteristics of the population. The manner of selecting the sample size however, determined our ability to generalize our findings for the whole population.

3.2.2 Analytical Research Method

Analytical research method was adopted in this study because of huge and abundant secondary data used in the study. Kothari (2004:2) submitted that in analytical research, the researcher has to use data that are already been generated, analyze and interpret these t evaluation of the situation or event. Annual Reports, tables, figures and statistics on school enrolment collected as secondary data were analyzed, which assisted the researcher in finding on the issue under study.

3.3 Population of the study

The population of the study is made up of number of State Universal Basic Education Staff, Local government Education Authority Staff, Teachers and Executive members of Parents/Teachers Association of schools in various communities in Irepodun and Asa Local Governments. The below table shows the population sampled, and figures sourced from State Universal Basic Education Ilorin.

Table 3.1 Population of the Study

LG	Sampled Population	Population
	SUBEB (Staffs in Dept. Admin,PRS & Schl Service	64
Irepodun	Teachers under SUBEB in (Clustered schools)	98
	LGEA(Staffs in Dept. Admin, PRS & Schl Service)	45
	Executive Members of P.T.A (Representing. the general Public)	20
Asa	Teachers under SUBEB in (Clustered schools)	79
	LGEA(Staffs Dept Admin, PRS & Schl Service)	36
	Executive Members of P.T.A (Rep. the general Public)	20
	Total	362

Source: *School Records and SUBEB Office Ilorin.*

3.4 Sampling Technique

Sampling is very fundamental to the conduct of any academic research in order generate data for the study. Sampling techniques make possible the conduct of studies by selecting representative from the unit from the population so that, the result can be used to draw inferences about the total population.

3.4.1 Cluster Sampling Method

This method was adopted when we found that it was physically and financially impossible to undertake study (collect responses) on a sample that is drawn from all the two local governments therefore, cluster sampling methods were used that is, schools in the two local governments were clustered, from where samples were collected. The population of teachers was arrived at when calculated in relation to the population of the study in each local government.

Table 3.2 Lists of Clustered Schools in Irepodun and Asa Local Governments

LG	Type of School		Names	Population of Teachers
Irepodun	Public	Primary	Muslim Community Primary School Omu-Aran	43
		Junior secondary	Comprehensive High School Iludun-Oro	26
	Private	Primary	Adewumi N/P school Oko	17
		Junior secondary	Standard College Ajasse-Ipo	12
Total				**98**
Asa	Public	Primary	Afon LGEA School	37
		Junior secondary	Junior Secondary School Aboto	19
	Private	Primary	Opeloyeru N/P School, Ogbondoroko	15
		Junior secondary	International Secondary School, Sapati	8
Total				**79**

3.4.2 Sampling Frame

A sampling frame is a collection of data from a sample, a technique used in statistics when a population or data sample is too large to be studied. The sampling frame used is usually selected by a survey planner. Our sample population for this study includes State Universal Basic Education Board staff, Local Government Education Authority staff, and

Teachers' under UBE programme (Headmasters/mistress), and Executive members of Parents/teachers Association in the clustered schools in Irepodun and Asa local governments.

3.4.3 Sample Size

To obtain a representative sample, each unit must be selected from the total studied population systematically in a specific way under a controlled condition. In selecting the sample size for his study, the Yamane's formular was employed. The Yamane's formular is denoted by:

$$N = \frac{n}{1+n(e)^2}$$

Where:

N = sample size

N = population

e = significant level (5%)

In applying the formula for selecting sample from SUBEB, LGEA staff, Teachers, Executive members of P.T.A in schools under Irepodun and Asa Local government with a population of 362.

$$N = \frac{362}{1+362(0.05)^2}$$

$$N = \frac{362}{1+362(0.0025)}$$

$$N = \frac{362}{1+0.91}$$

$$N = \frac{362}{1.91}$$

$$N = 189$$

The sample size is 189

Table 3.3 Distribution of Respondents by Local Government

LG	Sampled Population	Population	Sample	% of Sample	No of Questionnaires Administered.
	SUBEB(Staff Dept Admin, PRS & Schl Service)	64	33	17	33
Irepodun	Teachers in clustered schools(including Headmasters/mistress	98	51	27	51
	LGEA Staff in Dept, Personnel, PRS & Shl. Service)	45	24	13	24
	Executive Members of P.T.A (Rep. the general Public)	20	10	5	10
Asa	Teachers in clustered schools(including Headmasters/ Mistress)	79	41	22	41
	LGEA Staff (Staffs in Dept, Personnel, PRS & Schl service).	36	20	11	20
	Executive Members of P.T.A (Rep. the general Public)	20	10	5	10
	Total	**362**	**189**	**100**	**189**

Source: *Research Survey, 2012.*

3.5 Instrument of Data Collection

Scientific and social problems can be solved only on the basis of data and the major responsibility of the investigator is to set up a research design capable of providing the necessary data in other to provide solution to the problem (Osuala, 2005). For the purpose of this study data have been collected from both primary and secondary sources:

3.5.1 Primary Data

Primary data involves the collection of fact and figure relating to the population under study. Questionnaire, an important instrument of survey research (primary source of data) was used in this study. Two sets of questionnaires were designed and administered to sampled population (respondents) from Irepodun and Asa local governments' areas that have been presumed to have adequate knowledge about the subject matter under study. These questionnaires were designed and administered to elicit information from them. The questionnaires for Irepodun local government were self administered while; questionnaires for Asa Local Government were administered through the help of research assistance (volunteer).

3.5.2 Secondary Data

Secondary data were derived from already documented materials or information. The secondary data used in this study include Kwara State Annual Education Sector Performance Report, 2011, Kwara State Education Strategic plan (ESP) 2009-2018, Kwara State Annual Education Sector Performance Report, 2008-29, 2009-10, 2010-2011, Federal Ministry of Education's National policy on Gender in Basic Education, 2007, Nigerian Educational Research and Development Councils 9-years Basic Education Curriculum at a Glance 2008, National Policy on Education etc. Data were further collected from Journal of proceeding of the Educational mini summit on UBE 1999 textbooks, Newspapers, internet etc. This study relied heavily on secondary data which serves as the main source of materials for this research, and used to test the first hypothesis. Secondary data were used to augment the primary data collected, and was also used to test the formulated research hypothesis.

3.5.3 Validity of the Instrument

The instruments used by the researcher were subjected to face and content validity by education experts and experienced teachers in the schools, seasoned administrators in Irepodun and Asa Local Government proprietor of some selected schools. The comments, observations and recommendations given by educationist and stakeholders assisted the researcher in modifying the data collection instrument.

3.5.4 Reliability of the Instrument

The instrument used has been subjected to criticism and vetting by the educationist and other stakeholders who had vast experience in basic education and policy evaluation who will be expected to offer technical advices on the research instrument been adopted by the researcher.

3.6 Administration of Questionnaire / Procedure for Data Collection

Based on the Yamane's formula computed above, the sample size for this study is one hundred and eighty nine (189) out of which thirty three (33) questionnaires were administered to staff in school service, Personnel, and Planning Research & Statistic Department of SUBEB. In Irepodun Local Government Education Authority, twenty four (24) questionnaires were administered in three Departments namely: School services, personnel, and planning research & statistics. A total of Fifty one (51) questionnaires were administered to teachers under UBE programme (including Headmasters/Headmistress); and ten (10) to selected Executive members of Parent /teachers association in four (4) schools selected. In Asa local government a total of fourth one (41) questionnaires were administered to UBE teachers (including Headmasters/Headmistress), twenty (20) in three LGEA Departments namely: School services, personnel, and planning research & statistics, and ten (10) to selected executive members of the Parents/Teachers association four schools.

The questionnaire was personally administered by the researcher, and also with the help of research assistant. The reasons for the research were explained to the respondents and enough time was given for the filling of questionnaires. Where the questionnaires could not be retrieved immediately, two days were given to the respondents to do so before the researchers collected the filled questionnaires back.

3.7 Methods of Data Analysis

In his study, both the quantitative and qualitative methods of data analysis were employed. These descriptive statistics includes: simple percentages, and frequency table, while the inferential statistical tools of analysis employed in this study is Chi-square test. For a research of this nature, content analysis was also employed due to abundance literature on the Universal Basic Education programme and available statistics on school enrolments and proportion of qualified teachers in Irepodun and Asa local government.

3.7.1 Chi-Square X^2 Distribution and Its Operation

The chi-square (X^2) belongs to the non-parametric test and it's used to measure discrepancies between the observed and the expected frequency. The following formula was adopted for the calculation.

$$X^2 = \sum \frac{(O-E)2}{E}$$

Where O = Observed Variable

E= Expected Variable

CHAPTER FOUR

4.0 ORGANIZATIONS RESPONSIBLE FOR THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION PROGRAMME IN KWARA STATE

4.1 Introduction

Universal Basic Education Programmes are implemented through close collaborative partnerships between UBEC and State Universal Basic Education Boards (SUBEBs), Local Government Education Authorities (LGEAs,) Non- governmental organizations, MDGs office, international organizations, community based organizations and faith based organizations to ensure unfettered access to nine years of formal basic education as well as reduce the incidence of drop-out from the formal school system through improved relevance and efficiency. It is also to ensure the acquisition of appropriate levels of literacy, numeracy and manipulative communicative and life-skills, as well as the ethical, moral and civic values needed for the solid foundation for life-long learning.

4.2 Universal Basic Education Commission (UBEC)

The UBE Commission (UBEC) is Federal Governments Agency that was established in furtherance to the launch of UBE programme on September 1999, the Universal Basic Education Commission (UBEC) was established by UBE Act, 2004 as an institutional mechanism for proper implementation, coordination, policy formulation, monitoring and evaluation of UBE programme throughout the country, and each State of the Federation were mandated by the Act to establish a State Universal Basic Education Board and the Local government Authority subject to a Law enacted by the state House of assembly for that purpose to perform similar functions in their respective States and Local Governments.

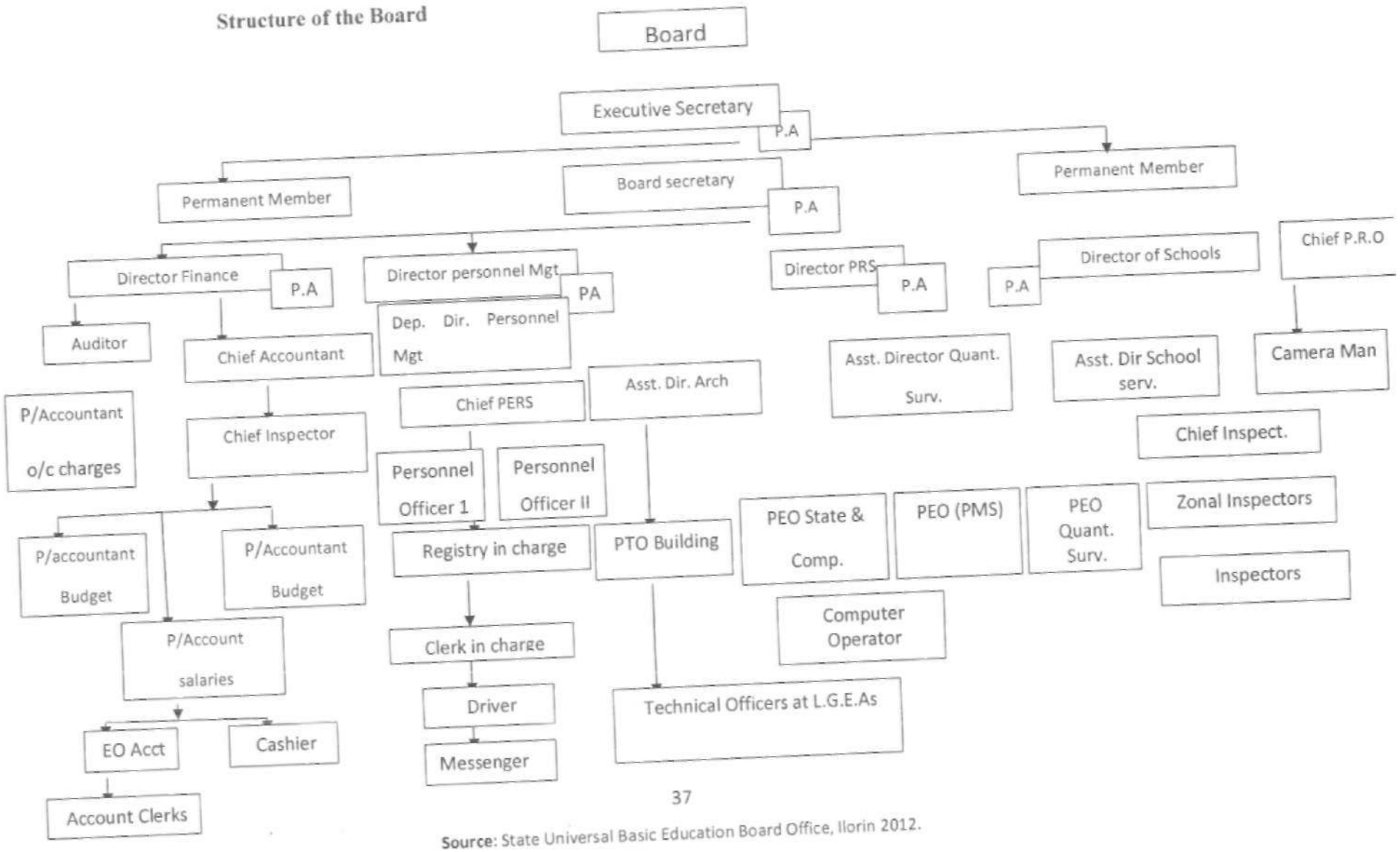
4.3 Kwara State Universal Basic Education Board (KSUBEB)

The Kwara State Universal Basic Education Board was established in compliance with Part IV 12 (1) of the UBE Act 2004, and Part II (11) of the State UBE Law 2005. The Board was inaugurated on the 15th November 2005. The Board's mandate is to provide quality Basic Education, which include Early Child Care, Primary, Junior Secondary and Nomadic Education, to the teeming school age population in the Kwara State. Kwara State Universal Basic Education Board is headed by chairman who reports to the State Commissioner of Education in the state.

The board has six directors namely-: Director of School services, Director of planning research and statistics, Director of finance and supplies and Director of Personnel Management (Admin). Others include the Chief Accountant (CFA), Chief Internal auditor. The Executive Secretary is the Chief accounting officer of the Board, who is supported by the Permanent Member 1/Chairman, Permanent Member 2 and Permanent Member 3 respectively.

