

UNIVERSAL BASIC EDUCATION (UBE) POLICY IMPLEMENTATION IN FACILITIES PROVISION: Ogun State as a Case Study

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ABSTRACT

The Universal Basic Education Programme (UBE) which encompasses primary and junior secondary education for all children (covering the first nine years of schooling), nomadic education and literacy and non-formal education in Nigeria have adopted the “collaborative/partnership approach”.

In Ogun State, the UBE Act was passed into law in 2005 after that of the Federal government in 2004, hence, the demonstration of the intention to make the UBE free, compulsory and universal. The aspects of the policy which is capital intensive require the government to provide adequately for basic education in the area of organization, funding, staff development, facilities, among others. With the commencement of the scheme in 1999/2000 until-date, Ogun State, especially in the area of facility provision, has joined in the collaborative effort with the Federal government through counter-part funding to provide some facilities to schools in the State, especially at the Primary level. These facilities include textbooks (in core subjects’ areas- Mathematics, English, Social Studies and Primary Science), blocks of classrooms, furniture, laboratories/library, teachers, etc.

This study attempts to assess the level of articulation by the Ogun State Government of its UBE policy within the general framework of the scheme in providing facilities to schools at the primary level. It shows that there is the need for a more deliberate and aggressive provision of these facilities with a view to influencing positively on school performance. The study also looks at the level of fund commitment, as well as the effective utilization of such funds by the State Government in providing these facilities with the aim of achieving the objective of providing ‘education for all’ by the year 2015.

Keywords: UBE, Policy implementation, Facilities provision.

INTRODUCTION

Nigeria has come to appreciate the focal position of education as an instrument par excellence for achieving individual and societal development. This is demonstrated in the provision of basic education as evident in the formulation of a National Policy on.

Education (FRN, 2004). All successive governments, therefore, have been emphasizing the provision of basic education since 1977.

The UNESCO (2002), Ofoegbu (2002), Obanya (2002), Arikewuyo (2005) and Adeyemi (2007) conceptualize Basic Education as all forms of organized education and training, including access to information to equip the individual to cope better with work and family responsibilities and change his/her image of him/her. In like manner, the Jomtien Declaration and Framework of Action on Education for All (1990) defines Basic Education as a process which encourages close articulation of formal, non-formal and informal approaches to education

and structures for the awakening of all round developments of human and capital potentials. Basic Education, therefore, is a “life-long” form of education. This involves “learning to learn”, “continuing education”, “mass literacy” and “Adult Education”. The Federal Government of Nigeria (2004) in the National Policy on Education is very clear on the importance of basic education. The new idea of basic education is expected to cover primary and junior secondary education for all children (encompassing the first nine years of schooling), nomadic education, and literacy and non-formal education.

To achieve this strong educational foundation, the Nigerian primary education system therefore, needs adequate facilities such as blocks of classrooms, furniture, teachers, instructional materials, libraries and other school equipment. These are expected to be provided for effective teaching – learning to take place, as well as for adequate classroom population, effective classroom climate, standard pupil-teacher classroom ratio and pupils academic achievement to be attained among others. Achieving these will undoubtedly require sound planning, statistics and adequate funding.

The recent introduction of “Basic Education” and “Education For All” is not entirely new in the history of education in Nigeria. It is important to point out that the 1976 Universal Primary Education (UPE) programme was not even the first attempt at providing free Universal Basic Education for the citizens. It should be noted that the former Western Regional government had mounted one in 1955 followed by the former Eastern Regional government in 1956. However, the UPE of 1976 was the first to be organized by the Federal government to cover the entire country. Suffice to mention that just as the basic education schemes of the former Western and Eastern Regional governments of 1955 and 1956 respectively were hampered by a number of factors, the 1976 UPE scheme that gave Nigerians hope of a literate society was equally besieged with lots of problems. Nwagwu (1976), noted that the implementation process of the UPE scheme became hampered by the surprising and hasty reduction in the funding of the programme by the federal government which affected the provision of facilities such as classrooms, furniture, instructional materials, teachers, etc. needed to make the programme work as expected. There was a shortage of everything except pupils. The new initiative UBE was majorly triggered by the World Conference on Education For All which was held in Jomtien, Thailand between 5th - 9th March 1990 and organized by the World Bank, UNDP, UNESCO and UNICEF. This was launched on 30 September, 1999 in Sokoto, Sokoto State by President Olusegun Obasanjo, who, by coincidence, was the one who launched that of 1976 when he was the military Head of State.

