



UNIVERSAL BASIC EDUCATION COMMISSION

STANDARD ACTION PLAN

Education For All is the Responsibility of All

FOREWORD

The development of a **Standard Action Plan** by the Universal Basic Education Commission (UBEC) is geared towards ensuring the successful execution of programme of activities of the Commission. It is a step in the right direction bearing in mind that no task or activity succeeds without a well prepared plan. It is therefore a document that is expected to facilitate the smooth translation of the UBEC programmes into actionable activities so that the objectives of attaining functional basic education by the Nigeria child could be realistically achieved.

The UBEC **Standard Action Plan** was developed line with the UBE Act, 2004. The functional areas and activities have been well articulated, the objectives clearly stated just as the relevant target groups are identified. The implementation strategies adopted will make for possible accomplishment of the set objectives within the stipulated time frame.

The plan is therefore a very important document that will be of immense value not only to UBEC but to all the SUBEBs and other major stakeholders in the Basic Education sub-sector. It will serve as a guide in ensuring the faithful implementation of Basic Education activities which will lead to the successful attainment f

the stated objectives and the goal of UBE, Education For All (EFA) and the Millennium Development Goals (MDGs).

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Executive Secretary
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ACRONYMS/ABBREVIATIONS USED IN UBEC STANDARD ACTION PLAN

1. AGF: Accountant General of the Federation
2. CBO: Community-Based Organization
3. COE: College of Education
4. DFA: Director, Finance and Account
5. DFID: Department for International Department
6. DFS: Director, Finance and Supplies
7. ECCDE: Early Child Care and Development Education
8. EMIS: Education Management Information System
9. ERC: Educational Resource Centre
10. ETF: Education Tax Fund
11. FBO: Faith Based Organization
12. FCT: Federal Capital Territory
13. FGN: Federal Government of Nigeria
14. FIS: Federal Inspectorate Service
15. FME: Federal Ministry of Education
16. FMF: Federal Ministry of Finance
17. FMH: Federal Ministry of Health
18. FMI: Federal Ministry of Information
19. FMWA: Federal Ministry of Women Affairs
20. HME: Honourable Minister of Education
21. ICT: Information and Communication Technology
22. JICA: Japan International Co-operation Agency

23.	JSS:	Junior Secondary School	42.	NLA:	Nigeria Library Association
24.	LGA:	Local Government Authority	43.	NMEC:	National Commission for Mass Literacy, Adult Non-formal Education
25.	LGC:	Local Government Council	44.	NOA:	National Orientation Agency
26.	LGEA:	Local Government Education Authority	45.	NOUN:	National Open University of Nigeria
27.	LRCN:	Learning Resource Centre Network	46.	NPC:	National Planning Commission
28.	MoU:	Memorandum of Understanding	47.	NPC:	National Population Commission
29.	NAUPEP:	National Assessment of Universal Basic Education Programme	48.	NPE:	National Policy on Education
30.	NBS:	National Bureau of Statistics	49.	NRBRI:	Nigeria Roads & Building Research Institutes
31.	NBTE:	National Board for Technical Education	50.	NSE:	Nigerian Society of Engineers
32.	NCCE:	National Commission for Colleges of Education	51.	NSLA:	Nigeria School Library Association
33.	NCE:	National Council on Education	52.	NSSF:	National School Sports Federation
34.	NCNE:	National Commission for Nomadic Education	53.	NTI:	National Teachers Institute
35.	NECO:	National Examination Council	54.	NUC:	National Universities Commission
36.	NERDC:	Nigeria Educational Research and Development Council	55.	NUT:	National Union of Teachers
37.	NGO:	Non-Governmental Organization	56.	PTA:	Parents Teachers Association
38.	NIA:	Nigerian Institute of Architects	57.	PTTP:	Pivotal Teacher Training Programme
39.	NIEPA:	Nigerian Institute for Educational Planning & Administration	58.	RAN:	Reading Association of Nigeria
40.	NINLAN:	National Institute for Nigerian Languages	59.	RMRDC:	Raw Materials Research & Dev. Council
41.	NIQS:	Nigerian Institute of Quantity Surveyors	60.	SBEPC:	State Budget and Economic Planning Commission
			61.	SBMC:	School Board Management Committee
			62.	SMC:	School Management Committee
			63.	SMoE:	State Ministry of Education

64. SSS: Senior Secondary School
65. SUBEB: State Universal Basic Education Board
66. TRCN: Teachers Registration Council, Nigeria
67. TTI: Teacher Training Institute
68. UBE: Universal Basic Education
69. UBEC: Universal Basic Education Commission
70. UNESCO: United Nations Educational, Scientific and Cultural Organization
71. UNICEF: United Nations Children’s Fund
72. USAID: United States Agency for International Development

UBE VISION STATEMENT

At the end of nine years of continuous education, every child that passes through the system should acquire appropriate levels of literacy, numeracy, communication, manipulative and life skills and be employable, useful to himself and the society and the society at large by possessing relevant ethical, moral and civic values.

UBE MISSION STATEMENT

To serve as a prime energizer of a national movement for the actualization of the nation’s Universal Basic Education (UBE) vision, working in concert with all stakeholders, thus mobilizing the nation’s creative energies to ensure that **education for all** becomes the **responsibility of all**.

SCOPE OF UBE

- Programmes and initiatives for early childhood education and development;
- Six-year Primary Education and
- Three-year Junior Secondary Education

OBJECTIVES OF UBE

The objectives of the UBE programme are as follows:

- Ensuring unfettered access to nine years of formal basic education;

- The provision of free, universal basic education for every Nigerian child of school-going age;
- Reducing drastically the incidence of drop-out from the formal school system, through improved relevance, quality and efficiency; and
- Ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning.

FUNDAMENTAL FEATURES OF THE UBE ACT, 2004

Compulsory, Free Universal Basic Education

1. Without prejudice to the provisions of item 30 of Part II of the second Schedule and item 2(a) of the Fourth Schedule of the 1999 Constitution dealing with primary school education, the Federal Government's intervention under this Act shall only be an assistance to the States and Local Governments in Nigeria for the purposes of uniform and qualitative basic education throughout Nigeria.

2. (1) Every Government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.

 (2) Every parent shall ensure that his child or ward attends and completes his/her:-
 - (a) Primary school education; and
 - (b) Junior secondary school education
 By endeavoring to send the child to primary and junior secondary schools.

3. The stakeholders in education in a Local Government Area shall ensure that every parent or person who has the care

and custody of a child performs the duty imposed on him/her under section 2(2) of this Act.

4. A parent who contravenes section 2(2) of this Act commits an offence and is liable_
 - (a) on first conviction, to be reprimanded
 - (b) on second conviction, to a fine of N2,000.00 or imprisonment for a term of 1month or to both; and
 - (c) on subsequent conviction, to a fine of N5,000.00 or imprisonment for a term of 2months or to both.
3. (1) The services provided in public primary and junior secondary schools shall be free of charge.
(2) A person who receives or obtains any fee contrary to the provisions of subsection (1) of this section commits an offence and is liable on conviction to a fine not exceeding N10,000.00 or imprisonment for a term of 3months or to both.
4. (1) Every parent shall ensure that his child receives full-time education suitable to his age, ability and aptitude by regular attendance at school.
(2) The provisions of sections 2(2) and 4(1) of this Act shall not apply to any parent who, for the time being, is resident outside Nigeria.
5. The provision of sections 2 and 3 of this Act shall not apply to any child who is resident outside Nigeria and who has not received such education.
6. The magistrate court or any other state court of competent jurisdiction shall have jurisdiction to hear and determine cases arising under section 2 of this Act and to impose the punishment specified.

