

MODULE 5 ORGANISATION AND ADMINISTRATION OF UNIVERSAL BASIC EDUCATION (UBE)

Unit 1	The Universal Basic Education
Unit 2	The Evolution of UBE Programme
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UNIT 1 THE UNIVERSAL BASIC EDUCATION

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1.0 INTRODUCTION

The Universal Basic Education (UBE) is one of the current national policies embarked upon by Nigerian government. It was launched by the administration of former President Olusegun Obasanjo on September 30, 1999 in Sokoto. Its broad goal is to provide solid foundations for life-long learning through the inculcation of the desired learning-to-learn, self-awareness, citizenship and life skills. The duration of the programme is nine years universal, free and compulsory education. This is broken into six years of primary education and the first three years of secondary education. According to Ofoegbu (2004:362), it is an all-inclusive educational programme that encompasses rural, nomadic and urban slum populations, the physically handicapped, street children, out of school children, hawkers and adults with special needs. The aim of the programme is not simply to prepare individuals for a living but equally to help them to cope with the problem of unemployment, discrimination, anger and lack of self-worth. In this unit, we shall discuss the extent of implementation and the success of this programme.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define universal basic education;
- discuss the basic requirements that constitute basic education;
- state both international and national antecedents of UBE programme;
- discuss the objectives of UBE; and
- explain the scope of UBE programme.

3.0 MAIN CONTENT

3.1 What is Basic Education?

Basic education is the education that enables an individual to adapt properly as a member of society. This, therefore, implies that the requirements of basic education will vary from society to society and from one period to the other within the same society according to the needs of the society. In other words, the concept of basic education is dynamic. As the society changes, so also its basic needs change and this will also be reflected in the requirement of basic education of that particular society. For instance, some years back, computer literacy was not in vogue, but with the advent of technology, computer literacy has become a basic instrument for survival among the present day generation. It, therefore, behooves on the society to adjust so as to accommodate computer education in its basic education programme.

Basic education could, therefore, be said to be that minimum requirement needed by an individual to adapt properly within his/her society so as to become effective participant and contributing member of the society. Ocho, in Nwangwu *et al.* (2005:146), identified six minimum requirements that would constitute basic education in Nigeria. These are:

- i. acceptance and internalisation of the moral imperatives of society that will enable the society to grow, develop and live in peace.

Ability to:

- ii. fend for one's self through gainful employment;
- iii. read, write and calculate;
- iv. communicate effectively with others;
- v. profit from modern technological information system and
- vi. appreciate clean environment and understand basic health requirements.

According to him, the above list is not exhaustive but what is necessary is that the curriculum of basic education should change as there are changes in the people and society. The expectation of those that

formulated the UBE is that nine years of school education are adequate for children of school age to attain basic education standard. What UBE implies is that the government will provide basic education to all school age children up to Junior Secondary School and to all youths and adults who were unable to receive permanent literacy and numeracy.

The introduction of UBE more than two decades after UPE was launched is an indication that UPE failed to yield the desired goal. In this unit, we shall discuss the UBE's antecedents, both international and national antecedents; the objectives and the scope of the programme.

SELF ASSESSMENT EXERCISE I

State the six minimum requirements that constitute basic education in Nigeria.

3.1.1 UBE Programme and its Antecedents

Writing on UBE programme, Obanya (2000) noted that UBE in Nigeria has both international and national antecedents. According to him, at the international level, the following major points are to be noted:

- a. The 1948 universal declaration on human rights, which emphasized the right of everyone to education, with special reference to basic education.
- b. The concern for a world educational crisis, leading to an international conference on the same theme in Paris (in 1968), the publication of a well-known book on the subject by Philip Coombs, and the establishment of the UNESCO International Institute for Educational Planning in Paris.
- c. The universal search for a precise definition of the concept of basic education, which led to Jomtien (1990) World Conference on Education for All (EFA). Nigeria was also signatory to major International Covenants on Basic Education. These include:

Education for All (EFA) Related Conferences

- i. Jomtien Declaration and Framework for Action on Education for All (1990).
- ii. New Delhi (1991) Declaration on E-9 countries.
- iii. Ouagadougou (1992) Declaration on the Education of Women and Girls.
- iv. Amman (1996) Affirmation on the Pursuit of the Goals of Jomtien.
- v. Durban (1998) State of Commitment on Inter-African Collaboration for the Development of Education.