4.3.1 Structure and Composition of Kwara state Universal Basic Education Board (KSUBEB)

Structure of the Board



Source: State Universal Basic Education Board Office, Ilorin 2012.

The Board operates through the following departments, and each of these Departments is headed by a Director not below the rank of Grade level 15.

a. Admin and Finance

b. Internal Audit

c. Planning Research & Statistics

d. Social Mobilization

e. School Services and

f. Works Department

Departments and their Responsibilities

(a) Department Administration & Finance

1. Coordinating all Administrative and Financial activities of the board;
2. Serves as secretariat of the management committee;
3. Adviser to the management on administrative and Financial Matters;
4. Custodian of the board properties and provide security of the properties;
5. In charge of maintenance of the Ministry's plants and Vehicles;
6. In charge of maintenance and sanitation of office premises;
7. Any other duty assigned by the management

(b) Department of School Services

To ensure effective schools management in accordance with the laws of the Board.

1. To function as quality assurance unit of the Board in achieving Basic Education delivery in the state.
2. To facilitate in teacher training and capacity building.

3. Aspire to achieve inclusive education for all children regardless of special education needs.
4. Promotion of gender parity among all learners of basic education.
5. Management and equipment of schools libraries.
6. Guidance and Counseling services in schools.
7. Coordinates activities of ESSPIN, UNICEF and other International Development Partners.

(c) Department of Planning, Research and Statistics

The department of Planning, Research and Statistics provides technical and professional supports in planning, research and statistics, some of its numerous functions/roles include:-

a. Provide technical support in the preparation of SUBEB annual budget,
b. Coordination of SUBEB budget and defense components,
c. Provision of educational data for planning and decision making,
d. Developing a database for SUBEB, Zonal offices and LGEAs through the use of innovative software for easy access, dissemination, planning and research, and
e. Supervision and monitoring of examinations:
    - Gifted children examinations
    - Admission into Junior Secondary School, Boarding Primary schools in the State and student exchange programme across the northern states.
    - carryout any other activities that may be assigned by the Executive Chairman
f. Data gathering, storage and retrieval of information with the use of Education Management Information System (EMIS),

g. Operation to reach all primary and junior secondary schools for the compilation of comprehensive data on actual schools in the State,

h. Conduct and facilitation of National School Census in collaboration with Federal Ministry of Education.

i. Conduct of research activities on basic education and submit report findings to the appropriate authorities.

(d) Department of Works

1. Conduct Condition survey of existing infrastructure
2. Design, costing and packaging projects (Pre Contract)
3. Supervising and Preparation of payments for project (Post Contract Management)
4. Together with Director Planning Research & Statistics (DPRS), relate with State Due Process and Project Monitoring Bureau to conduct Procurement Process on Projects Supplies etc
5. Liaise with other collaborating partners in the process and provision of infrastructure to schools
6. Any other responsibilities as may be assigned by the Executive Chairman/ Board

(e) Department of social mobilisation:

Key activities include creating unique programmes in line with the peculiarities of the State, planning, executing, monitoring, evaluating of all sensitization, advocacy and mobilisation activities at State Universal Basic Education Board and Local Government Education Authorities levels.

i. Develop materials and techniques that will identify, provide access to, sustain the privileges, rights, ethics and expectations of the citizens in the UBE programme.

ii. Develop strategies for community mobilisation using the Local Government Education Authorities ward and village mobilisation organs.

iii. Develop necessary and relevant apparatus that can efficiently address the needs of special groups/special cases that hinder the effectiveness of the UBE programme.

iv. Coordinating, monitoring and evaluating community initiated projects (self help) funded by UBEC intervention.

v. Coordinating, planning, executing, monitoring and evaluating education programmes funded through State and UBEC funds

vi. Coordinating the establishment and functions of all School Based Management Committees (SBMCs) at primary and Junior Secondary School levels.

vii. The Department serves as the public relations unit of the Board as well as its mouth piece – (Radio programmes, jingles, land bills, press releases (Kwara State Universal Basic Education Board Ilorin, 2012).

4.3.2 Composition of Kwara State Universal Basic Education Board (KSUEB)

In accordance with the provision of the State Universal Basic Education Law 2005, Part II (11) which state that;

There is hereby established a body to be known as the Kwara State Universal Basic Education Board (hereinafter referred to as "the Board'). The board shall consist of;-

(a) A full- time Chairman who shall be chief executive and Accounting Officer of the Board and must be an experienced educationist;

(b) One full-time member from each of the Senatorial districts of the State'

(c) A representative of the Ministry of education;

(d) Three ex-officio members who shall not be from the Local Government origin of (a) and (b) above to represent all the Local government Areas on a two-year rotational basis;

(e) One representative each from;-

(i) The Parent/Teachers Association in the state;

(ii) The Nigerian Union of teachers in the state;

(iii) Women groups or societies;

(iv) Federal Ministry of Education, Inspectorate Division; and

(f) Secretary to the Board (Kwara State Universal Basic Education Law,2005).

4.3.3 Goals and Objectives of Kwara State Universal Basic Education Board (KSUBEB)

Goals and Objectives KSUBEB

(i) To carry out policy guidelines prescribed by UBEC or other relevant agencies as approved by the State Government.

(ii) To receive funds from the Federal, State and Local Government or any other source and allocate it to all relevant agencies implementing the basic education program in the State in accordance with the formula that will be determined by the board and as approved by the State Executive Council; provided that the board shall not disburse such grants until it is satisfied that earlier disbursements have been applied in accordance with the provision of the law.

(iii) Supervise and evaluate project executed with funds disbursed by the board.

(iv) Co-ordinate the implementation of basic education-related activities in collaboration with non-Governmental and multilateral agencies.

(v) Promote good relationship; have cooperation with donor agencies and other development partners relating to basic education.

(vi) Carry out mass mobilization and sensitization of the general public and enter into partnership with communities and all stakeholders in basic education with the aim of achieving the overall objectives of this law.

(vii) Monitor Federal inputs into the implementation of basic education;

(viii) Present periodic progress report and annual financial report in the implementation of basic education to the Governor and UBEC.

(ix) Focus on the peculiar problems of the State such as physically and mentally challenged groups, urchins, area boys and girls, street children and students of schools. (Kwara State Universal Basic Education Law 2005).

4.3.4 Functions of Kwara State Universal Basic Education Board

According to the State Universal Basic Education Law 2005, the functions of the board shall be to:-

(1)

a. Manage the Universal Basic Education programme in the State;
b. Implement the policy guidelines for the successful operation of the universal basic Education programme in the State;
c. Carry out the recruitment, appointment, promotion and discipline of teaching and non-teaching staff on salary grade level 07 and above;
d. Ensure compliant with minimum standards of education as stipulated by the commission and National Council on Education;
e. Post and deploy staff including inter-state, inter-Local government and inter-service transfer;
f. Regulate the appointment, retirement and re-absorption of teachers;
g. Undertake capital projects in schools;
h. Advise State Government on the orderly development of Basic Education in the State;

i. Receive grants from the Commission and disburse same in accordance with agreed formula to the Local Government Education Authorities;

j. Maintain effective and functional Departments, empowered with monthly financial vote, for the monitoring and evaluation of projects, conducting annual school census, school supervision, research activities, compliance with due process and personnel management;

k. Prepare, after consultation with the Local Governments and other relevant stakeholders, Periodic master plans for a balanced and co-ordinate development of basic education in the State including areas of possible intervention in the provision of adequate basic education which include;-

   (i) Proposals to the Commissioner for equal and adequate basic education opportunity;

   (ii) The provision adequate basic education facilities including physical structure ;and

   (iii) Ensuring that Basic National curricula, syllabi and other necessary instructional materials are in use in early childhood care and development centers as well as in primary and junior schools in the state;

l. Carry out time to time in conjunction with the Commission and Local Governments a personnel audit of teaching and non- teaching staff of all basic education in the State;

m. Monitor Federal, State and Local Government inputs into the implementation of the Universal Basic Education;

n. Present periodic progress report on the implementation of the Universal Basic Education to the Governor through the Commissioner;

o. Coordinate and supervise the implementation of the Basic education related activities in collaboration with non-governmental organizations and multi-lateral agencies;

p. Liaise with donor agencies and other development partners in matters relating to basic education;

q. Develop and disseminate curricula and instructional materials for basic education in the State;

r. Establish a basic education data bank and conduct research on basic education in the State;

s. Support capacity building for teachers and managers of basic education in the State;

t. Assess, sources and fund salaries of teaching and non-teaching Staff based on the scheme of service in the public service of the State;

u. Prepare testimonials and certificate of service for both teaching and non-teaching Staff whenever necessary;

v. Treat all matters including annual vacations;

w. Carry out mass mobilisation and sensitization of the general public and enter into partnership with communities and all stakeholders in basic education with the aim of achieving overall objectives of the Compulsory, free Universal Basic Education in the State;

x. Co-ordinate and supervise teaching and learning in Public and Private, Pre-Primary and Junior Secondary schools in the State; and carry out such other functions as may be assigned to or the Commission that are not inconsistent with the provision of the Law.

y. Providing subvention to private schools when necessary (Kwara State Universal Basic Education Law 2005).

4.3.5 Achievement of Kwara State Universal Basic Education Board

Training workshop

i. Training workshop for 24 Numbers of State School Improvement Team(SSIT)2008-

ii. Training workshop for 289 school support Officer(SSO) 2008-2010

iii. Training workshop for 1,429 Head teachers across the 16 LGAS

iv. Training workshop for 5,762 Class teachers

v. Training workshop for 600 ECCDE Teachers/Care-giver

vi. Training Workshop for 160 Management staff on ICT

vii. Training workshop for Management staff on effective financial management

viii. Procurement of Four(4) Toyota Hilux for day to day running of KWSUBEB

ix. Supply and Distribution of 16 Science Kits

x. Distribution of 300 motorcycles to School Support Officers (SSO) (Kwara State Universal Basic Education Ilorin, 2012)

4.4 Local Government Education Authority (LG.E.A)

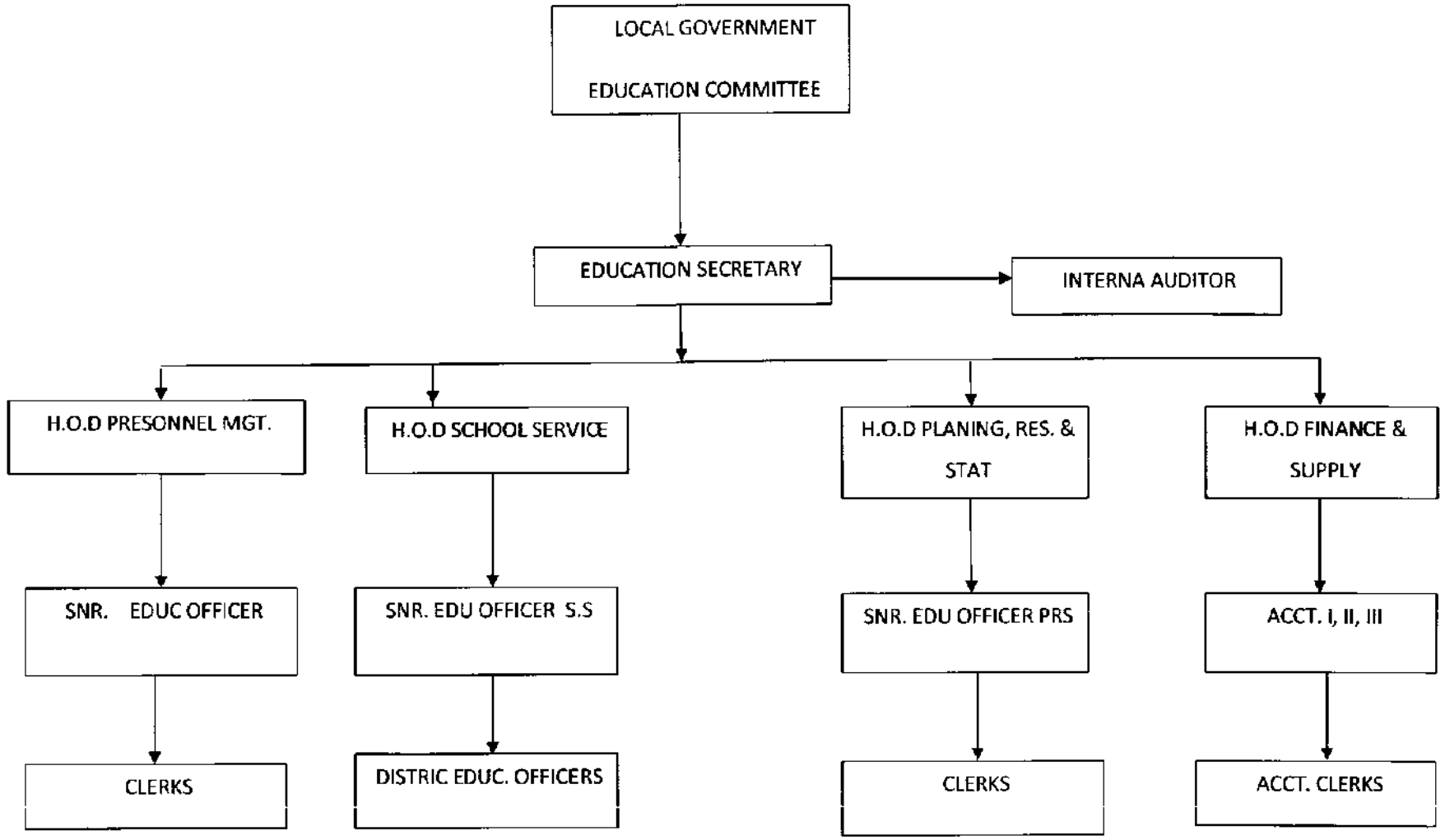
Local Government Education authority was reconstituted in 2006 in all the sixteen Local Government areas of the State in compliance with Part IV 12(1) of the Universal Basic Education Act, 2004 and Part V 32(1) of the Kwara State Universal Basic Education Law, 2005 to assist the State UBE in ensuring proper implementation, coordination, monitoring and evaluation of the programme. The authority was also mandated to replicate some of the functions of the State Universal Basic Education Board in their respective Local Government. The State UBE Law clearly spelt out the establishment, organization, composition and functions of the authority, the appointment of secretary, and other staff of the body (Kwara State Universal Basic Education Law 2005).

