

The Assessment of the Effectiveness and Implementation of Universal Basic Education Policy for Educational Development in Nigeria

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One of the major desires of every nation is to drastically reduce illiteracy especially in this modern societies. This is because education is one of the vital indicies used in the measurement and categorization of nations as developed or developing. The Universal Basic Education (UBE) Scheme was planned to bring about positive change in the educational system through quality, functional, and free education, but this dream has met bottlenecks, barriers through high enrollment with inadequate classroom space, lack of laboratories, dilapidated infrastructure, employment of unqualified teachers, lack of fund, these have among others hindered the good implementation of the programme. The article assessed the effectiveness and implementation of UBE Policy for Education Development in Nigeria by reviewing past research/literature to determine the efficacy of UBE programme in student enrollment, financing strategies, government and institutional involvement program, school facilities provision and management, and teacher involvement. Conclusion was given based on the literature reviewed. Lastly, the article added to the recommendation that, for effective management and implementation of the UBE, there is need of full participation and cooperation from the public, professionals, and the government. The government should be open to ideas and allow the free role and participation of educational specialist.

Keywords: effectiveness, implementation, universal basic education (UBE) policy, and educational development

Brief Write up on Writer Identity

Over the years, I have developed passion for impacting knowledge to the young generations most especially in areas, like Mathematics, Economics, and Management, where most students in higher education are facing challenges most. This really craved love in me to pursue education in my undergraduate so as to contribute my effort to bringing smiles to many students in those areas. During my degree program, I took up a teaching job for two years into two different government schools where I taught as Mathematics and Economics teacher respectively. My affection for teaching increased exceedingly as I saw my effort yielding positive results in those students. After my graduation, I taught for another two years in two schools and was made the vice principal academy, assistant head master (AHM), and the Head of Department (HOD) in both schools respectively. I later got admission into the postgraduate school for my masters' degree program to enable me to become a lecturer which has been my utmost desire. I studied Educational Management (Economics and Policy) as an elevation to my dream.

What inspired me most to write this paper was when I had to work under the dictate of the Universal Basic Education (UBE) Board (policy of the Federal Government [FG] of Nigeria) as a school facilitator during my masters' degree program. I worked with them for three years and this opened my eyes to some challenges in the educational policy and the school system. I noticed students and teachers are not performing at their best due to outdated and falling buildings with leakage roof, inadequate infrastructural facilities, lack of teaching aids, deficiency in competent teachers, libraries that are not well-equipped, poor power supply for ICT (information communications technology) and lots more, high rate of drop-out, etc. My working experience there was to facilitate teachers on how to teach sciences subject so as to reduce mass failure and to solicit to the government in meeting those needs of the public schools. The policy mentioned is meant to play a wide role in making education better, free, and compulsory for all children with six-year primary education and three-year junior secondary school within the target population and also guarantee regular funding from the federal government. This led to my research topic in my postgraduate, titled "The role of UBE Programme of Nigeria in the provision of School Facilities to Junior Secondary Schools in Nigeria". I thought it well to write my article on the area of educational policy.

Introduction

Background to the Study

One of the major desires of every nation is to drastically reduce illiteracy especially in this modern societies. This is because education is one of the vital indices used in the measurement and categorization of nations as developed or developing. Nigeria, for example, is categorized as a developing nation, and she must enhance the quality of literacy among its citizens by ensuring that every member of the society has access to Western education. Education is an important key for the development of any society. In fact, education is an instrument a society can use to solve her challenges.

Education is generally regarded as one of the tools to aid improvement in the quality of human life and in the progress of the society in general. It has also been seen as a good way of reducing the existing gap between the members of the society who are rich and poor. Education is meant to better the life, needs, and aspiration of the people and thereby make it the powerful instrument of social, economic, and cultural transformation necessary for achieving the national goals, aims, and objectives. For these reasons, many more is why the education system of every nation should be developed with the help of an achievable, workable, and realistic policy to meet up with the expected goals by every government/institution of each country.

Education is agreed to be the bedrock of any country's development. It is considered as the cornerstone for meaningful and sustainable growth development and achievement in art, science, and technology. Education is affirmed worldwide as catalyst for achieving socio-economic, scientific, and technological development (Abiogu, 2014). For example, the Federal Government of Nigeria (2004) declared in its National Policy on Education that education is an instrument per excellence for achieving national development.