- vi. OAU Decade of Education in Africa (1997-2006).
- vii. Recife (Brazil) Declaration on the pursuit of New Delhi Goals on the Massive Reductive of Illiteracy.
- viii. The Dakar (2000) Recommendations on the pursuit of the Jomtien Goals.

Human Development Conferences

- ix. The Rio Summit on the Human Environment (1992).
- x. Social Development Summit (Copenhagen, 1996).
- xi. The Beijing Conference on Women and Development (1997).
- xii. World Conference on Population and Development (Cairo, 1998).

National Antecedents

The hallmark of national antecedents to UBE includes:

- a. The anti-colonial struggle which stressed the liberation of the people, with a strong emphasis on broadening access to education and the diversification of educational opportunities.
- b. The post-colonial education policies of the three regional governments, which had different approaches but which pursued the common goals of widening Nigeria's educational base and reshaping the educational pyramid.
- c. The Universal Primary Education (UPE) programme of the Murtala-Obasanjo administration in the 1970s.
- d. The free education at all levels programme of UPN (1979-1983).

Obanya noted that the most important lesson from the international context has to do with what is now popularly known as *The Jomtien Goals*. These goals stress the following points:

- a. Basic Education, not a package but a process.
- b. Basic Education, not a question of years of formal education but a question of skills acquired.
- c. Basic Education, not even formal education, but Education with a capital E.
- d. Basic Education, as the foundation level that emphasizes literacy, numeracy, basic life-skills and (most importantly) learning-to-learn, skills – in order words the foundation of life-long learning.
- e. Basic Education, as emphasis on LEARNING, de-emphasizes repetitions and drop-outs.
- f. Basic Education, as an essential part of a broad-based policy of INCLUSIVE EDUCATION.

SELF ASSESSMENT EXERCISE II

Explain both the international and national antecedents of UBE

programme.

3.1.2 Objectives of the UBE Programme

In formulating the objectives of the UBE programme, Nigeria had to combine both the international and national antecedents. This combination gave rise to the following objectives of the UBE as contained in the *Implementation Guidelines for the Universal Basic Education Programme (FRN, 2000)*.

- a. Developing in the entire citizenry a strong consciousness for Education and a strong commitment to its vigorous promotion.
- b. The provision of free, universal basic education for every Nigerian child of school-going age.
- c. Reducing drastically the incidence of drop-out from the formal school system (through improved relevance, quality and efficiency).
- d. Catering for the learning needs of young persons who, for one reason or another, have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education.
- e. Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life-skills as well as the ethical, moral and civic values, needed for laying a solid foundation for life-long learning.

It could be observed that the above objectives have strong emphasis on all-round development of individuals paying particular attention to both the intellectual and non-intellectual objectives of education. This is in consonance with the definition of basic education by the *Jomtien Declaration and Framework of Action on Education for All*. It defined basic education not in terms of years of schooling. Rather, it perceives education in its broadest dimension *as articulation of the formal, the non-formal and informal approaches to and mechanisms for awakening and all-round development of the human potential. The broad aim is to lay the foundation for life-long learning through the inculcation of appropriate learning-to-learn, self-awareness, citizenship and life skills (FRN 2000:3)*.

SELF ASSESSMENT EXERCISE III

State the objectives of the Universal Basic Education.

3.1.3 The Scope of UBE

It is pertinent that a programme of this magnitude should have a scope.

This scope will enable the operators to have a focus so that desired results will be achieved. In this regard, the *Implementation Guidelines* sees basic education in its inclusive sense and it encompasses the following (FRN 2000:3):

- i. Programmes/initiatives for early childhood care and socialisation.
- ii. Education programmes for the acquisition of functional literacy, numeracy and life-skills, especially for adults (persons aged 15 and above).
- iii. Special programmes for nomadic populations.
- iv. Out of school, non-formal programmes for up-dating the knowledge and skills of persons who left school before acquiring the basic needed for life-long learning.
- v. Non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal education.
- vi. The formal school system from the beginning of primary education to the end of the junior secondary school.