FUNDAMENTAL FEATURES OF THE UBE ACT, 2004	WHAT THE ACTIVITY ENTAILS	WHEN TO EMBARK ON ACTIVITY	HOW TO CONDUCT THE ACTIVITY	TARGET GROUP INVOLVED AND HOW
<p>1. Every Government in Nigeria shall provide free, compulsory and Universal Basic Education for every child of primary and junior secondary school age. The services to be provided free of charge in public primary and junior secondary schools are tuition, books, infrastructural materials, classrooms, furniture and mid-day meal. Charging of fee shall attract sanction.</p>	<ul style="list-style-type: none"> ▪ Providing access to qualitative basic education i.e. primary, JSS within easy reach of every Nigerian child. ▪ Legislation by States and LGAs ▪ Continuous sensitization and mobilization campaigns ▪ Robust funding ▪ Abolition of all forms of fees and levies ▪ Provision of mid-day meal 	<ul style="list-style-type: none"> ▪ September 2006 	<ul style="list-style-type: none"> ▪ Provide policy on “Maximum distance of school to home” ▪ Provide “proximity policy of JSS to primary schools” ▪ Remove selection/elimination policies at the end of primary 6 ▪ Disarticulate JSS from SSS ▪ Expand post-pry-enrolment ▪ Promote education of disadvantaged groups ▪ Integration of Qur’anic education into UBE ▪ States to enact SUBEB law. ▪ Collaboration between states, LGAs and the school communities in the provision of mid-day meals ▪ Conduct of sensitization meetings, seminars, workshops, advocacy visits, enrolment drive campaigns, etc. 	<ul style="list-style-type: none"> i. States and LGAs to establish more primary and Junior Secondary Schools to improve access and cater for the envisaged 100% transition rate. ii. Federal Government, through UBEC, to intervene and assist States and LGEAs in the implementation of I above. iii. Community/traditional/religious leaders through community mobilization and active participation.
<p>2. Every parent/guardian shall ensure that his/her child/ward is sent to and attends and completes his/her primary/junior secondary school education; and failure to comply shall attract sanctions. All local government shall ensure that every parent/person who has the care and custody of a child performs this duty.</p>	<ul style="list-style-type: none"> ▪ Registration of pupils into primary/junior secondary schools ▪ Retention of pupils in primary/JS schools ▪ Ensure 100% transition rate into JSS. ▪ Enforcement of appropriate sanctions for defaulters by court of competent jurisdiction ▪ Removal of select 	<ul style="list-style-type: none"> ▪ September 2006 	<ul style="list-style-type: none"> ▪ Vigorous mobilization and awareness campaign through the establishment of stakeholders’ forum at State, LGA and community levels. ▪ Provision of child-friendly school environment. ▪ Widening of access to Basic Education ▪ Diversification of curriculum to encourage basic skills acquisition ▪ Elimination of taboos or traditional stereotypes and other practices constituting obstacles to girl/boys access to education ▪ Empowering Education committees to function at all levels. ▪ Establishment of mobile courts within the communities 	<ul style="list-style-type: none"> ▪ Federal Government <ul style="list-style-type: none"> - Mobilization and awareness campaigns - Intervention programme to ensure access, equity and quality ▪ State Government <ul style="list-style-type: none"> - Mobilization and awareness campaigns - Widening of access to Basic Education - Provision of child-friendly school environment - Provision of teaching/learning materials - Provision of mobile courts ▪ LGEAs <ul style="list-style-type: none"> - Mobilization and awareness campaigns - Widening of access to primary education.

FUNDAMENTAL FEATURES OF THE UBE ACT, 2004	WHAT THE ACTIVITY ENTAILS	WHEN TO EMBARK ON ACTIVITY	HOW TO CONDUCT THE ACTIVITY	TARGET GROUP INVOLVED AND HOW
				<ul style="list-style-type: none"> - Provision of child-friendly school environment - Provision of teaching/learning materials - Monitoring of mobile court activities ▪ Parents/Guardian/Communities <ul style="list-style-type: none"> - Registration of all school age children in Basic Education institutions in the communities - Monitoring of school-age children's movement in the communities - Creation of awareness fora in the implications of not allowing children to register and attend lessons in school always - Cooperation with law enforcement agencies in their dealings with erring members of the community
<p>1. Federal Government shall intervene only by giving assistance to the State and Local Governments in Nigeria for the purpose of uniform and qualitative Basic Education throughout Nigeria.</p>	<ul style="list-style-type: none"> ▪ Guaranteeing equity in the provision of Basic Education ▪ Ensuring quality in the provision of Basic Education ▪ Identifying critical areas of intervention e.g. infrastructure, instructional materials, girl-child, special education, etc. 	<ul style="list-style-type: none"> ▪ 2nd Quarter 2005 	<ul style="list-style-type: none"> ▪ Collect baseline data on Basic Education in terms of quality, equity and access through needs assessment survey. ▪ Develop a policy on "Access to Basic Education" ▪ Develop a guide on "Minimum Standards" for provision of Basic Education. ▪ Development/assessment of States' action plans. ▪ Ensure implementation and compliance through Monitoring and Evaluation. ▪ Robust funding through developed criteria for resource allocation to States. ▪ Curricular enrichment ▪ Capacity building for all teachers and other managers of Basic Education. ▪ Increased teacher production. 	<ul style="list-style-type: none"> ▪ FME/SMOEs <ul style="list-style-type: none"> - Through policy formulation and monitoring ▪ FMF <ul style="list-style-type: none"> - Through release of intervention funds to UBEC ▪ UBEC <ul style="list-style-type: none"> - Through intervention programmes ▪ NERDC <ul style="list-style-type: none"> - Through review of curricula to ensure relevance and quality ▪ SUBEBS <ul style="list-style-type: none"> - Adequate implementation of policies and guidelines. They should monitor, evaluate and provide reports ▪ LGEAs <ul style="list-style-type: none"> - Adequate implantation of policies and guidelines. They should also monitor, evaluate and provide periodic reports. ▪ NCCE: Through pre-service training ▪ NTI: Through in-service training ▪ TRC: Through licensing of teachers to ensure quality

UBEC STANDARD ACTION PLAN BASED ON THE UBE ACT, 2004

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
9a	Formulate the Policy guidelines for successful operation of UBEC	<p>1. Facilitating/ Coordinating the Implementation of ECCDE goals in the areas of:</p> <p>i. Submission of Curriculum developed by NERDC to NCE for approval.</p> <p>ii. Development of ECCDE Instructional materials.</p> <p>iii. Local adaptation of foreign text materials for ECCDE.</p> <p>iv. Capacity building for Teachers/Care givers.</p> <p>v. Recruitment and training of PTTP teachers trained for ECCDE.</p> <p>vi. Collaboration, monitoring, inspection and supervision.</p> <p>vii. Coordination of standards for ECCDE Centres.</p>	<p>i. To develop the guidelines for the implementation of ECCDE</p> <p>ii. To encourage States to adapt policy guidelines for the implementation of ECCDE</p> <p>iii. To guide and encourage other stakeholders in the implementation of ECCDE</p>	FME, UBEC, SMOEs, SUBEBs, LGEAs and other Stakeholders	<p>i. Facilitate the approval of ECCDE Curriculum and Minimum Standards by NCE.</p> <p>ii. Produce and distribute the Curriculum and Minimum Guidelines on ECCDE to the Schools.</p> <p>iii. Support the Implementation of ECCDE.</p> <p>iv. Ensure enforcement of standards through monitoring.</p> <p>v. Media coverage of ECCDE programmes.</p> <p>vi. Meetings with stakeholders and collaborating agencies on ECCDE.</p> <p>vii. Publish documents on ECCDE</p>	UBEC, SMOEs, SUBEBs, UNICEF, UNESCO, ERCs, NERDC, FME, FMH, FMWA, NGOs, CBOs, PTAs and SBMCs	<p>i. Blue print for implementation of ECCDE developed.</p> <p>ii. Functional ECCDE units established in the States</p>	<p>i. Availability of National Policy Guidelines and Minimum Standards in Schools.</p> <p>ii. Availability of the adapted minimum standards in the States.</p> <p>iii. ECCDE Centers established in the schools.</p> <p>iv. Availability of Resource materials in the schools</p>	2005 – 2006

