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# Assessment of School Facilities in the Lower and Middle Basic Education Programme in the South Senatorial District of Edo State

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**ABSTRACT**

*This study assessed school facilities in Lower and Middle Basic Education (UBE) programme in the South Senatorial District of Edo State. The study aimed to determine the level of implementation of the provision of portable water, garden for practical in Agriculture, fencing/security and play ground in line with minimum standards of the UBE scheme. Four research questions guided the study. Descriptive survey research design was adopted. The population comprised all the 562 public primary schools in the Senatorial District. A sample of forty-eight (48) schools using multistage sampling was selected. The instrument used was a checklist. It was validated by experts in measurement and evaluation. Descriptive statistics was used for data analysis. The findings showed that the following facilities: portable water, demonstration farm land, perimeter fence and playground in public primary schools did not meet the minimum standard for the attainment of the UBE goals in the district sampled schools. There were no farm animals in all the schools for practical demonstration. Based on the findings, it was recommended among others that Government at all levels should as a matter of urgency put all machineries in place to ensure that the minimum standard is implemented to the letter.*

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## INTRODUCTION

Education is the transmission of knowledge from highly knowledgeable individual called a teacher to the less knowledgeable individual called a learner. The transmission process is called teaching. This process requires either a venue/building or online/virtual where the exercise can take place. For effective teaching and learning to take place, the learning environment has to be decent and necessary facilities needed for the comfort and well-being as well as for effective learning even as it concerns the virtual learning via transmission, have to be adequately provided for the actualization of the stipulated goals. The Universal Basic Education (UBE) scheme was created to meet the basic learning requirements of children aged 6 – 15 years. It was inaugurated by the Federal Government of Nigeria in 1999 as a reform programme to provide improved

Basic Education in order to provide more access to the Nigerian child, which the Universal Primary Education (UPE) programme of 1976 failed to achieve. Otaru (2015) noted that the UPE was introduced with a view to eradicate illiteracy, inculcate numeracy and lifelong skills. However, it failed to achieve its aims and objectives due to poor implementation among others, and this resulted in the increase in the rate of dropouts among pupils. The UBE system was set up out of the need to make not just Basic Education available to all and sundry, but to erase illiteracy, poverty, lack of knowledge and information among her citizens. Thus,

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Osarumwense (2019) pointed out that "In the attempt to correct the abnormalities of the previous systems and develop and project Nigeria's culture, art and language, the Olusegun Obasanjo Administration launched the Universal Basic Education (UBE) programme in November1999 in Sokoto for the nation" (p.107). Specifically, the main reason for the introduction of the UBE is to totally eradicate illiteracy by exposing every citizen of school going age to basic formal education (Osarumwense, 2019).

More importantly, UBE was designed to speedily advance the nation's quest for development, the need to understand the political conditions and national unity (Alutu & Ochuba, 2000). In order to actualize the educational goals and objectives, particularly the Federal and State Government established some parastatals and institutions which included the Universal Basic Education Board (UBEB), State Universal Basic Education Board (SUBEB) and Local Education Authority (LEA) which are saddled with the responsibility of implementing the programme policies at the various educational levels. These parastatals are to ensure that the programme is effectively monitored to achieve the desired goals. School facilities (libraries, laboratories, classroom and administrative blocks, toilets, benches and desks, portable water supply, security post, school farm or garden, perimeter fence) that need to be provided for the attainment of the goals were spelt out in the minimum standard (UBEC, 2010). If they are adequately provided, teaching and learning will be greatly enhanced. Dave-ugwu and Eluke (2024) posited that as a matter of requirement, a school should have basic infrastructural facilities such as classroom blocks, laboratories, libraries, administrative and office blocks, portable water, health care facilities, electricity, sanitation facilities and access roads to school regardless of the season.

Cleanliness is said to be next to godliness. Hygiene facilities and personal sanitation practice are basic pre-condition for sound health. Also, having usable hand washing and toilet facilities for youngster are far-reaching in minimizing the occurrence of communicable diseases. Children first acquire knowledge of personal hygiene at home and then, at basic school level environments. Their familiarity with school facilities is able to influence their behaviours, hand cleaning characters and their well-being, and in all probability affect their adulthood, which is known to be sub-optional. Water, therefore, is life and the provision of it can be seen as necessary for toilet and washing facilities. More so, that it was spelt out in Section 8 of the National Policy on Education (NPE) that Portable water, child-friendly toilet facilities, Laboratory, school gardens, school meals and incentives, sickbay and lots more shall be provided for the attainment of the UBE goals (FRN, 2014).