SELF ASSESSMENT EXERCISE IV

State the six implementation guidelines of UBE

4.0 CONCLUSION

The Universal Basic Education is the foundation for democracy if well planned and implemented. Its goal is to establish a democratic principle to provide education for every citizen in the country. It is a programme aimed at commencing the process of equal educational opportunities for all citizens. When this is realised, it will result to the full development of the potentialities of every individual and enhance economic, political and social development of the country. It is because of the advantages that literate citizens have in the development of the nation that every nation strives to introduce and implement basic education programme. This explains why Nigeria introduced basic education programme.

5.0 SUMMARY

In this unit, you have learnt what Universal Basic Education programme is all about. We also identified basic requirements that constitute basic education programme in Nigeria. The UBE programme and its antecedents were equally discussed. The objectives of the UBE programme were discussed. Finally, the scope of UBE was highlighted.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define basic education.
2. What are the requirements that will constitute basic education?
3. Discuss both the international and national antecedents of UBE programme.
4. What are the objectives of the UBE programme.
5. Discuss the scope of UBE programme.

7.0 REFERENCES/FURTHER READING

- Federal Republic of Nigeria (2000). *Implementation guidelines for universal basic education programme*. Abuja: Government Press.
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UNIT 2 THE EVOLUTION OF UNIVERSAL BASIC EDUCATION PROGRAMME

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1.0 INTRODUCTION

In this unit, we shall discuss the evolution of the Universal Basic Education programme and review how the programme has progressed since its inception. We shall also discuss various measures that have been put in place to ensure its success. This is very important because, as we noted earlier, various educational policies in Nigeria had either collapsed mid-way or implemented haphazardly to the effect that the desired goal is never achieved.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the evolution of UBE programme;
- state the scope of UBE Act of 2004;
- highlight the features of the UBE reform programme; and
- discuss the issues that constitute compulsory, Free Universal Basic Education Act of 2004.

3.0 MAIN CONTENT

3.1 The Evolution of Universal Basic Education

Five years after the launching the UBE programme, it appeared that the operators of the programme were having problems of implementation. This led to the reviewing of the programme. The review resulted in the establishment of Universal Basic Education Commission (UBEC) in 2004 by an Act of the National Assembly known as the *Compulsory, Free, Universal Basic Education Act, 2004* (FRN, 2004). The UBE Act provides for compulsory, free, universal basic education for all children of primary and junior secondary school age in the Federal Republic of Nigeria. It also stipulates penalties for parents who refuse to comply with the provisions of the Act. In its reform agenda, the government states that the UBE programme was introduced to remove distortion and inconsistencies in basic education delivery and reinforce the implementation of the *National Policy on Education (NPE)* as well as to provide greater access to, and ensure quality of basic education throughout Nigeria. According to a document released by the current UBE Commission, the UBE aimed at:

- a. ensuring an uninterrupted access to 9-year formal education by providing free, compulsory UBE for every child of school-going age;
- b. reducing school drop-out and improving relevance, quality and efficiency; and
- c. acquisition of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself/herself and the society at large by possessing relevant ethical, moral and civic values.

3.2 The Scope of UBE Act of 2004

According to the Act, the Federal Government shall only assist the states and local governments for the purpose of uniform and qualitative basic education throughout Nigeria. The scope of UBE Act, therefore, covers:

- Early Childhood Care Development and Education (ECCDE);
- Six years of primary education; and
- Three years of junior secondary education.

SELF ASSESSMENT EXERCISE I

State the scope of UBE Act of 2004

3.3 Basic Features of the Reform Programme

The basic features of the reform programme of UBE include:

- i. free formal basic education;
- ii. compulsory, uninterrupted nine years of primary and junior secondary school education;
- iii. provision of mid-day meals to enhance children's access, retention and completion of the school cycle;
- iv. emphasis on curriculum diversification and relevance to effectively and adequately cover of individual and community needs and aspirations;
- v. disarticulation of junior secondary schools from senior secondary schools;
- vi. realignment/integration of junior secondary education with primary education;
- vii. individualized teaching methods;
- viii. introduction of rudiments of computer literacy;
- ix. appropriate continuous teacher professional development;
- x. community ownership of schools including participation in decision-making process in schools.

SELF ASSESSMENT EXERCISE II

What are the basic features of the reform programme of UBE?