N/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
		2. Disarticulation of Junior Secondary Schools from Senior Secondary Schools	i. To attain 100% disarticulation of Junior Secondary Schools ii. To ensure effective management and delivery of the UBE programme in compliance with the UBE Act, 2004	UBEC, FME, SMOEs, SUBEBs, Private Proprietors, PTAs, NGOs and SMCs	i. Advocacy, mobilisation and sensitization with stakeholders on disarticulation ii. Provide support to facilitate the disarticulation iii. Monitoring effective disarticulation	UBEC, FME SUBEBs, SMOEs Private Proprietors, PTAs, SBMCs and NGOs	i. Effective Management of JSS component of Basic Education in compliance with the UBE Act, 2004	100% disarticulation by the end of 2006/07 academic session	2007
		3. Support the Development of Basic Education Text Book Policy.	i. To make available the Book Policy on Basic Education to all States, LGAs and Schools. ii. To facilitate future development, procurement and supply of textbooks for Basic Education.	Pre-Primary, Primary, and Junior Secondary Schools, local Publishers, and general public	Collaborate with FME and NERDC and other Development Partners	FME, NERDC, ERC, UBEC and other Stakeholders	Availability of Basic Education Text Book Policy Document	i. 5,000 copies of the Basic Education Textbook Policy manual produced by 2006 ii. Availability of Policy document in Schools	2006
		4. Support NERDC in the development of guidelines on provision of Supplementary Reading Materials for Basic Education.	i. Ensure that appropriate guidelines on the provision of Supplementary Reading Materials for Basic Education are developed. ii. To implement the guidelines	FME, SMOEs, ERCs, SUBEBs, LGEAs, NERDC, NGOs and other Stakeholders	i. Seminars/Workshops for stakeholders ii. Monitoring of implementation guidelines	NERDC, UBEC, SUBEBs, ERCs, LGEAs, Publishers and other Stakeholders	i. Production of the guidelines ii. Improved teaching and learning	i. Additional 40% provision of Supplementary materials ii. 5,000 copies produced and utilized	2005/06
		5. Ensure the provision of relevant Instructional Materials	To provide additional teaching/learning materials in schools	Primary Schools, JSS and ECCDE	i. Exhibition and Hosting of Book fairs ii. Monitoring utilisation of Matching Grant	FME, UBEC, SUBEBs, LGEAs, SMOEs, NERDC, ERCs, Publishers and other Stakeholders.	Availability of relevant Textbooks, Charts and Models.	An annual 20% increase in the provision of variety of instructional materials in schools.	2006

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATOR
		6. To conduct Census on Special Education needs	To gather data on Special Education for planning and for funds allocation	FME, UBEC, SUBEBs, SMOEs, LGEAs, NERDC, ERCs and Special Education Schools	i. Design, administer and analyse questionnaires; and submit a report	FME, UBEC, SMOEs, SUBEBs, LGEAs, NGOs, CBOs and Communities	Data on all the Special schools are gathered	A robust Action for the development of Special Education in Nigeria
		7. Facilitate the provision of effective Guidance and Counselling Services for Basic Education	To provide guidance and counselling services in Primary and JS Schools	UBEC, NERDC, ERCs, SUBEBs, LGEAs, Association of Guidance and Counselling	i. Capacity building for Teachers and Career Masters ii. Meetings with stakeholders iii. Monitoring implementation	FME, NERDC, ERCs, UBEC, SUBEBs, LGEAs and Schools	Effective guidance and counselling services provided in Basic Education institutions	Availability of at least one career master/ Guidance Counsellor in each school
		8. Facilitate and support Sports development in schools	<p>i. To evolve strategies for the development of various sporting activities i.e.</p> <ul style="list-style-type: none"> • Football • Athletics • Basket ball • Hand ball • Traditional Games, etc <p>ii. To encourage the spirit of sportsmanship</p> <p>iii. To promote sports development and national unity.</p> <p>iv. To enhance the mental, physical and social development of the child</p> <p>v. To develop partnership with the private sector</p> <p>vi. To discourage drop-out into amateur clubs.</p>	FME, UBEC, SMOEs, SUBEBs, LGEAs, FMS&SW, Schools, Development Partners and other Stakeholders	i. Provide guidelines for sport development ii. Mobilization of stakeholders iii. Sports competitions iv. Devote a certain % of funds to sports	FME, UBEC, SUBEBs, Communities, LGEAs, NSSF, Schools, Private Sector(GLO, Coca Cola etc) and other relevant Stakeholders	<p>i. Cross-cultural understanding promoted.</p> <p>ii. Spirit of sportsmanship developed.</p> <p>iii. Outstanding athletes identified</p>	<p>i. Availability and utilisation of sports facilities in all schools.</p> <p>ii. Inter and intra school sports competition organised.</p> <p>iii. Availability of sports development programme in all schools.</p> <p>iv. Conduct of sports competition at the national, zonal, state and LGA levels.</p> <p>v. Availability of sports personnel</p>

N/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
		9. Develop policy programme for out-of-school-children <ul style="list-style-type: none"> • Quranic school pupils • Street children (hawkers) • Girl child 	i. To ensure a focused and systematic mop up of out-of-school-children ii. To provide guidelines for provision of Education for this category of children iii. Formulate strategies that will ensure that stakeholders at all levels include this category of school children in their planning	FME, SMOEs, SUBEBs, UBEC and LGEAs	Roundtable meetings, seminars/workshops on plights of out-of-school children	FME, NERDC, ERCs, SMOEs, UBEC, SUBEBs and LGEAs	i. Policy guidelines for out-of-school-children developed ii. Programme for education of out-of-school- children developed	Reduction of number of out-of-school-children by 70%	2005 – 2010
		10. Facilitate Teacher Development programmes	To ensure the availability of adequate and qualified teachers for Basic Education.	Teachers and Care Givers	i. Collaborating with relevant institutions for pre-service and in-service training. ii. Conducting training, workshops, seminars, conferences, sandwich and other programmes iii. Mobilising funds for teacher development.	UBEC, NCCE, NTI, COEs, SMOEs, ERCs, SUBEBs, NIEPA, NINLAN, NUC, Polytechnics and TRCN	i. Enhanced classroom delivery and effective mentoring. ii. Availability of adequate and qualified teachers for the UBE Programme	i. Number of teachers trained increased by 60%. ii. Increased learning achievements (Literacy, Numeracy and Life Skills) by 50% . iii. School supervision improved by 20%	2006

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
		11. Facilitate Library Development in Basic Education	<p>i. To provide guidelines for the establishment of standard libraries in schools</p> <p>ii. To ensure availability of library facilities in schools</p> <p>iii. To inculcate reading culture among learners and teachers.</p>	Professional librarians, learners, teachers, public, ERCs, National Library of Nigeria and NERDC	<p>i. Development of libraries for schools, LGEAs and SUBEBs</p> <p>ii. Mobilization, Sensitization, Meetings, Workshops and collaboration with relevant professional bodies.</p>	UBEC, LRCN, NUC, SUBEBs, LGEAs, ALN, ERCs, Schools, Communities, NAL, RAN, NERDC, SMOEs, FME and Development Partners	<p>i. Functional library services in schools, LGEAs and SUBEBs.</p> <p>ii. Enhanced learning achievement</p>	<p>i. Functional libraries increased by 20%</p> <p>ii. Increased patronage of school libraries by 50%.</p> <p>iii. Improved students/pupils performance in school based and public examinations</p>	2006
		12. Provide guidelines for Infrastructural development	<p>i. To provide uniformity of functional infrastructural facilities in schools</p> <p>ii. To provide child-friendly environment</p>	UBEC, SUBEBs, SMOEs, LGEAs and Development Partners	<p>i. Meetings/ Workshops with SUBEBs, other Stakeholders and Development Partners.</p> <p>ii. Harmonise proposals from States.</p>	FME, FMF, NPC ETF, UBEC, SMOEs, LGEAs, SUBEBs, Development Partners, NGOs, CBOs, PTAs, Communities and other Stakeholders.	<p>i. The guidelines needed available to SMOEs, SUBEBs, etc.</p> <p>ii. Infrastructural facilities provided</p> <p>iii. Improved access and learning achievement</p> <p>v. Uniformity in the Provision of school infrastructure attained.</p>	<p>i. Availability of the guidelines in all States.</p> <p>ii. Infrastructural facilities increased by 30%.</p> <p>iii. Uniform standards in the provision of school infrastructure attained.</p> <p>iv. Child-friendly school environment provided.</p>	2008
		13. Promote culture of Record Keeping for Basic Education	To ensure proper and accurate keeping of statutory records at all levels of Basic Education	FME, SMOEs, ERCs, SUBEBs, UBEC, Secondary Schools, LGEAs and Primary schools.	<p>i. Meetings, Workshops and Seminars on proper record keeping.</p> <p>ii. Monitoring and Evaluation</p>	FME, NERDC, ERCs, SMOEs, UBEC, SUBEBs, LGEAs and Schools	Properly kept Statutory records in schools, FME, LGEAs, SUBEBs, UBEC and SMOEs	Availability of properly kept Statutory records in schools, FME, SMOEs, LGEAs, SUBEBs and UBEC.	2006