4.4.1 Structural Organization and Composition of Local Government Education Authority (L.G.E.A)

There are sixteen Local Government Education Authorities (LGEAs) each headed by an Education Secretary. The LGEA operates through the following departments, and each of these Departments is headed by a Director not below the rank of Grade level 15. The Department include the following finance and supplies, planning, research and statistic, personnel management, Department of school supervision, with Heads of Sections for School

Services, Internal Audit, Teacher Training and inspection, Finance and Personnel Management.

ORGANIZATIONAL STRUCTURE OF LOCAL GOVERNMENT EDUCATION AUTHORITY



Source: *Kwara State Universal* ***Basic Education Board****, Ilorin, 2012.*

4.4.2 Composition of Local Government Education Authority

Each Local government council established a Local government Education Authority with a part-time chairman, secretary and members. The management structure of the UBE is a model in cooperative and consultative federalism, involving all the ties of government and even extending to the community level. In compliance with Part VII of the UBE Act,2004, and Part V 32(1) of the Kwara State UBE Law which stipulates that:

(I) There is hereby established for each Local Government Area of the State a Local Government education Authority (hereinafter referred to as 'authority")

(II) The authority shall consist of ;-

(a) Part-time chairman who shall be a seasoned Educationist appointed by the Chairman of the Local government;

(b) One representative each from;-

(i) the Ministry of Education;

(ii) Nigeria union of teachers in the Local Government area;

(iii) Women group in the local government area;

(vi) each of the two major religions in the Area;

(v) the parent/ teachers association in the Local Government area;

(c) One representative of Traditional rulers;

(d) Two persons who are normally domicile in the Local Government Area to represent special interest; and

(e) An Education Secretary, who shall be appointed by the board on the recommendation of the Local Government Council, and he must be an

experienced Educationist in the service of the Board not below salary grade level 14 and above with a minimum of Bachelor's degree.

(III) The Chairman and members of the authority who are not Public officers shall;-

(a) Be appointed by the Chairman of the Local Government

(b) The education secretary shall hold office for a term of four years and may be reappointed for a further term of four years and no more (Kwara State Universal Basic Education Law, 2005).

4.4.3 Function of Local Government Education Authority (L.G.E.A)

In view of the functions assigned to Local Government Education authorities by the State UBE Law 2005, the authority was judiciously organized into five functional departments namely: Finance and Supplies, Planning, Research and Statistics, Supervision, Personnel Management and Education Service. The Education Secretary who is the Chief executive and accounting officer of the local government education authority is responsible for monitoring and implementation of UBE policies in the Local Government

The functions assigned to L.G.E.A are carried out in five functional departments. The functions and the jurisdictions of the authority as stipulated by State UBE Law shall be to:-

(a) Steps and care to ensure full enrollment and attendance of pupils and students in schools;

(b) Provide regular feedback to the Board on the reactions of the people to government oversee the day- to- day operations of the Universal Basic Education in the area;

(c) Appoint, post, transfer, promote and discipline of staff on grade levels 01-06 subject to the approval of the Board;

(d) Make recommendations to the Board on the promotion and discipline of teaching and non-teaching staff on salary 07 and above;

(e) Submit annual estimate, annual accounts and monthly returns to the Board;

(f) Pay salaries, allowances, and other benefits to the teaching and no-teaching staff;

(g) Disburse instructional materials and equipment to schools;

(h) Take all reasonable education measures;

(i) Maintain accurate and reliable data of all schools including teaching and non-teaching staff and pupils, students, infrastructures, equipments and instructional materials;

(j) Maintain data on early childhood care and development centres as well as the institutions for special education;

(k) Carry out mass mobilisation and sensitization of the general public and enter into partnership with communities and stakeholders in the basic education with the aim of achieving the overall objectives of the compulsory, free Universal Basic Education in the Local Government Area;

(i) Ensure that annual reports are rendered to the Board on all activities of the Authority during the immediate preceding year;

(a) supervise the district education committees;

(b) monitor and supervise schools within their areas; and

(c) carry out other activities as may be delegated to it by the Board or the Local Government.

(ii) The Authority shall establish and maintain a separate bank account into which shall be paid and credited such payments as may be made to it by the Board or the Local Government.

(iii) The authority shall be subject to and be under the supervision of the Board and accordingly, shall carry out any directives, whether of specific or general character, issued to it by the Board (Kwara State Universal basic Education Law, 2005).

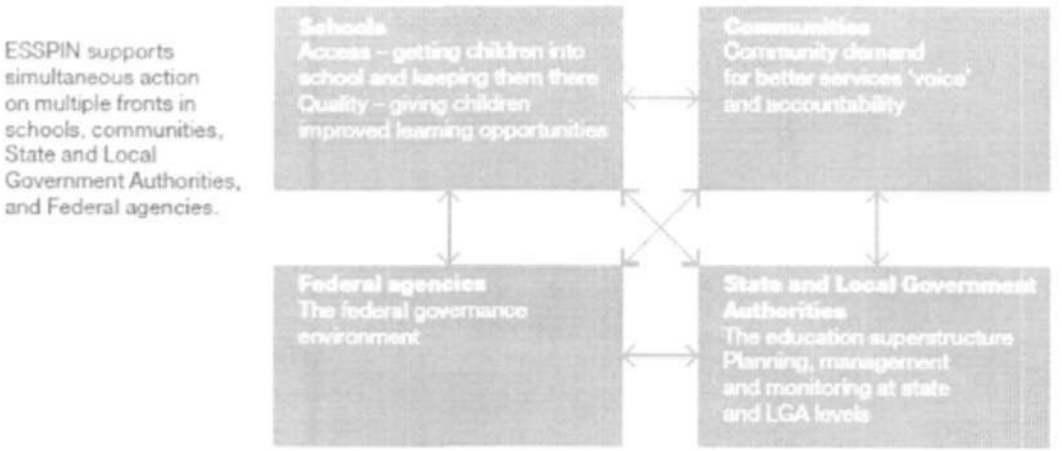
4.5 Education Sector Support Programme in Nigeria (ESSPIN)

Education Sector Support Programme in Nigeria (ESSPIN) is one of a set of DFID-funded State Level Programmes (SLPs), working in governance, accountability and the delivery of health and education services. DFID-ESSPIN supports federal and state authorities as they work both to reform the governance of education and to improve the quality of education that children receive. ESSPIN is a partnership between the Nigerian Government and the United Kingdom Department for International Development (DFID). The six-year programme (2008 – 2014) supports federal and state governments –Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – to develop effective planning, financing and delivery systems that will improve the quality of basic education. By 2014, ESSPIN will have had a significant impact on 7,500 public and 1,600 non-government schools and approximately 4 million learners. Nigeria seeks to leverage the country's own resources to improve the quality and delivery of education. Planning and budgeting help governments clarify policies, make informed decisions, allocate resources and monitor outcomes. The process of planning gets things moving and builds a groundswell of support for fundamental changes in governance and institutions, changes in legislation, and reorganisation and realignment of functions and systems. Planning also harnesses State resources and directs activities to strategic goals.

ESSPIN supports States and local governments as they work to improve management and governance of education (Output 2). Initially ESSPIN will help Planning, Research and Statistics Departments in State Ministries of Education (SMOEs) and State Universal Basic Education Boards (SUBEBs) to translate long-term Education Sector Plans (ESPs) into

Medium Term Sector Strategies (MTSS) and then into operational budgets. Along with support for planning ESSPIN will help State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) rationalise and make financial systems more transparent to improve payment to schools. This support for strengthening financial management complements the State Partnership for Accountability Responsiveness and Capability's (SPARC's) work with the Ministries of Planning and Budgeting.

The UK department for International development and Education Sector Support Programme in Nigeria (DFID-ESSPIN) promotes simultaneous action on multiple fronts. Support for schools is accompanied by support for communities, support for state and local government and support for federal policies and budgets. Two-thirds of ESSPIN programme resources are allotted to providing technical assistance, from both inside and outside Nigeria, to improve teaching and management skills in schools and the governance of education at State and Federal level.

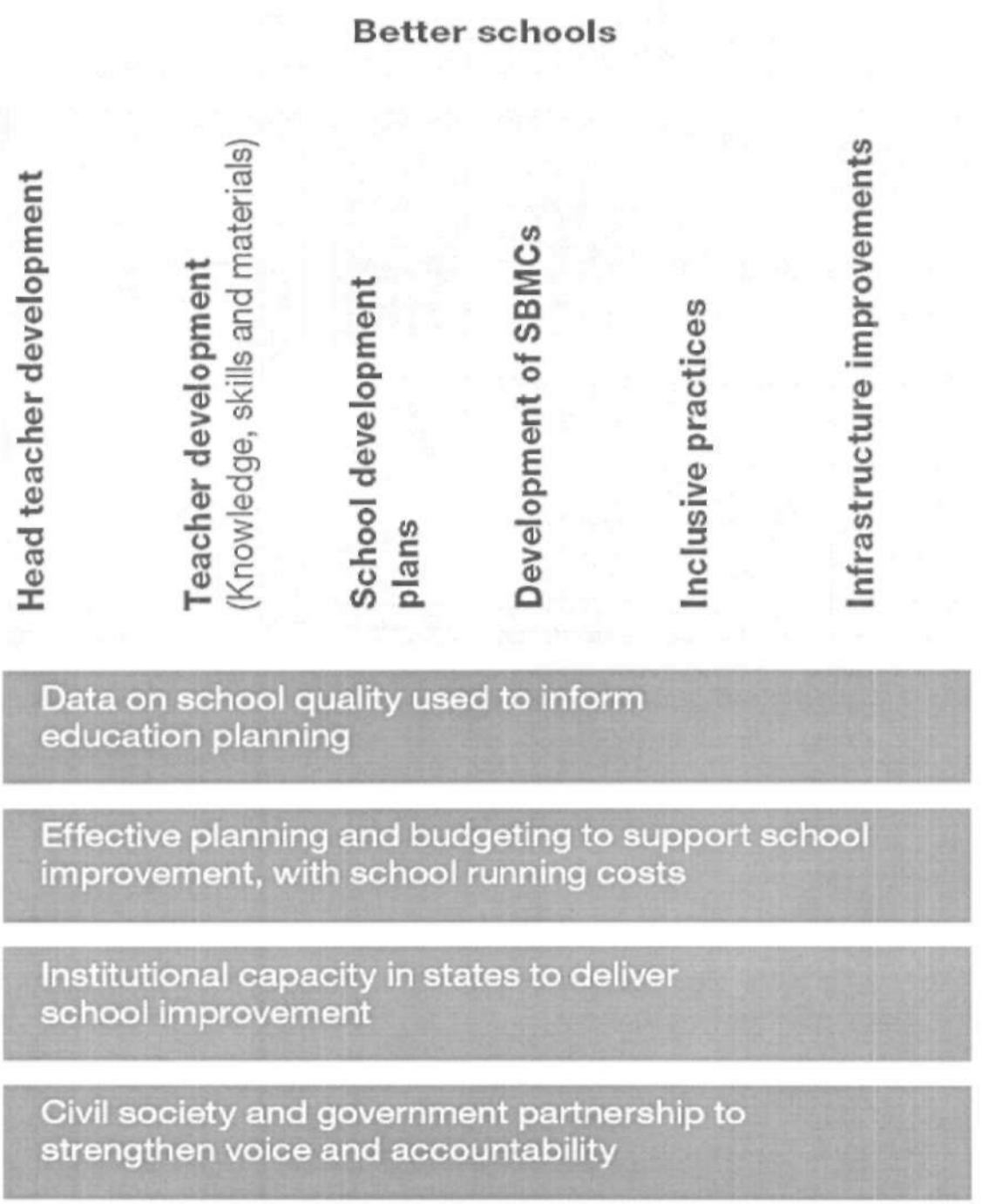


Source: ESSPIN Report, 2012

Integrated Approach to School Improvement

ESSPIN's approach to raising standards in Nigerian schools is to focus support on the key elements that work together to deliver quality education – an integrated approach – rather than tackle problems in isolation. For schools to be transformed into dynamic learning environments many things need to happen simultaneously. There need to be changes in the educational system as a whole, such as improving educational management, teaching skills, school infrastructure and learning materials. There also need to be changes outside schools, for example in education funding and governance structures and systems, and in the social and cultural attitudes of parents and communities.

An integrated approach to school improvement



Source: ESSPIN Report, 2012

The Education Sector Support Programme in Nigeria (ESSPIN) has provided potable water and sanitation services to twenty selected Primary and Junior Secondary Schools in Kwara State in collaboration with the State Water Supply and Sanitation Agency being the first phase of 100 boreholes to be drilled. The Kwara State Education Sector Performance Report has been finalized based on the 2009/2010 Annual School Census which captured realistic education data for the state. The report will feed into the current planning and budgeting cycle of the state government. Through ESSPIN's support, Kwara state has established the Quality Assurance Bureau (QAB), a single body responsible for monitoring the quality of teaching and learning in all schools.

The quality assurance board has developed a handbook for school evaluation which Quality Assurance Officers will use to measure the quality of all schools against uniform and objective criteria. School with ESSPIN's support, the State School Improvement Team (SSIT) was established in 2009 and saddled with the responsibility of ensuring quality improvement in schools. To achieve this, the SSIT is supporting the Local Government Education Authority advisory staff to train (Assistant) Head Teachers on leadership and management and teachers on numeracy and literacy. Trainings for Primary 1-3 teachers was organized in 2010, while trainings for Primary 4-6 and junior secondary teachers was organized in 2011.

The trainings were conducted in collaboration with the College of Education, Oro. The College has undergone considerable reforms to enable it serve as an effective pre-service trainer of basic education teachers. Community Building up government capacity and providing help to schools and communities is one of ESSPIN's mandates in Kwara State. The State has been supported with provision of borcholes and toilets to needy schools. This is

complemented by support for the establishment of school health clubs to ensure that the facilities are maintained and that the children use them properly.

The State has also through ESSPIN's support commenced process for the establishment of School Based Management Committees (SBMCs) in 4 pilot Local Government Areas (LGAs). An SBMC Task Team has been constituted to facilitate the establishment working with six Civil Society Organizations and the Department of Social Mobilization of the State Universal Basic Education Board (SUBEB) to sensitize, mobilize, train and mentor community representatives to participate in school governance (Education Sector Performance, 2011 Reports)

4.6 National Teachers Institute (NTI) and MDGs Office Kwara State

The National Teachers' Institute, Kaduna was established in 1976 with the given Mandate as stipulated in Decree No. 7 of 1978 (Now Act No. 7 of 1978) of the Federal Military Government of Nigeria. The mandate of the Institute as defined by its establishment Act is to provide courses of instruction leading to the upgrade, professional development and certificate of Nigerian Teachers using the distance learning system (D.L.S) of education delivery. Distance learning is an education delivery technique adopted world-wide by distant learning education institutions whereby professionally designed, step-by-step instructional materials are provided to the distant learning students at various locations (called study centers). Therefore, the institute was set up to serve as a distant learning educational institution in order to provide additional means of tackling the following challenges facing teacher education in Nigeria-:

i. The need to truly professionalized the teaching profession at all levels;
ii. The need to curb the worrisome shortage of professional teachers nation-wide;

iii. The need to provide serving teachers the opportunity to further, upgrade / update their qualification and professional competence without necessarily leaving their jobs;

iv. Finally, the need to provide all the above at minimum cost to both the students and the education authorities.

