

Status report on basic education in Nigeria (2017)

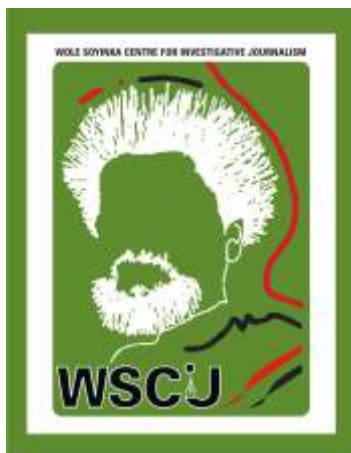


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MacArthur
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Status report on basic education in Nigeria (2017)



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Abbreviations

ADEA	Association for the Development of Education in Africa
ADNF	Adult and non-Formal Education Agencies
BE	Basic Education
CATI	Community Accountability and Transparency Initiative
CBOs	Community Based Organizations
COMED	Communication for Education and Development in Africa
CRF	Consolidated Revenue Fund
CSACEFA	Civil Society Action Coalition on Education
DFID	Department for International Development
ECCDE	Early Childhood Care and Development Education
EFA	Education for All
EMIS	Education Management Information System
ESSPIN	Education Sector Support in Nigeria
ETF	Education Tax Fund
FBOs	Faith Based Organisations
FEC	Federal Executive Council
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FMF	Federal Ministry of Finance
FTS	Federal Teachers Scheme
ICT	Information Communication and Technology
IDPs	International Development Partners
JAMB	Joint Admissions and Matriculation Board
JICA	Japan International Cooperation Agency
KOICA	Korea International Cooperation Agency
LGAs	Local Government Areas
MDAs	Ministries, Departments and Agencies
MDGs	Millennium Development Goals
NABTEB	National Business and Technical Examinations Board
NALABE	National Assessment of Learning Achievements in Basic Education
NAP	National Action Plan
NBS	National Bureau of Statistics
NCCE	National Commission for Colleges of Education
NCE	National Council on Education
NCE	Nigerian Certificate in Education
NCNE	National Commissions for Nomadic Education
NAR	Net Attendance Ratio
NERDC	Nigerian Educational Research and Development Council
NGOs	Non- Governmental Organisations
NIEPA	National Institute for Educational Planning and Administration
NMC	National Mathematical Centre
NMEC	National Mass Education Commission
NTI	National Teachers Institute
NUT	National Union of Teachers
PTA	Parents Teachers Association
QA	Quality Assurance
SBMC	School Based Management Committee
SBT	School Based Trainings
SDGs	Sustainable Development Goals
SUBEBs	State Universal Basic Education Boards
TPD	Teacher Professional Development
TRCN	Teachers Registration Council of Nigeria
UBE	Universal Basic Education
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education Programme
USAID	United States Agency for International Development
USAID-NEI	United States Agency for International Development – Northern Education Initiative

Executive summary

This report is a status report on basic education in Nigeria as at the commencement of the Regulators Monitoring Programme (REMOP) initiative, which is carried out with support from the MacArthur Foundation. It serves as a baseline for the programme and helps the WSCIJ as well as other stakeholders appreciate the state of the most critical sector. It seeks to highlight the history, milestones, successes and challenges of basic education in Nigeria with special reference to the Universal Basic Education Commission (UBEC).

The methodology for the report consists of report drafting meetings with select persons in the basic education sector, including representatives of civil society organisations, regulators, the media as well as representatives of the WSCIJ; desk research on available UBEC documents; and finally content analysis of twelve select news media – ten newspapers and two online publishing platforms.

Key among the successes recorded by UBEC from inception till date are disbursement of over N700 billion intervention fund to States, introduction of a 1-year compulsory pre-primary education policy in 2013, making it compulsory for states to include provision for Early Childhood Care and Development Education (ECCDE), as well as increase in the number of primary schools and Junior Secondary Schools. Other successes recorded include sustained partnership with States and other agencies, special intervention programmes channelling resources to address inclusion and quality issues and institutionalisation of School Based Management Committees (SBMCs).

Despite the achievements of UBEC, a review of implementation of UBEC's functions shows that only 10 out of the 16 functions stipulated for UBEC are being carried out to a large degree, while 5 are partially carried out. Some of the functions also overlap. Ten functions depend on the 4% management and monitoring funds, which is inadequate for effective implementation of these functions. The regularity for some of the functions is not indicated and the law or any other UBEC policies did not prescribe the intervals.

As the 'fourth estate of the realm' the media has a lot to improve on regarding how to cover education generally and the basic education particularly. Some of the issues affecting media reporting of basic education include reporters' lack of professional training regarding the subject, poor audience interest in education, business orientation of media ownership and editorial policies, difficulty in accessing information from the education sector and commercialisation of media among others.

It is therefore recommended that government and its allies in education administration should work together to harmonise positions towards sharing roles to avoid overlapping of responsibilities; that education be made attractive by reordering the reward system; that adequate priority in terms of funding and administration be given to the education sector; that education correspondents be adequately trained; that education stories be better humanised to spark readers' interest; and that dedicated correspondents be deployed to report basic education in order to enhance the quality of reports.

Motunrayo Alaka
Executive Director/CEO

Universal Basic Education Commission

History of regulatory environment of basic education

The Macpherson constitution of 1951 was the first Nigerian Constitution that introduced federalism and made education a regional responsibility of Government, which granted democratic rights to the regional Houses of Assembly of the three Nigerian regions and Lagos Colony to see through that most primary school age children attend primary schools.

Following this, the Western Region commenced the implementation of Universal Primary Education (UPE) in 1955. To make it a success, the government embarked on a massive teachers-training programme, the expansion of teachers training facilities and secondary schools, and the introduction of secondary technical education as well as modern schools. These efforts at implementing UPE were truncated by the 1966 military coup. Thereafter, the UPE developed a lot of implementation crisis.

In 1976, the federal government, which had in 1972 assumed more responsibility for education, relaunched the UPE scheme to correct regional, rural-urban and sex imbalances in the educational system and invest in human capital. However, the scheme ran into crisis again with teachers going on strike. Then in 1989, the federal government reintroduced UPE with the establishment of the National Primary Education Commission (NPEC) to regulate the implementation of UPE.

With the advent of civilian government and the commitment of Nigeria to Education for All (EFA) the UBE was launched as a successor to UPE on 30 September 1999 in Sokoto with the National Council on UBE overseeing the implementation of the programme. In the year 2004, the free compulsory Universal Basic Education Act was enacted to give impetus to the implementation of UBE, but commenced in earnest in 2005.

Education is a child's right



The Nigerian constitution, 1999, [as amended] provides for basic education as a right of every Nigerian child under the concurrent legislative list. The responsibility for the provision of basic education therefore lies with the federal, state and local government.

Specifically, the section States:

- (1) Government shall direct its policy towards ensuring that there are equal and adequate educational opportunities at all levels.
- (3) Government shall strive to eradicate illiteracy; and to this end Government shall as and when practicable provide:
 - (a) Free, compulsory and universal primary education;
 - (b) Free secondary education;
 - (c) Free university education; and
 - (d) Free adult literacy programme. (Section 18(1) & (3))

Thus the constitution has taken cognisance of basic education as a fundamental human right. The constitution is in tandem with the various international conventions and protocols aimed at evolving a new prosperous and peaceful world order to which Nigeria is a signatory. The conventions and protocols include:

- 1990 World Conference on Education for All (EFA) in Jomtien, Thailand
- Dakar Framework for Action on Education for All (EFA) (2000), etc.
- United Nations Millennium Development Goals (MDGs) (2005)

Sustainable Development Goals 2016 -2030

UBEC mandate

The Universal Basic Education Commission (UBEC) was set up by the Federal Government to support the implementation of basic education in Nigeria. The UBE Act of 2004, mandates UBEC to formulate the policy guidelines for the successful operation of the universal basic education programme in the federation; prescribe the minimum standards for basic education throughout Nigeria; collate and prepare periodic master plans for a balanced and coordinated development of basic education in Nigeria; develop and disseminate curricula and instructional materials for basic education in Nigeria; and support national capacity building for teachers and managers of basic education in Nigeria among others.