After the Jomtien declaration and framework of action on "Education for All" (EFA) citizens of every member of the world by The United Nations Educational, Scientific and Cultural Organization (UNESCO) (1990), many countries are striving towards achieving this aim of assuring that education is being provided to all citizens, in recognition of national progress. Most of the nations concerned in achieving this aim strive through their national governments and international agencies and design a UBE plan along with commitment to provide the necessary resources which are needed to implement the education plan and the presence of

transparency and accountability in its implementation, so as to achieve the expected development of the people. Nigeria is an example of one country which has strongly committed to the possibility of improving its UBE since its existence in the 1990's. After the country's achievement of democracy in its history, the national government has been increasingly pressured to allow the people to have access to high-quality and adequate public services, including universal basic education. This was a priority because of the need to produce educated and highly knowledgeable citizens who can prove to be highly influential and significant in the overall growth of the national economy. The federal, state, local government, and other private actors are working closely with each other to be assured that the UBE is keeping up to its aims, goals, and objectives. However, the present way the system is operating makes Nigerians doubt its potential effectiveness. The main goal for implementing the UBE program is to make basic education available for free within the space of nine years of schooling for children of school age in Nigeria. The policy might to be a reform measure to rectify the regional disparities in basic education across the country, eradicate illiteracy and poverty, as well as stimulate and accelerate national development, political consciousness, and national integration. The UBE program is the Nigeria strategy for achieving EFA and the education-related Millennium Development Goals (MDGs).

Brief Background of Educational Policy in Nigeria

Historically, formal education in Nigeria commenced doing the activities of the European missionaries and colonialist around 1950s. The operating educational system during this period was called "Primary Educational Scheme" which later became a law in West Nigeria. In the following years, both the Eastern and Northern Nigerian governments also had in place their respective universal education programs. However, the scope of education during this era not only was narrow, but also lacked a properly defined focus. The system needed to progress and another policy system was created. This need became more pressing following the National Curriculum Conference in 1969, where experts in the field of education expressed dissatisfaction with the then existing education system, which had become irrelevant to national needs, aspirations, and goals. After the conference, a follow-up seminar of experts in this regards was convened in 1973. The outcome was a drafted document, the final of which became the national policy on education first published in 1977. In 1981, as well as 1998, the policy was revised.

In September 1999, the UBE was finally launched and passed into law in 2004 as an implementation tool of the government initiative to achieve the Millennium Development Goals in achieving the EFA. The Universal Primary Education (UPE) in Nigeria was also recognized as the predecessor of the present UBE Scheme, which has been directed towards the possibility of increasing the number of attendance or enrollment in schools, as well as the provision of an excellent opportunity to correct the current imbalance. The goals have been met to some extent, however, with all its criticism by various researchers the challenges still persist and become more obvious in the many parts of the country. Some of these challenges are the availability of competent teachers, the provision of a conducive learning environment, textbooks and other resource, curriculum development, and classroom supervision and management among others.

The Statement of the Problem

The UBE Scheme was planned to bring about positive changes in the educational system through quality, functional, and free education, but this dream has met bottlenecks and barriers through high enrollment with inadequate classroom space, lack of laboratories, dilapidated infrastructure, employment of unqualified teachers, and lack of fund, which have among others hindered the good implementation of the programme. Teachers'

appointment and development tend not to be based on supply and demand, in part due to lack of reliable data, but also because the process is prone to political interference. Professional teachers' shortage exists in some states and/or local government areas and tends to be higher in remote rural areas. Furthermore, there is a mismatch between teacher training, specializations, and appointments with primary school trained teachers often ending up as secondary school teachers. Despite the national objective to provide free and compulsory basic education to all children, Nigeria still has one of the largest out-of-school populations in the world. About 263 million children and youth are out of school, according to new data from the UNESCO Institute for Statistics (UIS). This is equivalent to a quarter of the population of Europe. The total includes 61 million children of primary school age, 60 million of lower secondary school age, and includes the first ever estimate of those of upper secondary school age at 142 million (UIS, 2016). Another report from UNESCO UIS (2010), cited that about 10.5 million primary school children are out of school, which is about 42% of the primary-age population. Moreover, the trends are not promising. Net enrollment rate worsened over the past 10 years, from 61.3% in 1999 to 57.6% in 2010. Similarly, World Bank (2013) narrated that after an initial improvement from 84.2% to 102.66%, the gross enrollment rate declined to 83.3% in 2010. Arong and Agdadu (2010) had argued that the worsening outcomes can be attributed to governance issues including the creation of UBE in 2004 which expanded the role of the federal government in primary education. Adamaechi and Romaid (2010) as cited in Nakpodia (2011) indicated that the short supply of professional teachers led to the employment of "market women" and "half-baked individuals". Schools in Kajuru local government area are characterized by these. From the approach, the success of implementation may be a mirage. One of the major failures of the UPE scheme was improper planning and miss management of resources. It was obvious that if analysis or diagnosis of the requirements for implementation was done, the failure of UPE would have been averted. A repeat of the UPE approach with the UBE programme has made researchers and the professionals feel it just a mull over. Another major challenge is the problem of leadership. This is a major problem the system has been facing over years. Key players in the system are nominated on the bases of "god fatherism" not on the bases of professionalism.