In compliant with No 7 of the 1978 Act, the institute has obligation to conduct programme leading to the award of: Nigerian Certificate in Education (NCE), Postgraduate Diploma in Education (PGDE), Advanced Diploma in Education, Pivotal Training Programme (PTTP), Technical Teachers' Training Programme (TTTP), Continuing Professional Development (CPD), and Insert Training on the Strengthening of Mathematics and Science Education (SMSE) retrieved from (www.nti.edu.ng).

In a bid to achieve Universal Basic Education which is goal 2 of the MDGs and the target of ensuring that, by 2015, children, boys and girls alike, will be able to complete a full course of basic schooling. The Office of the Senior Special Assistant to the President on Millennium Development Goals working through its Kwara State office has made training of an adequate number of teachers and continuous teacher training a priority. The programme and projects in this sector are targeted at quality learning outcomes, which include improving teaching skills, increasing school enrolment, providing teaching/learning materials and providing enhanced leaning environment. It is globally acknowledged that education is of critical importance to sustainable development and basic education in particular is a necessity and a fundamental human right. More classrooms are also being provided to address the shortfall in school infrastructure. Despite the challenges, the State MDGs office continues to partner with stakeholders to deploy mechanisms to ensure out-of-school children return to the classrooms. The Federal Government has also committed more resources to improving teaching standards in addition to addressing the low completion rates and poor learning environments in this sector (MDGs 2008 report). The Federal Teachers' Scheme and in-service training by the

National Teachers' Institute, supported by OSSAP-MDGs, have begun to address the urgent need to improve the quality of teaching. To accelerate progress and reduce regional disparities, these initiatives are also being rapidly expanded and improved.

4.6 1 Objectives of UBE Programme

According to the UBE implementation guideline, the goals of the UBE programme are to universalize access to basic education, provide a conducive learning environment and eradicate illiteracy in Nigeria within the shortest possible time. The specific objectives of the programme are to:

(i) Develop in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

(ii) Provide free, compulsory universal basic education for every Nigerian child of school-going age.

(iii) Reduce drastically drop-out rate from the formal school system through improved relevance and efficiency.

(iv) Cater for drop-out and out of school children adolescents through various forms of complementary approaches to the provision and promotion of basic education.

(v) Ensure the acquisition of the appropriate level of literacy, numeracy, manipulative and life skill (as well as the ethical, moral and civic value) needed for laying the foundation for life-long learning.

4.6.2 UBE Vision Statement

At the end of nine year of continuous education every child that passes through the system should acquire appropriate level of literacy. Other skills include numeracy,

communication, and manipulation of life skill and be employable, useful to himself and the society at large by possessing certain ethical moral and civic value skills".

4.6.3 UBE Mission Statement

To serve as a prime energizer of a rational movement for the actualization of the nations UBE vision working in contact with all stakeholders, thus, mobilizing the nations creative energies to ensure that education for all (EFA) becomes the responsibility of all.

4.6.4 Components of the UBE Programme

There are three components of the UBE scheme, namely:

(i) Formal basic education encompassing the first nine years of schooling (primary and junior secondary education) for all children;

(ii) Nomadic education for school age children of pastoral nomads and migrant fishermen, and

(iii) Literacy and non-formal education for out of school children, youth illiterate adults.

4.6.5 Implementation Approaches and Strategies of the UBE

The following approaches and operational strategies were adopted for the successful implementation of the UBE programme.

i. Enactment of necessary legislation (UBE ACT).

ii. Articulation of enabling legislation.

iii. Sensitization and mobilization of the target groups and all stakeholders.

iv. Effective co-ordination activities.

v. Optimal allocation and efficient utilization of resources.

vi. Adequate teacher training, recruitment and motivation.

vii. Encourage and stimulation of the active participation of the private sector, non-Governmental and voluntary organization, as well as local communities in the scheme.

viii. Establishment of working partnerships and collaboration with the international Community and donor agencies; and regular supervision, monitoring and evaluation of the Programme (FMOE, 1999).

4.6.6 Roles and Responsibilities of Stakeholders in UBE Programme

Federal Government

The roles and responsibilities of the federal government as highlighted in the proceedings of the education mini summit organized by federal ministry of education, 1999 are to:

i. Enact necessary legislation for the UBE programme;

ii. Develop and produce the UBE implementation guideline;

iii. Co-ordinate, supervise and monitor the implementation of the programme nation-wide;

iv. Sensitize and mobilize all stakeholders for their effective involvement and participation;

v. Initiate and execute specific programmes for the attainment of the objectives of the programme;

vi. Provide the necessary infrastructure and enabling logistic for the effective implementation of the programme;

vii. Fulfill its financial obligation and support needed for the effective implementation of the programme;

viii. Seek and negotiate international cooperation and collaboration towards the successful implementation of the scheme;

ix. Enhance the capacity of state and local government for the successful implementation of the scheme;

x. Encourage and facilitate research as well as mentoring and evaluation of the

programme;

xi. Ensure probity, transparency and accountability for all monies allocated to state and local government.

State Government

The roles and responsibilities of the state government under the UBE programme are to:

i. Develop and produce a UBE implementation Blueprint at state level;

ii. Initiate and execute specific project for the attainment of objectives of the UBE programme;

iii. Sensitize and mobilize the target group, parents and other stakeholders;

iv. Fulfill its financial obligations and support needed for the effective implementation of the programme;

v. Supervise the implementation of the scheme of the state levels;

vi. Co-ordinate, supervise and monitor the implementation of the scheme at the state level;

vii. Evaluate and submit bi-annual progress reports on the scheme to the federal government;

viii. Enhance the capacities of local government and other implementing agencies at the state level;

ix. Facilitate research into appropriate areas of the scheme at the state level; ensure probity, transparency and accountability for all monies allocated for the scheme.

Local Government

The role and responsibilities of the local government are to:

i. Initiate and execute projects for the attainment of the objectives of the scheme;

ii. Co-ordinate, supervise and monitor the implementation of the scheme at the local government level;

iii. Assist in providing the infrastructural and other requirement for the scheme;

iv. Supervise, monitor and evaluate the implementation of the scheme at local government ;

v. Sensitize and mobilize the target groups, parents and other stakeholders for their effective involvement and participation;

vi. Fulfill its financial obligations and support needed for the effective implementation of the scheme;

vii. Evaluate and submit periodical progress on the scheme to the state government;

viii. Ensure probity, transparency and accountability for all monies allocated for the scheme (UBE Blueprint FMOE, 1999).

Local Communities

The roles and responsibilities of the local communities are to:

i. Initiate and execute specific projects and activities within the framework of the scheme in their localities;

ii. Provide basic logistic support and enabling environments for the execution of the scheme in their localities;

iii. Provide relevant human and material resources for the successful implementation of the scheme;

iv. Ensure safety and maintenance of scheme infrastructure and UBE implementation resources and materials in their localities;

v. Organize and ensure the support and effective participation of the entire community in the scheme.

Non-Governmental Organizations (NGO) and the International Community for Donor Agencies

The role responsibilities of the NGOs and donor agencies are to:

i. Collaborate with the federal, state and local government in the designing and execution of specific projects for the success of the scheme;

ii. Provide relevant infrastructural, human and material resources for the successful implementation of the scheme;

iii. Encourage and support increase in enrolment, retention and completion by the target groups in the programme of the scheme;

iv. Assist in capacity building to enhance efficiency and effectiveness in the implementation of the scheme;

v. Provide advisory and consultancy services to federal, state and local government to facilitate the attainment of the objective of the scheme;

vi. Support and facilitate research, monitoring and evaluation of the UBE scheme.

4.6.7 Issues in UBE Programme

Unlike the UPE programme that focused mainly on primary education, the UBE programme is divided into three main components, namely formal basic education, nomadic education and literacy, non-formal education. However, the major issue embedded in the UBE aside those stated in the objective above include:

Creating access to basic education: Gidado (2002) cited by Ajayi (2010:100) reiterated that the UBE will create more access for children to various component of basic education so that they can avails themselves of learning certain modern skill and attitude.

Improving the Quality of Education: Another aspect of UBE programme is to improve the quality of education through improvement in the quality of classrooms, quality of learning, quality of teachers, and quality of facilities among others.

Creating awareness of Learning: The UBE has one of its goals the creation of awareness amongst people that they can imbibe the culture of learning in order to satisfy the long life learning components.

Making school child-friend: The UBE aims at making school child-friendly, and ensure that the school environment is improved and teachers are trained on a continuous basis, so that they can acquire new skill and good techniques in teaching and learning (Ajayi, 2004:100).

4.6.8 Funding Arrangement for the UBE Programme

Teachers Training

i.	Primary school	-	Federal and state government
ii.	Junior secondary schools	-	Federal and state government
iii.	Adult literacy -		Federal, State and Local government
iv.	Nomadic education	-	Federal government

Teachers Recruitment and Remuneration

i.	Primary schools	-	Local government
ii.	Junior secondary school	-	Federal and state government
iii.	Adult literacy -		Federal, State and local government
iv.	Nomadic education	-	Federal government

Infrastructural provision (classrooms and learning center)

i.	Primary schools	-	Fed. Govt. (75%)/State Govt. (25%)
ii.	Junior secondary school	-	Fed. Govt. (25%)/State Govt. (75%)
iii.	Adult Literacy	-	-Fed. Govt. (25%)/State (50%)/Local (25%)
iv.	Nomadic education	-	-Federal government (100%)

Instructional and Learning Materials

i.	Primary schools	-	-Federal Government (100%)
ii.	Junior secondary schools		-Fed. Govt. (50%)/State Govt. (50%)
iii.	Adult Literacy	-	Fed. Govt. (25%)/State Govt. (50%)/Local (25%)
iv.	Nomadic education	-	Fed. Govt. (80%)/State Govt. (20%)

Source: UBE Implementation Guideline, 1999.

CHAPTER FIVE

DATA PRESENTATION AND ANALYSIS

5.1 Introduction

This chapter contains basic statistic about the two Local Governments, primary and secondary data presentation, analysis and major research findings were drawn at the end of the analysis. Primary and Secondary data collected for this study were presented using tables, interpreted and analyzed using percentages. In the course of analysis, recourse was made to hypotheses formulated, in which both primary and secondary data were employed to test the stated hypotheses. Questionnaires designed in a manner that allowed triangulation (cross verification of responses) from respondents.

Table 5.1 Basic Statistics about Irepodun and Asa Local Governments

	Irepodun	
Number of Schools	69	53
Number of Teachers	1,044	1,073
Pupil per Teacher	15	20
Pupil classroom Ratio (Pre-primary & primary)	35	51
Pupil Classroom Ratio (Junior Secondary)	25	53

***Source**: Kwara State Annual School Census Report, 2010-2011 and Education Strategic Plan (ESP) 2009- 2018, 2010.*

5.2 Primary Data Presentation

Table 5.2 below shows the responses from various (respondents) stakeholders in Education sector from Irepodun and Asa governments presumed to have adequate knowledge about the issue under study, who were chosen as the sample population. Data generated from research survey conducted were presented in the tables and analyzed.

Table 5.2.1 Distribution of Respondents and Rate of Return by Local Government

LG	Sampled Population	Population	Sample	% of sample	No of Questionnaires Administered.	No of Returned Questionnaires	Non-returned Questionnaires
	SUBEB Staff(Dept. Personnel, PRS and Schl service)	64	33	17	33	30	3
Irepodun	Teachers Under UBE(including Headmasters/headmistress	98	51	27	51	49	2
	LGEA staffs (Dept. Personnel, PRS and Schl service)	45	24	13	24	22	2
	Executive Members of P.T.A (Rep. the general Public)	20	10	5	10	9	1
Asa	Teachers including Headmasters/headmistress	79	41	22	41	38	3
	LGEA staffs Dept. Personnel, PRS and Schl service	36	20	11	20	16	4
	Executive Members of P.T.A (Rep. the general Public)	20	10	5	10	7	3
	Total	362	189	100	189	171	18

Source: *Research Survey, 2012*

A total of One hundred and eighty nine questionnaires (189) questionnaires were distributed to selected samples. One hundred and seventy one 171(90.4%) of the questionnaires were filled and returned by the respondents, while 18 (9.5%) were non-returned.

Table 5.2.2 Demographic Characteristics of Respondents

Variables	Frequency	Percentage (%)
Sex:		
Male	89	52.0
Female	82	48.0
Total	**171**	**100**
Education Background:		
NCE/OND/HND	83	48.5
B.A/B.Sc/B.ED	58	34.0
P.G.D.E/M.Sc/M.ED	19	11.1
Others	11	6.4
Total	**171**	**100**
Length of Service:		
1-5 years	17	9.9
6-10 years	23	13.5
11-15 years	28	16.4
16- 20 years	46	26.6
20 years and above	41	24.2
Nil (P.T.A executives)	16	9.4
Total	**171**	**100**

Source: *Research Survey, 2012.*

In a demographic characteristic of the respondents under these variables: sex, educational background and length of service, the table above shows that 52 percent (89) of the respondents are male while, only 48 percent (82) are female. The educational background of the respondent revealed that 83 (48.5 %) are NCE/OND/HND holders, 58 (34.0%) are degree holders while, 19 (11.1) are PGDE/Masters holders, and 11 (6.4%) for others respectively. A total of 41 (24.2%) of the respondents have served for more than 20 years, 46 (26.6%) had put up between 16-20 years in service, 20 (11.9%) for between 11-15years, 23 (13.5%) for 6-10 years, 17 (9.9%) had served less than 5years and 16 (9.4%) of respondents failed to indicate their years of service in any of the options provided.

