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AN ASSESSMENT OF UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN GIWA LOCAL GOVERNMENT AREA OF KADUNA STATE (2005-2010)

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Abstract

This paper assesses the Universal Basic Education (UBE) programme in Giwa Local Government Area of Kaduna State so as to determine the state of instructional materials and infrastructural facilities. This study was informed by the concern over quality of these instructional materials and infrastructural facilities in public schools in Giwa Local Government Area. The primary data was sourced through interview and personal observation, while secondary data was gathered from official publications. Data was analysed quantitatively and qualitatively. The study revealed that the UBE programme has not significantly enhanced the quality of instructional materials and infrastructural facilities in Giwa Local Government. The study suggested inter alia, an increase in the percentage contributions of concerned agencies towards instructional materials and more attention should be given to infrastructural facilities such as libraries and school walls. The study concludes that although UBE has produced positive results within the period under study, if more efforts were put in place, the educational system will get the desired boost not just in Giwa Local Government but Nigeria as whole.

Keywords: Instructional materials, Infrastructural facilities, School age, School drop-out, Public Schools

Introduction

Education is a tool that enhances capacity building and to a large extent contributes to enlightenment and growth of the society. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in a changing world. The development of any nation depends mainly on inputs made by her citizens. The quality of input depends to a large extent on the percentage of the population with a level of education adequate for rapid economic and social development (Federal Republic of Nigeria, 2004). Nigeria, as a nation, needs the education of its citizens, in her onward

march to technological development. The Nigerian government introduced the Universal Primary Education (UPE) in 1976 as an educational programme aimed at improving the overall school enrolment and to correct the educational imbalance precisely between the southern and northern parts of Nigeria. The planning was guided by the principles that the Federal Military Government would solely finance the project while the state governments would act as agents. Preparations were put in place for training of teachers, construction of classrooms while over one billion naira was budgeted for the commencement of the programme. (Taiwo,1981 in Isokoya, 2012)

In May 1999, the UPE scheme was re-launched with modifications and it became Universal Basic Education [UBE]. In September of the same year, the programme was introduced in conformity with the Education for all (EFA) and Millennium Development Goals (MDGs) goal No 2 as an integral part of poverty reduction strategy. The Universal Basic Education (UBE) came as a replacement of the UPE scheme of 6-3-3-4 system (six years of primary school education, three years of Junior Secondary, three years of Senior Secondary and four years of Tertiary Education). UBE includes six years of tuition free primary education and three years of free Junior Secondary Education. This entails 9 years of free uninterrupted schooling for every Nigerian child of school age. The UBE is free, compulsory and a right for the Nigerian child, UBEC (2004).

Kaduna State Government in its efforts to complement this policy of the Federal Government on education introduced its State Universal Basic Education Board (SUBEB) across the 23 local governments of the state.

After the launching of the Universal Basic Education (UBE) programme, attempts were made by state and local governments in fashioning a practical and radical solution to the issue of mass education. Enabling laws were enacted and passed by the legislature, and federal government of Nigeria provided funds to the various states and local governments with the aim of eradicating illiteracy, ignorance and poverty.

Despite the establishment of UBE to ensure high standard of education especially at the lower level, the standard of education is still far below expectation. Nigeria was ranked by United Nations Development Program (UNDP, 2009) as one of the countries with high rate of illiteracy especially among children. The average gross environment ratio (GER) shows that only 55% of Nigerian children go to school, (UNDP, 2014). About seven million children remain out of school with about 2/3 being girls. The net attendance ratio of children aged 6-11 years in many primary schools indicates huge number of children dropping out of school while millions of Almajiri are still out of school, and this has continued to increase, Mohammed (2010).

More intriguing is the gradual decline in the quality of education in Kaduna State particularly in Giwa Local Government Area. This is evident in the near absence or complete absence of some print, graphic, photographic, electronic and other instructional materials in the schools coupled with inadequate seats/sitting arrangement and dilapidated structures. Pupils are sighted sitting on bare floor of the classrooms while the teachers remain standing throughout the duration of the class. This continues to generate public attention about the condition that surrounds the programme, and indeed makes one to ponder as to how such a programme can translate into development of education, (Kaduna State SUBEB, 2013).