Current situation in the area of facilities provision, academic achievement of the primary school system speaks a volume of the decadent state of primary education in Nigeria. Ogun State might not be entirely absolved from this apparent situation and decline (Dike, 2000; 2002 and Ajayi and Adeyemi, 2007).

Since the start of the UBE scheme in Nigeria and Ogun State in particular, the Nigerian government has been providing facilities to enhance the operation of the programme at the primary school level.

There is also the claim that so far, the programme has focused on and made progress in the development of infrastructure, the supply of teachers, and the improvement of curricula. The programme has also been acclaimed to have succeeded in building partnership for educational development (Mobolaji, 2002; www.nigeriafirst.org2003 & Abu, 2004). In the area of quality education, a committee has been set up to review and enrich basic education curricula to meet individual and national needs. The World Bank is among the group of institutions that the Federal Government has entered into partnership within the implementation of its UBE scheme. One may ask; how valid are these claims and how pervading are these efforts in Ogun State?

A report of the African Regional Studies Programme of the World Bank presents a sorry picture of the conditions in African primary schools - Nigeria inclusive. It points out that most schools in Sub-Saharan Africa suffer from very poor conditions of learning in dilapidated or half-completed buildings, insufficient desks, overcrowded classrooms, inadequate learning materials, poorly educated and motivated teachers and the use

of recitation as the dominant vehicle for learning (World Bank, 1998). It was also observed that in Nigeria the total enrolment as a percentage of total school age population had been declining since 1983 from 93% in that year to date (Chinsman, 1998 cited in Gbadamosi & Adeyemi, 2003).

Ogun State might not be entirely absolved from this apparent situation and decline in enrollment. This was despite the various government policies and encouragement. These suggest that there are fundamental problems, which extremely, are connected with deplorable facilities.

Ajayi (2005) posits that the probability of the success of any curriculum innovation is very low without the provision of the necessary facilities and other materials such as textbooks, and audio-visual aids. In Ogun the State Education Handbook (1976-1999), it was indicated that the state strived to provide facilities and other instructional materials and equipment for the use of primary schools.

Despite this effort, Ajayi (2001) felt seriously concerned that as much as a total of 276, 854 classrooms (1999/2000 session) in our schools were dilapidated. He also notes that the obvious inadequacy of this number had resulted in severe overcrowding with pupils sitting on a bare floor.

FACILITIES PROVISION AND PROGRAMME SUPPORT STRATEGIES UNDER UBE

A 15-year deadline has been set for the achievement of the objectives of the UBE scheme. Thus, in the past five years, a massive programme support in the area of funding and provision of school facilities are required from the State governments in line with the implementation policy of the Universal Basic Education scheme in Nigeria. These include:

- Rehabilitation of schools and the construction of new schools and classroom blocks
- Special programmes targeted at girls and hard-to-reach groups such as children of fishermen and nomadic communities.
- Reduction of high pupil -teacher ratio
- Formation of partnerships with local governments and communities on education.

The building programme of the UBE programme involves three components:

- The provision of additional classrooms/offices/stores/toilets/special rooms to existing schools that are short of such facilities.
- The renovation of existing structures in bad condition. This involves a number of minor works on floors, walls, openings and most importantly, the repairs of old/poor furniture.
- It also involves the construction of new schools for which a new layout plan has been made. An alternative design is also included in this plan for urban schools that are tight on the availability of land. The designs in both cases have been made fairly flexible to fit into different sites while growing by simple linear additions of classrooms.

The programme equally requires the construction and supply of furniture for classrooms, office and special rooms, that is, laboratories, workshops and libraries.