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
		14. ICT and EMIS in Schools	To ensure short and long term strategies for ICT and EMIS development	FME, NUC, SMOEs, UBEC, SUBEBs, LGEAs and schools.	<ul style="list-style-type: none"> i. Advocacy visits ii. Procurement and installation of appropriate hard and software. iii. Workshops, ICT Training, Conferences and Seminars. 	SUBEBs, FME, SMOEs, UBEC, ERCs, ETF, Development Partners and other Stakeholders	Short and long-term ICT and EMIS strategies are developed and implemented.	<ul style="list-style-type: none"> i. ICT and EMIS established centers at UBEC, SUBEBs and LGEAs. ii. School data computerized. 	2008
		15. Teacher Demand and Supply	<ul style="list-style-type: none"> i. To Formulate strategies that will ensure availability of adequate and qualified teachers ii. Institute a merit award for headteachers, teachers, LGEA and other staff of the programme 	FME, SMOEs, UBEC, SUBEBs, NTL, NCCE, NUC, NOUN and LGEAs	<ul style="list-style-type: none"> i. Needs assessment. ii. Sensitization, advocacy, mobilization, meetings, workshops, seminars, with agencies i.e SUBEBs, SMOEs, LGEAs, and Other Stakeholders iii. Incentive for rural teachers e.g tax free; 10% basic salary increase etc. Training and incentives such as award. 	FME, SMOEs, UBEC, SUBEBs, NCCE, NTL, NUC, NBTE, TRCN, NUC and NOUN	Availability of adequate and qualified teachers for Basic Education	<ul style="list-style-type: none"> i. Achieved 1:40 Teacher-pupil ratio ii. Balanced distribution of teachers between rural and urban schools achieved. 	2007
		16. To provide greater Access, Quality and Equity in Basic Education	<p>To provide and implement policy guidelines that will ensure:</p> <ul style="list-style-type: none"> a) Full enrolment/retention and completion of all school-age children. b) The provision of quality meals in schools. c) Inculcation of the culture of School hygiene and Environmental health. 	UBEC, SUBEBs, SMOEs and LGEAs.	<ul style="list-style-type: none"> i. Needs assessment ii. Advocacy, sensitization, seminars, enlightenment, meetings and workshops iii. Supply and balanced distribution of good quality teachers as in 15 above iv. Adequate provision of instructional facilities and materials. v. Monitoring, Supervision and Inspection. 	FME, SMOEs, ERCs, NERDC, UBEC, SUBEBs, LGEAs, Development Partners, PTAs, CBOs, FMH and other Stakeholders	<ul style="list-style-type: none"> i. Availability of Policy guidelines on enrolment/attendance and completion. ii. Increased enrolment and completion rates. 	<ul style="list-style-type: none"> i. Provision of quality meals, uniforms and healthy environment to every child in all schools. ii. 100% access and completion rate. 	2015

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		17. Facilitate the Review of Basic Education Curriculum.	<p>i. To develop an integrated and culturally appropriate National Curriculum for JSS</p> <p>ii. To develop National Curriculum modules for Basic Education in line with the National Policy on Education.</p>	UBEC, SUBEBs, LGEAs, NERDC, FME, NCNE and NUC	Workshops, Seminars, and Conference on curriculum review	FME, UBEC, ERC, NERDC, NCCE, NTL, NBTE, SUBEBs, NUC, SMOEs, LGEAs, Private Sector, NGOs and NCNE	Availability and utilisation of the reviewed curriculum for Basic Education.	Availability and utilization of the reviewed curriculum and modules in all schools	2007
9b	Receive block grants from the Federal Government and allocate to States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with approved formula as may be laid down by the Board of the Commission and approved by the Federal Executive Council provided that the Commission shall not disburse such grants until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act.	<p>1) Development and production of operational manual for UBE intervention funds to States and FCT</p> <p>2) Publication of disbursement of Federal Government UBE Intervention Funds to States and FCT for public consumption.</p> <p>3) Training, re-training and retention of SUBEBs, DFS and Accountants/Auditors on financial operational manual.</p> <p>4) Carrying out annual external audit of UBEC and SUBEB accounts.</p> <p>5) Developing a comprehensive computerized accounting system.</p>	<p>To provide a framework for disbursement of funds to States and FCT.</p> <p>To publish the disbursed funds in at least three (3) National dailies to promote transparency and accountability</p> <p>To build and maintain the capacity of disbursement officers.</p> <p>To comply with Constitutional and Statutory provisions and promote accountability.</p> <p>To enhance efficiency of the accounting system.</p>	<p>UBEC, SUBEBs, FME, AGF, Auditor General, FME and others.</p> <ul style="list-style-type: none"> • UBEC • SUBEBs • Federal Government • Public • Donor Agencies <p>DFA, DFS and Accountants/ Auditors of SUBEBs and UBEC zonal offices.</p> <p>UBEC and SUBEBs.</p> <p>UBEC and SUBEBs.</p>	<p>Workshop involving relevant individuals, organizations, and institutions.</p> <p>Publication of disbursement of Federal Government UBE Intervention funds.</p> <p>Training workshops, seminars and refresher courses.</p> <p>External Auditors for UBEC and SUBEBs.</p> <p>i. Use of competent Consultants. ii. Capacity building for staff.</p>	<p>Relevant departments in UBEC and SUBEBs.</p> <p>UBEC</p> <p>UBEC and SUBEBs.</p> <p>UBEC, SUBEBs and external Auditors.</p> <p>Relevant departments in UBEC.</p>	<p>Operational manuals produced and distributed to SUBEBs.</p> <p>i. Publication of disbursements for accountability and transparency.</p> <p>Appropriate accounting and auditing skills acquired.</p> <p>Audited accounts.</p> <p>Computerized accounting systems at UBEC and SUBEBs.</p>	<p>i) Availability and utilisation of manuals in all States and FCT.</p> <p>i. States financial reports (monthly, quarterly and annually). ii. Reports of Federal Government UBE Intervention Funds disbursement.</p> <p>Proper accounting records kept.</p> <p>Audit Reports</p> <p>UBEC, all States and FCT have computerized accounting system.</p>	<p>2006</p> <p>2006</p> <p>2006</p> <p>Annually</p> <p>2006</p>

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		6) Carrying out quarterly Financial Monitoring and Auditing of funds utilization.	To ensure proper accounting and utilization of funds	SUBEBS, LGEAs and other relevant agencies.	Monitoring visits to States.	UBEC, FME, AGFs, National Assembly, NPC and Budget Monitoring Committee	i. Proper funds utilization assessed ii. Financial reports from States, at regular intervals.	Financial assessment reports.	Quarterly
		7) Carrying out detailed annual budget preparation.	i. To prepare budget for UBEC. ii. To discuss and agree with SUBEBs budgets.	UBEC and SUBEBs.	i. Joint Budget Committee with SUBEBs. ii. UBEC Budgets Committee meetings.	UBEC, SUBEBs, FME, FMF, National Assembly.	i) Obtained relevant data from SUBEBs ii) SUBEB Budgets made available to UBEC for noting and monitoring.	States and UBEC Budgets.	Annually
		8) Monitoring to ensure qualification for further disbursement.	i. To ascertain SUBEBs' readiness for further allocation. ii. To identify States with evidence of good performance.	SUBEBS	Monitoring.	UBEC	i. Data on States readiness for further disbursement ii. Data on States utilisation of the matching grant funds.	Qualification for further disbursement	Quarterly
90	Prescribe minimum standards for Basic Education	1. Harmonisation of minimum standards for various agencies on ECCDE.	To develop National minimum standards on the operation of ECCDE.	SUBEBS, LGEAs, NCNE, NMEC, NERDC, NCCE, NTL, UBEC, NUC and TRCN.	Workshops and stakeholders meetings.	FME and UBEC	National minimum standards on ECCDE produced and adapted by States.	i. Availability of National minimum standards on ECCDE in all States. ii. State/LGEAs compliance with National minimum standard of Basic Education.	2006
		2. Developing strategies for the implementation of the policy on use of mother tongue in primary 1-3	To promote the use of mother tongue in primary 1-3	SUBEBS, NERDC, NINLAN, UBEC, NCCE, NTL, NUC, NCNE and TRC	i. Advocacy for the provision and the use of mother tongue ii. Training and recruitment of adequate number of teachers. iii. Development and production of appropriate instructional materials iv. Continuous capacity building for serving teachers	FME, UBEC, NERDC and NINLAN	i. Modalities for successful implementation are developed ii. Greater learning achievement in primary 1-3	i. 30% annual increase in number of teachers competent in the use of mother tongue to teach. ii. Use of mother tongue as medium of instruction.	2010