Objective of the Study

The main objective of the study is to examine the effectiveness of the UBE programme in Kaduna State. Specifically to:-

- i. Examine the state of instructional materials and how it has enhanced the UBE programme in Giwa L/G Area.
- ii. Investigate the state of infrastructural facilities and how it has enhanced the UBE programme in Giwa L/G Area.

Research Questions

- i. What has been the state of instructional materials in both primary and junior secondary schools prior to the implementation of the UBE programme in Giwa local government Area?
- ii. What has been the state of infrastructural facilities in both primary and junior secondary schools prior to the implementation UBE programme in Giwa Local government area?

Statement of Hypothesis

- i. UBE has enhanced the quality and availability of instructional materials in Giwa local government area.
- ii. UBE has enhanced the quality of infrastructural facilities in Giwa local government area.

Literature Review and Theoretical Framework

In determining causes of dropouts among school age children, Kainuwa and Yusuf (2013) conclude that poor economic condition of parents was a major factor. The other reasons of pupil's dropout of school as given by Kainuwa and Yusuf are lack of school facilities, parent illness and death. Although the work of Kainuwa and Yusuf used pupils enrolment as their measurement, they concluded with lack of school facilities as reasons for drop out of schools. The work of Kainuwa and Yusuf used Zamfara as case study but same may apply in Kaduna.

Infrastructural Facilities

Ogwu (2010) intended to investigate school library development and attainment of UBE objectives in Nigeria and concluded that libraries are invaluable to qualitative learning, the federal government of Nigeria being aware of the evident importance in its policy guidelines and statement. He also concluded that there has not been any enviable development of school libraries alongside with other structures like classrooms, intervention in the education to revamp programme of FGN on libraries. Ogwu study used only library as an element component of UBE and he failed to mention any word regarding instructional materials which is another major factor to be considered in the assessment of objectives of UBE. Anaduaka and Okafor (2013) with the intent to evaluate problems and prospects of UBE in Nigeria came out with the conclusion that UBE is capital intensive and requires adequate funding for the programme to succeed. Also they further stated that, the provision of infrastructure and other educational facilities are imperatives for qualitative UBE programme in Nigeria such as textbooks, libraries, classrooms, furniture, laboratories. Although the work of Anaduaka and Okafor mentioned problems and prospects but it ended up emphasizing on infrastructural facilities and teaching aids materials as solution to UBE. But Anaduaka and Okafor's study used Nigeria as case study and used only secondary source of data collection.

Tahir (2001:34) who also used Delta state as case study concluded that “failure to achieve the target of universal access to and completion of primary education is attributable to low infrastructural facilities”. Tahir (2006:14) stated that the major component areas of UBE Intervention are in the area of Infrastructural Development, provision of infrastructural materials and Teachers Professional Development,

Mikailu (1998) in a paper presentation on education and national building (prospects and constraints) at Kongo Conference Zaria concluded that the country’s education system is gradually being overtaken by a monumental crisis of under-funding and budgetary cuts. This statement will assist us to see if this has any role to play in the implementation of UBE programme under study. In a paper presentation on provision and management of infrastructure facilities for UBE scheme in Nigeria, that Federal Government has agreed as part of its 50% contribution towards the provision of primary schools infrastructures facilities, to construct 14,000 classrooms in the country. The federal government decided to distribute the classroom on the basis of 70% equity to all states and 30% to the less educationally developed state (UBEC, Abuja 2003:36). The paper highlights some areas in which UBEC contributed in the provision of infrastructural facilities.

Instructional Materials

Ombajo and Ndiku (2015) Concluded that the selected materials which are related to the basic content of a course or a lesson help in-depth understanding of such a lesson by a pupil. Also Instructional materials are known and called many names such as instructional media, apparatus, teaching aids, audio visual materials, instructional resources, etc. Eya (1999) defined instructional materials as those instruments teachers use in classroom for teaching. Instructional materials are as old as the man. From the beginning man had always looked for and used materials to drive home their points and make such points vivid so as to be easily remembered. But this paper will assess the infrastructural material and infrastructural facilities in Giwa Local Government Area of Kaduna state.