To achieve this, UBEC's enabling law provides for guaranteed source of funding support to States. Part III, Section 11 sub-section 1 of the UBE Act stipulates that:

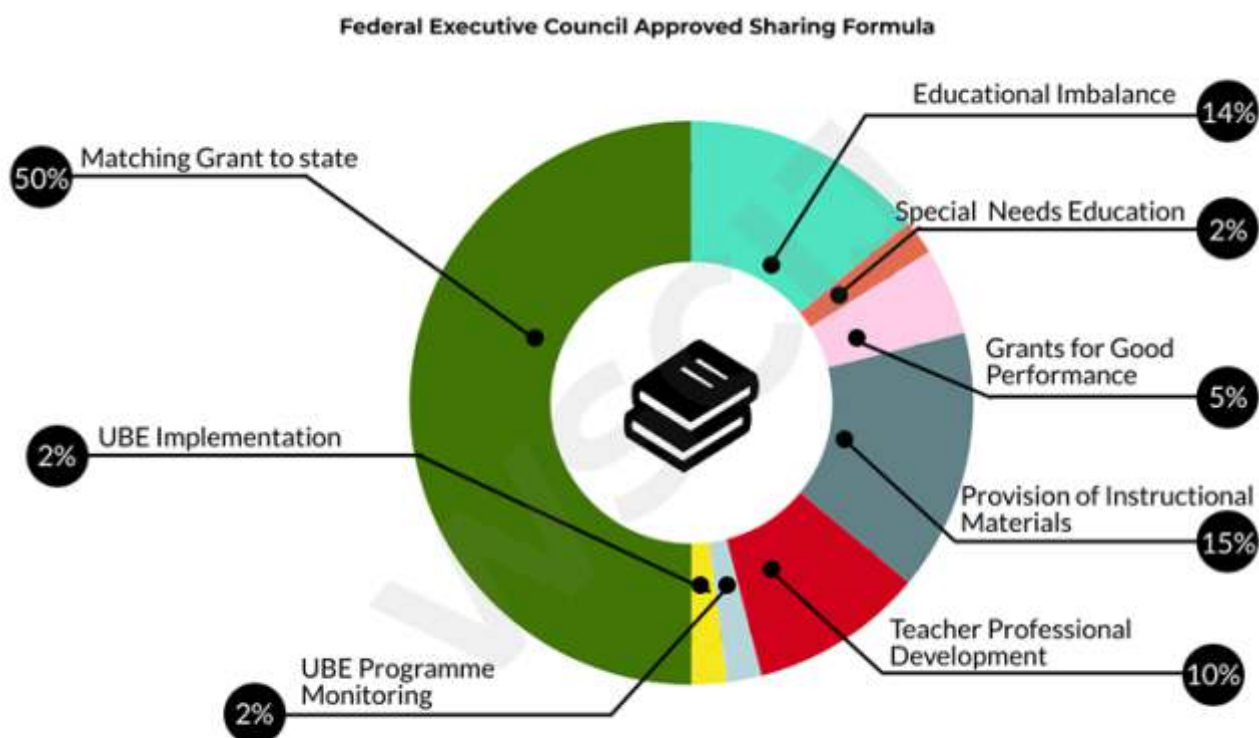
The implementation of the Universal Basic Education Programme shall be financed from:

- a) Federal Government block grant of not less than 2% of its Consolidated Revenue Fund (CRF)
- b) Funds or contributions in form of Federal guaranteed credits; and
- c) Local and International donor grants (Part III, Section 11(1)).



Approved sharing formula

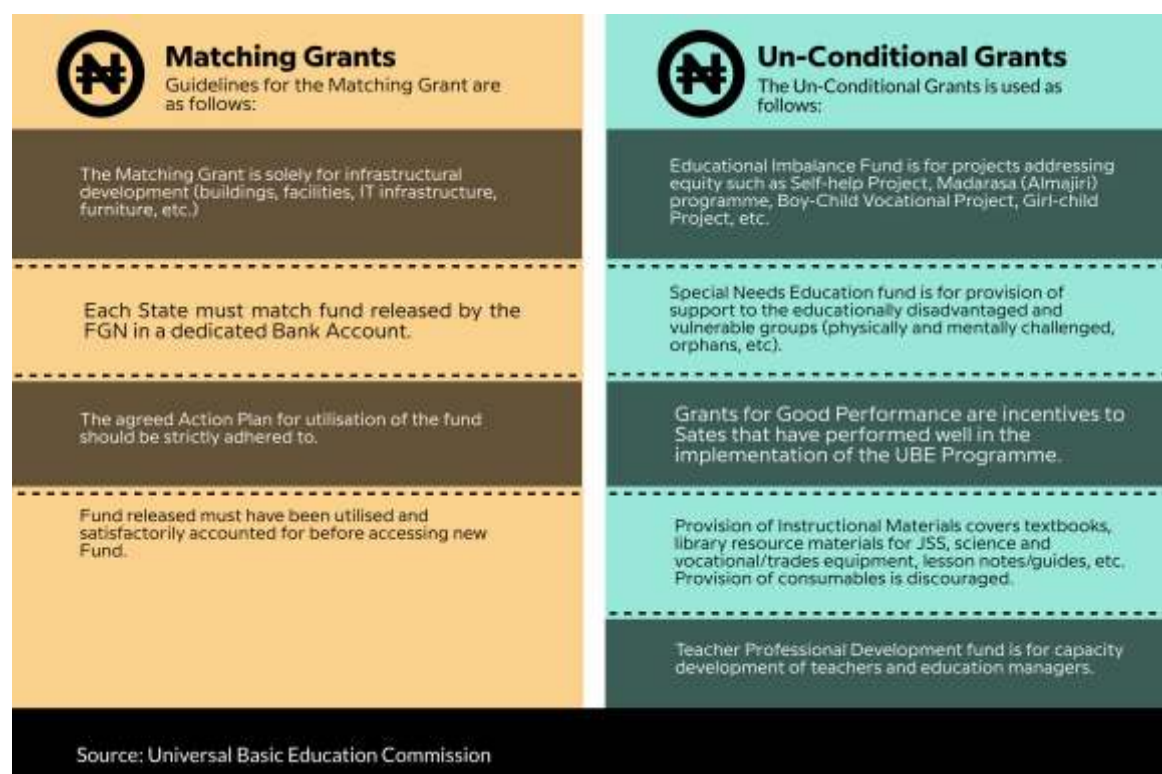
Disbursement of FGN-UBE fund by UBEC is guided by a Federal Executive Council (FEC) Approved Sharing Formula as required by Section 9(b) of the UBE Act. The current Disbursement Formula in use is as follows:



However, it is not certain that 2% of CRF to basic education is achieved every year

Guidelines for utilisation of FGN-UBE grants

There are two types of grants— the Matching Grant and the Un-Conditional Grants. The figure below spells out the guidelines for using both types of grants.



Specific guidelines have been developed for the implementation of each of the projects and programmes in partnership and collaboration with the States and other implementers of UBE. To ensure that the pre-primary component of the UBE programme is given proper attention, 5% of each of the Grants has been dedicated for use in Early Childcare Development Education (ECCDE).

UBEC's implementation of functions

A review of implementation of the functions shows the following:

- 10 out of the 16 functions stipulated for UBEC are carried out to a large extent, while 5 are partially being carried out.
- Some of the functions also overlap with or are similar to each other:
 - Functions 9 and 10 both refer to coordination of national and international donors, civil society and Non Governmental Organisations (NGOs) efforts in basic education.
 - Function 7 concerns monitoring of inputs to basic education, while Functions 3 and 5 also include monitoring.
 - Function 11 refers to curricular and instructional materials, while Function 5 also includes instructional materials.
 - Function 8 mandates periodic reporting on basic education, while Functions 4 and 5 would also require reporting.
- Ten functions depend on the 4% management and monitoring funds, which is inadequate for effective implementation of these functions.
- The regularity for some of the functions is omitted, the law did not prescribe the intervals and indeed no UBEC policy prescribes the intervals.