Table 5.2.3 Implementation of UBE has led to increase in school Enrolment

	Options	Frequency	Percentage (%)
SUBEB &LGEAs	Strongly Agree	11	6.4
	Agree	19	11.1
	Disagree	-	
	Strongly Disagree	-	
	Undecided	-	
Irepodun	Strongly Agree	29	17.0
	Agree	36	21.1
	Disagree	14	8.2
	Strongly Disagree	-	
	Undecided	1	0.6
Asa	Strongly Agree	21	12.3
	Agree	30	17.5
	Disagree	7	4.1
	Strongly Disagree	-	-
	Undecided	3	1.7
Total		171	100

Source: Research survey, 2012.

The table 5.2.3 presented above revealed that 11 (6.4%) of the respondents from SUBEB and two LGEAs strongly agreed, and 19 (11.1%) agreed that, the implementation of UBE programme has increased school enrolment. In Irepodun Local government 29 (17.0%) of respondents strongly agree, 36 (21.1%) agreed. However, a total of 14 (8.2%) of the respondents disagreed, and 1(0.6%) were indifference. While in Asa Local government, 21(12.3%) of respondents strongly agree, 30 (17.5%) agreed and only 7 (4.1%) disagreed. Therefore, it can deduce from the table that, responses from majority of the respondents were in affirmative.

Table 5.2.4 Extent of curtailment of school drop by UBE programme

	Options	Frequency	Percentage (%)
SUBEB & LGEAs	Yes	23	13.5
	No	7	4.1
	No Idea	-	-
Irepodun	Yes	41	23.9
	No	28	16.4
	No Idea	11	6.4
Asa	Yes	30	17.5
	No	23	13.5
	No Idea	8	4.7
	Total	171	100

Source: *Research Survey, 2012.*

A total of 23(13.5%) of respondents from SUBEB and LGEAs concurred with the assertion that, UBE has curtailed the problem of drop out in schools, while 7(4.1%) were in disagreement. In Irepodun Local government 41(23.9%) of the respondents agreed, 28 (16.4%) disagreed and 11(6.4%) were indecisive. While in Asa Local government 30(17.5%) of respondents agreed, 23(13.5%) disagreed and 8(4.7%) indecisive. The table clearly shows that most of the respondents acceded to above assertion but the result was not overwhelming because of its marginal difference.

Table 5.2.5 How best can you describe UBE programme

	Options	Frequency	Percentage (%)
SUBEB & LGEAs	Very successful	7	4.1
	Successful	14	8.2
	Fairly successful	9	5.3
	Not successful	-	-
Irepodun	Very successful	11	6.4
	Successful	30	17.5
	Fairly successful	29	17.0
	Not successful	10	5.8
Asa	Very successful	8	4.7
	Successful	26	15.2
	Fairly successful	19	11.1
	Not successful	8	4.7
	Total	171	100

Source: *Research Survey, 2012.*

The above were the responses received from a question posed to the respondents on how best they can describe UBE programme from where 7(4.1%) of respondents from SBEB and two LGEAs describe the programme has been very successful, 14(8.2%) successful, 9 (5.3%) fairly successful. Responses from Irepodun Local government shows that 11(6.4%) agree that the programme was very successful, 30(17.5%) successful, 29(17.0%) fairly successful and only 10 (5.8%) of respondents held a dissenting opinion on the success of UBE programme. While in Asa Local government 8(4.7%) of respondents held the views that the programme was very successful, 26(15.2%) successful, 19(11.1%) fairly successful, and a total of 8(4.7%) of respondents held a contrary position. However, majority of respondent agreed that the programme has made impact.

Table 5.2.6 Provision of free and compulsory Education to School age Children

	Options	Frequency	Percentage (%)
SUBEB & LGEAs	Strongly Agree	5	2.9
	Agree	16	9.4
	Disagree	9	5.3
	Strongly Disagree	-	-
	No idea	-	-
Irepodun	Strongly Agree	6	3.5
	Agree	37	21.6
	Disagree	22	12.9
	Strongly Disagree	11	6.4
	No idea	8	4.7
Asa	Strongly Agree	4	2.3
	Agree	28	16.4
	Disagree	14	8.2
	Strongly Disagree	7	4.1
	No idea	4	2.3
Total		171	100

Source: *Research Survey, 2012*

From table 5.2.6, above 5 (2.9%) of respondents form SUBEB& LGEAs out of 30 strongly agreed that UBE has provided free and compulsory education to school-age children, 16(9.4%) agreed, then 9(5.3%%) of respondents were in disagreement with that assertion. In Irepodun Local government, out of 80 respondents 6(3.5%) strongly agree, 37(21.6%) agreed, 22(2.9%) disagreed, and 11(6.4%) strongly disagreed, 8(4.7%) were indifference. Result of questionnaires administered in Asa Local government shows that out of 61 respondents 4(2.3%) strongly agree, 28(16.4%) agreed, 14(8.2%) disagreed, 7(4.1%) strongly disagreed and 4(2.3%) were indifference. The respondents, whose responses were in affirmative are majority over respondents with a contrary view, however, the implementation of UBE programme is still ongoing.

Table 5.2.7 Provision of Educational Opportunity to school-age children

	Options	Frequency	Percentage (%)
SUBEB & LGEAs	Strongly Agree	12	7.0
	Agree	18	10.5
	Disagree	-	-
	Strongly Disagree	-	-
	No Idea	-	-
Irepodun	Strongly Agree	7	4.1
	Agree	42	24.6
	Disagree	21	12.3
	Strongly Disagree	4	2.3
	No Idea	6	3.5
Asa	Strongly Agree	4	2.3
	Agree	29	16.9
	Disagree	15	8.7
	Strongly Disagree	10	5.8
	No Idea	3	1.8
Total		**171**	**100**

Source: *Research Survey, 2012.*

The following were the responses received for the questions asked on whether or not the UBE has provided more educational opportunity to children of school–age in respondents respective Local Governments. Responses from SUBEB and LGEAs shows that 12(7.0%) strongly agree, 18(10.5%) agreed, none disagreed. In Irepodun Local government 7(4.1%) strongly agree, 42(24.6%) agreed, 21(12.3%) disagreed, 4(2.3%) strongly disagreed and 6(3.5%) of respondents have no idea. While in Asa Local government 4(2.3%) strongly agree, 29(17.0%) agreed, 15(8.8%) disagree, 10(5.8%) strongly disagree and a total of 3(1.8%) were indifference. Looking at the table, majority agreed that more educational opportunity have been provided to school-age children.

Table 5.2.8 There are fewer dropout now than before the introduction of UBE programme

SUBEB & LGEAs	Yes	23	13.4
	No	7	4.1
	No idea	-	-
Irepodun	Yes	47	27.5
	No	29	17.0
	No idea	4	2.3
Asa	Yes	33	19.3
	No	26	15.2
	No idea	2	1.2

Source: *Research Survey, 2012.*

Responses from questionnaires administered as shown in the table above indicates that, 23(13.4%) respondents from SUBEB and LGEAs agreed that there are fewer school dropout now than before the introduction of UBE programme, 7(4.1%) disagreed. A total of 47(27.5%) of respondents from Irepodun Local government agreed, 29(17.0%) disagree, while 4(2.3%) were indifference. Also, 33(19.3%) of respondents from Asa Local government agreed, 26(15.2%) disagreed, and 2(1.2%) of respondents failed to respond to any of the options provided by the researcher.

Table 5.2.9 Frequency of Teachers Training

	Options	Frequency	Percentage (%)
SUBEB & LGEAs	Very often	5	2.9
	Often	14	8.2
	Not often	11	6.4
	No response (P.T.A members excluded)	-	-
Irepodun	Very often	12	7.0
	Often	33	19.3
	Not often	26	15.2
	No response (P.T.A members excluded)	9	5.3
Asa	Very often	8	4.7
	Often	25	14.6
	Not often	21	12.3
	No response (P.T.A members excluded)	7	4.1
Total		171	100

Source: *Research survey, 20012.*

The responses presented in the table above was based on returned questionnaires from Teachers, SUBEB and LGEA staff with a sample of 147, excluding 16 P.T.A executive members chosen in the two Local governments were advised not to answer this section. From SUBEB & LGEAs 5(2.9%) consented that, the frequency of teachers participation in training programmes was very high, 14 (8.2%) agreed that it is often, and 11(6.4%) disagreed. while 12(7.0%) of responses from Irepodun agreed that is very often, 33(19.3%) agreed that is often and 26(15.2%) maintained that the level of teachers participation in training programme is usually occasional. Result from Asa Local government shows that 8(4.7%) choose very often, 25(14.6%) choose often, and 21(12.3%) disagreed. It can be deduced from the table that differences in the opinion are marginal.

Table 5.2.10 Influence of UBE on Teachers Qualification

	Option	Frequency	Percentage (%)
SUBEB & LGEAs	Yes	21	12.2
	No	9	5.3
	No response (P.T.A members excluded)	-	-
Irepodun	Yes	48	28.1
	No	23	13.5
	No response (P.T.A members excluded)	9	5.3
Asa	Yes	43	25.1
	No	11	6.4
	No response (P.T.A members excluded)	7	4.1
	Total	171	100

Source: *Research Survey, 2012.*

Table 5.2.10 above shows that 21(12.2%) of respondents from SUBEB & LGEAs agreed that, introduction of UBE programme has influenced increase in the number of qualified teachers, 9(5.3%) disagreed. Responses from Irepodun show that, 48(28.1%) agreed with that assertion, 23(13.5%) disagreed; and 9(5.3%) no response, while in Asa Local government 43(25.1%) of respondent agreed, 11(6.4%) respondents reactions were negative and 7(4.1%) indifference. As shown in the table, majority of respondents whose responses were in affirmative was more than those with dissenting view.

Table 5.2.11 Numbers of Teachers with minimum teaching Qualification before and after implementation of UBE programme

	Options	Frequency	Percentage (%)
Before UBE			
	Very High	14	8.2
	High	27	15.8
	Low	68	39.7
	Very Low	46	26.9
	No response	16	9.4
	Total	171	100
After UBE			
	Very High	37	21.6
	High	78	45.6
	Low	31	18.1
	Very Low	9	5.3
	No response	16	9.4
	Total	171	100

Source: *Research Survey, 2012.*

In a question posed to the respondents on the number of teachers with minimum teaching qualification before and after UBE implementation. When asked to rate the number of teachers with minimum qualification before UBE programme, a total of 14(8.2%) respondents choose very high, 27(15.8) high, 68(39.7%) low, and 46(26.9%) of respondents indicated very low. It can therefore be deduced from the table that, the proportion of respondents who rated the options low and very low surpasses rating for the two positive options (high and very high).

In the same vein, assessing UBE programme after implementation using the same variable, 37(21.6%) of respondents rated it very high, 78(45.6%) high, 31 (18.1%) low, and 9(5.3%) very low. As shown in the table presented above the proportion of respondents, who

affirmed that teachers with basic minimum qualification are more now than before UBE was introduced exceeded those with contrary view.

Table 5.2.12 Teachers that have benefited from Government Sponsored Training Programmes

	Options	Frequency	Percentage (%)
Before UBE			
	Very High	19	11.1
	High	47	27.4
	Low	54	31.6
	Very Low	35	20.5
	No response	16	9.4
	Total	**171**	**100**
After UBE			
	Very High	31	18.1
	High	69	40.4
	Low	38	22.2
	Very Low	17	9.9
	No response	16	9.4
	Total	**171**	**100**

Source: *Research Survey, 2012.*

When respondent were asked to rate the proportion of teachers that have benefited from government sponsored training programme before and after UBE implementation. A total number of 19(11.1%) respondents indicates very high, 47(27.4%) choose high, 54(31.6%) rank it low, while 35 (20.5%) of respondents tick very low. In other way round, considering proportion of teachers that had befitted for government sponsored training programme after UBE implementation,31(18.1%) indicates very high, 69(40.4%) choose high, 38 (22.2%) rank it to be low, and 17(9.9%) very low.

Table 5.2.13 Seminar Attendance by Teachers before and after UBE Implementation

	Options	Frequency	Percentage (%)
Before UBE			
	Very High	14	8.2
	High	45	26.3
	Low	64	37.4
	Very Low	32	18.7
	No response	16	9.4
	Total	171	100
After UBE			
	Very High	25	14.6
	High	84	49.1
	Low	38	22.2
	Very Low	8	4.7
	No response	16	9.4
	Total	171	100

Source: *Research Survey, 2012.*

The above were the result received when the respondents were asked to rate the situations before and after UBE implementation. 14(8.2%) respondents rated teachers' attendance of seminar and workshops before UBE very high, 45(26.3%) high, 64(37.4%) low, and 32(18.7%) very low. However, the respondents rating after UBE are as follows: 25(14.6%) pick very high, 84(49.1%) indicates high, 38(22.2%) choose low and only 8(4.7%) of respondents tick very low. The responses clearly show the impact of UBE intervention in ensuring improvement in the quality of teachers which is also central to the achievement of the aims and objectives of UBE programme, as it can be seen from the table that majority of respondents acknowledge the positive effect of UBE programme on teachers quality.

5.3 Secondary Data Presentation

Data presented below were collected from various published reports and documents from Kwara State Universal Basic Education Board, Ilorin, State Ministry of Education and Human Capital Development, Ilorin and Local Government Education Authority Office in the two selected Local Governments.

Table 5.3.1 Enrolment in Primary and Junior Secondary School in Kwara State (1993- 2011).

S/N	Year	Number of Pupils			Number of Schools
		Male	Female	Total	
1	1993/94	141,574	113,083	254,657	952
2	1994/95	143,471	114,607	258,078	1028
3	1995/96	160,782	122,515	283,297	1034
4	1996/97	147,962	128,039	276,001	1037
5	1997/98	163,920	139,495	303,415	1043
6	1998/99	165,443	140,177	305,610	1073
7	1999/2000	190,207	166,599	356,806	1079
8	2000/2001	228,594	199,555	428,149	1125
9	2001/2002	240,024	209,534	449,558	1126
10	2002/2003	266,693	232,816	499,509	1126
11	2003/2004	270,855	253,275	524,130	1126
12	2004/2005	288,504	239,085	527,589	1220
13	2005/2006	305,508	261,912	567,420	1351
14	2006/2007	281,261	287,3355	568,596	1365
15	2007/2008	287,918	281,975	569,893	1373
16	2008/2009	296,951	274,508	571,459	1440
17	2009/2010	291,888	280,523	572,411	1451
18	2010/2011	292,643	282,665	575,308	1458

Source: *Kwara State Universal Basic Education Board, Ilorin (2012).*

The table 5.31 presented above shows yearly increase in students enrolments for an average of 2.3% (254,657 -258,078) from 1993/94 to 1994/95. A tremendous increase in the school enrolment was recorded beginning from the year 1999/2000 when the UBE

programme was lunched. The enrolments moved from (305,610 to 356,806) a 16.7% increase compared to the situation before the launch of the programme. The School enrolment between 2001/2002, and 2003/2004 increased by 9.9% (449,558-499,509), while between 2003/2004 and 2006/ 2007, an increase of 8.2% from (524,130 to 568,596). Since 2003/2004 season the annual enrolment rate continues to fluctuate between 4.2- 7.5% (21,214 to 39,831).