Odili (1990) asserts that improvised instructional materials may be used as practice devices with which the students build accuracy, understanding and efficiency. Instructional materials are available in different forms as noted by Eya (1999). The four forms of Instructional Materials include:- print material, graphic material, photographic material, and electronic material. Printed materials include books, magazines, and tabloid (Newspapers, cartoons) programmed texts. It was on this ground that Kurumeh (2006) observed that the utilization of improvised instructional materials take adequate care of the three domains (Cognitive, affective and Psychomotor) thereby reducing the abstractness of the mathematics concepts. But in contrast to Kurumeh who Measured Instructional materials in relation to mathematics without infrastructural facilities. Ikwuas and Onwiodiket (2006) state that improvised materials involve selection and deployment of relevant instructional elements of the teaching and learning process in absence or shortage of standard teaching and learning materials for meaningful realization of specified educational goals and objectives. Again Iji, Ogbole and Uku (2014) Maintained that the Utilizations of improvised instructional materials enhances student’s achievement.

Theoretical Framework

The system theory can be traced to the works of David Easton which explains the existence of different parts which perform different functions in such a way that each part interacts and is interdependent on the other parts. Sharma, Sadana and Kaur (2011) observed that, System theory

considers all elements of organization, the whole organization as well as its component parts and they are also view an organization as an adoptive system, if it is to survive it must adjust to changes in the environment. System theory views the organization and its environment as inter-dependent –each depends on the other for resources.

The system theory is composed of **Inputs, Throughput and Output**. The input here refers to the pupils; the Throughput comprises of the Instructional materials and Infrastructural facilities, while the Output is the literate pupil who becomes the ready input for the secondary schools. Children of school age are enrolled into the primary or junior secondary schools. These children are afterwards transformed educationally. This is made possible through the provision of basic infrastructural and instructional materials such as furnished classrooms and libraries, as well as prints, graphic, telegraphic and electronic means. However, the expected outcome/output is a junior secondary three student who can read and write. Kajang and Istifanus cited in Simon (2011) contend that an organization is a total system i.e. a composite of all sub-system serving to produce the desired effect. Their basic assumption is that the element of organizational structure and function emanates from the characteristic of human problems solving processes and retained human choice.

This theory is relevant to this study in view of the fact that, the UBE is an educational programme. Education is one of the most fundamental responsibilities of government at all levels i.e. Federal, State and Local Governments. It was in the light of this that the constitution of Nigeria had ensured it as exclusive, concurrent and residual item. Just like Easton observed, the system should be split into sub-system, subparts and subsections and in spite of the fact that these sub-units may be different in terms of personnel and resource requirement, they must work harmoniously in a coordinated way in order to achieve the predetermined target and objectives. The same thing applies to education especially primary education where the federal government is most responsible. And according to system theory, whenever any one of these component units was affected, it will affect the entire system. This is very true because if we looked at the entire education system in Nigeria especially at primary school level, one may be right to say that the level of degradation of education is a collective failure between the federal, state and local governments as well as parents. This of course justifies the assertion of the Easton that the subsystem must be interdependent and interrelated with each order in such a way as to prevent leakages and asymmetries.

Methodology

The population of this study consists of 210 primary schools and 15 junior secondary schools making total No of 225 schools in Giwa local government and Teachers/headmasters, management Staff and selected parents composed the population of the study. The researchers decides to use probability (simple random) sampling technique for the primary data while secondary data would be sourced from existing materials to conduct the study. The primary data was sourced through interview and observation. The two methods are found to be good enough to gather needed information for the analysis. The interview (though face-to-face and through telephone) was mainly for management staff, teachers and some parent who are not literate.

Also the various implemented projects of the UBE scheme in Giwa local government were observed and reported in the findings. Secondary Sources include data collected from existing

materials such as textbooks, newspaper, magazine, journals and handbook or official publications. The data was presented on frequency distribution table and its contents discussed.