Table 1: Status of UBEC in implementing its functions

S/N	UBEC Function	Implementation Status	Expected Outcome	Funding (UBEC IF)	Other MDAs
1.	Formulate policy guidelines for the successful operation of the UBE programme.	UBEC develops guidelines for access and utilization of all the UBE Intervention Funds (IFs). UBEC participates in the NCE and preparation of the National Education Policy coordinated by NERDC.	Effective implementation of UBE projects and programmes	4% Management and Monitoring Fund.	FME NCE
2.	Receive block grant from Fed Govt and allocate to the States and LGAs and other relevant agencies implementing UBE.	UBEC receives 2% of the Federal Government's Consolidated Revenue Fund (CRF) and disburses it equally to the States.	Effective implementation of UBE projects and programmes	96% of 2% CRF (FGN-UBE Fund)	UBEC with approval of FEC
3.	Prescribe the minimum standards for BE throughout Nigeria and ensure effective monitoring.	UBEC has defined minimum standards for Basic Education and carries out monitoring and inspection to ensure that these are met, using the UBE funds provided to the States.	Qualitative and Uniform Basic Education	4% Management and Monitoring Fund	FME, NERDC, NCE
4.	Enquire into and advise the FG on funding and orderly development of BE in Nigeria	Quarterly/Annual reports to FME, NCE	Qualitative and Uniform Basic Education	4% Management and Monitoring Fund	FME, NCE
5.	Collate and prepare with States and LGs, and other relevant stakeholders, periodic master plans for balanced and coordinated development of BE in Nigeria including areas of possible intervention in the provision of adequate basic education facilities including: <ul style="list-style-type: none"> – proposals to the Minister for equal and adequate BE – the provision of adequate basic education facilities in Nigeria; and – ensure that the Basic National Curricula and Syllabi and other necessary instructional materials are in use in early childhood care 	UBE 5-year road map 2015 – 2020 UBEC receives and disburses the Matching grant for the provision of BE infrastructure and facilities in the States, procures and disseminates IMs, and carries out monitoring.	Qualitative and Uniform Basic Education	4% Management and Monitoring Fund	FME, SUBEBs, SMOEs, NERDC, etc

Table 1: Status of UBEC in implementing its functions

S/N	UBEC Function	Implementation Status	Expected Outcome	Funding (UBEC IF)	Other MDAs
5.	– early childhood care and development centres, primary and junior secondary schools in Nigeria				
6.	Carry out with the States and LGs at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria	UBEC carried out Personnel audit of Basic Education institutions in 2010.	Quality Basic Education	4% Management and Monitoring Fund	STATES
7.	Monitor Federal inputs into the implementation of basic education.	UBEC carries out monitoring exercises to review the utilization of the UBE funds disbursed to the States i.e. project monitoring, financial monitoring, quality assurance evaluations, and follow-up exercises.	ALL	4% Management and Monitoring Fund	UBEC alone
8.	Present periodic progress reports on the implementation of UBE to the President through the Minister	Periodic reports, National Assessment of Learning Achievements In Basic Education (NALABE)	ALL	4% Management and Monitoring Fund	UBEC alone
9.	Co-ordinate the implementation of UBE related activities in collaboration with non-governmental and multi-lateral agencies	UBEC coordinates and liaises with Civil Society Organisations in education e.g. CSACEFA	ALL	4% Management and Monitoring Fund	UBEC FME
10.	Liaise with donor agencies and other development partners in matters relating to basic education	UBEC coordinates donor efforts in basic education and other development partners.	ALL	4% Management and Monitoring Fund	UBEC FME
11.	Develop and disseminate curricula and instructional materials for basic education in Nigeria	UBEC procures and disseminates instructional materials for BE, but does not develop the curricular (NERDC does this) but UBEC may provide the fund.	Quality Basic Education	Instructional Materials fund (15%)	NERDC UBEC
12.	Establish a basic education data bank and conduct research on basic education in Nigeria;	UBEC collates and publishes reports on BE data periodically. However, FME has the NEMIS and NBS is the repository of all national data	ALL	4% Management and Monitoring Fund	FME NEMIS NBS

Table 1: Status of UBEC in implementing its functions

S/N	UBEC Function	Implementation Status	Expected Outcome	Funding (UBEC IF)	Other MDAs
		Little research is carried out on BE			
13.	Support national capacity building for teachers and managers of BE.	The Teacher Professional Development (TPD) fund is dedicated to teacher development across the States. This function is also carried out by NTI.	Quality Basic Education	TPD fund (10%)	NTI NIEPA TRCN NMC NCNE
14.	Carry out mass mobilisation and sensitisation of the general public and enter into partnerships with communities and all stakeholders in BE with aim of achieving the overall objectives of the compulsory free UBE.	UBEC has developed several programmes aimed at advocacy, sensitization and mobilization of communities and other high level stakeholders, through its Social Mobilization Department.	Universal Basic Education; Compulsory Basic Education	Imbalance Fund (14%) Physically challenged fund (2%)	NCNE NMEC Nigerian Television Authority (NTA)
15	Carry out such other activities that are relevant and conducive to the discharge of its function under this act.	UBEC has special programmes and interventions in basic education.	Access, quality and equity.	Intervention funds	UBEC
16.	Carry out such other functions as the Minister may, from time to time, determine.	UBEC has carried out special interventions as directed by the minister	ALL	Intervention funds	UBEC

Source: Universal Basic Education

Policy environment of UBEC

The Act provides the policy direction for the implementation of UBE in Nigeria. The scope of the UBEC mandate includes:

- Pre-Primary with one year compulsory (2013 edition of National Policy on Education (NPE))
- 6-Year Primary
- 3-Year Junior Secondary
- Inclusive programmes for out-of-school children aged 15 years or below.

The Federal Government's intervention is for the purpose of supporting the States to implement basic education through partnership and collaboration with numerous other stakeholders. UBEC Act compelled States to establish State Universal Basic Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs). This partnership with the States has element of legal compulsion, which has been responsible for sustaining the collaboration. The SUBEBs are the major route for Federal Government's intervention in the States and incentives (financial and in kinds) are used to hold the major actors together.

Apart from the SUBEBs, partnership with most of the other actors—Federal Ministry of Education (FME), Federal Ministry of Finance (FMF), National Teachers Institute (NTI), Nigerian Educational Research and Development Council (NERDC), National Commission

for Colleges of Education (NCCE), National Commissions for Nomadic Education (NCNE), National Institute for Educational Planning and Administration (NIEPA), National Mathematical Centre (NMC), and Teachers Registration Council of Nigeria (TRCN) among others is weak as each Agency has specific mandate and do not enjoy sustained funding as UBEC.

According to the Act, the aspects of the UBE that are legally free include: “tuition, books, instructional materials, classrooms, furniture and free lunch”. The Act also empowers UBEC to withhold funding based on substantial violation of the guidelines for utilisation of the grants by the States.

Being an act of parliament and to ensure quality implementation, designated National Assembly committees have oversight function on UBEC. Also, offices of the Accountant/Auditor-Generals of the Federation, Independent Monitors, Civil Society Groups, and so on conduct independent monitoring of UBEC. UBEC on its own conducts the National Assessment of Learning Achievement (NALABE) and Community Accountability and Transparency Initiative (CATI) Quality Assurance of Basic Education.

UBEC coordinates UBE implementation in collaboration with key stakeholders such as Parents, Communities, Parents Teachers Associations (PTA), National Union of Teachers (NUT), Non-Governmental Organisations (NGOs), Community Based Organisations (CBOs), Civil Society Organisations (CSOs) for example Civil Society Action Coalition on Education for All (CSACEFA), Faith Based Organisations (FBOs), multilateral agencies and International Development Partners.

The National Council on Education (NCE) is statutory and it is the highest decision making body that formulates binding policies covering all aspect of education including basic education. The minister of education chairs the council with state commissioners of education and heads of parastatals within the education sector as members. The NCE approves the National Policy on Education with the current and sixth edition published in 2013.

UBEC and the crisis of regulation

The 1999 constitution made the Federal, State and Local Government jointly responsible for education. However, a Supreme Court judgement of 2002 on Resource Control assigned the primary responsibility for basic education to the States.

The leading judgement of M.E. Ogundare, Justice of Supreme Court (JSC) on the littoral State counter claims States as follows:

That it was unconstitutional for the FGN to pay moneys directly to the Local Governments from the Federation Account to cater for primary education as by the 1999 constitution, the primary responsibility for this function is with the States and Local Governments. (Paragraph 5)

This judgement has limited the role of the federal government and by extension UBEC to fully regulate basic education across the federation. This implies that States are at liberty to implement basic education in their States as they wish regardless of the policy direction of the federal government. This has led to reduced sense of responsibility on the part of the actors and inconsistent development of basic education in Nigeria.

Overlapping roles

In addition to shared responsibilities for basic education, UBEC also has some overlapping roles with some other education agencies. These are presented in the table 2 below:

Table 2: Education agencies with roles overlapping UBEC's mandate.