3.4 The Major Issues in Compulsory, Free Universal Basic Education Act of 2004

The major issues as contained in the UBE Act of 2004 are:

- a. the federal government's intervention shall provide an assistance to the states and local governments in Nigeria for the purposes of uniform and qualitative basic education.
- b. every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.
- c. every parent shall ensure that his/her child or ward attends and completes:
 - primary school education; and
 - junior secondary school education.
- d. the stakeholders in education in a Local Government Area, shall ensure that every parent or person who has the care and custody of a child performs the duty imposed on him/her under the

Universal Basic Education Act of 2004.

- e. every parent shall ensure that his/her child receives full-time education suitable to his/her age, ability and aptitude by regular attendance at school.
- f. a parent who does not enroll or withdraws his/her child/ward from school contravenes sections 2(2) of the UBE Act and, therefore, commits an offence and be liable:
- g.
 - on first conviction, to be reprimanded;
 - on second conviction, to a fine of N2,000.00 or imprisonment for a term of one month or to both; and
 - on subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of two months or to both.
- h. transition from primary to Junior Secondary School (JSS) should be automatic, as basic education terminates at Junior Secondary School level, thus entrance examination may no longer be necessary. Emphasis will be placed on effective continuous assessment, while final examination and certification will now be done at the end of the nine-year basic education programme.
- i. the secondary school system should be restructured so as to ensure that the JSS component is disarticulated from the SSS as stipulated in the National Policy of Education (NPE).
- j. the service provided in public primary and junior secondary schools shall be free of charge. These are tuition, books, instructional materials, furniture and mid-day meal.
- k. a person who receives or obtains any fee contrary to the provisions of the Act commits an offence and is liable on conviction to a fine not exceeding N10,000.00 imprisonment for a term of three months or both.
- l. the provisions of the UBE Act shall not apply to any parent who, for the time being, is resident outside Nigeria.
- m. the Magistrate court or any other state court of competent jurisdiction shall have jurisdiction to hear and determine cases arising from non-compliance of the provision of Section 2 of this Act and to impose the punishment specified.

SELF ASSESSMENT EXERCISE III

State at least six major issues in Compulsory, free UBE Act of 2004.

3.5 The Home Grown School Feeding Programme

The Home Grown School Feeding and Health Programme is an initiative of the Federal Government of Nigeria within the framework of

the UBE Act of 2004. The programme is in pursuance of Government's commitment to achieve Education for All (EFA) and the Millennium Development Goals (MDGs). It is aimed at reducing hunger among school children and improving their nutritional and health status with a view to promoting the UBE programme through improved enrolment, retention and completion of the school cycle.

Aims and Objectives

The programme is aimed at:

- a. reducing hunger among Nigerian school children;
- b. increasing school enrolment, attendance, retention and completion, particularly of children in rural communities and poor urban neighbourhood;
- c. improving the nutritional and health status of school children;
- d. enhancing comprehension and learning achievements of pupils;
- e. correction of gender imbalance through increased girl-child enrolment;
- f. building and strengthening capacity for effective community involvement and participation in school management;
- g. stimulating the development of Small and Medium-Scale Enterprises; and
- h. reducing the incidence of poverty.

The broad goal of the above aims and objectives is to reduce the illiteracy rate in Nigeria. The implementation of these aims and objectives will increase the enrolment and enhance the retention rate of children in schools, and by extension equip the youths, in the final analysis with the skills with which to survive and become active participants in the development of the nation.

SELF ASSESSMENT EXERCISE IV

What are the aims and objectives of the Home Grown Feeding Programme of the UBE?

4.0 CONCLUSION

We shall draw our conclusion by stating that UBE has come a long way. A lot of steps have been taken in order to ensure its success. These steps are contained in the UBE Act of 2004. It is expected that all these efforts will result in the success of the programme.

5.0 SUMMARY

In this unit, we discussed the evolution of UBE programme, the emergence of UBE Act of 2004 which reinforced the implementation of the programme. The basic features as well as the important issues in compulsory, free universal basic education Act 2004 were also discussed. Finally, we looked at measures adopted by the government to increase enrolment and enhance retention rate in the schools.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss the evolution of UBE programme.
2. What is the scope of UBE Act of 2004?
3. Discuss the features of the UBE reform programme.
4. What are the issues that constitute compulsory, Free Universal Basic Education Act of 2004?