Table 5.3.4 Proportion of Teachers who attended training and seminar / workshops

Proportion of Teachers who had attended training workshop/seminar in the last 5 years	Primary 39.6% Urban	Primary 50.7% Rural	Junior Secondary 47.4% urban	Junior Secondary 44.9% Rural
Total	39.6%	50.7%	47.4%	44.9%

Source: *Kwara State Annual school Census Report, 2011.*

In table 5.3.4 above shows the proportions of teachers who attended training and seminar in the last 5 years. For teachers in rural and urban primary schools; 39.6% was recorded for urban and 50.7% for rural. In the same vein, 47.4%, and 44.9% of teachers of urban and rural junior secondary schools teachers have attended trainings /seminars and workshops.

Table 5.3.5 Percentage of Teachers by Source of Recruitment and Teaching Qualification

Salary source	Teaching Qualification				
	None	NCE	PGDE	BE.d/Med	Total
Federal Govt (FTS)	9	61	8	33	100
State Government	9	60	3	28	100
Community/ voluntary	29	51	0	20	100

Source: *Annual Education Performance Report, 2011.*

As shown in the table 5.3.5 above, 81% of teachers recruited by the State government have at least the minimum teaching qualification (NCE). Whereas, 88% of teachers recruited by Federal government through Federal teachers Scheme (FTS) have at least the minimum teaching qualification. As a whole, 81% of primary schools teachers now have at least the minimum teaching qualifications, while only 9% have no minimum teaching qualifications (Annual Education Sector Performance Reports, 2011).

Table 5.3.6 Pupil-Qualified Teacher and Classroom ratio (as at 2011)

	Qualified Teacher- Pupil Ratio
Irepodun	
Primary	1:8
Junior secondary	1:12
Asa	
Primary	1:17
Junior secondary	1: 14

Source: *Extracted from Annual Education Performance Report, 2011.*

Table 5.3.6 present the proportion of pupils to qualified teachers in both Irepodun and Asa Local governments area of Kwara State at pre-primary, primary and junior secondary school level, it indicates an increase in the number of qualified teachers (Annual Education Sector Performance Reports, 2011).

5.4 Test of Hypothesis I

The null hypothesis to be tested states that; the implementation of UBE programme has not expanded access to basic education for children of school age in Irepodun and Asa Local Governments, while the alternate hypothesis is that; implementation of UBE programme has expanded more access to basic education for children of school age in Irepodun and Asa Local government. The dependent variable is" expanded access," while the

independent variable is "implementation of UBE programme" we want to ascertain the level at which independent variable has affected the dependent variable.

Table 5.4.1 Observed Frequency

Options	Table 5.2.3	Table 5.2.6	Table 5.2.7	Total
Strongly Agree	61	15	23	99
Agree	85	81	89	255
No Idea	4	12	9	25
Disagree	21	45	36	102
Strongly Disagree	-	18	14	32
Total	171	171	171	513

Source: Research survey, 2012.

The formular below was used to calculate the expected frequency;

$$E = \frac{\sum R \, x \, \sum C}{G \, S}$$

$\sum^{R}$ = Summation of Rows

$\sum^{C}$ = Summation of Columns

GS = Total Sum

Table 5.4.2 Expected Frequency

Options	Table 5.2.3	Table 5.2.6	Table 5.2.7	Total
Strongly agree	33	33	33	99
Agree	85	85	85	255
No idea	8.33	8.33	8.33	25
Disagree	34	34	34	102
Strongly Disagree	10.67	10.67	10.67	32
Total	171	171	171	513

Table 5.4.3 Chi-square Calculation

O	E	O-E	$(O-E)^2$	$\frac{(O-E)2}{E}$
61	33	28	784	23.76
85	85	0	0	0
4	8.33	-4.33	18.75	2.25
21	34	-13	169	4.97
-	10.67	10.67	113.85	10.67
15	33	-18	324	9.82
81	85	-4	16	0.19
12	8.33	3.67	13.47	1.62
45	34	11	121	3.56
18	10.67	7.33	53.73	5.04
23	33	-10	100	3.03
89	85	4	16	0.19
9	8.33	0.67	0.45	0.05
36	34	2	4	0.12
14	10.67	3.33	11.09	1.04
				$\sum = 66.31$

Calculated value

To calculate the degree of freedom; therefore

Df = (C-1) (R-1)

= (3-1) (5-1)

2X4 = 8

Level of significant = 5%

Decision Rule

The decision rule state's that when calculated value is more than critical value, we reject null hypothesis (H_0) and accept the alternate hypothesis (H_1). Therefore from the table above, our calculated value (x^2) is 66.31 while the critical value at 5 degree level of freedom is 15.5. Since the calculated value is greater than the critical value; based on the decision rule stated above and result from Secondary data presented in table 5.3.1 above showing the rate of enrolment in the state. The null hypothesis which states that the implementation of UBE programme has not expanded access to basic education for school-age children in Irepodun and Asa Local government areas of Kwara State is hereby rejected, therefore the alternate

hypothesis which states that the implementation of UBE programme has expanded more access to school age children in Irepodun and Asa Local government is accepted. This implies that the implementation of the UBE programme in the State has greater impact on school-age children's access to basic education in the two local governments for the period under study.

5.5 Test of Hypothesis II

The Null hypothesis to be tested states that, the implementation of UBE programme has not increased the number of qualified teachers in Irepodun and Asa Local governments' area of Kwara State; the alternate hypothesis states that implementation of UBE has influenced increase in the number of qualified teachers. The dependent variable is numbers of qualified teachers, while the independent variable is implementation of UBE programme. The result we enable us to determine the extent to which the independent variable has influenced the dependent variable.

Table 5.5.1 Observed Frequency

Options	Table 5.2.11	Table 5.2.12	Table 5.2.13	Total
Very High	37	31	25	93
High	78	69	84	231
Low	31	38	38	107
Very Low	9	17	8	34
No response	16	16	16	48
Total	171	171	171	171

Source: Research survey, 2012

To calculate the expected frequency for the Hypothesis II, we used the below formular:

$$E=\frac{\sum C \; x \; \sum R}{G \; S}$$

Table 5.5.2 Expected Frequency

Options	Table 5.2.11	Table 5.2.12	Table 5.2.13	Total
Very High	31	31	31	93
High	77	77	77	231
Low	35.67	35.67	35.67	107
Very Low	11.33	11.33	11.33	34
No response	16	16	16	48
Total	171	171	171	171

Table 5.4.3 Chi-square Calculation

O	E	O-E	$(O-E)^2$	$\frac{(O-E)2}{E}$
37	31	6	36	1.16
78	77	1	1	0.01
31	35.67	-4.67	31.81	0.89
9	11.33	-2.33	6.43	0.57
16	16	0	0	0
31	31	0	0	0
69	77	-8	64	0.84
38	35.67	2.33	5.43	0.15
17	11.33	5.67	32.15	5.01
16	16	0	0	0
25	31	-6	36	1.16
84	77	7	49	0.64
38	35.67	2.33	6.43	0.18
4	11.33	-7.33	53.73	6.51
16	16	0	0	0
				Σ=17.12

To calculate the degree of freedom; therefore

Df = (C-1) (R-1)

= (3-1) (5-1)

2 x 4 = 8

Level of significant = 5%

Decision Rule

In order to test the validity of the above null hypothetical statement which states that, the implementation of UBE has not increase the number of qualified teachers in Irepodun and Asa Local governments, and the alternate hypothesis which states that implementation of UBE has influenced increase in the number of qualified teachers in the two Local governments recur was made to the decision rule stated above, which stipulates that when calculated value is more than critical value, we reject null hypothesis (H_0) and accept the alternate hypothesis (H_i). Since our calculated value which is 17.12 is more than the critical value, and also the result from Secondary data presented in table 5.3.4 ...5 ...6 above showing the proportion of teachers who attended training and seminars in the two Local governments studied. It is on this premise that we reject the null hypothesis, and accept the alternate hypothesis, which implies that the implementation of UBE in the State has positively influenced the numbers of qualified teachers in the two local governments.

5.5.1 Discussion of Findings

There are two hypotheses formulated in chapter one of this study. The findings on each of the hypothesis were drawn after it has been tested. Hypothesis I which states that the implementation of Universal Basic Education has not expanded access to basic education for children of school-age in Irepodun and Asa Local government areas of Kwara State has been rejected based on the result of the chi-square test in table 5.4.3 above where calculated value were found to be greater than critical value; hence the null hypothesis was rejected and alternate hypothesis accepted in compliance with the decision rule. Also, data on the rate of enrolment collected from Kwara State Ministry of Education and Universal basic Education Board presented and analyzed in table 5.3.1, 5.3.2 and 5.3.3 provided a supportive evidence for the rejection of the null hypothesis formulated, because it clearly revealed an annual

increase in the rate of pupil enrolment into various classes in the two local governments within the period under review.

Arising from the primary and secondary data presented and analyzed, the null hypothesis has been proved wrong, therefore we can deduce that the implementation of Universal Basic Education Programme has expanded access to basic education for school-age children, which is one of the cardinal objective of Universal Basic Education policy.

In hypothesis two, the assumption that the implementation of Universal Basic Education programme has not led to increase in the number of qualified teachers was also tested using chi-square tools of analysis and secondary data collected (from Ministry of Education) on frequency of training, numbers teachers with minimum teaching qualification and proportion of teachers who had attended trainings and workshops. The result of the chi-square test in table 5.4.3 coupled with evidence from the secondary date presented and analyzed in table 5.3.4, 5.3.5, 5.3.6 provided the basis for the rejection of the null hypothesis formulated in chapter one of this study.

Result obtained from the chi-square test conducted shows an improvement in the number of qualified teachers since introduction of Universal Basic Education Programme in the state which is in contrast against the hypothesis formulated, hence its rejection because more teachers have been trained within the period under review. This implies that the implementation of Universal basic Education has led to increase in the number of qualified teachers which has remained one of the significant factors determining the quality of education most especially at basic education level, Universal Basic Education was introduced to provide Basic Education in terms of quality and quantity to all school-age children irrespective of gender, physical condition, geographical location or socio-economic status of parents, and within the purview of the UBE programme (UBE Act, 2004) every Nigerian

child is guaranteed nine years continuous basic education including acquisition of basic skills that would promote functional knowledge and self development.

5.6 Findings

The test of the formulated hypothesis of this study with data generated from primary and secondary source led to the following findings:

i. It was found that, since the commencement of implementation of the UBE programme, there has been a progressive increase in the rate of enrolment into primary and junior secondary school level, which signifies an improvement in access to basic education in Irepodun and Asa Local Governments area of Kwara State. Gender disparity between boys and girls at pre-primary and primary level were insignificant (49 % to 51%) but, widened as the pupils transit to junior secondary school level. As a result of continuous increment in pupils enrolment classes are becoming overcrowded.

ii. Arising from data analyzed the study revealed that, there is reduction in the rate of school dropout since inception of UBE programme; attributable to the implementation UBE and state educational reforms' programme tagged "Every child counts". There is a noticeable increase in the rate of transition, retention, and completion among school pupils most especially at primary school level attributable to government policy on automatic progression and abolition of school fees in public schools for primary and junior secondary schools pupils (students).

iii. The research found from analysis of both primary and secondary data, an increase in the number of qualified teachers in the year under review.

iv. Data from the Ministry of Education analyzed also indicate an improvement in the number of teachers who had benefited from training programme, 45 - 47% but still low.

v. The study also found a good working relationship between SUBEB, NTI and MDGs office in area of capacity building for teachers under UBE programme in the State, where over 2,358 primary and junior school teachers' were trained in November, 2011.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

Universal Basic Education programme was conceived to cater for primary and junior secondary education, nomadic, special and adult education. The programme was launched by government of Nigeria to eradicate illiteracy, ignorance and accelerate national progress, hence national integration. The programme was also aimed at improving relevance, quality and efficiency, catering for learning needs of young persons, who for one reasons or the other have to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education, and ensuring the acquisition of appropriate level of literacy, numeracy, manipulative, and communicative skills.

Within the purview of Universal Basic Education, equal educational opportunity is entrenched in the UBE policy because Nigerian government's definition of equal educational opportunity is that of the wider opportunity given equally to every school-age child to benefit from UBE (Emanuel, 2006). The government has equally given room for primary education as been spelt out in the National policy, the major reason of which is to ensure a smooth transition from the home to the school and to prepare the child for the primary level of education.

The main aim of UBE programme as emphasized in the UBE Act is to provide free, compulsory and continuous nine years unfettered basic education to all citizens. The success of UBE programme give equal educational opportunity in Nigeria given the past experience depend largely on a lot of factors which include adequate funding, commitment of the teachers, proper monitoring and evaluation of the programme, quality of teaching personnel, adequate instructional materials, available infrastructural materials e.t.c.

The ideas behind UBE programme are worthwhile and are relevant to the reawakening of the consciousness of the Nigerian populace for self-development, regional, and hence national development. The Universal Basic Education therefore is intended to achieve the ideas of the world education for all (EFA) and aimed at attaining other specific objectives, which are related to Nigeria problems. The programme has been implemented in all State of the Federation including Federal Capital Territory to provide the basic educational opportunity to all children throughout the State; the junior secondary arm was also made free so as to give education equally to all Nigerian children.

Apart from the issue of access which is fundamental to the introduction of UBE programme, adequate and well-trained teachers also constitute one of the major determinant of the success of UBE programme. The study shows that, access to basic education in Nigeria has increased with the adoption of world Education For All (EFA) agenda and implementation of Nigeria's Universal Basic Education Programme. The research revealed an improvement in Capacity building programme for teaching staff which constitutes part of the primary function of State Universal Basic Education Board are currently receiving more attention.

6.2 Conclusion

Education was seen not only as a right, but a necessary condition for the exercise of other rights Access to basic education in Kwara state still remain unequal but appreciable success has been achieved since the commencement of the implementation of UBE programme. The study has succeeded in establishing a correlation between UBE implementation and increase in pupil enrolment as well as improvement in the number of qualified teachers.UBE programme is evidently an avenue for increasing the literacy level and providing the necessary skills for all citizens to achieve its potentials . The implementation of

the policy has general been describe as fairly successful compared with other policies of government.