Other programme strategies include: Expansion of early childhood care education; Improvement of teacher training; Provision of teaching-learning materials and; Provision of other forms of teacher support programme Funding UBE.

In order to achieve the UBE programme support strategies in the area of facility provision, the Federal Government Intervention (in collaboration with the States) is to be funded through:

- Not less than 2% of the Consolidated Revenue Fund (CRF) of the Federal Government;
- Funds/contributions in the form of Federal Government Guaranteed credits;
- Local/international donor grants.

The federal intervention fund to States is to be utilized for the purpose of broadening access, improving quality and ensuring equity in basic education, but not for teachers' emoluments and overhead costs.

The components are as follows: (a) Substantial part of the CRF will be disbursed to States as matching grants; (b) Part of it will be disbursed to States for special intervention support:

- Initiatives by States to correct educational imbalance up to 2010.
- Efforts by States to provide special education for the physically and mentally challenged.
- Efforts by States to implement school feeding programmes.

Other aspects relating to the issue of funding include that:

- Disbursement of funds to States will be through SUBEBs.
- Disbursement of grants to States will be dependent on the provision of 50% counterpart funds by states.
- UBEC may withhold further disbursement to a State if it is not satisfied that funds earlier disbursed had been judiciously utilized.

To access the fund, States are expected to:

- Present acceptable annual implementation plans based on EFA/MDGS and those projects and programmes that address their peculiar educational problems;
- Show evidence of State UBE law or a strong commitment to enacting it;
- Show evidence of lodgment of the State's 50% counterpart fund in a separate SUBEB account for specific UBE programme;
- Set up an appropriate mechanism that ensures transparency for the procurement of goods and services.

Monitoring of a fund utilization will be multi-sectoral involving the Universal Basic Education Commission, Federal Ministry of Education, National Assembly, Budget Office of the Federation, Budget Monitoring (Presidency), Accountant General of the Federal and Auditor General of the Federal. Providing adequate fund for the provision of facilities is expected to help the States achieve the objectives of the UBE by the year 2015 taking consideration of the sequential plan of the programme in the country. Appendix 1 presents a table showing the amount to be spent by the Federal Government on the UBE programme over a ten (10) year period (2000-2010).

UBE SEQUENTIAL IMPLEMENTATION PLAN

The Federal Government of Nigeria provided a sequential implementation plan. It pointed out that strategic planning is needed to ensure the unqualified success of the UBE programme. One sure way of ensuring this is a process of sequential implementation that starts by focusing on the primary one cohort of 2000/2001 and progressively ensuring qualitative education for them over a nine-year basic (formal) education cycle (i.e. 2000/2001 to 2008/2009). According to Obanya (2000), the progressive and cumulative nature of this approach will be as follows:

- UBE year I.....primary 1 class of 2000/2001
- UBE year II.....primary 1 and 2 classes of 2001/2002
- UBE year III.....primary 1,2, and 3 classes of 2002/2003
- UBE year IV.....primary 1,2,3, and 4 classes of 2003/2004
- UBE year V.....primary 1-5 classes of 2004/2005
- UBE year VI.....primary 1-6 classes of 2005/2006

- UBE year VII.....primary 1-6/JSS I classes of 2006/2007
- UBE year VIII.....primary 1-6/JSS I-II classes of 2007/2008
- UBE year IX.....primary 1-6/JSS I-III classes of 2008/2009

During the 9-year “gestation period” states and local governments will progressively improve the conditions of teaching and learning in schools through:

- teacher quality improvement;
- up-dating of infrastructural facilities;
- enhanced availability of instructional material.

The first six years of the nine-year “gestation period” will be devoted to revitalizing junior secondary education through improved access, relevance, and efficiency. With the ultimate goal of eventually ensuring universal access to junior secondary education, the sequential, improved access will be undertaken in the following manner:

- 2000/2001.....55%
- 2001/2002.....65%
- 2002/2003.....75%
- 2003/2004.....85%
- 2004/2005.....90%
- 2005/2006.....100%

This process of 10% expanded access per annum, from 2000/2001 to 2005/2006 will ensure 100% transition rate from primary to junior secondary education of the first year primary cohort of 2000/01. It also allows a 9-year period of sequential, cumulative action leading to a full fledge UBE programme in 2008/09.