7.0 REFERENCES/FURTHER READING

Federal Republic of Nigeria (2004). *Universal basic education programme: a flagship programme of the Federal Government of Nigeria*. Abuja: Universal Basic Education Commission.

UNIT 3 THE FUNCTIONS OF UNIVERSAL BASIC EDUCATION COMMISSION

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1.0 INTRODUCTION

As we have noted earlier the National Primary Education Commission (NPEC) was replaced with the Universal Basic Education Commission (UBEC) to handle the affairs of primary schools, this unit focuses on the functions of this new commission – UBEC. In the last unit, we observed that this Commission was established through the instrumentality of the Act of National Assembly known as the *Compulsory, Free, Universal Basic Education Act of 2004*. We shall, therefore, discuss in detail how this commission functions.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- discuss the functions of Universal Basic Education Commission;
- explain the funding of Universal Basic Education;
- draw and explain the organisational structure of UBEC;
- state the successes so far recorded by UBE; and
- discuss the challenges facing UBE programme.

3.0 MAIN CONTENT

3.1 The Functions of the Universal Basic Education Commission (UBEC)

The broad function of the Universal Basic Education Commission (UBEC) as contained in the UBE Act of 2004 is to co-ordinate the implementation of the Basic Education Programme in the country. Specifically, UBEC is mandated to:

- i. formulate policy guidelines for the successful operation of the Universal Basic Education programme in the federation;
- ii. receive block grant from Federal Government and allocate same to states and local governments and other relevant agencies implementing Universal Basic Education in accordance with an approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council;
- iii. prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of set standards;
- iv. enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria;
- v. collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of basic education in Nigeria including areas of possible intervention in the provision of adequate basic education facilities;
- vi. carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
- vii. monitor Federal Government inputs into the implementation of basic education;
- viii. present periodic progress reports on the implementation of the Universal Basic Education programme to the President through the Honourable Minister of Education;
- ix. coordinate the implementation of the Universal Basic Education related activities in collaboration with non-governmental and multi-lateral agencies;
- x. liaise with donor agencies and other development partners in matters relating to basic education delivery;
- xi. develop and disseminate curricula and instructional materials for basic education in Nigeria;
- xii. establish a basic education data bank and conduct research on basic education in Nigeria;

- xiii. support national capacity building for teachers and managers of basic education in Nigeria;
- xiv. carry out massive mobilisation and sensitisation of the general public and enter into partnerships with communities and all stakeholders in basic education with aim of achieving the overall objectives of the Compulsory, Free Universal Basic Education in Nigeria.

SELF ASSESSMENT EXERCISE I

State at least eight functions of the UBEC.

3.2 The UBE Mid-Term Target

When the Act was enacted in 2004, the following mid-term targets were set to be achieved.

1. **Access**
 - 100 percent to graduate from Basic Education (BE) in institutions, possessing literacy, numeracy and basic life skills so as to live meaningfully in the society and contribute to national development.
2. **Quality**
 - 80 percent of BE Teachers to have the Nigerian Certificate in Education (NCE).
 - 50 percent of BE Schools to have conducive teaching and learning environment.
 - 60 percent of Head and Assistant Head-Teachers to undergo training in School Management.
 - Establish an efficient institutional framework for monitoring learning and teaching process at all levels.
3. **Periodic Review and Effective Implementation of Curriculum**
 - Complete revision of BE curriculum to conform with the reform agenda.
 - Produce educational materials.
 - Establish libraries and information resource centres.
 - Involve local craft people in the delivery of vocational education in schools.
4. **Promote Information Technology**
 - 10 percent of BE graduates are to become computer literate
 - 50 percent of school managers are to be computer literate.
 - 50 percent of BE teachers to be trained in computer skills.

5. **Improve Gender Equity**
Eliminate gender disparity in BE by 2008.
6. **Reduce Spread of HIV and Mitigate the Impact of AIDS**
Achieve 100 percent awareness by 2008.
7. **Mobilisation and Development of Partnership with International Partners, Private Sector and Local Community to Support and Fund Education**
 - Improve collaboration.
 - Achieve 80 percent community involvement in management of schools.
 - Achieve 60 percent private sector involvement in managing and funding Basic Education.