S/N	Agency	Overlapping role with UBEC
1.	NERDC	Curriculum development and research
2.	NTI	In-service training of teachers
3.	NCCE	Regulator of NCE Programmes of Colleges of Education
4.	NIEPA	Capacity building of education managers and administrators
5.	TRCN	Certification and professional development of teachers
6.	NCNE	Nomadic education including basic education
7.	NMEC	Adult and non-formal education: basic education school-aged children that have dropped out of school
8.	NMC	Mathematics Education but very low presence in UBE

UBEC collaboration and partnership with these agencies is to ensure synergy and quality of what provision. However, a number of UBEC functions are the primary mandates of some of the other agencies causing an overlap in provisions and controversy on primary responsibility. This further limits UBEC's capacity to implement its mandate.

Photo credit: Stephen Onyekwelu



Successes and challenges of UBEC interventions

The results of Nigeria's efforts at achieving the Education for All (EFA) goals are documented in the UNESCO Nigeria EFA Report of 2015. Unfortunately, there seemed to be neither baselines nor targets at the inception of the UBE programme. There is also no comprehensive assessment by Nigeria of the National Action Plan for the achievement of the UBE, EFA and MDG goals.

Nigeria still ranks low (together with other countries in sub-Saharan Africa) in achievement of the EFA goals. This is despite the fact that some education indices such as enrolment, completion and literacy appear to be improving marginally over the years.

Successes

Funding (Disbursement of Intervention Funds)

In terms of funding, UBEC has recorded a remarkable success in disbursement of UBE Intervention Funds to States to assist the achievement of the basic education goals across the country. Since 2005, UBEC has disbursed the sum of N700 billion to States in general. A little above half of these funds (N360 billion) has gone to the provision of infrastructure, while the other half has gone into provision of instructional materials, curriculum development, teacher training, special education, inclusion of disadvantaged communities and groups, as well as monitoring and reporting.

Disbursement of Matching Grants as at 24th May, 2017



Education for All (EFA)

Although the EFA goals were not fully achieved by Nigeria, the following successes were recorded in areas of basic education:

Early Childhood Care and Development Education (ECCDE): The National Minimum Standards and National Curriculum for ECCDE have also been developed and launched across the country. According to the EFA report for Nigeria, there has been increase in the number of ECCDE centres from 20,698 in 2009 to 30,901 in 2013 spurring the number of pupils enrolled in ECCDE programmes in Nigeria. However, according to the EFA report, many of the set targets are yet to be met and quality remains an issue. The UBEC Intervention Funds now compulsorily include provision for ECCDE by the States with the introduction of the 1-year compulsory pre-primary education policy in 2013 (NPE 6th edition, 2013).

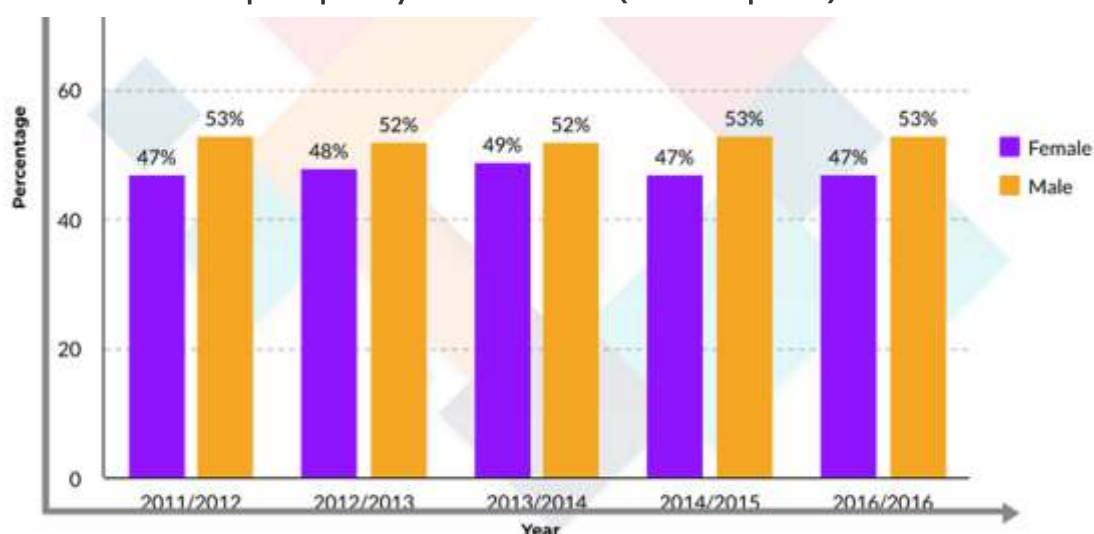
Universalisation of primary education: The EFA Nigeria report gives an increase in the number of primary schools from 58,595 in 2009 to 61,305 in 2013 and increase in the number of JS schools from 10,410 in 2009 to 11,874 in 2013. Despite the increase in infrastructure, there is still inadequacy in both quantity and quality. Enrolment at this level is still low especially in some parts of the country with a mean primary school Net Attendance Ratio (NAR) of 68% in 2015 as against 60% in 2003.

Learning achievement in basic education: A review of learning achievements according to the UBEC NALABE Report of 2011 shows the following:

- National average for performance in English Language at Primary 4-6 was 60.38%, and at JS1 was 47.66%
- National average for performance in Mathematics at Primary 4-6 was 52.94%, and at JS1 was 41.08%
- National average for performance in Life Skills at Primary 4-6 was 53.21%, and at JS1 was 39.78%

Thus, the outcome of basic education is still low after 15 years of federal intervention.

Trend in public primary school enrollment (Public and private) 2011 – 2016



Source: Federal Ministry of Education - The Nigeria Digest of Education Statistics, 2014-2016

Gender parity and equality: UBEC has supported girl-child education by building Model schools for girls in 32 States and FCT, and Vocational centres for boy-child education in 10 States. Gender parity however remains an issue in some parts of the country. The UBEC QA report (2014) figures indicate a gender parity of 1:0.94 at ECCDE level, 1:0.78 at Primary level and 1:0.92 at JS level.

Quality of teachers for basic education: There was an increase in the number of qualified teachers between 2010 and 2011, resulting in a decrease of the teacher-pupil ratio from 1:42 to 1:25 based on NCE as minimum qualification. However, some of these NCE teachers are not suitable for basic education as they were trained to teach subjects that are not available in the basic education curriculum. Teacher availability differs greatly among the States, and there is still a gap as many more qualified teachers are needed for achievement of the EFA goal.

Special intervention programmes channelling resources to address inclusion and quality issues (access, equity, gender). As at 31 March 2016, the interventions include:

- Construction of 293 Almajiri schools
- 16 Vocational schools for Boy-Child education
- 67 Model schools for Girl-Child education
- Provision of 119 e-libraries
- Rehabilitation and renovation of 248 schools and 1,488 classrooms
- Recruitment and payment of 115,915 teachers for the Federal Teachers Scheme (FTS)
- Training of 1,170,936 teachers
- Procurement and distribution of 126,509,107 text books
- Special Education Programmes
- Reform in basic education/teacher training curricula
- Community initiated Self-help project

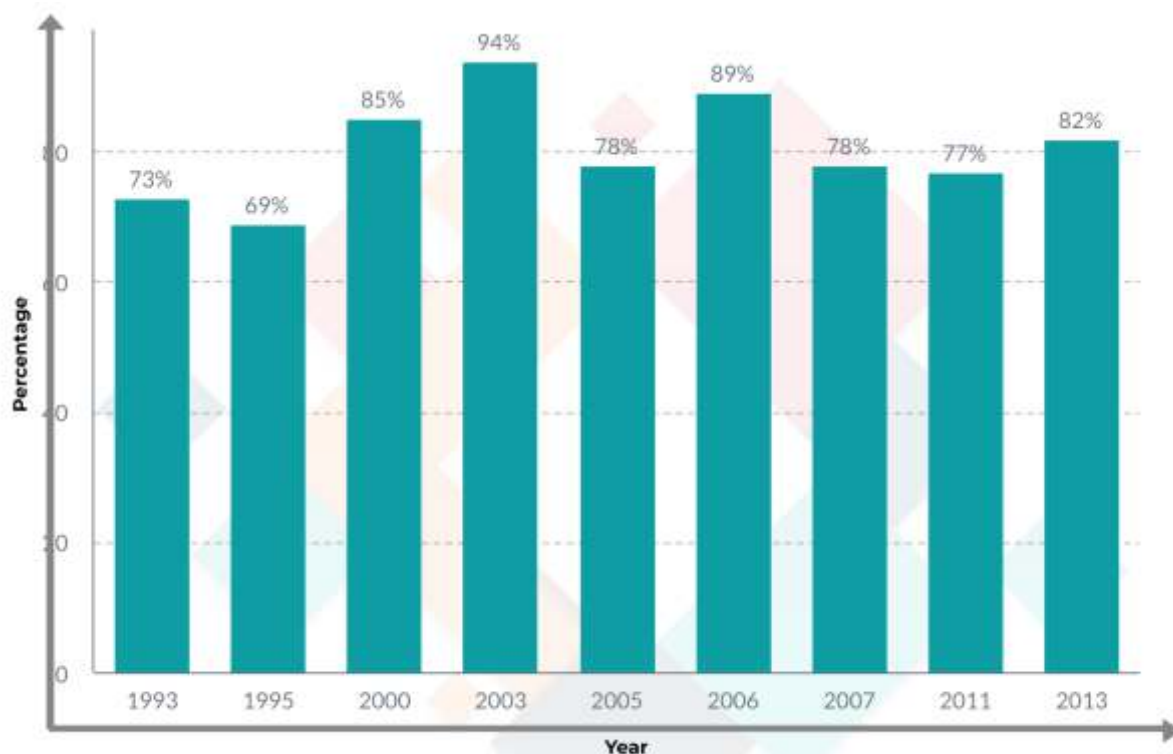
Institutionalisation of School Based Management Committees (SBMCs): Parents and community members now play more important roles in ensuring that their children are prepared for schooling and other complementary provisions as well as support are provided to the schools.