State of Facilities Provision in Ogun State under the UBE Programme

As pointed out in the introduction of this paper, the new UBE initiative is particularly expected to follow a collaborative model involving collaborative efforts of stakeholders – Ogun state inclusive. In addressing the problems highlighted in the survey of situations report in primary schools particularly in the area of facilities, the programme in Ogun State has focused on the provision of school building (that included three blocks of classrooms, head-teachers office, store and toilet), furniture, instructional materials and textbooks in four (4) core subject areas (English, Mathematics, Social Studies and Primary Science) in selected public primary schools.

Table 1
 Percentage Analysis of Adequacy of UBE Facilities in Ogun State Public Primary Schools Across Local Government Areas

S/N	Local Government Area	No Of Primary Schools Per L.G.A.	No Of Schools Provided With UBE classroom blocks (including head teachers offices, stores & toilets), furniture, instructional & reading materials	% Distribution
1.	Abeokuta North	78	5	6.41
2.	Abeokuta South	46	5	10.86
3.	Ado-Odo/Ota	108	5	4.62

4.	Ewekoro	52	4	7.69
5.	Ifo	73	4	5.47
6.	Ijebu East	56	5	8.92
7.	Ijebu North	101	5	4.95
8.	Ijebu North-East	33	4	12.12
9.	Ijebu-Ode	39	5	12.82
10.	Ikenne	20	4	20.00
11.	Imeko-Afon	43	4	9.30
12.	Ipokia	74	4	5.40
13.	Obafemi/Owode	161	6	3.72
14.	Odeda	100	4	4.00
15.	Odogbolu	51	4	7.84
16.	Ogun Waterside	61	4	6.55
17.	Remo North	21	4	19.04
18.	Sagamu	51	5	9.80
19.	Yewa North	99	5	5.05
20.	Yewa South	69	4	5.79
Total		1336	90	6.73%

Table 1 below presents the findings of the study relating to the percentage adequacy of UBE facilities in the State.

The Federal Government has supplemented the effort of States by building 3,096 three-classroom blocks with head teachers' offices, ventilated and improved toilets and stores in all the 774 local council areas in the country (by selecting 4 schools per Local Government) The classrooms can accommodate no fewer than 371,520 pupils at the rate of 40 pupils per classroom (www.nigeria.gov.ng and www.2ncsu.ed, 2002). In Ogun State for example, at the start of the programme the Federal Government selected 80 public primary schools from the 20 Local Government areas that make up the State for the provision of these facilities. In addition to this, the State Government provided 10 schools also selected from the Local Government area with the UBE facilities. In all 90 schools were selected for the provision of these facilities by the Federal and Ogun State Governments. These facilities are

A study conducted was by Ajayi and Adeyemi in 2007 to measure the percentage adequacy of the provision of UBE facilities in the area of school building (which comprise blocks of classrooms, head teachers offices, store and toilets), furniture, instructional and reading materials to Ogun State public primary schools. The assessment of the percentage adequacy was done using all the schools in the 20 Local Government of the State where these facilities were provided. Furthermore, the impact of these facilities on some school performance variables was assessed using a sample of 916 respondents (308 teachers and 608 primary five pupils) to justify the relevance of providing these facilities and more importantly making them adequate. From the table, the percentage (%) total of all Ogun State Public Primary Schools provided with UBE facilities is just 6.73. Only one (1) Local Government Area had 20% of its schools provided with these facilities. This was the highest. Four (4) LGAs had between 10-19% of their schools provided and fifteen (15) local government areas had below 10% of their schools provided with UBE facilities. Indeed, some LGAs had below 5% of their schools so far provided with UBE facilities. All in all, the percentage distribution ranges from 3.72 to 20.00, a range of 16.28.