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		3. Development of Pre-vocational Education in Junior Secondary Schools.	To ensure minimum standards in the area of pre-vocational education for Junior Secondary Schools.	UBEC, SUBEBs, SMOEs, NBTE and NERDC	Provision of instructional materials on pre-vocational subjects	FME, UBEC, SUBEBs, NBTE, RMRDC and LRCN	i. Improved quality of Pre-vocational Junior Secondary Education.	i. 50% increase in workshops and laboratory facilities in Junior Secondary.	2007
			To prepare learners for life long education.		i. Provision of Introductory Technology workshops ii. Provision of Agricultural laboratories. iii. Provision of Home Economics laboratories. iv. Provision of Integrated Science laboratories		ii. The pre-vocational aspects of the Junior Secondary School implemented. iii. Practical skills for life long learning acquired.	ii. 30% increase in supply of instructional materials in JSS. iii. 30% increase in quality and quantity of pre-vocational education teachers iv. 70% of the students attaining at least 60% pass in pre-vocational subjects.	2007
		4. Review, analyse and harmonise existing minimum standards and evolve new ones for the implementation of Basic Education in the areas of infrastructure, teachers, teaching, schools, workload, supervision, record keeping, gender participation, planning, achievement, library development, etc.	i. To ensure quality in the implementation of Basic Education ii. To guarantee comparability in the implementation of Basic Education across States. iii. To provide basis for effective monitoring of Basic Education in both public and private schools. iv. To ensure that standards on educational inputs are attained	FME, UBEC, FIS, SUBEBs, LGEAs, Schools, NGOs, CBOs and FBOs	i. Hold workshops with states to collate and review existing minimum standards document. ii. Hold workshops on the adaptation and use of minimum standards in schools iii. Apply minimum standards on infrastructure through renovations and new constructions.	<ul style="list-style-type: none"> UBEC, FIS/FME, SUBEBs, SMOEs, LGEAs and Development Partners NERDC, TRC, NCCE, NTI, NGOs, CBOs, Schools, Professional Bodies eg. NIA, NIOs, NSE, NWB, States, LGEAs and NBRI. 	i. Guidelines on minimum standards for Basic Education ii. Similar standards applied across the Basic Education sub-sector iii. States and LGEAs compliance with minimum standards on educational inputs iv. Annual monitoring reports	i. 50% annual increase in learners' achievement. ii. Availability and utilisation of the minimum standards in Basic Education.	2008
		5. Review, analyse and harmonise existing self-help Building/ Maintenance manual produced in year 2004	i. To evolve minimum standards on infrastructural facilities, site planning, building orientation, rehabilitation etc. ii. To evolve minimum standards that would ensure getting value for money spent on instructional facilities(classroom, furniture etc) construction, rehabilitation and maintenance	Schools, Communities, PTAs, NGOs, CBOs, UBEC, SUBEBs, LGEAs and SMOEs	Training of SUBEBs technical officers, communities, LGEAs, Project Implementation Committees, CBOs and NGOs	UBEC	Availability and the utilisation of the reviewed manual.	i. 100% improvement in the maintenance of standards in provision of infrastructural facilities. Judicious use of fund in construction/ rehabilitation of building (i.e. obtaining value for funds) ii. Monitoring reports	2005-2015

NA	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
		<p>6. Evolve minimum standards on:</p> <p>(a) Teachers and Teaching</p> <p>i) Teaching qualification</p> <p>ii) Instructional delivery</p> <p>iii) Teaching load</p> <p>iv) Instructional materials</p> <p>v) Teacher/ pupil ratio</p> <p>vi) Library books and supplementary readers.</p>	<p>i. To determine the quality and quantity of teachers required for Basic Education</p> <p>ii. To prescribe appropriate teaching methods for Basic Education</p> <p>iii. To determine minimum instructional materials required for effective teaching.</p> <p>iv. To determine appropriate lesson periods for teachers.</p> <p>v. To attain minimum teacher/pupil ratio in accordance with NPE.</p>	UBEC, SMOEs, SUBEBs and LGEAs	<p>i. Pre-service teacher training</p> <p>ii. In-service training,</p> <p>iii. Workshops, Seminars, Conferences,</p> <p>iv. UBEC Teacher Professional Support Programme</p> <p>v. Selection and production of instructional materials</p>	<p>NCCE, NTL, TRCN, UBEC, SUBEBs, LGEAs, NERDC, Science Equipment Centres, RMRDC and NUC</p>	<p>i. All teachers possess a minimum of NCE Certificate</p> <p>ii. Appropriate instructional materials produced and distributed</p> <p>iii. Teacher/pupil ratio of 1:25 for ECCDE and 1:40 for Primary and Junior Secondary Schools attained.</p> <p>iv. Balanced distribution in rural and urban schools.</p>	<p>i. All teachers possess minimum of NCE qualification.</p> <p>ii. Teachers competent in use of at least three methods of teaching in each lesson.</p> <p>iii. Improved students learning achieved</p> <p>iv. Qualitative instructional materials are available and used by teachers.</p> <p>v. Compliance with the minimum teaching load</p> <p>vi. Compliance with recommended teacher/pupil ratio.</p>	2005 – 2015

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		<p>(b) Learners</p> <p>(i) Enrolment and retention:</p> <ul style="list-style-type: none"> • Age • Admission <p>(ii) Books supply</p> <p>(iii) Attendance</p> <p>(iv) Feeding programme</p> <p>(v) Health, water and sanitation</p> <p>(vi) Assessment/ Certification</p>	To ensure that minimum standards are attained in the areas of enrolment, attendance, retention, book policy, feeding programme, health and assessment/ certification of pupils	UBEC, SMOEs, SUBEBs and LGEAs	<p>i. Enrolment of all children as indicated below:</p> <ul style="list-style-type: none"> • Primary: 6-12 years • JSS: 12-15 years <p>Admission:</p> <ul style="list-style-type: none"> • ECCDE – optional • Primary } Com- • JSS – } pulsory <p>ii. Encourage parents/ guardians to enrol their children in ECCDE Centres.</p> <p>iii. Provision of adequate instructional materials for schools for ECCDE Centres.</p> <p>iv. Facilitating attendance by creating child-friendly school environment through the provision of</p> <ul style="list-style-type: none"> • Free lunch • Health - provision of First Aid boxes in all classes <p>v. Proper documentation of school-based assessment and full compliance with existing regulations on assessments.</p> <p>vi. Certification upon completion of Junior Secondary School.</p> <p>vii. Advocacy</p>	UBEC, NERDC, NECO, SUBEBs, LGEAs, Parents, Communities, NGOs and CBOs	<p>i. All pupils of school age are enrolled in school</p> <p>ii. All required text books available to pupils</p> <p>iii. School drop-out re-admitted.</p> <p>iv. At least 75% pupils attendance attained.</p> <p>v. Comprehensive documentation of students records implemented</p> <p>vi. Healthy school pupils.</p>	<p>i. 100% enrolment in schools.</p> <p>ii. 75% pupil attendance</p> <p>iii. Re-entry of 50% of drop-outs to school.</p> <p>iv. Pupils Achievement increased by 60%</p> <p>v. Proper documentation of students' records.</p> <p>vi. Availability of students' records</p>	<p>2015</p> <p>2015</p> <p>2015</p> <p>2010</p> <p>Continuous</p>