International Development Partners (IDPs) and Non-Governmental Organizations (NGOs) have been formidable rallying points in many partnerships as well as providing funding and technical support for UBE implementation. The major IDPs are DFID-ESSPIN/TDP, British Council, UNICEF, JICA-SMASE, KOICA, USAID-NEI/NEI-Plus, ULS-JOLLY PHONICS, WORLD BANK, etc.

¹ See Appendix 4 for a summary of the FGN-UBE Direct Intervention Projects as at 31st March 2016.

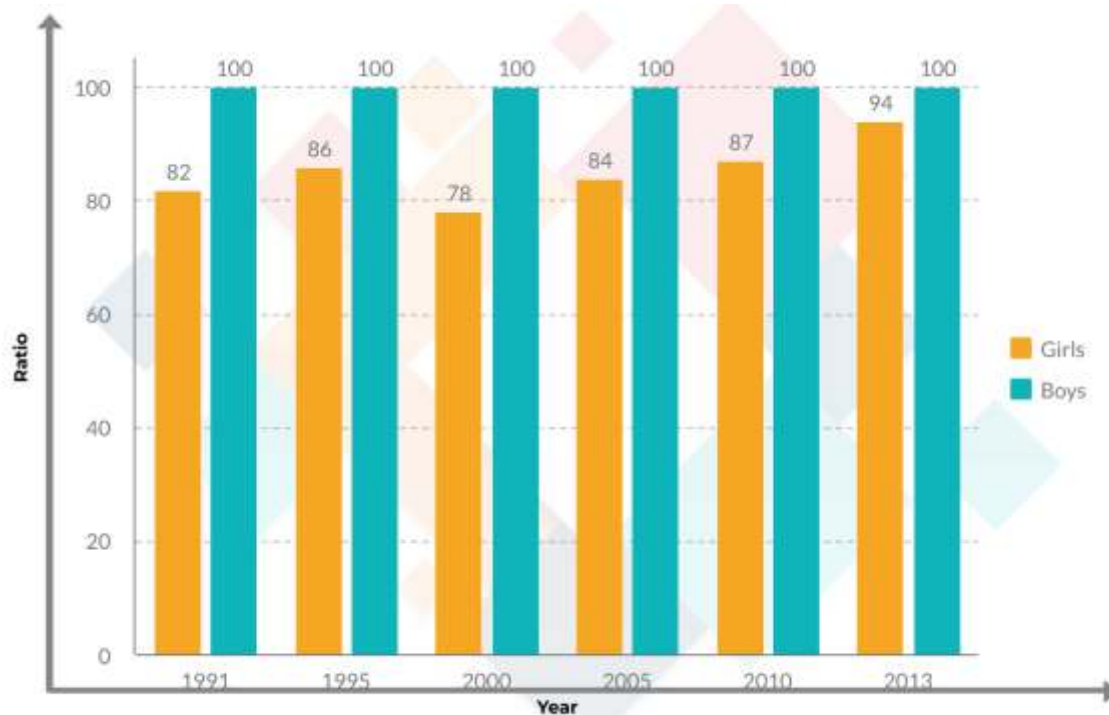
Gradual improvement in outcome of basic education in terms of access, quality, and inclusion indicators as shown in the figures below:

Primary completion rate (Girls and Boys) 1993 - 2013



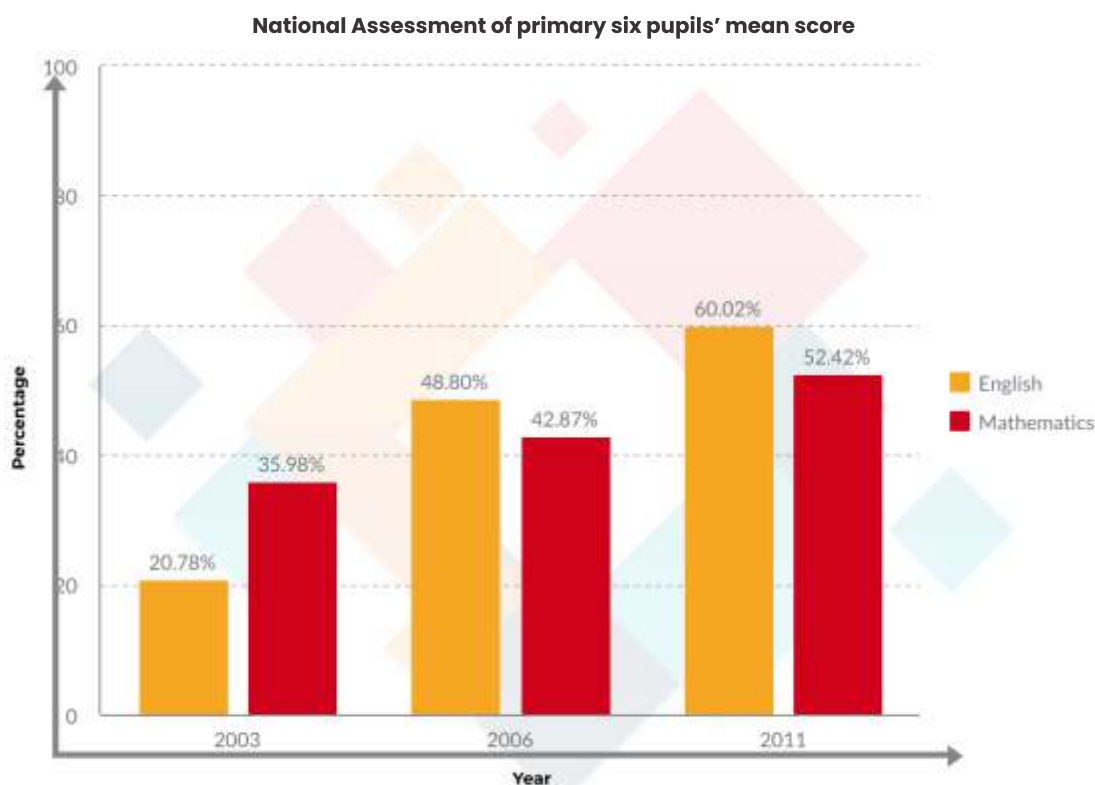
Source: Federal Ministry of Education

Ratio of girls to boys in primary school (Girls per 100 Boys)



Source: Federal Ministry of Education

The figure above shows that for every 100 boys in primary school, there were 82 girls in 1991, 86 girls in 1995, 78 girls in 2000, 84 girls in 2005, 87 girls in 2010 and 94 girls in 2013.



Source: Federal Ministry of Education - Education For All review report 2000-2014

Challenges

Despite the huge investments and marginal improvements in basic education provisions and learning outcomes, the impact of the UBE programme can still use a lot a lot of improvement. This general problem can be attributed to several key issues:

Lack of clear regulatory framework/system: Inadequate authority to regulate the basic education sector, due to the concurrent nature of education as provided in the Nigerian Constitution, and plurality of education MDAs that have different roles to play in regulating different aspects of basic education.

Low rate of drawdown of available UBE funds: Currently, from review of available data, it can be deduced that despite the relaxation of funding guidelines drawdown of available funds and implementation of basic education projects and programmes by the States are not yet at the optimum desired level. The major reason for low drawdown rates is the inability of States to provide the counterpart funds, despite strategies adopted by UBEC. This is sometimes due to lack of political will by State Governments and sometimes due to paucity of funds. The States also desire more control over the use of Intervention Funds.