A report from African Regional Studies Programme of the World Bank presents a sorry picture of the conditions in African primary schools—Nigeria inclusive. It points out that most schools in sub-Saharan Africa suffer from very poor conditions of learning in dilapidated or half-completed buildings, insufficient furniture, overcrowded classrooms, inadequate learning materials, poorly educated and motivated teachers, and the use of recitation as the dominant vehicle for learning (World Bank, 2015).

The Purpose of the Paper

Generally, the article will access the effectiveness and implementation of UBE policy in Nigeria educational development and determine the efficacy of UBE programme in student enrollment, financing strategies, government and institutional involvement program, school facilities provision and management, and teacher involvement.

Review of Related Literature

The following is the review of related literature the author will like to consider in this article:

- (1) UBE programme and student enrollment;
- (2) Financing strategies of UBE programme;

- (3) Government and institutional involvement programme;
- (4) School facilities provision and management;
- (5) Teachers involvement and support.

UBE Programme and Student Enrollment

The FG of Nigeria (2004) in the national policy of education aimed at achieving education for all before the end of 2015. The policy strategy for achieving this aim is to make education free and compulsory, which is basic education for nine-year education, comprising six years of primary education and three years of junior secondary education. This strategy is assumed to help address the problem of out-of-school children by making education free and accessible to all the citizens of the country who should be going to school at the current age. The policy is also aimed to improve the efficiency, quality, and relevance of education in the country to reduce the possibility of students to discontinue from their formal schooling and ensure that the right skills and values are embedded on the students to help them in their life-long education endeavors. However, this aim appears unrealistic as it is yet to be achieved. Challenges, such as low level of budgetary allocation, have an effect on achieving the “EFA”. EFA calls for so many needs, like buildings, school structures, school facilities, teachers to teach, etc. With these challenges, meeting the aim will be very low. World Bank (2014), data from student enrollment in UBE, shows that about 30% of children of official primary school ages are out of school. The data also considered the proportion of children out of school by different characteristics. For example, approximately 29% of boys of primary school age are out of school compared to 35% of girls of the same age. For children of primary school age in Nigeria, the biggest disparity can be seen between the poorest and the richest children. Nearly 28% of female youth of secondary school age are out of school compared to 24% of male youth of the same age. For youth of secondary school age, the biggest disparity can be seen between the poorest the richest youth. For many of these reasons, the government should spend more to be sure that the aim of making EFA achievable.

World Bank (2014) also provided information that shows the indicators of learning, which lends insight into the quality of educational provision. Their data demonstrate where Nigeria stands in comparison to other low and middle income countries in access to education, measured as the primary school net enrollment rate and youth literacy. Compared to other countries, Nigeria ranks at the six percentile in access and at the 14 percentile in learning. In Nigeria, the literacy rate is 66% among the youth population. This is lower than the average youth literacy rate in other lower middle income countries.

Source from summarized provisional data provided by the National Education Management Information System (NEMIS) in 2015 shows an official study which summarized the key challenges in education quality in Nigeria. These include non-compliance with adopted benchmark qualifications for primary-school teachers, teacher absenteeism, large class sizes in many primary schools, vulnerability of children as victims of conflict, disability, HIV/AIDS, and the need for children to earn household income. They also sported the April 2015 Joint Donor Policy Note on education that the majority of children in school are learning very little.