This study submits that, Universal Basic Education programme has enabled more children to acquire the basic education and skill needed for a prosperous life. Moreover, it has also facilitated the acquisition of more skill and knowledge needed to deliver quality education to pupils by training teaching staff through seminars, workshops and training programme organized by UBE and other stakeholders' i.e National Teachers Institute and MDGs office.

Considering the rate of enrolment before UBE and now, it is pertinent to note that people most especially parents has graciously accepted the need for their children to be educated, thereby avoiding any hindrance to their children's educational pursuit. Looking at attitude and the willingness of government to provide basic education for all citizens, we conclude that the commitment of government to ensure unfettered access to quality basic education for children of school going-age is highly commendable. However, commitment of government towards teachers' welfare and training need to be improved upon in other to achieve the objective of UBE and Education for All (EFA) target.

6.3 Recommendations

Sequel to the above findings the study recommends the following:

i. This study recommends that, State and Local Government should build more classrooms to cater for the increasing number of prospective school-age pupils (students).

ii. Local Governments in collaboration with other stakeholder i.e. teachers, faith based organizations, community based organizations, community leaders should intensify more efforts in mobilizing parents to ensure full enrolment of all school-age children.

The ongoing reform programme tagged "every child count" should also be given the necessary support by all stakeholders in the education sector.

iii. Teachers without minimum teaching qualification should be encouraged to have the specified minimum teaching qualification.

iv. The State Government through the SUBEB (in collaboration with State MDGs office and NTI) should organize more capacity building programmes i.e. seminars and workshops for teachers.

v. The state Universal Basic Education Board should sustain its good working relationship with collaborating agencies and institutions like (State MDGs office and National Teachers Institute). The study recommends further studies on "A comparative study of the Impact of Universal Basic Education Programme in Selected Local Governments Areas of Kwara State".

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APPENDIX A
QUESTIONNAIRE
(Strictly for Teachers and Executive members of P.T.A)

Department of Public Administration,
Faculty of administration,
Ahmadu Bello University,
Zaria.
Kaduna State
12th November, 2012.

Dear Respondent,

I am a postgraduate student presently undergoing a Master of Science (MSc) degree in the department of Public Administration, Ahmadu Bello University, Zaria. I am carrying out a research on *"Assessment of the Universal Basic Education Programme in selected Local government areas of Kwara State"*. This questionnaire is designed to solicit information that would assist me in conducting the research work.

All information will be treated with at most confidentiality and would be used solely for academic purposes. You are kindly required to tick (√) as appropriate.

Section A. Bio-data of Respondent

(1) L.G.A----------

(2) SEX----------

(3) Educational Qualification

(a) NCE /OND/HND( ) (b). BA. Bsc ( ) (c) P.G.D/Masters ( ) (d) others specify ( )

.....

(4) Rank (where applicable)----------

(5) Occupation/place of service----------

(6) Length of service.

(a) 1-5years ( ). (b) 6-10years ( ). (c) 11-15years ( ). (d) 16-20years ( )

(b) (e) 20 years and above ( )

SECTION B: Subject Matter

(7) Has implementation of UBE programme led to increase in school enrolment since its inception?

(a). Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

(e) No idea ( )

(8) Has UBE curtailed the problem of drop out in schools? (a) Yes ( ) (b) No ( )

(9) If your response to the above is No, what is responsible for your answer .....

....

(10) How best can you describe UBE programme. (a) Very successful ( ) (b) Successful ( )
(c) Fairly successful ( ) (d) Not Successful ( ) (e.) Undecided ( )

(11) How would you describe the extent to which UBE has achieved its objective?

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(12) Since the inception of UBE, programme has succeeded in providing free and compulsory education to children of school-going age? (a) Strongly agree ( ) (b) agree ( )
(c) Disagree ( ) (d) strongly disagree ( ) (e) I don't know ( )

(13) There are fewer drops out now than before the introduction of UBE programme?
(a) Yes ( ) (b) No ( ) (c) No idea ( )

(14) The UBE scheme has provided more infrastructural and instructional material for schools in your Local government? (a) Yes ( ) (b) No ( )

(15) UBE programme has provided more educational opportunity for school-age children in your Local Government? (a). Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( ) (e) No idea ( )

Note The questions below are for teachers'(including headmasters/mistress). Executive members of P.T.A are advised not to answer this section. You are advised to tick (√) the below as appropriate. VH= very high, H =High, L=Low, VL= Very Low.

		Before UBE				After UBE			
		VH	H	L	VL	VH	H	L	VL
16	No of Teachers with minimum teaching qualifications								
17	Teachers attendance of seminars and workshop								
18	Availability of instructional materials for teachers								
19	No. of Teachers that has benefited from government sponsored training programme.								

(20) How often do teachers embark on training?
a) Very often ( ) b) often ( ) c) not often ( ) (d) not at all ( )

(21) In what ways do you think the UBE programme can be improved upon ----------
.....
.....

APPENDIX B
QUESTIONNAIRE
(Strictly for Staff of SUBEB and LGEA)

Department of Public Administration,
Faculty of administration,
Ahmadu Bello University,
Zaria,
Kaduna State.
12th November, 2012.

Dear Respondent,

I am a postgraduate student presently undergoing a Master of Science (MSc) degree in the department of Public Administration, Ahmadu Bello University, Zaria. I am carrying out a research on *"Assessment of the Universal Basic Education Programme in selected Local government Areas of Kwara State"*. This questionnaire is designed to solicit information that would assist me in conducting the research work.

All information will be treated with at most confidentiality and would be used solely for academic purposes. You are kindly required to tick (√) as appropriate.

Section A: Bio-Data of Respondents

1. LGEA .....
2. Sex .....
3. Educational background
   (a) NCE ( ) (b) BA/BSc/BS.(ed) ( ) (c) PGDE/Masters ( )
   (b) (d) Others specified .....
4. Place of work .....
5. Rank .....
6. Length of Service

a) 1-5years ( ) b) 6 – 10 years ( ) c) 11 – 15years ( )
d) 16 -20 years e) 20 years and above ( )

Section B: Subject Matter

7 How often do teachers embark on training?
(a) Very often ( ) b) often ( ) c) not often ( )

8 Do you think the introduction of UBE programme has enhanced increase in the numbers of qualified teachers?

(a) Yes ( ) b) No ( )

9 If your answer to the above is yes, in what ways has UBE increased the number of quality teachers .....

.....

You are advised to tick (√) the below as appropriate. VH= very high, H =High, L=Low, VL= Very Low

		Before UBE				After UBE			
		VH	H	VL	VL	VH	H	L	VL
10	No of Teachers with minimum teaching qualification								
11	Teachers attendance of seminars and workshop								
12	Availability of instructional materials for teachers								
13	Numbers of Teachers that has benefited from governments sponsored training.								

14. To what extend do you believe UBE has achieved its objectives?

(a). very significant ( ) (b) significant ( ) (c) Fair ( ) (d) Not know ( )

15 The UBE programme has led to increase in school enrolment since its inception?

(a). Strongly Agree ( ) (b) Agree ( ) (c) Disagree ( ) (d) Strongly Disagree ( )

(e) No idea ( )

16 Has UBE curtailed the problem of drop out in schools? (a) Yes ( ) (b) No ( )

17 If your response to the above is No, what is responsible for your answer .....

....

18 How best can you describe UBE programme. (a) Very successful ( ) (b) Successful ( )

(c) Fairly successful ( ) (d) Not Successful ( ) (e.) Undecided ( )

19 How would you describe the extent to which UBE has achieved its objective?

---

20 Since the inception of UBE, programme has succeeded in providing free and compulsory education to children of school-going age? (a) Strongly agree ( ) (b) agree ( ) (c) Disagree ( ) (d) strongly disagree ( ) (e) I don't know ( )

(21) There are fewer drops out now than before the introduction of UBE programme? (a) Yes ( ) (b) No ( )

(22 The UBE scheme has provided more infrastructural and instructional material for schools in your Local government? (a) Yes ( ) (b) No ( )

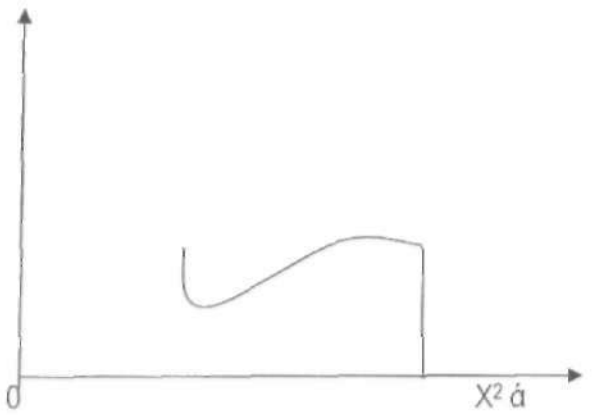
(23) Has UBE programme provided more educational opportunity for school-age children in your Local government? (a) Yes ( ) (b) No ( )

24 In what ways do you think the UBE programme can be improved upon? ----------

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APPENDIX II

PERCENTILES FOR THE CHI-SQUARE DISTRIBUTION



á df	100	.050	.025	.010	.005	.001
1	2.71	3.84	5.02	6.63	7.88	10.8
2	4.61	5.99	7.38	9.21	10.6	13.8
3	6.25	**7.81**	9.35	11.3	12.8	16.3
4	7.78	9.49	11.1	13.3	14.9	18.5
5	9.24	11.1	12.8	15.1	16.7	20.5
6	10.6	12.6	14.4	16.8	18.5	22.5
7	12.0	14.1	16.0	18.5	20.3	24.3
8	13.4	15.5	17.5	20.1	22.0	26.1
9	14.7	16.9	19.0	21.7	23.6	27.9
10	16.0	18.3	20.5	23.2	25.2	29.6
11	17.3	19.7	21.9	24.7	26.8	31.3
12	18.5	21.0	23.8	26.2	28.3	32.9
13	19.8	22.4	24.7	27.7	29.8	34.5

COMPULSORY, FREE UNIVERSAL BASIC EDUCATION ACT, 2004

ARRANGEMENT OF SECTIONS

Section :

PART I — COMPULSORY, FREE UNIVERSAL BASIC EDUCATION, ETC.

1. Federal Government intervention for uniform and qualitative basic education.
2. Right of a child to compulsory, free universal basic education, etc.
3. Services in public primary and junior secondary schools are free of charge.
4. Duty of a parent to ensure the education of his child.
5. Sections 2 and 3 not applicable to a child resident outside Nigeria.
6. Magistrate courts to have jurisdiction over certain offences.

PART II — ESTABLISHMENT AND MEMBERSHIP OF THE UNIVERSAL BASIC EDUCATION COMMISSION, ETC.

7. Establishment and membership of the Universal Basic Education Commission, etc.
8. Tenure of office.
9. Functions of the Commission.
10. Appointment of Executive Secretary and other staff of the Commission, etc.

PART III — FINANCING OF THE UNIVERSAL BASIC EDUCATION

11. Financing of the Universal Basic Education.

PART IV — ESTABLISHMENT, ETC OF STATES BASIC EDUCATION BOARD AND LOCAL GOVERNMENT EDUCATION AUTHORITY

12. Establishment of State Universal Basic Education Board.
13. Establishment etc, of Local Government Education Authority.
14. Repeal of Cap. 271 LFN 1990 and transitional provisions.
15. Interpretation.
16. Citation.

Schedule.

Magistrate courts to have jurisdiction over certain offences.

6. The Magistrate Court or any other State Court of competent jurisdiction shall have jurisdiction to hear and determine cases arising under section 2 of this Act and to impose the punishment specified.

PART II — ESTABLISHMENT AND MEMBERSHIP OF THE UNIVERSAL BASIC EDUCATION COMMISSION, ETC.

Establishment and membership of the Universal Basic Education Commission, etc.

7.—(1) There is established a body to be known as the Universal Basic Education Commission (in this Act referred to as "the Commission") which shall have a Board with the following as members —

(*a*) a part-time chairman who is a seasoned educationist ;

(*b*) one representative each not below the rank of a director from —

(*i*) the Federal Ministry of Education ; and

(*ii*) the Federal Ministry of Finance.

(*c*) one member representing each of the six geo-political zones of the country ;

(*d*) one representative each from —

(*i*) the Nigeria Union of Teachers ;

(*ii*) the National Parents/Teachers Association of Nigeria ; and

(iii) Women groups or societies;

(*e*) two other members appointed on personal merit to represent a variety of interests;

(*f*) one representative each not below the rank of a director from —

(*i*) National Teachers Institute ;

(*ii*) National Commission for Colleges of Education ;

(*iii*) National Commission for Mass Literacy Adult and Non-Formal Education ;

(*iv*) Nigerian Education Research and Development Council ; and

(*v*) National Commission for Nomadic Education ;

(*g*) the Executive Secretary of the Commission, who is the Secretary and Member ;

(*h*) two Deputy Executive Secretaries (Technical and Services) who shall assist the Executive Secretary.

(2) The Chairman and other members of the Commission shall be appointed by the President on the recommendation of the Minister.

Schedule.

(3) The supplementary provisions set out in the Schedule to this Act shall have effect with respect to the proceedings of the Commission and the other matters contained therein.

Tenure of office.

8.—(1) The Chairman and members, other than ex-officio, Executive Secretary and his two Deputies shall hold office for a term of 4 years in the first instance and

(*j*) liaise with donor agencies and other development partners in matters relating to basic education ;

(*k*) develop and disseminate curricula and instructional materials for basic education in Nigeria ;

(*l*) establish a basic education data bank and conduct research on basic education in Nigeria ;

(*m*) support national capacity building for teachers and managers of basic education in Nigeria ;

(*n*) carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stake-holders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria ;

(*o*) carry out such other activities that are relevant and conducive to the discharge of its functions under this Act ; and

(*p*) carry out such other functions as the Minister may, from time to time, determine.

Appointment of Executive Secretary and other staff of the Commission, etc.

10.—(1) There shall be appointed for the Commission a seasoned educationist as an Executive Secretary who shall —

(*a*) be the chief executive and accounting officer of the Commission ;

(*b*) be responsible for the day to day administration of the Commission ;

(*c*) be appointed by the President on the recommendation of the Minister ;

(*d*) hold office for a term of 5 years in the first instance, renewable for another 4 years on satisfactory performance and no more ; and

(*e*) have terms and conditions of service as specified in his letter of appointment.