3.3 Funding of the Universal Basic Education

The UBE Act stipulated that the UBE programme will be financed through:

- a. Not less than 2 percent Consolidated Revenue Fund (CRF) of the Federal Government.
- b. Funds/contributions in form of Federal Government Guaranteed Credits.
- c. Local/International donor grants.

The Act also stipulated the formula for disbursement of the two percent of CRF approved by the Federal Executive Council as follows:

- | | | | |
|------|--|---|-----|
| i. | Making Grants to states on equality basic. | - | 70% |
| ii. | Grants to states identified as weak to support special programme designed to rectify imbalance in basic education development, to last up to the year 2015. | - | 14% |
| iii. | Grants to states that have been adjudged as performing well in accordance with set criteria as incentive. | - | 5% |
| iv. | Special Grant to State and other providers to assist in the education of the physically and mentally challenged. | | 2% |
| v. | Special Grant to States for school Feeding Programme to increase enrollment, retention and nutritional level of children as well as their cognitive development. | - | 5% |
| vi. | UBE Commission Implementation Fund. | - | 2% |
| vii. | UBE Monitoring Fund. | - | 2% |

The condition for accessing the UBE matching grant by states were also spelt out as follows:

- a. enactment of the State Universal Basic Education Law in compliance with Section 2(1) of the UBE Act of 2004.
- b. Establishment of State Universal Basic Education Board in compliance with Section 12(1) of the UBE Act of 2004.
- c. Opening of separate Bank Account with the Central Bank titled *UBE Matching Grant Account*.
- d. Evidence of lodgement of States' counterpart contribution in compliance with Section 11(2) of the UBE Act, of 2004.
- e. Development and submission of State Action Plan to UBE Commission for approval, in compliance with a requirement imposed by the Federal Executive Council, June 2005.

The criteria for fund utilization of the UBE intervention fund by states and FCT are:

(a)	Pre-primary Education	-	5%
(b)	Primary Education	-	60%
(c)	Junior Secondary School Level	-	35%

Certain amount of percentage was allocated to various activities in each of the components of the UBE programme in respect of the expenditure. The allocation of these activities is thus:

a.	Infrastructural Development	-	70%
b.	Textbooks and Working Materials	-	15%
c.	Teacher Professional Development	-	<u>15%</u>
	Total		<u>100%</u>

In order to monitor the activities of the State Universal Basic Education Board (SUBEB) in the utilization of the fund, it is stated in the Act that both UBEC and SUBEB *must agree as to the specific and peculiar needs of the state upon which projects/programmes evolve for execution by the grant*. In this respect, therefore, Memorandum of Understanding (MOU) spelling out in details the nature of the projects/programmes shall be signed by both parties before the SUBEB embarks on the execution of the projects/programmes.

3.4 Checks and Balances of UBE Fund

For effective and proper utilisation of UBE funds, monitoring mechanisms were put in place. These mechanisms as contained in the Act include:

- i. regular routine and specialised supervision, monitoring and evaluation will be conducted by UBE Commission.

- ii. special financial audits will be instituted by the UBEC through the instrumentality of independent auditors.
- iii. special monitoring will be conducted jointly by Universal Basic Education Commission, Federal Ministry of Finance, Federal Ministry of Education, National Assembly, Office of the Accountant General of the Federation, Budget Monitoring, National Planning Project Monitoring Unit in the Presidency, Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs) and other Civil Society Organisations.
- iv. occasional Presidential visitation will be instituted from time to time.
- v. the peer group mechanism among the states and among African nations including the involvement of relevant bilateral and multi-lateral agencies will be encouraged to participate in the process.

3.6 The UBEC Organisational Structure

The Universal Basic Education Commission (UBEC) is a parastatal of the Federal Ministry of Education and reports directly to the Federal Ministry of Education. The Commission is made up of 22 Member Governing Board which is the policy-making body of the Commission. It has the powers to monitor the finances and public affairs of the Commission.

At the head of the Commission is an Executive Secretary who is the chief administrative and financial officer of the organisation. He/she reports to the Federal Ministry of Education, in other words, the Minister. He/she is assisted by two Deputies of Technical and Service Matters. The Commission has six departments and each department is headed by a director from each of the six geo-political zones of the country. Each of these departments is restructured into units. There are 22 units in all in the Commission and each unit is headed by either a Deputy Director or Assistant Director. In a nutshell, there are:

- a. 4 units in the Office of the Executive Secretary.
- b. 4 units in the Finance and Accounts Department.
- c. 4 units in the Administration and Supplies Department.
- d. 3 units in the Planning and Information Management Department.
- e. 3 units in Academic Services Department.
- f. 2 units in Monitoring and Evaluation Department.
- g. 2 units in Social Mobilization Department.