Specifically, water supply to urban schools was said to be linked with the City water board but, that of rural schools will hinge on individual bore-hole. However, both will have appropriate sizes of overhead storage tanks that would be provided and made available and accessible for use. Water here, is observed as inevitable for individuals who does the maintenance of toilet facilities and related duties, and in like manner, for those who may be exposed to environment such as laboratories, catering departments as water is needed where food is prepared, irrigation of gardens, among others. The supply therefore, of other related physical facilities such as laboratories, toilets is hinged on availability of water supply facilities in schools. According to Okon and Sule (2006),the classroom is an essential position in school setting. It is in this place the children are brought together, and provided the chance to attain the goals of education as well as learn to endure themselves.

Classroom is where instructors arranged their job, execute educational designs and research discoveries are tried-out or tested. Asiabaka (2008), posited thatjust as important as skeleton is to the human body, so does physical facilities compulsory for the accomplishment of result-based teaching and learning in the classroom. He stressed further that the basic reason for the teaching and learning operation is to establish in the learner useful change in conduct by way of analytical reasoning. This operation notwithstanding cannot take place in

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emptiness, however in an atmosphere designed to assist learning. Classroom facilities are among the assets needed in the achievement of educational programmes. Therefore, the partway to accomplishing educational schemes rest largely on school physical facilities planning and its maintenance (Gimah. 2020). To him, the most important part of this studying environment is the classroom. In like manner, Ojiri (2022) posited that school plants such as classrooms, libraries, desks and chairs, and toilets are essential ingredients for both school participation and accomplishment.

He stressed further to state that, it has been universally assented to that school plants have a direct relationship on academic works and its attainment among pupils/students. Shortage of sufficient facilities and of enduring classrooms especially in indigent areas, impoverished condition of existing physical facilities in schools as a result of poor investment, defective construction standards and poor conservation, even the very few basic schools are serve poorly. In view of these, Imah (2023) indicated that the state of school structures is a significant facet in learning situation. For instance, teachers with lockable classroom doors and windows are able to leave behind their instructional materials for as long as they want. Conversely, teachers who are without but compelled to remove their daily will feel old hat to use them. Samtcalagbor (2021) stated that overcrowded classrooms does hurt teaching and learning process as a result of limited classrooms. Fencing of School Compound is not only to beautify the school. Also, for security and safety of the wards, school administrators as well as instructional and physical facilities of the school.

According to Anyaogu and Alagbaojo (2022), Security and safety in schools is an extremely emotional issue and one which is at no time afar from the minds of the school-heads, governing body and local education authority who all have parts to play in the execution of an effective school safety and security blueprint. It is required by minimum standard that primary school safely hold and restrict the pupils in their custody within school periods, safeguarding them from undesirable trespassers and off from any threat within the compass of the compounds. In like manner, and at the close of school activities, they also needs to lock-down to put off any action of stealing, vandalizing, hiding and setting of fire on school facilities. To guarantee school environment that foster a secured learning atmosphere hinges practically on numbers of protective educational facilities as prescribed in the UBE guideline that perimeter fence to primary schools is a mandatory requirement to be fulfilled from inception.

Excellent educational facilities stimulate teaching and learning adequately than defenseless state of damaged, shortage or non-existence of infrastructural facilities (Ugwulashi, 2016). The NPE in it framework, specifically in Section 9 (145) of it states that government shall establish potent quality assurance authorities at Local, State and Federal Government levels, including the FCT for monitoring and maintaining set standards at all levels of education below the tertiary level. Playground will be given appropriate treatment where it will have level surfaces, with fine drainage system, low level grass, while the football fields should be positioned North to South. There should be perimeter fence made of blocks round school compound from inception, among others. These guidelines therefore, remain the benchmark in assessing how much the goals of the UBE programme are being achieved. The national goal of developing the school programme in a unique manner is to supply a satisfactory flow of natural resources of the nation to school going age children.