Key	Local Government Area
1.	Abeokuta North
2.	Abeokuta South
3.	Ado-Odo/Ota
4.	Ewekoro
5.	Ifo
6.	Ijebu East
7.	Ijebu North
8.	Ijebu North-East
9.	Ijebu-Ode
10.	Ikenne

Key	Local Government Area
11.	Imeko-Afon
12.	Ipokia
13.	Obafemi/Owode
14.	Odeda
15.	Odogbolu
16.	Ogun Waterside
17.	Remo North
18.	Sagamu
19.	Yewa North
20.	Yewa South

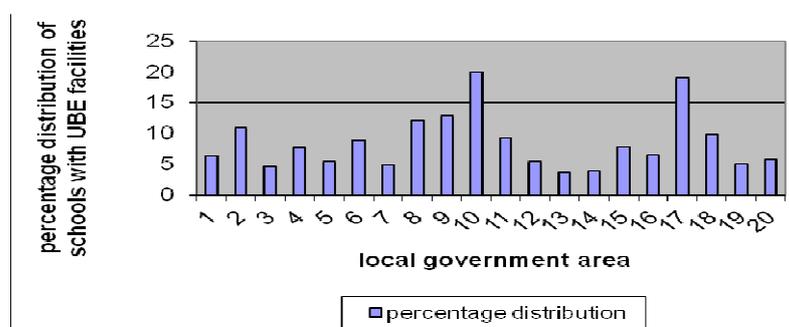


Figure 1
 Percentage Distribution of Schools provided with UBE Facilities per Local Government Area in Ogun State.

Figure 1, indicating the percentage distribution of schools with these facilities, across local government areas of the state. The following numbers represent each of the Local Government areas to further assess the distribution adequacy of the UBE facilities in Ogun State in terms of the percentage of schools reached. The Local Government areas were grouped into their various administrative zones of the State. The inadequacy of the distribution of these facilities was again evident. This is presented in table; 2 and figure: 2 that follow:

Table 2
 Percentage Analysis of Adequacy of UBE Facilities to Ogun State Public Primary Schools across zones

Zone	Local Government Area	No of Primary Schools	No Of Schools Provided With UBE classroom blocks (including head teachers offices, stores & toilets), furniture, instructional & reading materials	% Distribution Per Zone
Ijebu	Ijebu-East	56	5	
	Ijebu-North	101	5	
	Ijebu-North-East	33	4	

	Ijebu-Ode	39	5	
	Odogbolu	51	4	
	Ogun Waterside	61	4	
	Total	341	27	7.91%
Egba	Abeokuta North	78	5	
	Abeokuta South	46	5	
	Ewekoro	52	4	
	Ifo	73	4	
	Obafemi/Owode	161	6	
	Odeda	100	4	
	Total	510	28	5.49%
Yewa	Ado-Odo/Ota	108	5	
	Imeko-Afon	43	4	
	Ipokia	74	4	
	Yewa North	99	5	
	Yewa South	69	4	
	Total	393	22	5.59%
Remo	Ikenne	20	4	
	Remo North	21	4	
	Sagamu	51	5	
	Total	92	13	14.13%

The table reveals that schools in three (3) of the four (4) zones had below 10% provided with UBE facilities, while one (1) had between 10-19% of its schools provided with UBE facilities. On the whole, the percentage distribution ranges from 5.49 to 14.13, a range of 8.64.

Figure 2 that follow indicate the percentage of schools with these facilities in each of the zones and in Ogun State in general.