Even when children are in school a large proportion are not learning. Nearly half of all children who have completed primary school cannot read a complete sentence and more than two thirds of children in the north remain illiterate by the end of primary school. Every year, students perform poorly in the secondary school leaving exams. (Department of International Development [DFID], 2011, p. 9)

The Joint Donor Note cites the large number of pupils in classrooms and teacher problems as contributing

to the poor quality of basic education. Moreover, it was also cited by the NEMIS 2015 that some schools in Nigeria already have more than 300 pupils per class and both trainee and practicing teachers do not receive the support they need to build adequate competencies to ensure children learning.

The Nigeria Vanguard news paper on the 5th of May, 2018 reported that a primary school in a state in Nigeria has over 400 pupils crammed into a 14 feet by 16 classroom where pupils sprawled on the bare floor concentrated doing something else at the front of the teacher.

Financing UBE Programme for UBE

There are four main sources of public funding for the public (non-federal) education sector: state governments, local governments, direct allocations from the federal government (through the UBE Intervention Fund and the Education Trust Fund), and private individuals and organizations, including non-governmental organizations and international donors in some states. There is a huge lack of information on state and local expenditures for education which makes accurate estimates of total spending difficult.

Overall, available data point to a lack of education funding in the sector, in particular at state level. Excluding direct federal spending through Universal Basic Education Commission (UBEC) and the Education Trust Fund, total state education expenditures in all but one of the nine states declined significantly between 2001 and 2005. Records from UBEC (2014) shows the budgetary allocations account for an average of 82% per annum of FG education spending and are mainly to the Federal Ministry of Education (FMOE) and its agencies. Extra-budgetary funds (EBF) represent the remaining 18% and often accrue for education through certain dedicated funds outside FMOE's control (such as the Debt Relief Fund [DRF]/MDG and legislators' constituency projects). The two most prominent extra budgetary funds in education are the UBE Fund and the Tertiary Education Trust Fund (TET Fund), with UBE being larger. The UBEC receipts averaged \$350 USD million between 2010 and 2014, but annual figures oscillated with FG earnings. Twenty-seven percent of TET Fund is a dedicated fund for public (federal and state) tertiary institutions, financed by 2% prior tax on the profits of non-oil companies with over 100 personnel. Its share in total federal education funding is relatively small, averaging 0.3% in the period. Although budgetary spending appears prominent at 82%, it falls short of international good practice standards, which recommend minimal use of EBF to reduce associated fiscal risks. The 18% EBF level suggests lack of capacity in the FMOE to deliver results or a desire to confer political patronage, both of which are symptoms of weak governance.

Governance, Institutions and UBE Programme

Much of the failure to progress toward UBE goals can be attributed to institutional issues. The extensive set of institutional and intergovernmental relations for the provision of basic education for all makes the provision of this system of education in Nigeria more complex. Roles and responsibilities between the three tiers of government are largely undefined, leaving no government or agency with clear accountable results. Moreover, these relations have become even more complicated in recent years due to the creation of new agencies and organizations (e.g., UBEC and State Universal Basic Education Board [SUBEB]). The complexity of the institutional structure is associated with the creation of the UBEC and the SUBEB has resulted in confusion over roles and jurisdictions across institutions and institutional rivalry at the federal and, even more important, at the state parastatal level. In general, protocols are unnecessarily complicated and unclear, and processes are often unknown and unaccountable, which has given room for corruption in the educational system. In addition, there are no standards for the provision of key inputs, such as class size, educational

facilities, teaching and learning materials, health and safety, and teacher provision and qualifications. These are the key factors that directly affect the teaching and learning process.

Adamolekun (2005) testified that over-centralization has decreased incentives for service delivery. In contrast to the 1999 Constitution assigning responsibility for primary education to state and local governments, UBE was designed as a federal government policy and program. Under the UBE law, Local Government Agencies (LGAs) continue to be responsible for delivering basic education—but without budgetary power, which is largely determined at the federal level. Because of this complex issues, sometimes the salaries of the teachers which make up about 80% to 90% of the budget have to be delayed or not even paid until after four/five months, which has resulted to strike actions over the years. Similarly, schools have little autonomy in teacher recruitment, have inadequate systems to assess and monitor schools and students, and have low accountability to parents and society. In some cases, schools have no funds to manage at all. In Bauchi, operational budgets, including for those for materials and supplies, are managed by the LGA, leaving schools with no funds to manage.