Setting a standard on which a programme should go for the benefit of all is good. However, it requires strict adherence in order to achieve success in such programme. A standard is a necessary condition or norm that all systems work towards in achieving a result or purpose. The oversight function of teaching and learning institutions is the central part of quality assurance in education. School instructions are not the only aspect of supervision in educational administration however it pays particular attention mainly to the accomplishment of school programme. The desire to maintain at least, a minimum standard if not optimal is the heart of the educational system which is concerned with the

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quality of being efficient and producing the desired results in the programme. The draft of UBE, therefore, glimpse the monitoring of the UBE scheme as a way of checking the extent to which planned contents, products and inputs processes in the scheme are carried out (UBEC, 2004).

Suffice to say that most often, inspection of schools by officials are mainly on instruction, test and examinations, performance of the pupils with little or no emphasis on school facilities. Regardless of the planned academic contents, buildings are needed to shield staff and pupils. Laboratory facilities are needed to generate manipulative dexterity in pupils. Sports facilities (play-ground) are needed to develop the mental, physical and social aspects of the child, water is needed to refresh the learners, adequate fencing is needed to give learners security and they need to be exposed to soil cultivation in other to be skillful in the rudiments of farming and so on. These are in line with the three domains of Bloom's taxonomy of educational objectives which are required to grow cognitive compass of knowledge, skills and abilities which are necessary preconditions for academic attainment. Inspection and supervision are the key factors that enhance implementation. In Section 9 of the NPE, FRN (2014) emphases were placed on inspection as a way to guarantee standard of detailed information and educational system in order to produce warmed and child friendly atmosphere that is comfortable for teaching and learning as stipulated in the minimum standard.

It is pertinent to recall as Ogonor (2017), stated that in the second tenure of the former Governor of Edo State: Adams Oshiomhole, issued sack letters to the inspectors and chief inspectors of education in the State for non-performance of their job with respect to supervision of schools in order to brief the government on their conditions. According to Ezekwensili (2007), there was no supervision of schools in decades. She opined that the absence of supervision of schools in the past has been the major reason educational policies failed in that, a system not supervised and assessed is bound to collapse. This affirmed that without school facilities, meaningful teaching and learning cannot take place. Availability of educational facilities help to build the capacity of a school to deal effectively with school curricular and extra-curricular activities, manage behaviours and promote good teaching and learning environment. Although, there was intervention in the provision of school facilities by Adams Oshiomhole administration, however, recent findings revealed that such infrastructural development (Red-Roof Revolution) has decline drastically. Hence, the need for this study in order to investigate the current condition of school facilities at the lower and Middle Basic Education (Primary School) in Edo State.

**STATEMENT OF THE PROBLEM.**

Nigeria's education system has witnessed different reforms over the years due to the failure of the Nigeria Government in implementing the desired policies. The launching of the UBE scheme therefore came as a relief as it was met to facilitate better implementation and correct every ambiguity in previous educational programmes. To achieve the goals of the UBE scheme, a minimum standard was set as well as guidelines given for proper implementation. However, despite the guidelines provided for the UBE programme implementation, there have been reports from various researchers that school facilities provision is still far from being actualized as funding of schools among others have been inadequate.

Although, in Edo State, there were interventions by the administration of Comrade Adams Oshiomole from 2010-2016 as attempt to provide school facilities in line with the UBE programme recommendations. The policy was however not sustained due to lack of maintenance culture and political will, hence whatever gains that was made has become history as the state of facilities in schools in the State particularly Edo South Senatorial District has greatly deteriorated. Thus, the researchers embarked on this study to ascertain the extent of implementation of the required physical facilities as contained in the UBE guideline at the Lower and Upper UBE programme in Edo South Senatorial District.

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***Research Questions***

To be properly guided, the following research questions were raised so as to reach acceptable conclusion:

1. Is there provision of portable water in each public primary school as required by the UBE programme in the study area?
2. Are the available classrooms adequate and of standard size as required by the UBE programme?
3. Is there perimeter fencing for each public primary school as recommended?
4. Does each public primary school have enough space as playground for psychomotor development of the child?

## METHODOLOGY

The descriptive survey research design was used in this study. It was chosen in order to accurately and systematically describes the population under study. The population of the study comprised all the 562 public primary schools in Edo South Senatorial District which is made up of seven Local Government Areas: namely; Egor (38 schools), Ikpoba-Okha (62 schools), Oredo (85 schools), Orhionmwon (94 schools), Ovia-North East (100 schools), Ovia South West (93 schools) and Uhunmwode (90 schools). Source: Edo-SUBEB (2018). A sample size of 48 schools was used for the study. Multistage procedure of sampling was employed. Multistage sampling is an extension of double sampling where you draw a sample from a large population using smaller and smaller units at each stage of findings as required in order to reach an utmost decision. Stage 1: stratified random sampling by location was done.