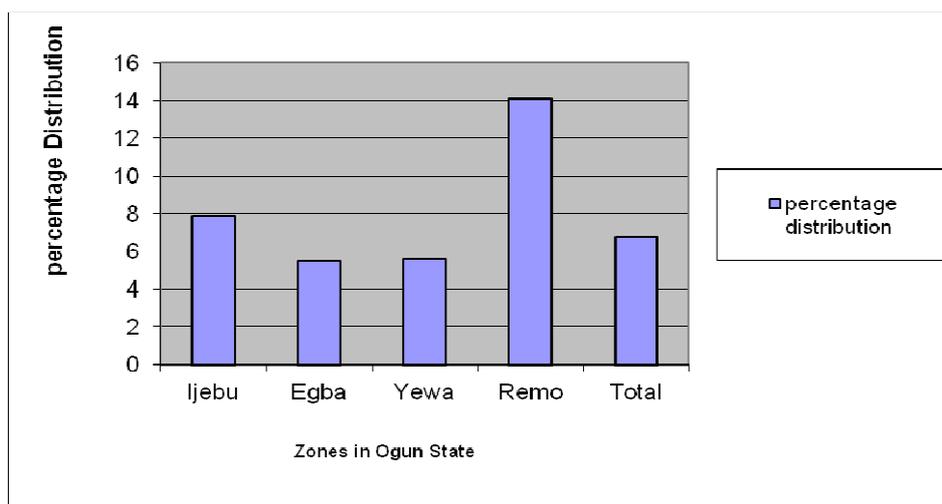


Figure 2
 Percentage of Schools with UBE Facilities per Zone and in Ogun State.

The percentage of schools provided with UBE facilities when compared with the total numbers of public primary schools in Ogun State was found to be too low and inadequate. Indeed about 80 percent of the primary schools had not received UBE facilities at about the time of this study. Only 6.73% of the State's primary schools were provided with these facilities, which reflect a low level of inadequacy. Not only that, those provided were not actually based on schools' needs, backed with current and adequate data as the distribution was equally uneven on the basis of the twenty (20) local government areas and across the geographical zones of the State. For example, Ijebu Zone had 7.91% of its 341 schools provided with UBE facilities, Egba Zone had 5.49% of its 510 schools provided with these facilities. Furthermore, Yewa Zone had 5.59% of its 393 schools allocated with these facilities while 14.13% of the 92 schools in Remo Zone were provided with UBE facilities. It was further revealed that at least one out of the blocks of classrooms provided to schools in some sampled Local Government Areas of the State was still not fully completed but has been put to use by the schools. This further compound the inadequacy of these facilities even to the schools already provided. As a matter of fact, it was reported in a school that some furniture were yet to be fully supplied by contractors handling their provisions. Moreover, writing and instructional materials were not adequately distributed.

The implication of the inadequacy is that the claim for a Free and Universal Basic Education has not gone far, and quality education has not been available to fifty percent of children of school-going age in Ogun State. It also implies that two sets of public primary schools are being run in the state; those with UBE facilities and those without the facilities.

Abdulkareem (2000) further corroborates this fact in the findings of his study on adequate provision and maintenance of instructional materials and textbooks for a successful implementation of Universal Basic Education (UBE) programme in Nigeria. He observes that a lot of pupils are without necessary textbooks in spite of the World Bank and Federal Government efforts on the primary education project. Many schools do not have textbooks while those provided never distributed them to users for logistic constraints.

The view pointed out earlier is corroborated by Edun (2005) who posits that efforts of government are still very little compared to the massive needs of primary schools in Ogun State. The inadequacy and uneven distribution of facilities may be ascribed to poor forecast of facilities needs of schools due to poor planning strategies arising from inadequate and poor statistics. Evidence from previous efforts in the provisions of blocks of classrooms, furniture, writing and instructional materials in the area of Basic Education have shown these and past trends are in line with the current study as shown in the research findings of Imogie (1992), Chiaha (1998), Peretomode (2001), Oguntimehin (2004), Deji-Folutile (2004) and Awoyele (2005). Apart from poor forecast, inadequate funding of education is another factor affecting the adequate distribution of facilities to schools. Even, when sufficient planning is put in place, government at all levels is usually not ready to bear the full financial demand of education.

The World Bank is among the group of institutions that the Federal Government has entered into partnership within the implementation of its UBE scheme. The Bank supports capacity building projects that will enable States and Local Councils manage and implement the scheme efficiently.