School inspection and monitoring are inadequate, in part due to unclear and overlapping roles and responsibilities and a lack of accountability. Arong and Ogabadu (2010) attested that the UBEC was given responsibility for quality assurance, a role that overlaps the previously established work of the Federal Inspectorate Service. Neither of these institutions is entirely independent, and school inspections are sometimes duplicated or missed altogether, or the results are not properly reported. This confusion is compounded by the low capacity in both institutions. Similarly, World Bank (2008) uncovered lack of clarity about responsibilities can also be observed across the four agencies tasked with data collection. As a result, data collection is not standardized and data are unreliable.

School Facilities Provision, Management and UBE Program

School facilities can be defined as those things that enable the teacher to do his/her work very well and help the learners to learn effectively. The chalkboard, for example, facilitates the imparting of information on the learner. School facilities also include school building, e.g., classrooms, assembly halls, laboratories, workshops, libraries, etc. They also include teaching aids, chairs, tables, and devices, such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes. School facilities are all the things that are needed for effective teaching and learning process to take place. They are designed to enhance the process of teaching. Many researchers over the years argued that a successful implementation of any educational programme depends on the quality of available school facilities that are provided for such programme. Lawason, Oluwakemi, and Rari (2011) posited “the quality of education that children get bears direct relevance to the availability or the lack of physical facilities and overall atmosphere where the learning takes place” (p. 48). Also, “excellent school facilities and dedicated teachers are basic ingredients of good educational programme”. The desire for education attainment is on the high side, and the consumers of education therefore expect the attainment of standard and quality education that will give them a sense of belonging, fulfillment, and satisfaction. The UBE is a laudable educational programme that can only be successfully implemented with the availability of adequate and quality school facilities. All along, education has been recognized as the only vital instrument for national development. Education is all round symbol for the nation’s development and transformation in the aspect of economic, social, and the political activities of the nation. For the UBE programme to be implemented, therefore, school facilities which serve as the tools of a

workman in the hand of a teacher must be adequately provided. It is of utmost importance that the availability of school facilities will duly contribute to the successful implementation of the UBE programme. These facilities must not only be provided, they must also be in good condition to enhance learning. This implies sound maintenance culture. There are strong indications that the school facilities needed for effective execution of the UBE are inadequate, and in some places, they are totally absent. For example, in some communities, the school buildings are dilapidated, some de-roofed for years, and others in a state of total neglect. Majority of the UBE schools in Nigeria are yet to receive government attention. The absence of classrooms for effective teaching and learning presupposes the absence of other facilities, such as libraries, instructional materials, such as textbooks, audio-visual aids, and so on. Majority of the UBE schools have not been equipped with computers which will afford the learner the opportunities for developing manipulative skills that will enable the child to function effectively in the society within the limits of the child's capacity. Even where there are school buildings, majority of them have no libraries to inculcate in the young learners, the habit of reading. Those that have libraries have no books meant for this level of education. The basic facilities needed for the implementation of this programme are still not fully provided by the government (Anike & Tari, 2011). Few schools are being renovated while no new ones are being built where there are none. Most of the renovation works are in the hands of the politicians who are not interested in executing the jobs according to specification. Even in some areas where the secretaries of Local Education Boards were given the money to ensure that the head teacher executed the projects, the secretaries gave them money far below the cost of the jobs. The implication is that the jobs were not completed. Consequently, the existing state of school facilities leaves much to be desired. Most of the primary and secondary schools in Nigeria are ugly sights to behold. It is only recently that some governors, notably among who are Rivers State and Lagos State Governors—Rotimi Amaechi and Babatunde Raji Fashola respectively, started and have completed a number of re-construction of old schools tagged as model schools. In most of the other schools, there are de-roofed buildings, no office spaces, leaking roofs, cracked walls, broken-down vehicles, typewriters, chairs and tables, doors and windows, walls, duplicating machines, and photo-copying machines without replacement. Some students still learn under mango-trees while many of the pupils and students sit on the floor to write even where classrooms are available. The teacher on his part has no writing materials, staff room, tables, chairs, and sometimes “one-legged chalk board”. It is saddening to note that in this 21st century our primary and secondary schools are still using blackboards in the classroom when we should be talking about chalkboard and markers. With inadequate provision of the school facilities and non-existence in some UBE schools, it will be difficult for the government to fully implement the UBE programme in the face of the scarce school facilities, and consequently, the desired objectives of the UBE will, however, be difficult to meet.