(2) There shall be appointed two Deputy Executive Secretaries (Technical and Services) to assist the Executive Secretary both of whom shall —

(*a*) be appointed by the President on the recommendation of the Minister ;

(*b*) hold office for a term of 5 years in the first instance, renewable for another term of 4 years upon satisfactory performance ; and

(*c*) have terms and conditions of service, etc. as are specified in their letters of appointment.

(3) The Commission shall employ directly or on secondment from any civil or public service or any other body in the Federation or State, such number of employees as may, in the opinion of the Commission, be required to assist the Commission in the discharge of its functions under this Act and pay to persons so employed such remuneration (including allowances) as are applicable to other officers of equivalent rank in the civil service of the Federation or as may from time to time be determined by the Board.

(4) Employment under this section shall be in accordance with the provisions of section 14 (3) of the Constitution of the Federal Republic of Nigeria, 1999.

SCHEDULE *Section 7(3)*

Supplementary Provisions Relating to the Commission, etc.

Proceedings of the Commission.

1.—(1) Subject to this Act and Section 27 of the Interpretation Act, the Commission may make standing orders regulating its proceedings or those of any of its Committees.

(2) The quorum of the Commission shall be $^1/_3$ of the members including the Chairman or the person presiding at the meeting.

2.—(1) The Commission shall meet whenever it is summoned by the Chairman or if the Chairman is required to do so by notice given to him by $^1/_3$ of the members, he shall summon a meeting of the Commission to be held within 14 days from the date on which the notice is given.

(2) At any meeting of the Commission, the Chairman shall preside but if he is absent, the members present at the meeting shall appoint one of them to preside at that meeting.

(3) Where the Commission desires to obtain the advice of any person on a particular matter, the Commission may co-opt such a person for such period as it deems fit, but a person who is so co- opted by virtue of this sub-paragraph shall not be entitled to vote at any meeting of the Commission and shall not count towards a quorum.

Committees

3.—(1) The Commission may appoint one or more committees to carry out, on behalf of the Commission, such functions as the Commission may determine.

(2) A Committee appointed under this paragraph shall consist of such number of persons as may be determined by the Commission and a person shall hold office on the Committee in accordance with the terms of his appointment.

(3) A decision of a Committee of the Commission shall be of no effect until it is ratified by the Board of the Commission.

Miscellaneous

4.—(1) The fixing of the seal of the Commission shall be authenticated by the signatures of the Chairman or any other member of the Commission generally or specifically authorized by the Board of the Commission to act for that purpose.

(2) Any contract or instrument which, if made or executed by a person not being a body corporate, would not be required to be under seal may be made or executed on behalf of the Commission by the Chairman or any person generally or specifically authorized by the Board of the Commission to act for that purpose.

(3) A document purporting to be a document duly executed under the seal of the Commission shall be received in evidence and shall, unless and until the contrary is proved, be presumed to be so executed.

(4) The validity of any proceeding of the Board of the Commission or of a Committee shall not be adversely affected by —

(*a*) a vacancy in the membership of the Board of the Commission or Committee ;

the commencement of this Act were vested in or were in the possession or under the control of the National Primary Education Commission.

(3) Notwithstanding the dissolution of the National Primary Education Commission, if it is expedient that any vacancy in the Commission should be filled by a person holding office immediately before the commencement of this Act in the National Primary Education Commission, it shall retain the services of the person and the previous services by such person shall count as service for the purpose of seniority.

Interpretation.

15.—(1) In this Act —

"Basic education means early childhood care and education and nine years of formal schooling ;

"child or ward " means a person of primary ar. junior secondary school age who is between the age of 6 years and 16 years whether disabled or not ;

"Commission" means the Universal Basic Education Commission established by section 7 of this Act ;

"Education Board" means a State Universal Basic Education Board established by section 12 of this Act ;

"Functions" includes powers and duties ;

"Junior Secondary School" means a school which provides a three year post-primary course of full-time instruction suitable for pupils between the age of twelve years and fifteen years ;

"Local Education Authority" means the Local Government Education Authority established under section 13 of this Act ;

"Minister" means the Minister charged with responsibility for education and Ministry shall be construed accordingly ;

"Parent" in relation to any child means the person who has the lawful custody of the child and includes a guardian or a person having the care and custody of a child ;

"Primary school age" in relationship to any person means any age between the age attained by the commencement of the school year after he attains the age of six years and the age attained by the person at the end of the school year after he attains the age of twelve years and accordingly any person shall be deemed to be of primary school age if at the commencement of any school year he has attained the age of six years and a person shall be deemed to be over primary school age if at the end of the school year he has attained the age of twelve years ;

"Primary School" means a school, which provides a six year basic course of full time instruction suitable for pupils between the age of six years and twelve years ;

"Public School", "Public Primary School" or "Junior Secondary School" means a school, primary or junior secondary school, as the case may be, which is assisted out of funds provided by the Federal or State Government or a local education

SCHEDULE TO COMPULSORY, FREE UNIVERSAL BASIC EDUCATION BILL, 2004

(1) *Short Title of the Bill*	(2) *Long Title of the Bill*	(3) *Summary of the Contents of the Bill*	(4) *Date Passed by Senate*	(5) *Date Passed by House of Representatives*
Compulsory, Free Universal Basic Education Bill, 2004.	An Act to provide for Compulsory, Free Universal Basic Education ; and for connected purposes.	This Bill seeks to provide for compulsory, free universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria.	18th March, 2004.	9th December, 2003.

I certify that this Bill has been carefully compared by me with the decision reached by the National Assembly and found by me to be true and correct decision of the Houses and is in accordance with the provisions of the Acts Authentication Act Cap. 4, Laws of the Federation of Nigeria 1990.

IBRAHIM SALIM, CON
Clerk to the National Assembly
12th Day of May, 2004.

I ASSENT.

LS

CHIEF OLUSEGUN OBASANJO, GCFR
President of the Federal Republic of Nigeria
26th Day of May, 2004.

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KWARA STATE COMPULSORY, FREE UNIVERSAL BASIC EDUCATION LAW 2005

I assent this 13th day of July 2005

L. S

DR. ABUBAKAR BUKOLA SARAKI,
Governor,
Kwara State of Nigeria.

Kwara State of Nigeria

Law No. 13 of 2005

A Law To Provide For, Compulsory, Free Universal Basic Education, Establish A Universal Basic Education Board For The State, Provide For A Local Government Education Authority For Each Local Government Area, A District Education Committee For Each District In The State And For Other Connected Purposes

(13th July, 2005) Date of Commencement

BE IT ENACTED by the House of Assembly of Kwara State of Nigeria and by the authority of same as follows -

PART I - COMPULSORY, FREE UNIVERSAL BASIC EDUCATION, ETC.

Right of a child to compulsory, free universal basic education, etc.

1. (1) The State Government shall provide compulsory, free universal basic education for every child of primary and junior secondary school age.

(2) Every parent shall ensure that his child or ward attends and completes his –

(a) primary school education; and

Prohibition of pupils or students from roaming about during school hours

4. (1) As from the commencement of this Law, no school pupil or student shall roam about on the streets during school hours.

(2) Every parent shall ensure that his child does not roam about on the streets during school hours.

(3) Any pupil or student found during school hours roaming about on the streets shall be apprehended by the Monitoring Team, a police officer or any other stakeholder.

(4) Any parent whose child is apprehended in contravention of subsection (1) of this section, shall be guilty of an offence and shall be liable on conviction to a fine not exceeding five thousand naira or to imprisonment for a term not exceeding three months or to both such fine or imprisonment.

Establishment, composition and functions of the Monitoring Team

5. (1) There is hereby established –

(a) a State Monitoring Team; and

(b) a Local Government Monitoring Team for each Local Government Area of the State.

(2) The State Monitoring Team shall consist of the following –

(a) a representative of the inspectorate unit of the Ministry of Education, Science and Technology;

(b) any representative of the members of the Board;

(c) a representative of the school services and monitoring unit of the State Universal Basic Education Board;

(d) the Nigeria Union of Teachers; and

(e) a representative of the Commissioner of Police who shall be of the rank of an Inspector.

thousand naira or to imprisonment for a term not exceeding six months or to both such fine and imprisonment and on subsequent convictions to a fine not exceeding twenty thousand naira or to imprisonment for a term not exceeding one year or to both such fine or imprisonment.

(4) Any person who aids or abet the posting or re-posting of any teacher shall be guilty of an offence and shall be liable on conviction to a fine not exceeding twenty thousand naira or to imprisonment for a term not exceeding one year or to both such fine and imprisonment.

Absence from school.

8. (1) No teacher shall be absent without any justification from the school to which he or she is posted to serve, at any given time.

(2) Any teacher who contravenes the provisions of subsection (1) of this section shall be guilty of an offence and liable on conviction to a fine of ten thousand naira or to a term of imprisonment not exceeding six months or to both such fine and imprisonment.

Financial incentive.

9. There shall be financial incentive given to all teachers posted to the rural areas of the State by the State Government or the Local Governments for the effectiveness of the Universal Basic Education in the State.

Magistrate courts to have jurisdiction over offences.

10. The magistrate courts or any other State court of competent jurisdiction shall have jurisdiction to hear and determine cases arising under this part of this Law and to impose the punishment specified herein.

(f) the Secretary to the Board.

Appointment of members, remuneration thereof and resignation of members

14. (1) The Chairman and members mentioned in paragraphs (b), (c) (iii) and (f) of subsection (1) of section 13 shall –

(a) be appointed by the Governor; and

(b) be paid such remuneration whether by way of salaries, fees or allowances as may be determined by the Governor.

(2) The members mentioned in section 13(c) of this Law shall be appointed by the Bodies they represent.

(3) The Chairman and other members of the Board, other than ex-officio members, shall hold office for a term of four years and may be reappointed for a further term of four years and no more.

(4) The Governor may, if he deems it expedient in the public interest, revoke the appointment of any member appointed by him.

(5) A member other than an ex-officio member may resign his appointment in writing under his hand addressed to the Governor through the Chairman, and in case of the Chairman addressed to the Governor and upon the receipt by the Governor of the letter of resignation the appointment of such a member shall cease.

Vacation of office

15. (1) The office of a member of the Board shall become vacant if –

(a) he resigns his office by notice under his hand addressed to the Governor;

(b) by death or physical incapacitation or mental illness he is unable or unfit to perform or discharge his functions as a member;

(d) post and deploy staff including Inter-State, Inter-Local Government and Inter-Service transfers;

(e) receive grants from the Commission and disburse same in accordance with agreed formula to the Local Government Education Authorities;

(f) maintain effective and functional Departments, empowered with monthly financial vote, for the monitoring and evaluation of projects, conducting annual school censas, school supervision, research activities, compliance with due process and personnel management;

(g) ensure compliance with minimum standards of education as stipulated by the Commission and National Council on Education;

(h) regulate the appointment, retirement and re-absorption of teachers;

(i) undertake capital projects in schools;

(j) advise the State Government on the orderly development of basic education in the State;

(k) prepare, after consultations with Local Governments and other relevant stakeholders, periodic master plans for a balanced and co-ordinated development of basic education in the State including areas of possible intervention in the provision of adequate basic education, which includes –

(i) proposals to the Commissioner for equal and adequate basic education opportunity;

(ii) the provision of adequate basic education facilities including physical structures; and

(iii) ensuring that Basic National Curricula, Syllabi and other necessary instructional materials are in use in early childhood care and development centres as well as in primary and junior secondary schools in the State;

(x) co-ordinate and supervise teaching and learning in Public and Private, Pre-Primary, Primary and Junior Secondary Schools in the State; and

(y) carry out such other functions as may be assigned to it from time to time by the Governor, Commissioner or the Commission that are not inconsistent with the provisions of this Law.

(2) Providing subvention to private schools when necessary.

PART III - ADMINISTRATIVE ORGANISATION OF THE BOARD

Secretary to the Board

17. There shall be a Secretary to the Board, who shall be an experienced educationist and shall be deployed from the public service of the State.

Functions of the Secretary

18. The Secretary to the Board shall perform the following functions –

(a) make arrangements for the meetings of the Board including the agenda;

(b) keep permanent records of the members present and the business transacted at every meeting of the Board;

(c) offer professional advice to the Board when the need arises;

(d) convey the decisions of the Board to the members; and

(e) perform all other duties affecting the Board as may be directed from time to time by the Board.

Officers and staff of the Board

19. The Board may appoint, engage, employ or dismiss such officers and employees as it may consider necessary for the proper and effective conduct of the business of the Board upon such

PART V - ESTABLISHMENT, COMPOSITION, STRUCTURE AND FUNCTIONS OF THE LOCAL GOVERNMENT EDUCATION AUTHORITY

Establishment and composition of the Authority

32. (1) There is hereby established for each Local Government Area of the State a Local Government Education Authority (hereinafter referred to as "the Authority.")

(2) The Authority shall consist of –

(a) a part-time Chairman who shall be appointed by the Chairman of the Local Government and he must be an experienced educationist;

(b) one representative each from –

(i) the State Ministry of Education,

(ii) the Nigeria Union of Teachers in the Local Government Area,

(iii) women groups or societies in the Local Government Area,

(iv) each of the two major religions in the area,

(v) the Parents/Teachers Associations in the Local Government Area;

(c) a traditional leader;

(d) two persons who are normally domiciled in the Local Government Area to represent special interests; and

(e) an Education Secretary who shall be appointed by the Board on the recommendation of the Local Government Council, and he must be an experienced educationist in the service of the Board not below salary grade level 14 with a minimum of bachelor's degree.

(3) The Chairman and members of the Authority who are not public officers shall –

(a) be appointed by the Chairman of the Local Government;

(g) take all reasonable steps and care to ensure full enrolment and attendance of pupils and students in schools;

(h) provide regular feedback to the Board on the reaction of the people to Government education measures;

(i) maintain accurate and reliable data of all schools including teaching and non-teaching staff, pupils, students, infrastructures, equipment and instructional materials;

(j) maintain data of early childhood care and development centres as well as the institutions for special education;

(k) carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory, Free Universal Basic Education in the Local Government Area;

(l) ensure that annual reports are rendered to the Board on all activities of the Authority during the immediate preceding year;

(m) supervise the District Education Committees;

(n) monitor and supervise schools within their areas; and

(o) carry out such other activities as may be delegated to it by the Board.

(2) The Authority shall establish and maintain a separate bank account into which shall be paid and credited such payments as may be made to it by the Board or the Local Government.

(3) The Authority shall be subject to and be under the supervision of the Board and accordingly, shall carry out any directives, whether of specific or General character, issued to it by the Board.