S/n	Year 2005-2010	Constructi on of classroom	Constructi on of office	Renovatio n of classroom	Renovatio n of office	Completi on of class	Completi on of office	Constructi on of Fence	Construct ion of toilets	Furniture's
1	2005	10	2	9	4	—	-	1	-	-
2	2006	10	5	12	6	2	1	-	2	-
3	2007	16	8	-	--	---	--	--	4	-
4	2008	6	3	-	-	-	-	-	-	-
5	2009	24	12	-	-	-	-	-	10	-
6	2010	-	-	9	1	-	-	-	2	180 No
7	TO AL	66(41.26%)	30(18.75%)	30(18.75%)	11(6.88%)	2(1.25%)	1(0.62%)	1(0.62%)	18(11.25%)	180 no d/b(0.62%)

4. Data Presentation

Table 1: UBE Intervention Project on Infrastructural Facilities in Giwa Local Government 2005-2010.

Source: *Giwa Local Govt. Education Authority 2014*

Table 1 above shows that, the UBE intervention project constructed 66 classrooms represent 41.26% and 30 Offices which represent 18.75%, renovated 30 classrooms and 11 offices which represent 18.75% and 6.88% respectively, completed 2 classrooms with an office which represent 1.25% and 0.62%. UBE intervention project between the period of 2005-2010 also constructed 1 fence which represent 0.62% school and constructed 18 toilets which represent 11.25% of the total UBE intervention project between the period of 2005-2010 and distribution of 180 no desks and benches which represent 0.62%.

Table 2: ETF Project on Infrastructural Facilities in Giwa Local Government 2005-2010.

S/n	Year 2005-2010	Construction of classroom	Construction of office	Renovation of classroom	Renovation of office	Completion of class	Completion of office	Construction of Fence	Construction of toilets	Furniture's
1	2005	-	-	-	-	-	-	-	-	
2	2006	4	2	-	-	-	-	-	2	--
3	2007	10	2	-	-	-	-	-	4	-
4	2008	-	-	-	-	-	-	-	-	
5	2009	5	1	-	-	-	-	-	2	-
6	2010	11	4	-	-	-	-	-	8	
7	TOAL	30(54.55%)	9(16.36%)	-	-	-	-	-	16(29.09%)	-

Source: Giwa Local Govt. Education Authority 2014

From the above table 2 which indicated that, the ETF project constructed 30 which represent 54.55% classrooms with 9 stood for 16.36% are offices and also constructed 16 toilets which represent 29.09% of the total ETF project across Giwa local government, between the periods of 2005 ---2010. This shows that ETF does not carry out any project in 2005 and 2008

Table 3: Capital Project on Infrastructural Facilities in Giwa Local Government 2005-2010.

S/n		Year 2005-2010	Construction of classroom	Construction of office	Renovation of classroom	Renovation of office	Completion of class	Completion of office	Construction of Fence	Construction of toilets	Furniture's
1		2005	-	-	-	-	-	-	-	-	-
2		2006	-	-	-	-	-	-	-	-	-
3		2007	-	-	-	-	-	-	-	-	-
4		2008	14	7	-	-	-	-	-	14	-
5		2009	-	-	-	-	-	-	-	-	-
6		2010	-	-	-	-	-	-	-	-	1,000 No d/b
7	TOAL		14(37.84%)	7(18.92%)	-	-	-	-	-	14(37.84%)	1,000 No d/b2-(5.40%)

Source: *Giwa Local Govt Education Authority 2014*

From the table 3 above which shows how Capital Project are carried out in Giwa local government area, which indicate the construction of 14 classrooms with 7 offices and constructed 14 toilets which represent 37.84%, 18.92% and 37.84% respectively, also distributed 1,000 no of desks and benches to the various schools across the local government which represent 5.40% of the total capital project executed between the period of 2005—2010.

Table 4: Local Government Council Project on Infrastructural Facilities in Giwa Local Government 2005-2010.