To this, Ogun State was not an exception. It also provided technical expertise and assistance in planning and budgeting for the UBE at State and Local Council levels. It has already expended a credit sum of \$55 million for the scheme, while the federal government is expected to contribute \$6.11 million as counterpart funding. The Bank's education projects (I and II), which began on 21 August 2000, were expected to last 48 months (Obanya, 2002). To ensure progress in the provision of facilities to States, the Federal Government conducted nationwide monitoring of UBE classroom construction projects from 3-12 September 2002. The result shows that under the first phase, 280 classroom blocks were completed, and 1,175 classroom blocks were under construction. Thus the situation has not significantly improved, even, in Ogun State. In the same study by Ajayi

and Adeyemi (2007) it was found out that the facilities provided to the selected public primary schools in Ogun State (though inadequate) when compared with schools yet to be reached had a positive significant influence on school performance variables of;

- classroom control and discipline (13.60%)
- teacher motivation (10.60%), and
- (c) teaching/learning environment (8.78%) respective.

These are shown in Table 3 that follows:

Table 3
 % Impact on Performance Variables in Public Primary School with UBE Facilities

School Performance Variables	% of Positive Significant Impact on School Performance Variables in Schools Provided With UBE Facilities.	% Situation of School Performance Variables in Schools Without UBE Facilities.	% Of Significant impact of UBE Facilities.
Classroom Control and Discipline	70.38%	56.78%	13.60
Teacher Motivation	77.24%	66.48%	10.60
Teaching/Learning Atmosphere	36.86%	27.88%	8.78

The inadequacy in the provision of the UBE facilities to primary schools in the State as pointed out in the findings of this study shows that a lot has need to be done not only in the area of fund commitment to the programme but also ensuring that such are utilized for the purpose they are meant for and not diverted for other uses as widely reported of State Governments in the country. Table 4 that follows lend credence to the level of budgetary allocation by the Federal Government in Nigeria of which States cannot be exonerated.

This inadequate trend of funding education has not in any way significantly improved, even in recent time.

Table 4
 Federal Government Budgetary Allocation To Education, 1989-2002

Year Allocation	Percentage (%)
1989	6.45
1990	5.45
1991	4.62
1992	4.60
1993	7.20
1994	14.86
1995	11.50
1996	10.82
1997	11.53
1998	9.61
1999	11.13
2000	8.72
2001	7.00
2002	7.90

Sources:

- (1) Alani R.A (2004) Education and the Economy; in the case of Nigerian in Lasun Tella and Lasun Gbadamosi (Eds.) Groundwork of Educational management Isiaq ventures
- (2) Federal Ministry of Education (2003). Education sector status report. Abuja.
- (3) Central Bank of Nigeria (2002). Annual report and statement of accounts for the year ended 31st December, Abuja.
- (4) Public Expenditures on Education in Nigeria: Issues, Estimates and Some Implications (2002). The World Bank Africa Region Human Development Working Paper Series.

This nature of fund commitment and utilization are greatly affecting the level of facility provision under the UBE programme even in Ogun State, especially in the area of Government's disposition to faithfully fulfill the payment of her counterpart fund of 50%.

For example, Table 5 below reveals the level of classroom facility decay in the States of the federation-Ogun Satte inclusive.

Table 5
 Showing Schools Classroom Situation in Public Primary Schools in Nigerian as at 2000

S/N	STATE	LGAs	School	Total C/Rooms	No of Stream	C/Rooms in good condition	%
1.	ABIA	17	1.103	9.177	13741	2288	25
2.	ABUJA	6	281	2305	3270	455	20
3.	ADAMAWA	21	1315	4244	21044	1146	27
4.	AKWA-IBOM	31	1086	9128	17657	6841	75
5.	ANAMBRA	21	935	7289	14734	3673	50
6.	BAUCHI	20	1147	11395	11395	1841	16
7.	BAYELSA	8	496	3738	9618	678	18
8.	BENUUE	23	2364	9255	21228	3052	33
9.	BORNO	27	1715	83898	14675	4384	52
10.	CROSS RIVER	18	807	7372	10165	2948	40
11.	DELTA	25	1015	8401	138191	2448	29
12.	EBONYI	13	754	6350	4112	2822	44
13.	EDO	18	1013	11217	20183	4487	40
14.	EKITI	16	631	8250	16074	3215	39
15.	ENUGU	17	984	11000	10997	3790	34
16.	GOMBE	11	783	8770	9596	1821	21
17.	IMO	27	1220	15630	16085	13720	88
18.	JIGAWA	27	1489	23472		4705	20
19.	KADUNA	23	1640	1640	16284	3686	40
20.	KANO	44	2270	13539	16331	7221	53
21.	KATSINA	34	1797	5652	10737	3946	70
22.	KEBBI	21	992	2878	13776	841	29
23.	KOGI	21	1562	14410	11849	8552	59
24.	KWARA	16	1073	8613	13307	6896	80