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		(b) School setting (i) Infrastructure <ul style="list-style-type: none"> • Classroom blocks • Stores • Offices • Play ground • Toilets • Library (ii) Facilities/ Equipment <ul style="list-style-type: none"> • Furniture • In-door facilities • Out-door facilities (iii) Records (iv) Safety	i. To provide standards for classroom, office, library, other school buildings and furniture constructions ii. To provide standards for in-door and out-door games and recreational facilities iii. To provide relevant statutory school records that will promote effective record keeping in schools iv. To ensure a clean school environment with adequate security	UBEC, SUBEBs, SMOEs and LGEAs	i. Distribution of handbook on <i>Minimum Standards in school</i> to schools and other relevant stakeholders ii. Workshops on implementation strategies.	UBEC, SUBEBs, SMOEs, LGEAs, Communities, PTAs, NGOs and CBOs	i. Minimum standards for building construction facilities, records, environment and security developed ii. Child friendly school environment provided.	i. Full compliance with the minimum standards ii. Conducive teaching and learning environment made available.	2015
		(c) Curriculum (i) National Curriculum (ii) Curriculum Modules (iii) Co-curricular activities	i. To develop National Curriculum and Curriculum modules for ECCE ii. To review existing National Curriculum and Curriculum modules for primary and junior secondary education in line with the Basic Education programme.	UBEC and NERDC	i. States adaptation of modules from the National Curriculum. ii. Workshops, seminars and meetings on curriculum delivery	UBEC, SUBEBs, LGEAs and NERDC	i. A functional Basic Education Curriculum produced and distributed. ii. Improved learner achievement.	i. Availability of the curriculum in all schools ii. Effective utilization of curriculum by ECCE, Primary and JS Schools iii. Improved learner achievement observed.	2010
		(d) National Assessment of Universal Basic Education	i. To assess the level of performance of pupils at the Basic Education level nationwide. ii. To report on the characteristics of pupils and their homes, teachers, headteachers and their schools. iii. To assess the instructional skills and competency needs of teachers for Professional Teacher Support Programme iv. To encourage states to conduct assessment of Basic Education.	UBEC, SMOEs, SUBEBs and LGEAs	i. NAUBEP Technical Committee quarterly meetings ii. Development and standardization of instruments iii. Data collection and management iv. Report writing and dissemination v. Advocacy and dissemination workshops	UBEC, SMOEs, SUBEBs and LGEAs	i. Performance indices that will serve as a basis for quality assurance in schools are provided ii. Areas of intervention that will enhance performance of pupils in schools indicated iii. Assessment of Basic Education conducted by states.	i. Increased students Achievement by 60%. ii. Teacher skills and competency needs determined. iii. National and State Report on Basic Education.	Triennial

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9d	Enquire into and advise the Federal Government on the funding and orderly development of Basic Education in Nigeria.	Research into the funding of Basic Education	<p>i) To develop methods for funding Basic Education.</p> <p>ii) To develop criteria for funding Basic Education.</p> <p>iii) To draw comprehensive strategic plan for Basic Education.</p>	<p>i. Federal Government, States, LGAs and other funding agencies.</p> <p>UBEC and SUBEBs.</p>	<p>i. Field study, situation analysis, dialogue and consultation.</p> <p>ii. Workshops, dialogue and consultation.</p> <p>iii. Policy dialogue with States and other stakeholders on strategic plan.</p>	UBEC, SUBEBs, LGEAs and other stakeholders.	<p>i. Appropriate funding methods of Basic Education developed.</p> <p>ii. Federal Government advised on criteria for funding Basic Education.</p> <p>iii. Comprehensive strategic plan developed.</p>	<p>i. Effective methods of funding Basic Education identified</p> <p>ii. Improved funding.</p> <p>iii. Availability and implementation of the UBE strategic plan.</p>	2006
9e	Collate and prepare after consultation with the States and Local Governments, and other relevant stakeholders, periodic master plans for a balanced and coordinated development of Basic Education in Nigeria including areas of possible intervention in provision of adequate Basic Education facilities	<p>i. Preparation of three year (rolling) Action plans for: ECCDE, primary 1-3, Primary 4-6 JSS 1-3.</p> <p>ii. Preparation of Annual Action Plans for all levels of Basic Education.</p>	<p>i. To produce periodic action plans for the development of Basic Education.</p> <p>ii. To ensure an all-inclusive systematic planning, execution and evaluation of the programme.</p>	<p>UBEC, FME, SUBEBs, LGEAs, Schools, NGOs & CBOs, PTAs, Communities and Development Partners</p> <p>School-based Management Committee</p>	Workshops, Meetings, Seminars and Dialogues.	<p>UBEC, FME, FIS/FME, SUBEBs, SMoEs, LGEAs & Schools, SMC, PTA,</p> <p>National Planning Commission (NPC),</p> <p>State Budget and Economic Planning Commission. (SBEPC)</p>	<p>i. Periodic Action Plans produced.</p> <p>ii. Systematic and focused implementation of the UBEC programme</p>	<p>i. Periodic plans produced.</p> <p>ii. Availability and utilization of the plans.</p>	Annually and Triennial
9ei	Proposals to the Minister for equal and adequate Basic Education opportunity in Nigeria	<p>i. Needs Assessment Survey on Basic Education.</p> <p>ii. National dialogue advocacy.</p> <p>iii. Rapid needs assessment survey</p> <p>iv. Development of proposals on various aspects on Basic Education.</p>	<p>To identify areas of imbalance in the provision of Basic Education</p> <p>To identify areas for urgent attention in the provision of Basic Education.</p>	UBEC	<p>i. Advocacy</p> <p>ii. Assessments surveys</p> <p>iii. Develop proposals</p>	UBEC	<p>i. Areas of needs identified</p> <p>ii. Areas needing emergency attention identified</p>	<p>i. Submission of State survey report proposals to Hon. Commissioner for Education/UBEC.</p> <p>ii. Submission of National Survey report and proposal to Honourable Minister of Education (HME)</p>	2006

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9eii	The provision of adequate Basic Education facilities	<p>i. Provision of infrastructural facilities and instructional materials for ECCDE, Primary and JSS.</p> <p>ii. Conduct periodic surveys of the condition of school facilities</p>	<p>i. To determine the condition of school facilities</p> <p>ii. To provide adequate infrastructure, instructional materials and sport facilities</p> <p>iii. To promote and encourage proper use of school facilities and maintenance culture.</p>	<p>UBEC, SUBEBs, LGEAs,</p> <p>Schools and Communities</p>	<p>i. Surveys.</p> <p>ii. Adequate budgetary provision by stakeholders.</p> <p>iii. Timely release of funds as budgeted.</p>	<p>FME, UBEC, SMOEs, SUBEBs, LGEAs.</p> <p>Private sector</p> <p>NGOs, CBOs, FBOs and Philanthropists</p>	<p>i. Adequate facilities provided</p> <p>ii. Conducive learning environment provided.</p> <p>iii. Improved school climate.</p> <p>iv. Improved school facilities.</p>	<p>i. Availability of classrooms, toilets, furniture, sports facilities and instructional materials in 80% of the schools.</p> <p>ii. Decongestion of classrooms.</p> <p>More schools established.</p> <p>iii. Distance barriers to access reduced.</p>	2015
9eiii	Ensure that Basic National Curriculum and Syllabi and other necessary Instructional materials are in use.	<p>i. Support the production of National Curriculum and syllabi.</p> <p>ii. Build teachers and supervisors capacities on use of curriculum and syllabi</p> <p>iii. Supervision of Basic Education institutions and schools.</p> <p>iv. Periodic assessment of utilisation of instructional materials in schools.</p>	<p>i. To facilitate the production of national syllabi and instructional materials.</p> <p>ii. To ensure effective utilization of syllabi and instructional materials.</p> <p>iii. To improve the relevance and quality of instructional materials</p> <p>iv. To enhance teachers' and supervisors' capacity in curriculum delivery and evaluation.</p>	<p>UBEC, SUBEBs, LGEAs and Schools</p>	<p>i. Production and distribution of national curriculum and syllabi to schools.</p> <p>ii. Periodic monitoring and evaluation of schools</p> <p>iii. Regular supervision and inspection of schools.</p> <p>iv. Periodic training of teachers and supervisors.</p>	<p>UBEC, FME, SMOEs, SUBEBs, NERDC, LGEAs, PTA, NUT, Schools,</p> <p>NTE, NCCE, NCNE, NUC, NIEPA and Universities Institute of Education</p>	<p>i. Availability of national curriculum syllabi, and instructional materials produced in all schools.</p> <p>ii. Quality of instruction improved.</p>	<p>i. Improved teaching and learning environment.</p> <p>ii. Survey reports on all the schools available.</p> <p>iii. Improved learning achievements</p> <p>iv. Student learning improved by 60%</p>	Continuous
9f	Carry out a regular Personnel Audit of staff in Basic Education	<p>Conduct regular personnel audit of Basic Education staff.</p>	<p>i. To gather data on all teaching and non-teaching staff in Basic Education institutions nationwide.</p> <p>ii. Prescribe appropriate ratio of teaching/non-teaching staff in schools.</p> <p>ii. To determine teaching/non-teaching staff needs in Basic Education institutions.</p>	<p>UBEC, SUBEBs, LGEAs, SMOEs, and Schools</p>	<p>i. Audit survey of personnel</p> <p>ii. Post personnel audit dialogue</p> <p>iii. Analysis and production of personnel audit report.</p> <p>iv. Analysis of Personnel Audit</p>	<p>UBEC, SMOEs, SUBEBs, LGEAs, NUT, Schools and LGCs</p>	<p>i. Accurate data on teaching/non-teaching staff ratio produced.</p> <p>ii. Professional needs of staff identified.</p> <p>iii. Teaching/non-teaching ratio determined.</p>	<p>i. Availability of data on all the Basic Education staff.</p> <p>ii. Report on audit survey</p> <p>iii. Personnel audit computerised.</p> <p>iv. Report on professional needs produced.</p> <p>v. Teaching/non-teaching staff ratio implemented.</p>	2005/2006