S/N		Year 2005-2010	Construction of classroom	Construction of office	Renovation of classroom	Renovation of office	Completion of class	Completion of office	Construction of Fence	Construction of toilets	Furniture's
1		2005	4	1	10	5	-	-	-	-	-
2		2006	12	6	2	1	2	1	-	-	-

3		2007	-	-	12	6	4	1	---	-	-
4		2008	12	6	-	-	-	-	-	-	-
5		2009	8	4	3	1	-	-	-	-	-
6		2010	24	12	2	1	2	1	-	-	-
7	TOAL		60(41.96%)	29(20.28%)	29(20.28%)	14(9.79%)	8(5.59%)	3(2.10%)	-	-	-

Source: *Secretary's Office Giwa Local Govt.2014*

Table 4 shows that, the Local government council constructed total no of 60 classrooms with 29 offices with which it represent 41.96% and 20.28% respectively and also renovated 29 classrooms represent 20.28% with 14 offices represent 9.79% of the total executed project and completed 8 classrooms represent 5.59% with 3 offices represent 2.10% in the period 2005-2010.

Table 5: Shika Area Development Project on Infrastructural Facilities in Giwa Local Government 2005-2010.

Source: *Shika Dev. Area 2014*

S/n	Year 2005-2010	Construct ion of classroom	Construct ion of office	Renovatio n of classroom	Renovatio n of office	Completi on of class	Completi on office	Constructi on of Fence	Construct ion of toilets	Furniture' s
1	2005	4	2	9	4	4	2	-	-	-
2	2006	2	1	11	5	9	4	-	-	-
3	2007	4	2	-	-	-	-	-	-	850 No d/b
4	2008	-	-	7	3	6	3	-	-	441
5	2009	2	1	8	4	-	-	-	-	-
6	2010	-	-	-	-	-	-	-	-	500 No d/b
7	TOAL	12(11.88%)	6(5.94%)	35(34.65%)	16(15.84%)	19(18.81%)	9(8.91%)	-	-	1791 No d/b4-(3.96%)

Table 5 which indicates the executed project from 2005-2010 by Shika Development Area as constructed 12 classrooms which stood for 11.88% with 6 offices as 5.94% were constructed, renovated 35 classrooms which stood for 34.65% with 16 offices represent 15.84%

and completed 19 classrooms in which it represent 18.81%. Also 1,791 desk and bench were distributed across the Shika Development Area of jurisdiction represent 3.96% of the total project for Development Area between the 2005-2010.

Table 6: Shika Area Development Project on Instructional Material in Giwa Local Government 2005-2010.

SN	YEAR	TEXT BOOK	EXERCISE BOOK
1	2005		35,000 copies
2	2006	-	-
3	2007	-	-
4	2008	-	-
5	2009	2,280 copies	
6	2010	-	-
	TOTAL	2,280(6.12%)	35,000(93.88%)

Source: *Shika Dev. Area 2014*

From the above table 6 shows that only Shika Development Area has made effort to provide instructional materials. As indicated above in the period of 2005-2010 Shika Development Area distribute 2280 textbooks which represent 6.12% of the total supply and distribution of books. Also, Shika Development Area supply and distribute 35,000 exercise books representing 93.88% between the period of 2005-2010.

Table 7: Summary of Instructional Materials 2005-2010

S/no	Agencies	Date	Textbooks	Exercise book
1	UBE	2005-2010	0	0
2	ETF	“	0	0
3	Capital Project	“	0	0
4	L/G Council Project	“	0	0
5	Dev. Area Project	“	35,000	2,280
6		“		
	Total	“	35,000	2,280

Source: *Research Survey 2014*

From the table 7 above shows that from the period of 2005-2010 only Shika Development Area have little contribution to the provision of instructional materials towards the achievement objectives of UBE, which provided 35,000 exercise books and 2,280 text books this

shows low level of the provision of instructional materials in Giwa local Government area. This indicates that only Shika Development Area made effort in provision of instructional materials in Giwa local government Area between 2005-2010.

Table 8: SUMMARY ON INFRASTRUCTURAL FACILITIES 2005-2010.