Out of the seven LGAs that made up Edo South Senatorial District, four LGAs are rural while three are urban. Stage 2: simple random sampling was used to sample two LGAs from both urban (Egor and Oredo) and rural (Ovia North-East and Uhunmwode) locations. The total number of schools in thesampled LGAs is 313. Third stage: fifteen (15%) percent of the schools was randomly sampled from each LGA and this gave a total of 48 schools. From the UBE standard blue print document for implementing the programme, physical facilities Checklist was constructed by the researchers to adequately investigate if they meet the required standard or not. The checklist contained a "Yes" or "No" 41 response items. The checklist was validated by three experts in the Department of Educational Evaluation and Counselling Psychology. To establish the reliability of the instrument, pretest was carried out in which the developed checklist guideline was used to assess the available physical facilities on twenty (20) schools.

Consequently, the reliability of the test was estimated using Cronbach Alpha Statistics. A reliability coefficient of 0.79 was obtained which shows that the instrument is highly reliable. The instrument was administered by the researchers and research assistants. With permission from Headmaster/mistress, personal observation was carried out on the physical facilities and rated. Basic statistics was used for data analysis. The benchmark was 50%, any facility below 50% was said not to have met the recommended.

## RESULTS

***Research Question 1:***

Is there provision of portable water in each public primary school as required by the UBE programme in the study area?

Table 1: UBE Minimum Standard for Certified Portable Water Supply Facilities at Primary School Level in Edo South Senatorial District.

| S/N | UBE Programme on Minimum Standard for Water Supply | Yes (f) | (%) | No (f) | (%) | Total |
|---|---|---|---|---|---|---|
| 1 | The school have overhead reserve tank(s) of appropriate size(s) for water storage | 11 | 22.9 | 37 | 77.1 | 48 |
| 2 | There is certified portable water supply in | 11 | 22.9 | 37 | 77.1 | 48 |

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| S/N | UBE Programme on Minimum Standard for Water Supply | Yes (f) | (%) | No (f) | (%) | Total |
|---|---|---|---|---|---|---|
| | the school | | | | | |
| 3 | There is self-sufficiency in water supply on the compound | 16 | 33.3 | 32 | 66.7 | 48 |
| 4 | Pupils have easy access to sanitation and drinking water in the school | 25 | 52.1 | 23 | 47.9 | 48 |
| 5 | The classroom floors, toilets and grounds are clean regularly | 10 | 20.8 | 38 | 79.2 | 48 |
| **Grand Total** | | **73** | | **167** | | **240** |
| **Mean (%)** | | | **30.4%** | | **69.6%** | **100%** |

From the research question on supply of certified portable water facilities as specified by the UBE requirement contained in the checklist item 17 to 21 in table 4, the result shows that 11 public primary schools (22.9%) had overhead reserve tanks of appropriate size(s) for water storage and supply of portable water respectively, while 37 public primary schools (77.1%) had no reserve tank as well as no supply of portable water. Of schools with storage facilities and not, 16(33.3%)are self-sufficient in water supply to their school compounds, while 23(66.7%) are not.

The result also indicates that 25(52.1%) pupils have easy access to sanitation and drinking water in their schools, 23(47.9%) do not have easy access to sanitation, nor drinking water in their schools.The findings also revealed that 10(20.8%) had their classroom floors, toilets and grounds cleaned regularly, while 38(79.2%) of the schools are not. The table also shows that the means percentage of (30.4%) for all aspects of certified portable water supply facility provision in the sampled area was low, which implies that the required standard was not met.

***Research Question Two**:*
Are the available classrooms adequate and of standard size as required by the UBE programme?