Inefficient utilisation of the UBE funds by States: The inability of the Federal and State governments to provide enough schools and other basic education infrastructure despite an input of almost N700 billion over 15 years indicates that the funds are not being judiciously utilised. This is mainly due to political interference in basic education, coupled with weak public procurement and financial management systems in the States leading to

questionable award of contracts. UBEC Board comprises 22 Members—mainly politicians; same with SUBEBs. Also, financial and project monitoring by UBEC results to little or no penalties for non-appropriation or misappropriation, as the only corrective measure stipulated by the Law is to withhold release of further funds to erring States (which then leads to more un-accessed UBE funds).

Weak links: Partnership with most of the State Actors including FME, FMF, NIEPA, TRCN, NTI, NCCE, NMEC, NERDC, NCNE, and CoEs is weak. This results in inadequate synergy.

Insufficient data for planning: Current practice of Monitoring of Learning Achievement does not include a system to generate data that will meet the immediate needs of basic education. Also, the link with NEMIS is weak and there is paucity of reliable and current data.

Strategies for engagement with political actors including National and State Houses of Assemblies, President, Governors, Local Government Chairmen are not well defined. In addition, there are hierarchical barriers to engagement of high level Stakeholders by UBEC. Strategies to mobilise hard-to-reach groups such as those in difficult circumstances, urban and rural poor, orphans, persons with disability and so on has only been partially embraced. This may be due to low mobilisation and sensitisation efforts especially at the grassroots as well as inadequate funding of programmes to address their needs.

Policy inconsistency, policy summersault (reversal of disarticulation/articulation policy) and poor implementation are also major challenges. The States hardly diligently implement UBEC and NCE policy directives.

Shortage of qualified personnel at all levels, including education managers.

The media and Nigeria's education sector



Globally and in most democracies of the world, the media is regarded as the “fourth estate of the realm,” considering the magnitude of the power it wields. The media's power to shape opinion, mobilise for action, enlighten the public, or at the extreme, take people or even government into account, is acknowledged and backed by relevant laws.

In Nigeria, Chapter II section 22 of the 1999 constitution, States that:

“The press, radio, television and other agencies of the mass media shall at all times be free to uphold the fundamental objectives contained in this chapter and uphold the responsibility and accountability of the government to the people.”

In addition, Chapter II Section 39, Subsection (1) adds:

“Every person shall be entitled to freedom of expression, including freedom to hold opinions and to receive and impart ideas and information without interference.”

And Subsection (2) further States that:

“Without prejudice to the generality of subsection 1 of this section, every person shall be entitled to own, establish and operate any medium for the dissemination of information, ideas and opinions.”

This implies that the media is assigned constitutional roles to report activities of government and also critique policies, assess performance, monitor development and generate debate therefrom, towards nation building. In summary, the media serves these four major purposes; information, education, entertainment, and opinion.

News media as a tool for basic education

Since 1932 when radio broadcasting started in Nigeria, it has served as an education tool. Uduh (2015) in her paper entitled “The Role of Media in the Nigerian Educational System”, observed that the first educational radio programmes in English Language, were broadcast once a week in the early forties, by the Radio Distribution Service (RDS) Under the Post and Telegraphs Department (P&T).

Uduh added that in 1964, Schools Broadcast Unit (SBU) was established for the production of television programmes for schools in the Federal Capital Territory (FCT). The subjects aired, she noted, included Elementary Science, Arts Craft, English and History.

Similarly, Babalola (2012) in his “Educational Broadcasting in Nigeria: A Historical Development Perspective,” wrote that in the charter establishing the Nigerian Television Authority, the Federal Government inserted a provision for fixed amount of time per week for educational television broadcast.

Today, there are hundreds of campus print publications, 22 campus-based radio stations in higher institutions, and the University of Lagos, in particular, now has the license to commence the nation's pioneer campus television.

The print media has also created pages to report and discuss relevant educational subjects, with many of the platforms dedicating pages to education reviews on weekly basis. In not too recent times also, pages dedicated to pupils also began to evolve with popular pages such as; “Young Punchers,” and “Junior Guardian,” which have become popular for children of school age. The Nation Newspaper on arrival to the newsstands also leveraged on education to boost its audience base and by extension its sales. It dedicated about 16 pages to education news, reviews and opinions on basic, middle and higher education. This includes a much acclaimed campus journalists session, which is contributed to by students of journalism across the nation. Most other newspapers also have dedicated pages for education.

Basic education reporting and its challenges

Education at the basic level in Nigeria, for many reasons, has not received adequate coverage from the media as the middle and higher levels of education have recorded.

There is a need for comprehensive and proactive coverage and dedication of spaces to issues around basic education. Interaction with reporters on the education beat reveals that unlike other sectors, such as Business, Entertainment, Politics, Banking, Aviation, Industry, Finance, Information Communications and Technology (ICT), Sports, Law and Metro, basic education as a distinct sector, lacks specialising independent reporters attached to most media houses. Also, out of about 48 key education correspondents in Lagos, among who are at least 20 heads of education desks in their various media platforms, understanding of the key issues in the basic education subsector is very low.

Beyond the higher education matters, and mostly the coverage of external examination bodies such as the Joint Admissions and Matriculation Board (JAMB), West African Examinations Council (WAEC) and the National Examinations Council (NECO), coverage of middle level of education is also very poor.

The major challenge deduced from interactions with reporters covering the education sector is that, just as it is the practice in the teaching profession today, where many of the teachers take to teaching profession reluctantly, many journalists covering the sector are those usually found unfit for other key sectors like Politics and Business.

The reality of the socio-economic crises in the country may have contributed significantly to the challenges, but evidences have shown that even in the past, coverage of the education sector by the media was poor.

The report of a research work by the duo of Onuora Nwuneli and Lanre Idowu in early 2000, entitled, "Reporting of Education Issues in the Nigerian Media," analysed some media houses in Nigeria to assess the standard of coverage of education sector by the media over a particular period of time.

The report, which was a follow-up research work of an initiative by the Association for the Development of Education in Africa (ADEA), known as Communication for Education and Development in Africa (COMED), according to the researchers, was aimed at improving the capacity of the ministries of education to present their policies to the general public in order to promote dialogue and national consensus on their programmes and activities; make journalists participate more effectively in the promotion of education in Africa and strengthen their capacity to cover events relating to education and development, among others.

However, the research identified some of the issues that affected education reporting to include **reporters' professional training regarding education, editorial policies of media houses, impact of ownership, access to information, and commercialisation among others.**

For clearer understanding, some of the challenges are identified below:

Audience need: Market surveys by different media houses have shown that stories about education in general and basic education in particular hardly interest Nigerians. It cannot compare with sport, entertainment, politics or business in terms of attractiveness to the audience.

Revenue drive: Since education is a social service, while the media is business-oriented, the two could only manage to identify with each other.

Editorial policy: Based on the revenue generation drive of media houses, editorial policies are designed to favour sectors that could support the business.

Poor correspondents' knowledge of the sector: The choice of reporters for the coverage of education sector hardly takes priority in the decision of the media houses. The result is the choice of unqualified hands to report the sector.

Access to information: Unlike other sectors of the national economy, the control of education is a responsibility shared by many parastatals and agencies, making it more difficult for the reporters to access information. Unfriendly posture of education administrators to the reporters too is a big challenge. There is also the problem of non-availability of verifiable data and statistics to work with.

The fact that the control of the basic schools, unlike the higher levels, is a shared responsibility among many parastatals has also further made adequate coverage of the subsector by the journalists a difficult task to do.

In addition, the perception of a journalist by education officers as 'enemy' and one that is out to cause them trouble, has denied journalists the opportunity to be seen and received as partners by stakeholders in the education sector. This is particularly at the basic level where stakeholders often give little audience to reporters. Civil service abolished yet viral rules of secrecy at the three tiers of government have also made enquiries into the issues in the sector by the journalists an arduous task to do.

The fact that the education officers hardly receive journalists as partners is reflected even in

documents published by the sector. For instance, the preface to the 6th Edition of the National Policy on Education document recognised the Council's other partners and identified various bodies including non-governmental organisations but failed to identify with the media. This is one of the major challenges journalists face.

Very many other documents prepared in the education sector fail to specify roles for the media in their implementation or monitoring. Efforts to access information on basic education is a difficult thing to do for journalists, possibly due to the general apathy among the public, poor knowledge of the sector by the journalists, among other issues.