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
9g	Monitor FGN inputs into Basic Education	<p>i. Conduct survey of FGN input into SUBEBs, LGEAs and Schools</p> <p>ii. Monitor periodically the supply of FGN inputs to SUBEBs, LGEAs, and Schools and ascertain the conditions of infrastructure, equipment, and instructional materials.</p> <p>iii. Assess the utilization of infrastructural facilities, equipment and instructional materials.</p> <p>iv. Evaluate classroom interactions</p>	<p>i. To determine the availability and adequacy of FGN inputs into SUBEBs, LGEAs and Schools</p> <p>ii. To ensure proper functioning and utilization of the facilities and instructional materials.</p> <p>iii. To ensure effective teaching and learning within the classroom.</p>	UBEC, SUBEBs, LGEAs and Schools.	<p>i. Survey</p> <p>ii. Monitoring</p> <p>iii. Classroom observation</p>	UBEC	<p>i. Availability, Adequacy and Conditions of inputs determined.</p> <p>ii. Facilities and instructional materials properly identified.</p> <p>iii. Teaching and learning improved.</p>	<p>i. Student learning achieved as in 9eiii above.</p> <p>ii. Basic Education adequately funded as in 9d.</p> <p>iii. Monitoring reports indicating adequacy, condition and utilization of facilities.</p> <p>iv. Improved students achievements.</p>	Quarterly
9h	Present periodic progress reports on the various LGEAs, SUBEBs, UBEC on the implementation of the UBE through the Chief Executives of SUBEBs and UBEC to the President through the Minister	Preparation and presentation of periodic progress reports on UBE at various levels.- ECCDE, Primary and JSS (to the President).	To provide information to the President on progress made in the implementation of UBE Programme in line with EFA goals.	Presidency, FME, UBEC, States, National Assembly, Educational Agencies and National Planning Commission.	<p>i. Survey on the implementation of UBE.</p> <p>ii. National and Zonal meetings of Stakeholders to review reports.</p> <p>iii. Preparation of progress reports.</p> <p>iv. Preparation of national report.</p> <p>v. Submission of reports</p>	<p>i. UBEC, SUBEBs and LGEAs</p> <p>ii. Representatives of community-based Monitoring team</p> <p>iii. Consultants</p>	National reports prepared and presented and finally submitted to the President	Submission of annual reports to Mr. President.	Continuous Annual
9i	Coordinate the implementation of the Universal Basic Education related activities in collaboration with non-governmental and multilateral agencies	<p>i. Identify areas of needs and evolve strategies for collaboration in Basic Education.</p> <p>ii. Develop synergy amongst stakeholders</p>	<p>i. To ensure active participation of the various NGO/Multilateral agencies and Development partners in projects and programmes related to Basic Education.</p> <p>ii. To mobilise support of NGOs, multilateral, etc, for implementation of the UBE programme.</p>	UBEC, SMOEs, SUBEBs, LGEAs, Schools, CBOs, NGOs and FBOs.	<p>i. Development of memorandum of understanding</p> <p>ii. Workshops/seminars.</p> <p>iii. Joint monitoring and evaluation</p>	FME, FMF, NPC, UBEC, SMOEs, SUBEBs, LGEAs, Multilateral and Development Partners, SBEP, UNICEF, UNESCO, World Bank, DFID, USAID, JICA, NGO, CBO, FBO, etc.	<p>i. Efforts in providing Basic Education harmonised.</p> <p>ii. Effective collaboration.</p> <p>iii. Sense of ownership and counterpart contribution by stakeholders (community) improved.</p>	<p>Harmonised areas of collaboration with NGOs and multilateral agencies increased.</p> <p>Increased support in the form of inputs by multilateral agencies in Basic Education.</p>	Continuous

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
9m	Support national capacity building for teachers and managers of Basic Education in Nigeria.	<ul style="list-style-type: none"> i. Identify areas for capacity building ii. Provide technical assistance in the area of capacity building for teachers and managers. iii. Monitor capacity building activities. 	<ul style="list-style-type: none"> i. To provide support for capacity building. ii. To improve on the job performance of teachers and managers. 	UBEC, SMOEs, SUBEBs, PTAs, NGOs, CBOs, FBOs, LGEAs and Teachers.	<ul style="list-style-type: none"> i. Design capacity building programmes, ii. Workshops, Seminars etc iii. Technical assistance, and provision of funds by SUBEBs and LGCs iv. Monitoring. 	UBEC, SUBEBs and LGEAs, NTI, NCCE, NIEPA, NERDC, Universities Institutes of Education and TRCN.	<ul style="list-style-type: none"> i. Trainings conducted ii. On-the-job performance of teachers and managers improved. 	<ul style="list-style-type: none"> i. Trainings conducted 60% increase in student performance as in 9k. 	Continuous
9n.	Carry out mass mobilization and sensitization of the general public and enter into partnership with communities and all stakeholders in Basic Education with the aim of achieving the overall objectives of compulsory free UBE in Nigeria	<ul style="list-style-type: none"> i. Setting up mobilization structures at various levels - UBEC, SUBEBs and LGEAs covering ECCDE, Primary and JSS ii. Embark on aggressive mass mobilization and sensitization. iii. identify areas of collaboration with communities 	<ul style="list-style-type: none"> i. To synchronise all work plans and develop MoUs with partners for action. ii. To build consensus on major issues. iii. To establish linkages and partnership with all stakeholders iv. To ensure that structures and strategies for mobilization are put in place to improve equity, access and quality. v. To ensure that the citizenry imbibe the overall goals of Basic Education. 	PTAs, Teachers, Parents, Schools, Communities, LGAs, SUBEBs, SMOEs, CBOs, NGOs, FBOs, Opinion Leaders etc., Out-of-School children.	<ul style="list-style-type: none"> i. Meetings and consultations ii. Workshops, seminars, sensitisation, advocacy and mobilization of target populations using media and community meetings. iii. Development and signing of MoUs. iv. Joint implementation of projects. 	FME, FMI, NOA, UBEC, SMOEs, SUBEBs, LGEAs, Communities Media Houses, CBOs, NGOs, FBOs and Development Partners	<ul style="list-style-type: none"> i. Access, equity and quality improved. ii. Public awareness of the support for Basic Education improved. 	<ul style="list-style-type: none"> i. 100% enrolment, retention and completion rates ii. Reduction of gender gap by at least 50% iii. 50% increase in the number of joint support. iv. Increase in the provision of educational facilities for challenged children by 50%. 	<p>2015</p> <p>2010</p>
9o	Carry out such other activities that are relevant and conducive to the discharge of its functions under the Act	<ul style="list-style-type: none"> i. Consultative meetings with stakeholders ii. Publication of Basic Education manuals and research reports. iii. Hold Interactive Media sessions on UBE which will include Pupils/Students. iv. Collaborating with other agencies involved in Basic Education e.g. NMEC, NCNE. 	<ul style="list-style-type: none"> i. To provide a forum for interaction and enlightenment among relevant stakeholders. ii. To disseminate information on UBE iii. To promote partnership with other agencies involved in the implementation of Basic Education. 	UBEC, NMEC, NCNE, SMOEs, SUBEBs, LGEAs FME, FBOs, CBOs, NGOs, Communities, Development Partners, Educationists and general public	<ul style="list-style-type: none"> i. Organise Meetings, Seminars and Workshops on UBE. ii. Dissemination of information on UBE through publications. iii. Initiate collaborative activities with relevant agencies. 	FME, FMI, NOA, UBEC, NMEC, NCNE, SMOEs, SUBEBs, FBOs, CBOs, NGOs, LGEAs, Communities and Media Houses	<ul style="list-style-type: none"> i. More Conducive learning environment created at all levels for the discharge of Basic Education functions. ii. Greater public appreciation of UBE goals. iii. Feedback mechanism established. iv. Harmonised strategies for UBE achieved. 	<ul style="list-style-type: none"> i. Consultative meetings held. ii. MoUs with relevant agencies signed and implemented. iii. Availability of Progress Reports and manuals. 	Continuous