Table 2. UBE minimum Standard for Classroom Blocks Provision at Primary School Level in Edo South Senatorial District.

| S/N | UBE Programme on Minimum Standard for Classroom | Yes (f) | (%) | No (f) | (%) | Total |
|---|---|---|---|---|---|---|
| 6 | The pupils are taught in a classroom not larger than 40 in number | 23 | 47.9 | 25 | 52.1 | 48 |
| 7 | The supply of chairs and desks for pupils' learning in the school are adequate | 33 | 68.7 | 15 | 31.3 | 48 |
| 8 | The classroom spaces are comfortable for pupils' interaction and class-work in the school | 18 | 37.5 | 30 | 62.5 | 48 |
| 9 | Each of the classrooms in the school measures 7m by 8m square as recommended | 15 | 31.3 | 33 | 68.7 | 48 |
| 10 | The doors and windows of the classrooms are made of metal/aluminum materials | 30 | 62.5 | 18 | 37.5 | 48 |
| 11 | The blackboards are of recommended size spaces of 1/3(one-third) in each classroom | 32 | 66.7 | 16 | 33.3 | 48 |
| **Grand Total** | | **151** | | **137** | | **288** |
| **Mean (%)** | | | **52.4%** | | **47.6%** | **100%** |

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Table 2 shows that for an ideal classroom size of 40 pupils as required by the UBE programme, 23 public primary schools (47.9%) have their pupils taught in classrooms not larger than 40 pupils in number; while 25(52.1%) have their pupils taught in classrooms larger than 40 in numbers. The result also indicates that 33(68.7%) had adequate supply of chairs and desks with 18(37.5%) had classroom spaces that are comfortable for pupils' interaction and class-work in their schools; while 15(31.3%) had no adequate chairs and desks with30(62.5%) had no classroom space that are comfortable for pupils' interaction and class-room in their schools.It was observed that 15(31.3%) had each of their classrooms measured 7m by 8m square as required by UBE scheme; while 33(68.7%) fall short of such measurements, making it uncomfortable for pupils' interaction and classwork.

The result also revealed that 30(62.5%) had doors and windows of their classrooms made of metal/ aluminum materials with 32(66.7%) had their blackboard size spaces of 1/3 (one third) requirement met. Conversely, 18(37.5%) neither have aluminum doorsnor windows in their school classrooms; just as 16(33.3%)had no blackboard size space of 1/3. The table also shows that the means percentage of (52.4%) for all aspects of classroom facility provision in the sampled area was high and above benchmark, which implies that the required standard was met.

***Research question Three:***
Is there perimeter fencing for each public primary school as recommended?

Table 3. UBE minimum Standard for Perimeter Fences Round Schools at Primary School Level in Edo South Senatorial District.

| S/N | UBE Programme on Minimum Standard for Fencing | Yes (f) | (%) | No (f) | (%) | Total |
|---|---|---|---|---|---|---|
| 12 | There is a perimeter fence round the school compound | 16 | 33.3 | 32 | 66.7 | 48 |
| 13 | The perimeter fence in the school is made of blocks | 15 | 31.3 | 33 | 68.7 | 48 |
| 14 | There is provision for security post at the entrance of the school | 19 | 39.6 | 29 | 60.4 | 48 |
| 15 | The security post at the school entrance is manned by security guards | 11 | 22.9 | 37 | 77.1 | 48 |
| **Grand Total** | | **61** | | **131** | | **192** |
| **Mean (%)** | | | **31.8%** | | **68.2%** | **100%** |

From the research question on perimeter fencing facilities as specified by the UBE requirement contained in the checklist item 33 to 36 in Table 7, the result indicates that 16 public primary schools (33.3%) had perimeter fence, just as 15(31.3%)are made of blocks round their schools. Meanwhile, 32(66.7%) of public primary schools had no perimeter fence, just as 33(68.7%) with fences are not made of blocks but of bamboo sticks and flower plants round their schools as self–help effort to prevent intruders from entering their schools at will. The result also shows that 19(39.6%) had security posts at the entrance of school gates of which 11(22.9%) schools are manned by security personnel. While 29(60.4%) had no security post, with 37(77.1%) schoolsare left opened to the mercy of their host communities? The table also shows that the means percentage of (31.8%) for all aspects of perimeter fence provision in the sampled area was low, which implies that the required standard was not met.

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***Research Question Four:***
Does each public primary school have enough space as playground for psychomotor development of the child?