S/n	Agencies	Year 2005 - 2010	Construction of classroom	Construction of office	Renovation of classroom	Renovation of office	Completion of class	Completion of office	Construction of Fence	Construction of toilets	Furniture's
1	UBE	05-10	66 (36.26%)	30(36.58%)	30(31.92%)	11(26.83%)	0	0	1(100%)	16(50%)	0
2	Capital project	05-10	14 (7.69%)	7(8.54%)	0	0	0	0	0	0	1000(35.83%)
3	ETF	05-10	30 (16.48%)	9(10.98%)	0	0	0	0	0	16(50%)	0
4	Giwa LG Council	05-10	60 (32.97%)	30(36.58%)	29(30.85%)	14(34.15%)	8((29.63%)	4(30.77%)	0	0	0
5	Dev. Area	05-10	12 (6.60%)	6(7.32%)	35(37.23%)	16(39.02%)	19(70.37%)	9(69.23%)	0	0	1791(64.17%)
	Total	05-10	182 (100%)	82(100%)	94(100%)	41(100%)	27(100%)	13(100%)	1(100%)	32(100%)	2,791(100%)

Source: *Research Survey 2014*

From table 8 above, between the period of 2005-2010 182 classrooms were constructed by different agencies in which 66 represent 36.26% are from UBE intervention and 14 classrooms represent 7.69% are from Capital Project, 30 classrooms with 16.48% are the project from ETF and 60 classrooms represent 32.97% are from local government council and 12 classrooms represent 6.60% are constructed by Development Area. Also 94 classroom were renovated in which 30 classrooms represent 31.92% are from UBE intervention projection, 29 represent 30.85% are renovated by local government council and 35 classrooms represent 37.23% were renovated by Shika Development Area. Also 8 classrooms represent 29.63% are completed by local government council and 19 classrooms represent 70.37% are completed by Shika Development Area between the period of 2005-2010. The table above shows 1 only construction of fence of school wall by UBE and 16 represent 50% are also from UBE and remain 16 toilet represent 50% are constructed from E.T.F project. In the area of furniture capital project supply 100, No. desk and bench represent 35.83%, and lastly 1791 desk and bench which represent 64.17% are supply and distributed by Shika Development Area for the period of 2005-2010.

Discussion of Findings

UBE programme is committed to a better quality of education especially for the children going school. This is invariably in Kaduna State in which the State Universal Basic education Board (SUBEB) was established, which with the purpose of achieving the objective of the State, Compulsory, Free Universal Basic Education and also committed to achieve quality education especially in the area of infrastructural facilities throughout 23 Local Government, particularly Giwa Local Government Area. Local Government primary and junior secondary schools in Giwa have different donor agencies for provision of instructional materials and infrastructural facilities such as: UBE Intervention, ETF project, Capital Project, Self Help Project, Local Government Project and Area Development Project.

The study has found out that, only 2791 textbooks and 35,000 exercise books were distributed on instructional materials throughout the period of 2005-2010, for the purpose of this study, the study discovered that UBE has not enhances on instructional materials in Giwa local Government Area. Which is only Shika Development Area made effort on instructional materials.

The study also has found out that, 182 classrooms with 82 offices were constructed and 94 classrooms with 41 offices were also renovated, therefore. 27 classrooms were also completed with 13 offices and 1 construction of fence between 2005-2010, 32 toilets were also constructed with supply and distribution of 2791 pupils desk and bench. Therefore the UBE programme has enhances on infrastructural facilities in Giwa Local Government Area. Almost all the contributory agencies toward the provision of infrastructural facilities has made efforts from 2005-2010.

Conclusion

The paper observed that although the UBE programme had sound objectives, the methodology of provision of instructional materials and infrastructural facilities to primary and junior secondary schools in Giwa Local Government was faulty. The UBE programme produced little effort on instructional materials and positive results on infrastructural facilities within the period of time it came into being. The study suggested inter alia, an increase in the percentage contributions of concerned agencies towards instructional materials and more attention should be given to infrastructural facilities such as libraries and school walls. If more efforts were put in place, the

education system would get the desired boost in Giwa L/G, Kaduna State and possibly Nigeria as a whole.

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