S/N	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
9p	Carry out such other functions as the Minister may from time to time determine	Actions to be taken on executive directives on Basic Education outside the specified functions as directed by the Honourable Minister.	To respond to Ministerial directives	UBEC and appropriate Agencies	i. Line Departments to handle such issues. ii. Implement directives	UBEC and appropriate Agencies.	Ministerial directives carried out	Prompt compliance with ministerial directives	Continuous

	FUNCTIONAL AREA	ACTIVITY	OBJECTIVES	TARGET GROUP	IMPLEMENTATION STRATEGY	INSTITUTIONAL ARRANGEMENT	EXPECTED OUTCOME	ACHIEVEMENT INDICATORS	TIME FRAME
9Q	Liaise with Local Donors for the pursuits of UBE	<p>i. Identifying and developing areas of collaboration (bottom-up approach) for donor agencies and development partners.</p> <p>ii. Develop synergy amongst stakeholders</p>	<p>i. To broaden the network of partnership available for Basic Education delivery.</p> <p>ii. To increase stakeholders participation</p> <p>iii. To enhance other sources of funding UBE</p> <p>iv. To keep adequate records of the funds</p> <p>v. To provide basis of disbursement of funds</p> <p>vi. To ensure judicious use of funds</p>	Local donors e.g Private Sector, Community/ SMCS, Philanthropists, NGOS and CBOS	<p>i. Advocacy visits</p> <p>ii. Sensitisation/ Mobilisation (media etc)</p> <p>iii. Organize workshops/ seminars and meetings to identify areas of collaboration on UBEC Action Plan</p> <p>iv. Development of Memorandum of Understanding</p> <p>v. Monitor fund disbursement and utilisation</p>	FME, FMF, NPC, UBEC, SMOEs, SUBEBs, LGEAs and Development Partners	<p>i. Linkages and partnership established</p> <p>ii. Increased support from Development Partners for Basic Education increased</p> <p>iii. Transparency in fund disbursement and utilization</p>	<p>i. Memorandum of Understanding (MoU) signed and implemented</p> <p>ii. Increase in the development of synergies in the implementation of Basic Education</p> <p>iii. Increased Community-Based initiated projects</p> <p>iv. Number of projects supported by development partners increased</p>	CONTINUOUS

CAPACITY DEVELOPMENT

The educational system is the central focus for developing human capacity for any nation. Consequently, it is expected that the system should, itself, have well-qualified people to perform the enormous tasks of managing and delivering quality education to the various clienteles that are responsible for capacity development.

In the implementation of the UBEC Standard Action Plan and the various State Plans, **capacity development** must receive urgent and appropriate attention. For our purpose, capacity development encompasses the ability of individuals, groups, institutions, organizations and societies to identify and meet development challenges over time (Morgan 1993). It is a **sustained** process of **personal capacity** development which determines service delivery with several layers of staff executing specific duties and responsibilities and the **non-personal, corporate** or **administrative capacity** that focuses on the organization as well as the individuals working in it. This takes into account the size, scope and scale of performance of units, sections, and departments implementing the UBE Programme in order to satisfy the needs of clients, their communities and stakeholders.

STRATEGY AND ACTIVITIES

The scarcity of qualified human resources at all levels, but in particular managerial and technical is one of the main obstacles to the success of major reform programmes. Decentralization, expansion of access occasioned by the unprecedented scale of population increase, human resource attrition due to retirement and withdrawal of services place great demands on available capacity.

In the past four-years, capacity development interventions have focused largely on personal capacity strengthening for specific project preparations and implementation.

However, we recognize that capacity development is complex. It is more than conventional training and technical assistance. As a consequence, ours is to develop a comprehensive inclusive policy that is hinged on the UBEC Strategic Plan and Action Plan, one that is gender sensitive, collaborative in implementation (public, private, donor, NGOs) and directed to enhance skill acquisition and attitudinal change as well as create a developmental mind set for a healthy interaction between human and the non-human environment.

In this respect, our approach involves capacity assessment, capacity development and monitoring strategies.

Capacity Assessment: We are currently concluding on the assessment of personal and corporate capacities for the UBE Programme. This process would answer the questions “what” quality of staff is available and “where” are we a Commission. It will provide the bridge between the conceptual framework for programme implementation and operational reality, taking into account ability to operate as an organization, ability to manage clients and beneficiaries, relevance and sustainability of its activities.

Capacity Development Strategies:

Capacity development strategies will address the “how will we get there” and “how will we stay there” questions. The strategies include:

- Developing a Personal Information System
- Increasing the competency of personal Unit to offer general and specific guidance to States on managerial efficiency and productivity through consultants’ – assisted intensive training
- Sustaining a policy of merit in recruitment and promotion
- Sustaining existing and widening donor and private sector support for human capacity development
- Continuous institutional strengthening activities

- Recruiting and sustaining highly skilled academics and professionals for technical departments
- Providing better working conditions and labour protection
- Ensuring appropriate Performance Management system
- Ensuring a greater degree of congruence in the implementation of elements of the Action Plan at Unit levels
- Ensuring a distinct orientation to the future and sensitivity to our operational environment through proactive and need-based programmes
- Developing a resource economy-oriented Commission where planning leads to a reduction of overlaps; duplication, redundancy and achieving optimal service delivery in line with the UN vision.

A variety of programmes and activities which would be implemented to support the strategies include study tours, visits, targeted short courses, distance learning, institutionalized skills development through inservice training cycles, post graduate programmes, in-house seminars and workshops, managerial courses and developing an effective appraisal system among others.

Monitoring and Evaluation

- Simple but effective surveillance system to monitor the process and progress of each activity and strategy will be evolved.

- Periodic Expert review of strategies and organizational performance
- Institutional self-monitoring and evaluation
- Periodic Performance Evaluation

EVALUATING IMPLEMENTATION OF THE ACTION PLAN

- The purpose of evaluation is to improve implementation. As such, evaluation will be undertaken for each activity as implementation progresses. Evaluation will be made as an integral part of the implementation process.
- Activities and programmes of Units and Departments will be evaluated on a quarterly basis. Since individuals execute departmental programmes or serve as desk officers, staff evaluation will be a component of the quarterly evaluation.
- Impact evaluation and specialized studies will be commissioned annually or as the need arises.
- Institutional evaluation will be commissioned bi-annually
- Peer Review, local and international will be under taken triennially
- All evaluation results will provide feedback for continuous review of the Action Plan and its implementation.