Table 4. UBE minimum Standard on Playground Facilities at Primary School Level in Edo South Senatorial District.

| S/N | UBE Programme on Minimum Standard for Playground | Yes (f) | (%) | No (f) | (%) | Total |
|---|---|---|---|---|---|---|
| 16 | The school have a soccer field with goal post at both ends | 12 | 25 | 36 | 75 | 48 |
| 17 | The football pitch in the school is oriented north to south as required | 7 | 14.6 | 41 | 85.4 | 48 |
| 18 | The school Playground have suitable level surface with good drainage and short grasses | 11 | 22.9 | 37 | 77.1 | 48 |
| 19 | The playing field is used during school hours | 36 | 75 | 12 | 25 | 48 |
| 20 | The Playground is within a walking distance from pupils' homes | 41 | 85.4 | 7 | 14.6 | 48 |
| **Grand Total** | | **107** | | **133** | | **240** |
| **Mean (%)** | | | **44.6%** | | **55.4%** | **100%** |

From table 4, the result shows that 12 public primary schools (25%) had soccer field with goal post at both ends; while 26(75%) had no soccer field. 7(14.6%) football pitch were oriented north to south as required by UBE programme, just as 11(22.9%) had suitable level surfaces with good drainage and short grasses. While 41(85.4%) soccer pitch were not oriented north to south with 37(77.1%) also had no suitable level surface with good drainage and short grasses. The table also indicates 36(75%) were used during school hours by pupils, with 41(85.4%) playgrounds were within walking distance from pupils' homes. Meanwhile, 12(25%) playing field were not use during school hours, just as 7(14.6%) playgrounds were not within walking distance from pupils' homes. The table also shows that the means percentage of (44.6%) for all aspects of playground provision in the sampled area was moderately low, which implies that the required standard was not met.

**DISCUSSION OF FINDINGS**

Finding from the study showed that the provision of portable water in the sampled area did not meet the UBE required standard. In line with the finding of this study, Egbinola and Amanambu (2015) found that access to portable water supply, sanitation and hygiene education remains relatively low both in the urban and rural areas in developing countries.

The findings on the provision of demonstration farm land and farm animals in public primary schools showed that the minimum standard and the guideline needed for the successful implementation of the UBE scheme were not. This is in agreement with Nwadiani (2003) who in his study lamented that it does appear that our educational system has collapsed, children are not learning and teachers are not teaching as a result of inadequate facilities just as Adeogun and Osifila (2008) and Duze (2010), has reiterated that physical facilities as well as other resource inputs are significantly related to pupils academic performance and should be made available for use in schools. The implication of this finding is that the achievement of functional education with hands on experience form of learning will be hard since demonstration farms/gardens requirements are not made available and this will be a huge setback in the successful implementation of the UBE scheme.

The findings revealed that perimeter fences round public primary schools as spelt out

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in the minimum UBE standard was not met in all schools in the senatorial district. This finding was supported by BeSafe Technologies (2019), who reported that the installation of fences in schools can prevent unauthorized access by intruders into the school premises as their access is the greatest threats to school security. They however stressed that fencing of school properties has a number of benefits apart from boosting surveillance and improving security, but it can also enhance students' morale and well-being. The finding is in agreement with Oduwaiye (2002), who observed that many of the introductory technology equipment supplied to schools in during the 6-3-3-4 system were carted away by local communities. Ugwulashi (2016) pointed out that excellent educational facilities that will safely secured stimulate teaching and learning adequately than defenseless state of infrastructural facilities.

A moderate level of availability of school playground in public primary schools was found in the senatorial district. However, it did not meet the required benchmark. Hence, the UBE minimum standard for school play-ground was not met. This finding is contrary to that of Eigbobo, et al () who found that most of the government owed schools have playgrounds but inadequate in safety and measures in terms of size, surfaces and equipment type and supervision by teachers. Specifically, 56.5% and 43.5% of the public and private schools respectively have playground. Although, the States used for the study were: Lagos, Enugu and Rivers. The implication of this finding is that provision of sufficient playground will ensure the physical and mental well-being as well as improvement in school attendance by pupils and the successful achievement of UBE goals.

## CONCLUSION

Based on the findings of this study, it can be concluded that the provision of portable water, demonstration farm land and farm animals, perimeter fences and school playground in the sampled public primary schools in Edo South Senatorial District did not meet the UBE minimum required standard needed for the successful implementation of the UBE scheme. Thus, the level of the implementation of the UBE scheme is very poor. If urgent attention is not paid on meaningful implementation of the spelt out minimum standard, the evil that befell previous educational systems might plague it.

## RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Government at all levels should as a matter of urgency put every machinery in place to ensure that the minimum standard is implemented to letter
2. Government should adequately fund the UBE programme as well as monitor the channel of the flow of finances.
3. Government should ensure that the programme is well Monitored and reports from monitoring should be acted on without delay.

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