Teachers Involvement, School Facilities and UBE Programme

The UBE Commission UNE (2009) uncovered that national pupil/class ratio in primary classes was 49:1 and 62:1 at the junior secondary level in 2009, much higher than the recommended 35:1. Classes were found to be especially large in the North where the average class size is 56 students, almost twice as many as an average classroom in the South. Classrooms in early childhood development (ECD) centers are also crowded, with an average of more than 130 pupils per classroom in the North. Moreover, even when schools are available, they are often physically unsafe; and water, health, and sanitation facilities are inadequate, further discouraging attendance. World Bank (2008) found that the ratio of pupils to good classrooms was found to be 109:1 at the

primary level and 125:1 at the junior secondary level. The 2008 Education Public Expenditure Review shows that about half of primary schools require major rehabilitation.

In 2012, World Bank reported that lack of and poor qualities of teachers are serious hindrance to students' enrollment and learning. Teacher/student ratios per pupil stood at 36:1 at the primary level in 2010. In addition, estimates from the UBEC in 2009-2010 indicate that only 60% of primary school teachers are qualified. The lack of teachers is particularly acute in the Northwest and Northeast, where only 50% and 53% of teachers were qualified. The Southwest has close to 100% qualified teachers. But even teachers with qualifications do not have the adequate professional knowledge and competency to teach. A teacher assessment conducted in five states in 2010 illustrated that the majority of qualified teachers had only limited (0%-25%) or emergent (25%-50%) professional working knowledge. Again significant geographical disparities were found. Likewise, UBEC (2009) discovered that students and teachers do not have adequate educational tools. About 80% or more of students in Nigeria do not have a textbook for a subject, about 60% of primary students do not have a mathematics or English textbook, and materials in languages other than English are scarce.

The 400 million people, slightly less than the projected figure for the United States, but are only one 10th of its territory. This rate of population growth translates into about 11,000 babies born every day. These children will need schools, materials, and qualified teachers from a system that is already effective.

Summary, Conclusion, and Recommendations

Summary

The paper accesses the effectiveness and implementation of UBE policy for educational development in Nigeria. The article tries to observe the extent at which UBE programme has been able to achieve her goals and objectives in student enrollment into primary and junior secondary school, the funding of UBE programme, government and institution involvement program, school facilities provision and management, and teachers' employment and support. From the various literature reviewed, it was discovered that there is a strong significant relationship between school facilities, quality and quantity of teachers, funding of UBE, and the enrollment of students into both primary and secondary schools.

Conclusion

As revealed from various literatures, the following conclusions were made:

1. There were funds available for UBE implementation but not sufficiently provided to meet up with the high task of the number of student enrollment, school facilities, salary of teachers, teaching aids, etc.;
2. School facilities are very strong predictors of enrollment into the junior secondary school (JSS);
3. The provision of facilities and teaching aids is also a strong indicator for teachers' interest mostly at the rural areas;
4. Funds utilization, management, transparency, and accountability are strong factors that enhance proper spending and use of funds;
5. Corruption in the UBE system among the top and key officials in the system is also a strong indicator of the success of UBE programme.

Recommendation

The article therefore recommends that for effective, management, and implementation of the UBE, there is need of full participation and cooperation from the public, professionals, and the government. The government

system should be open to ideas and allow the free role and participation of educational specialists. The government should stop the political practices of nominating key leaders into the educational position. Proper screening should be encouraged to nominate key leaders into the system.

More funds should not just be made available, but adequate accountability and transparency should be given more consideration on the part of the government, agencies, and other key officials involved in the system. And this fund should be made sufficient to meet the effected needs of the students. The budget allocated to education should be properly considered before implemented.

More teachers should be employed into the system most especially at the rural areas and they should be room for training and retraining. Teachers should be highly encouraged to work in the rural areas where their duty is highly needed. They should also be supported with necessarily school facilities and teaching aids for effectiveness in performance. Salaries of teacher should not be delayed and they should be motivated.

Parents as well should be highly informed and educated about the child basic education and also enroll the child, giving all required support they need in schooling, most especially the girls in the northern part of Nigeria.

Early marriage should highly be discouraged mostly in the northern part of Nigeria as it may affect the children's basic education. And the government can map out strong strategy to make sure that every young girl is more encouraged to schooling.

The schools as well, mostly in the rural areas for example, should be provided with adequate facilities to enhance conducive learning environment. This is also a key factor to be considered as earlier discoursed.

Students on the other hand should be encouraged by a daily meal like a good strategy some state government has employed.

And lastly, the government should set up adequate monitoring/maintenance track on ground to ensure that school facilities provided are properly used and also in a good condition.

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