Brief on media monitoring and reportage of education by WSCIJ

There are many national dailies in Nigeria. We selected 12 at random with consideration of their peculiarities, namely ***The Punch, The Sun, This Day, Business Day, Leadership, The Cable, The Guardian, Vanguard, New Telegraph, The Nation, Daily Trust*** and ***Premium Times Newspapers***. 10 of these are print while two are online.

The analysis was streamlined into three broad categories of types, issues and school levels. In the types section, the monitoring considered news, editorial, feature, interviews, opinion, advert, photo, cartoon and letters. For the issue category we have UBEC, SUBEB, Ministry of Education, association/union and general. While we have basic primary, basic junior, secondary and tertiary for school level category.

The monitoring considered the time, placement and types (news, editorial, feature, interviews, opinion, advert, photo, cartoon or letters) of education reports in the media. It also looked into coverage of basic education and its regulatory bodies in the Nigerian media. The analysis also took a look at the depth of story and quality in terms of investigation in uncovering regulatory failures; corrupt practices and influencing decisions on legislations.

The three-month monitoring on education in nine newspapers revealed that of majority of the report reviewed focused more on tertiary education. Very little attention was given to basic education. In the story type category, the reports were majorly reported as news category followed by photo category which shows that a large percentage of the reports were from press releases, reports from organisation and events like sport day and public relations event of an organisation. SUBEB and UBEC activities recorded very low coverage during this period as well as the ministry of education.

Also, stories that make up basic education were reported more when there is an individual donation and government or private sector-led distribution of educational materials, which were reported either as press releases or as photos.

Recommendations

Addressing the challenges faced by the media in the coverage of the basic education sector requires combined efforts on the part of education administrators and the media houses.

Education administrators

Government and its allies in education administration should work together to harmonise positions toward sharing roles in order to avoid overlapping of responsibilities.

Education should be made attractive by reordering the reward system. A situation where a winner of a dancing competition earns millions in reward and his or her counterpart who excels in academics receives a laptop or less, will continue to make the sector unattractive to the populace.

Given that education is the foundation for national development, government should give adequate priority to the education sector in terms of funding and administration.

The media

As adequate training of education correspondents can lead to improved coverage of the sector, thereby earning the trust of the audience, media houses and other stakeholders should invest in the training of their education correspondents.

Reporters and editors should endeavour to humanise education stories to spark interest among readers and as a result increase their audience-base.

Dedicated education correspondents should be deployed to report education in order to enhance the quality of the reports. General news reporters usually lack deep understanding of the sector and as a result could hardly do thorough report of issues within the sector.

Basic education should be encouraged as an independent beat and education reporters should choose to specialise on basic education in order to ensure enough dedication to this all important level of education.

Editors of newspapers should make it a duty to frequently ask their Education reporters to always source and include stories about basic education on their educational pages. All it takes to succeed in this is 'being creative'.

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Annexes

Annex 1: Matching Grant Releases (2005 – 2017) as at 31st July, 2017

S/N	STATE	2005-2006	2007-2008	2009-2010	2011-2012	2013-2014	2015-2016	2017	TOTAL
1	ABIA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
2	ADAMAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
3	AKWA IBOM	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
4	ANAMBRA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
5	BAUCHI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
6	BAYELSA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
7	BENUE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
8	BORNO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
9	C/ RIVER	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
10	DELTA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
11	EBONYI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
12	EDO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
13	EKITI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
14	ENUGU	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
15	GOMBE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
16	IMO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
17	JIGAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
18	KADUNA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
19	KANO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
20	KATSINA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
21	KEBBI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
22	KOGI	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
23	KWARA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
24	LAGOS	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
25	NASARAWA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
26	NIGER	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
27	OGUN	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
28	ONDO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
29	OSUN	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
30	OYO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
31	PLATEAU	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
32	RIVERS	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
33	SOKOTO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
34	TARABA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
35	YOBE	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
36	ZAMFARA	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78	732,096,078.88	10,014,517,739.52
37	F.C.T. ABUJA	1,036,378,378.37	1,464,797,296.00	1,153,903,587.32	1,725,464,020.62	1,983,094,594.60	1,918,783,784.04	732,096,078.88	10,014,517,739.83
	CURRICULUM	0.00	1,312,500,000.00	0.00	0.00	0.00	0.00		1,312,500,000.00
	GRAND TOTAL	38,346,000,000.05	55,509,999,952.00	42,694,432,728.68	63,842,168,762.94	73,374,500,000.20	70,995,000,000.12	27,087,554,918.56	371,849,656,362.55

Source: Universal Basic Education Commission website

Annex 2: Disbursements of Matching Grant to States from 2005 – 2017 as at 31st July, 2017

S/N	STATE	2005-2006	2007-2008	2009-2010	2011-2012	2013-2014	2015-2016	2017	TOTAL
1	ABIA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,699,033,126.66	1,983,094,594.60	-		7,337,206,981.52
2	ADAMAWA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
3	AKWA IBOM	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,270,125,651.98		8,633,763,527.46
4	ANAMBRA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
5	BAUCHI	1,036,378,377.00	1,464,792,431.00	1,153,903,587.26	1,725,464,019.92	1,983,094,594.60	876,756,756.76		8,240,389,766.54
6	BAYELSA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,030,797,297.30	-		6,411,340,578.18
7	BENUE	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
8	BORNO	1,036,378,378.38	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78		9,282,421,660.64
9	C/ RIVER	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,916,756,756.76		9,280,394,632.24
10	DELTA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
11	EBONYI	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,030,797,297.30	-		6,411,340,578.18
12	EDO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,506,945,937.96	-		6,887,489,218.84
13	EKITI	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,724,936,713.92	1,983,094,594.60	816,113,157.40		8,179,223,726.18
14	ENUGU	1,036,378,376.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	425,672,217.82	-		5,806,215,497.70
15	GOMBE	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
16	IMO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
17	JIGAWA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.66	1,983,094,594.60	1,918,783,783.78		9,282,421,659.30
18	KADUNA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.66	1,983,094,594.60	876,756,756.76		8,240,394,632.28
19	KANO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,916,756,756.76		9,280,394,632.24
20	KATSINA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
21	KEBBI	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
22	KOGI	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	-		7,363,637,875.48
23	KWARA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,463,020.62	1,983,094,594.60	876,756,756.76		8,240,393,632.24
24	LAGOS	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
25	NASARAWA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,463,020.62	1,983,094,594.60	1,484,605,857.24		8,848,242,732.72
26	NIGER	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,720,464,020.62	1,983,094,594.60	-		7,358,637,875.48
27	OGUN	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,030,797,297.30	-		6,411,340,578.18
28	ONDO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	-	-		5,380,543,280.88
29	OSUN	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
30	OYO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,030,797,297.30	-		6,411,340,578.18
31	PLATEAU	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	-		7,363,637,875.48
32	RIVERS	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78		9,282,421,659.26
33	SOKOTO	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	1,918,783,783.78		9,282,421,659.26
34	TARABA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,632.24
35	YOBE	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	241,430,213.70		7,605,068,089.18
36	ZAMFARA	1,036,378,377.00	1,464,797,296.00	1,153,903,587.26	1,725,464,020.62	1,983,094,594.60	801,437,910.07		8,165,075,785.55
37	F.C.T. ABUJA	1,036,378,377.00	1,464,797,296.00	1,153,903,586.64	1,725,464,020.62	1,983,094,594.60	876,756,756.76		8,240,394,631.62
	CURRICULUM	0.00	1,312,500,000.00	0.00	-	-	-		1,312,500,000.00
	TOTAL	38,345,999,949.38	55,509,995,087.00	42,694,432,728.00	63,810,208,561.66	65,548,645,182.98	29,273,712,790.43	-	295,182,994,299.45