The two Deputy Executive Secretaries offer assistance to the Executive Secretary in supervising the implementation of the programmes by various departments. Thus, each one of them is in charge of three

departments and units within them including those in the Office of the Executive Secretary.

In decision-making, the Commission adopts a committee system of decision-making. In this report, the Governing Board has three standing Committees:

- (a) Finance and General Purpose.
- (b) Programme and Establishment.
- (c) Management.

The Management Committee is divided into two sectors (Services and Technical) for purposes of decision-making. It has 16 working/technical committees.

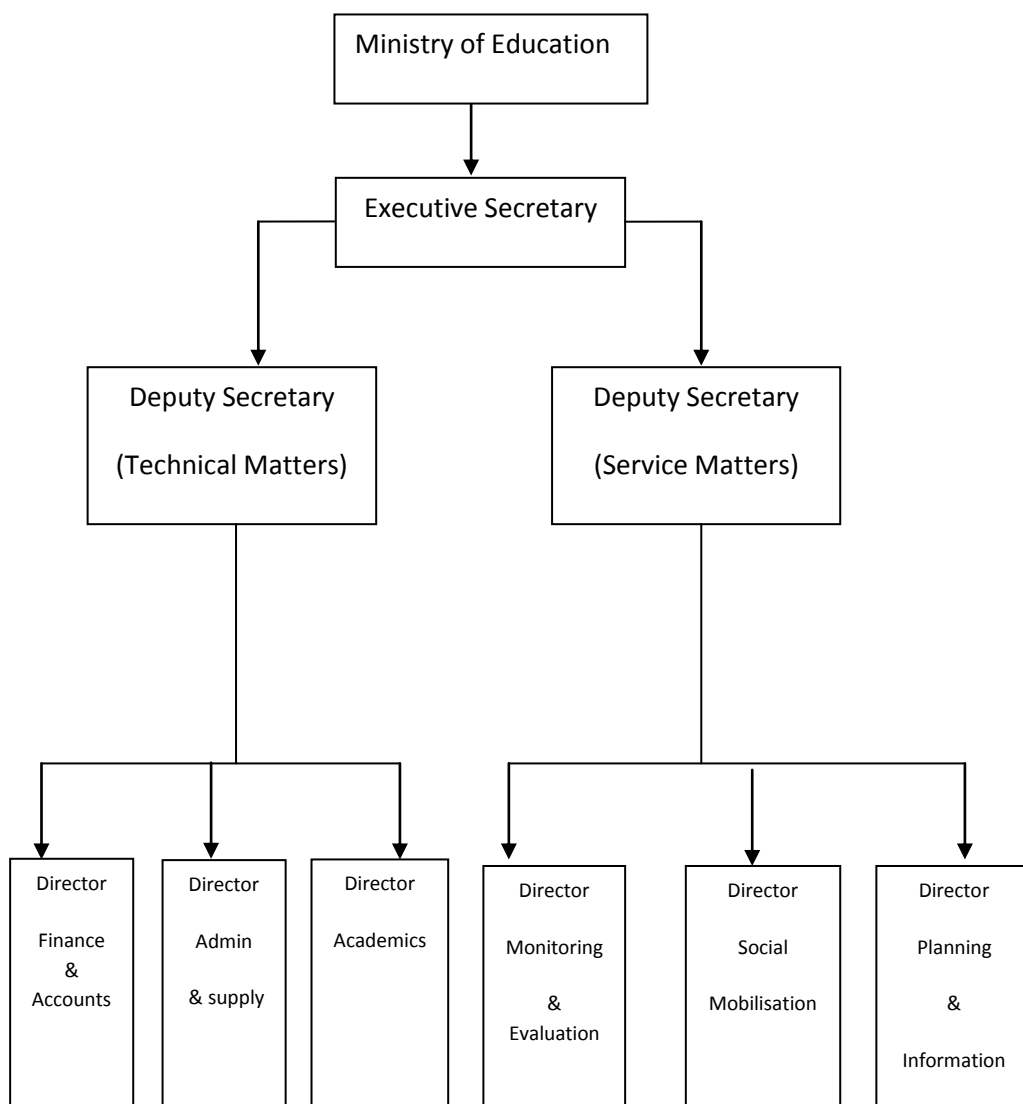


Figure 6: Organisational Structure of Universal Basic Education

Commission

3.7 The Universal Basic Education: The Success So Far

The Universal Basic Education has recorded the following success as contained in the *Universal Basic Education Programme: A Flagship Programme of the Federal Government of Nigeria*.