25.	LAGOS	20	920	18198	18198	8513	47
26.	NASARAWA	13	981	332	9496	600	18
27.	NIGER	25	1437	5487	7235	3445	63
28.	OGUN	20	1309	10172	14712	2790	27
29.	ONDO	18	1129	6939	18873	5045	73
30.	OSUN	30	1209	10551	1611	-	-
31.	OYO	33	1653	18321	25572	13054	71
32.	PLATEAU	17	1534	7472	15911	702	10
33.	RIVERS	23	1027	9387	11786	2816	30
34.	SOKOTO	23	2088	10158	13198	3433	34
35.	TARABA	16	1426	38387	21648	2647	69
36.	YOBE	17	777	4940	12329	-	-
37.	ZAMFARA	14	831	3915	5427	1590	41
TOTAL AS AT YEAR 2000		774	4429	332408	511939	140134	4246

Source: Obanya (2000)

With particular reference to Ogun State which is having 1309 primary schools as at the year 2000 (and currently in 2006/2007 session the State is having 1,336 schools with the same number of Local Government Areas) the total number of classroom stands at 10172 with 14712 streams. Only 2790 classrooms were in good condition, a percentage of 27. With this high level of need in the area of classroom facilities and low level of fund provision, one is made to wonder if any magic could be done to actualize the goal of achieving education for all by the target year of 2015 through the provision of adequate facilities.

Clearly Ogun State Government has a lot to do in the area of facility provision within the context of the implementation guidelines of the UBE programme in order to meet up with both national and global expectations.

Recommendations and Conclusion

Ogun State government needs to strengthen its efforts in the area of facilities provision and policy guidelines of the UBE scheme to reach other schools that are not currently provided with these facilities while the provision to schools already having these facilities continues. This can be achieved by giving utmost priority to basic education by providing adequate budgetary allocation of 26% as recommended by UNESCO for its operation. Proper implementation, utilization, accountability and feedback mechanism should also be built into the funding process of the scheme. All these will allow the state government to be aware of its standing in achieving the objective of the scheme, especially in the area of facility provision.

To address this inadequacy and uneven distribution, the State Government in conjunction with the federal government and other agencies under the programme need to be pursued vigorously, the collaborative/partnership approach recommended internationally for the implementation of the scheme. This is because, taking a cursory look at the objectives and scope of the UBE programme, it requires the co-operation of all in the area of funding, in particular. This, the state government can achieve by responding to, as a matter of utmost importance, the disbursement of its counterpart funds to quicken federal government and foreign donors responsiveness to fulfill their part of funding the scheme, which mainly focuses on the facility provision to schools.

Finally, it should be noted that only through renewed commitment and sincerity of purpose can Ogun State government achieve and actualize Education for all by the year 2015, taking into account, the extent of needs of primary schools for these facilities and the level at which they have been provided so far.

CONCLUSIONS

The Universal Basic Education all over the world as agreed especially by the E-9 nations is to be implemented through a collaborative approach. This has brought about great responsibilities to the shoulder of State governments in Nigeria as part of these stakeholders. From the information provided, Ogun State government should be more alive to its responsibility of adequately funding basic education for the realization of the objectives of the scheme with world standard. Although Nigeria started late in the implementation of the programme but with renewed interest, the country can be refocused to make a success of the programme.

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