Source: Universal Basic Education Commission website

Annex 3: Unaccessed Matching Grant from (2005 – 2017) as at 31st July, 2017

S/N	STATE	2005-2006	2007-2008	2009-2010	2011-2012	2013-2014	2015-2016	2017	TOTAL
1	ABIA	1.38	0.00	0.00	26,430,893.96	0.00	1,918,783,783.78	732,096,078.88	2,677,310,758.00
2	ADAMAWA	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
3	AKWAIBOM	1.38	0.00	0.00	0.00	4.00	648,658,131.80	732,096,078.88	1,380,754,216.06
4	ANAMBRA	1.38	0.00	0.00	0.00	+	1,042,027,027.02	732,096,078.88	1,774,123,107.28
5	BAUCHI	1.38	4,865.00	0.00	0.70	0.00	1,042,027,027.02	732,096,078.88	1,774,127,972.98
6	BAYELSA	1.38	0.00	0.00	0.00	952,297,297.30	1,918,783,783.78	732,096,078.88	3,603,177,161.34
7	BENUE	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
8	BORNO	0.00	0.00	0.00	0.00	0.00	0.00	732,096,078.88	732,096,078.88
9	C/ RIVER	1.38	0.00	0.00	0.00	0.00	2,027,027.02	732,096,078.88	734,123,107.28
10	DELTA	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
11	EBONYI	1.38	0.00	0.00	0.00	952,297,297.30	1,918,783,783.78	732,096,078.88	3,603,177,161.34
12	EDO	1.38	0.00	0.00	0.00	476,148,656.64	1,918,783,783.78	732,096,078.88	3,127,028,520.68
13	EKITI	1.38	0.00	0.00	527,306.70	0.00	1,102,670,626.38	732,096,078.88	1,835,294,013.34
14	ENUGU	2.38	0.00	0.00	0.00	1,557,422,376.78	1,918,783,783.78	732,096,078.88	4,208,302,241.82
15	GOMBE	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
16	IMO	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
17	JIGAWA	1.38	0.00	0.00	-0.04	0.00	0.00	732,096,078.88	732,096,080.22
18	KADUNA	1.38	0.00	0.00	-0.04	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.24
19	KANO	1.38	0.00	0.00	0.00	0.00	2,027,027.02	732,096,078.88	734,123,107.28
20	KATSINA	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
21	KEBBI	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
22	KOGI	1.38	0.00	0.00	0.00	0.00	1,918,783,783.78	732,096,078.88	2,650,879,864.04
23	KWARA	1.38	0.00	0.00	1,000.00	0.00	1,042,027,027.02	732,096,078.88	1,774,124,107.28
24	LAGOS	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
25	NASARAWA	1.38	0.00	0.00	1,000.00	0.00	434,177,926.54	732,096,078.88	1,166,275,006.80
26	NIGER	1.38	0.00	0.00	5,000,000.00	0.00	1,918,783,783.78	732,096,078.88	2,655,879,864.04
27	OGUN	1.38	0.00	0.00	0.00	952,297,297.30	1,918,783,783.78	732,096,078.88	3,603,177,161.34
28	ONDO	1.38	0.00	0.00	0.00	1,983,094,594.60	1,918,783,783.78	732,096,078.88	4,633,974,458.64
29	OSUN	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
30	OYO	1.38	0.00	0.00	0.00	952,297,297.30	1,918,783,783.78	732,096,078.88	3,603,177,161.34
31	PLATEAU	1.38	0.00	0.00	0.00	0.00	1,918,783,783.78	732,096,078.88	2,650,879,864.04
32	RIVERS	1.38	0.00	0.00	0.00	0.00	0.00	732,096,078.88	732,096,080.26
33	SOKOTO	1.38	0.00	0.00	0.00	0.00	0.00	732,096,078.88	732,096,080.26
34	TARABA	1.38	0.00	0.00	0.00	0.00	1,042,027,027.02	732,096,078.88	1,774,123,107.28
35	YOBE	1.38	0.00	0.00	0.00	0.00	1,677,353,570.08	732,096,078.88	2,409,449,650.34
36	ZAMFARA	1.38	0.00	0.00	0.00	0.00	1,117,345,873.71	732,096,078.88	1,849,441,953.97
37	F.C.T. ABUJA	1.37	0.00	0.68	0.00	0.00	1,042,027,027.28	732,096,078.88	1,774,123,108.21
	CURRICULUM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	GRAND TOTAL	50.67	4,865.00	0.68	31,960,201.28	7,825,854,821.22	41,721,287,209.69	27,087,554,918.56	76,666,662,067.10

Source: Universal Basic Education Commission website

Annex 4: Summary of FGN-UBE Direct Intervention Projects as at 31st March, 2016

STATES	ALMAJIRI MODEL SCHOOLS					MODEL GIRLS SECONDARY SCHOOLS (GIRL-CHILD)	E - LIBRARIES	TOTAL FOR ALL PROJECTS	RENOVATION/ REHABILITATION WORKS IN SCHOOLS		TEACHERS RECRUITED BY FGN TO STATES & FCT (FTS) (2006- 2015)	TEACHERS TRAINED BY FGN FOR STATES & FCT (2009-2014)	TEXTBOOKS DISTRIBUTED TO STATES (2009-2014)	
	UBEC Model I	UBEC Model II	UBEC/ TETFUND	UBEC Support to Model III	TOTAL				Nos of Schools	Nos of Classrooms				
ABIA	-	-	-	1	1	1	-	2	4	6	36	3,500	25,626	2,635,411
ADAMAWA	4	1	2	4	11	-	1	5	17	-	-	4,072	27,632	3,277,001
AKWA IBOM	-	-	-	-	-	1	1	3	5	-	-	3,885	29,192	4,520,566
ANAMBRA	-	-	-	1	1	1	-	3	5	8	48	1,753	26,793	4,111,548
BAUCHI	5	2	2	4	13	-	5	3	21	10	60	2,148	23,042	1,519,702
BAYELSA	-	-	-	1	1	2	2	2	7	8	48	3,274	19,680	2,816,187
BENUE	-	-	1	-	1	-	2	4	7	7	42	3,644	19,423	3,449,525
BORNO	5	1	3	8	17	-	-	1	18	-	-	3,499	19,635	3,310,871
C/RIVER	-	-	-	-	-	1	2	1	4	2	12	3,472	34,756	2,529,792
DELTA	-	-	-	1	1	2	1	2	6	5	30	3,281	23,979	2,834,198
EBONYI	-	-	-	1	1	2	1	1	5	-	-	3,463	41,601	2,860,269
EDO	1	-	1	4	6	2	1	2	11	7	42	3,486	27,512	3,012,382
EKITI	1	-	-	3	4	-	2	2	8	-	-	2,214	37,696	2,795,687
ENUGU	-	-	-	3	3	-	-	3	6	2	12	3,437	23,791	2,549,276
GOMBE	2	1	2	5	10	-	3	3	16	-	-	3,234	21,210	2,510,302
IMO	-	-	-	-	-	2	2	2	6	12	72	3,070	21,935	2,855,440
JIGAWA	4	1	2	3	10	-	1	4	15	1	6	2,795	32,848	3,371,670
KADUNA	7	1	2	5	15	-	3	5	23	25	150	3,111	75,469	2,969,227
KANO	8	1	3	10	22	-	3	3	28	14	84	3,123	42,489	4,735,516
KATSINA	7	1	2	18	28	-	4	4	36	33	198	3,039	25,529	7,653,597
KEBBI	3	1	2	5	11	-	2	4	17	1	6	2,640	20,649	6,519,854
KOGI	4	-	1	5	10	-	3	4	17	5	30	3,392	22,975	3,067,043
KWARA	5	-	2	4	11	-	1	3	15	3	18	3,490	32,943	5,540,435
LAGOS	1	-	-	-	1	-	1	4	6	2	12	2,445	31,938	2,746,960
NASARAWA	3	2	1	3	9	-	4	5	18	9	54	3,236	26,761	1,652,254
NIGER	4	2	2	2	10	-	3	6	19	3	18	3,653	34,480	2,609,351
OGUN	3	-	-	6	9	-	1	3	13	-	-	2,295	20,019	3,931,429
ONDO	2	-	-	1	3	-	1	3	7	1	6	3,433	22,519	2,305,874
OSUN	4	-	-	7	11	-	1	3	15	4	24	3,368	23,493	4,736,950
OYO	5	-	-	5	10	-	1	1	12	10	60	3,451	26,273	3,081,876
PLATEAU	1	-	-	9	10	-	4	4	18	22	132	3,329	42,193	4,656,191
RIVERS	-	1	-	-	1	2	2	4	9	24	144	2,160	20,161	4,056,154
SOKOTO	7	1	2	5	15	-	2	6	23	-	-	3,044	24,766	2,628,433
TARABA	2	-	1	3	6	-	2	3	11	3	18	3,247	19,857	4,121,502
YOBE	3	1	2	4	10	-	2	3	15	1	6	2,597	22,292	3,061,407
ZAMFARA	9	1	2	5	17	-	2	3	22	4	24	2,903	23,780	3,484,959
FCT ABUJA	1	-	1	2	4	-	1	5	10	16	96	3,732	24,961	2,490,268



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