A. Growth

1. *Early Childhood Care Development and Education (ECCDE)*
13,64.8 ECCDE centres have been established across the country. These centres had an enrollment figure of 741,886 consisting of 53.93 percent males and 46.07 percent females. ECCDE had 53.04 percent of its caregivers as males and 46.96 percent as females.
2. *Public Primary Schools*
A total number of 55,497 public primary schools have been established with an enrollment figure of 24,768,497 pupils consisting of 55.56 percent of boys and 44.44 percent of girls.
3. *Junior Secondary Schools*
A total number of 6,330 junior secondary schools had been established with an enrollment figure of 2,523,029 students with 56.27 percent consisting of males and 43.73 percent being females.

B. Development

It was recorded that:

- 20,005 new classrooms were constructed in 34 states and the FCT from year 2000-2005.
- 40,926 classrooms renovated in 32 states and FCT from 2000-2005.
- 748,592 units of furniture were provided by SUBEBs to schools in 28 states and the FCT.
- Other agencies, namely UBEC, ETF, SELF-HELP, UNICEF etc constructed and renovated 17,192, and 12,811 classrooms respectively and provided 228,175 additional units of pupil furniture between years 2000-2005.
- SUBEBs initiated various teachers' professional development programmes in conjunction with Nigeria's National Teachers Institute (NTI).
- 26 SUBEBs have special welfare package as incentive for teachers in their respective states.
- The Federal Government has so far spent N44,870,676,627.06 in

implementing UBE since 2000.

SELF ASSESSMENT EXERCISE III

Highlight the success of UBE.

3.7 The Challenges before the Universal Basic Education

In spite of the above gains or successes recorded, the Commission equally envisaged some challenges that need to be resolved. These challenges include:

- a. more than 8 million children 6-11 years are not in schools.
- b. dropout rate in primary school is 9.3 percent.
- c. transition rate to secondary school is 61 percent.
- d. there were only 590,655 teachers catering for the learning needs of 24.77 million children in primary school.
- e. UBE requires more than 40,000 teachers, 336,467 additional classrooms, 336,144 additional chairs and tables and 950,430 units of toilets to meet the current requirement.
- f. employment and retention of teachers of good quality.
- g. tracking federal funds to ensure effective and efficient utilisation.

4.0 CONCLUSION

The Universal Basic Education Commission (UBEC) is an important organ in the implementation of universal basic education programme in Nigeria. The success of the programme depends on it to a large extent. The functions of the Commission are elaborate and if well implemented, the realisation of high level of literacy in the country will be a dream come through. As noted earlier, many children of school age are not in school, dropout rate high and literacy rate is still low, it is only a programme such as UBE programme that can redress these anomalies. This explains why all hands should be on deck to ensure its success.

5.0 SUMMARY

In this unit, we discussed the functions of Universal Basic Education Commission. Its functions are all encompassing and if well executed, they will lead to a huge success. We also examined the funding of the Universal Basic Education. The funding and disbursement of UBE funds are well spelt out in the UBE Act of 2004. Various checks and balances of UBE fund were also discussed. The Universal Basic Education Commission organisational structure was also discussed. Finally, we looked at the successes recorded so far and the anticipated

challenges facing the Commission.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Discuss at least ten functions of UBEC
2. Discuss how UBE will be funded.
3. Draw and explain the organisational structure of UBEC.
4. To what extent has the UBE succeeded?
5. What are the challenges facing UBE programme?

7.0 REFERENCES/FURTHER READING

Federal Republic of Nigeria (2004). *Universal Basic Education Programme: a Flagship Programme of the Federal Government of Nigeria*. Abuja: Universal Basic Education Commission.