

Management and Implementation of Universal Basic Education (UBE) Programme: A Key to Nigeria Functional Vocational and Technical Education

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Abstract: *Universal Basic Education (UBE) programme is among other programmes introduced to restore Nigerians and restore dignity to learning. These programmes failed as it has hampered by lack of effective planning and wrong projections before its take-off. The objective of this study is to point out ways of managing and implementing UBE programmes and point out complementary role to vocational and technical education. The study uses secondary data were contents analysis was made on themes relevant to the topic. The study concluded and recommended that educational administrators and supervisory bodies should establish and organize data and information related to its proper implementation and set up guidelines for resources allocation, determine effective strategies and procedures for its implementation and determine criteria for evaluation. The price of a functional vocational and technical education is the implementation of an effective UBE.*

Keyword: *Technical, universal, education, vocational, primary.*

1. INTRODUCTION:

In order to provide and expand to basic education to all pupils. basic education is the greatest investment any nation can make on her citizens leading economic, political, sociological and human resources. The life of any child during primary school age is the most formative period of life. Any correct approach of his behaviour right from the basic school may lay foundation for his behaviour through his life. The National Policy on Education was introduced in 1981. It is aimed at giving education at the primary level to children from six years to eleven years of age. This is the very formative age of any child. Education at this level is very important because it is the level on which the rest of the child Education is built upon. It is the bedrock on which subsequent levels of education are laid. It is very fundamental to the growth, stability and survival of the Education industry. It is time key to success or failure of the whole education system depending on how it is applied to the child. Diaget (1980) observed that it is the concrete operational stage. The stage the child's thinking may be logical but it is perceptively oriented and limited to reality.

2. STATEMENT OF THE PROBLEM:

The primary education provides the child the moral training, social development, intellectual growth and correct orientation for life. Obasanjo (1999) stated that the universal basic education is among other things introduced to rescue Nigerians; and to restore dignity to learning. Similar program-the UPE 1976 failed as it was hampered by lack of effective planning and wrong projections before its lake-off (Adesina, 1993). Shika (1999) summarized the highlight of the problems which bedeviled the scheme to include expansion of primary education without clue regard to teacher strength, over enrolment resulting to over-crowded classrooms. ineffective management of schools, inadequate and insufficient structural materials. such as text-materials, modern teaching aids. Poor physical facilities including classrooms, offices. access roads, buildings, portable wafer supply, toilet facilities, playgrounds among others. Other problems include inadequate financing, poor resources nonpayment of teachers' salaries, poor quality teaching methods and the employment of unqualified teachers. However, the expectation should be "to whom less is given non was expected" this was enough to extinguish the program.

3. OBJECTIVES OF THE STUDY:

- i. To point out ways of managing and implementing UBE programme.
- ii. To point out UBE complementary role to vocational and technical education.

4. RESEARCH METHODOLOGY:

The study adopts a qualitative contents analysis and the researcher developed themes relevant to Universal Basic Education, functional and vocational and technical education from text books, journals and other materials to arrive at conclusion.

5. LITERATURE REVIEW:

Education for the Young Children

Right from the colonial era, successive governments have made various efforts for the education of the young children. These efforts took various nomenclatures such as the Universal Primary Education (UPE) which was introduced in 1976. There has been serious concern of many nations on educating the young children all over the world. For instance, government of Nigeria seem to be showing commitment and visible evidence in promoting child-education by the introduction of Universal Basic Education in September, 1999. Many nations have also shown interests in the education of the children. For instance, the Jometin 1990 declaration on promotion of Basic Education for all, the New Delhi 1991 declaration requiring stringent efforts by the G.9 to drastically reduce illiteracy, the Durban statement of commitment 1998, and the OAU decade of education in Africa 1997-2006 requiring generalization of access to quality basic education as a foundation to sustainable socio-economic development of the continent were all aimed to develop the children.

6. General Objectives of the Universal Primary Education UPE 1981 :

The general objective of primary education of UPE 1981

- The inculcation of permanent literacy and numeracy, and the ability to communicate effectively.
- The laying of sound basis for the scientific and reflective thinking.
- Importance of citizenship education as a basis for effective participation in and contribution to the life of the society.
- Provision of character and moral training and the development of sound attitudes.
- Developing in the child the ability to adapt to his changing environment.
- Giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limit of his capacity.
- Provide basic tools for further educational advancement, including preparation for trades and crafts of the locality.

7. Management and Implementation of Universal Basic Education Programme :

An effective Universal Basic Education (UBE) Programme should be a factor a key to functional Vocational and Technical Education. To realize this expectation, the problems cited above that inhibited the successful implementation of the Universal Primary Education of 1976 should not be allowed to re-occur in universal basic education programme. All indications showed that basic education is fundamental to the growth, stability, and survival of the education industry. Emphasis on the strategic position of basic education abound in Adeniran (1999) "universal basic education to the rescue, Alkali (1990) Education: Time for Action. Federal Republic of Nigeria (1999) Blue Print on Universal Basic Education FGN/UNICEF, (1999) situation on Policy Analysis, Survey of Basic Education in Nigeria National policy on Education (1981) Obasanjo (1999), UBE Restoring dignity to learning and SAMBO (1996), Schools Enrolment Drive. Upon the various efforts made to develop basic education available records showed that primary education sector in Nigeria has undergone serious crisis of various dimensions. For instance, Nigerian with about 120 million people is estimated to have about 47% of the total population below 15 years with children aged 0-6. The number of children attending school in 1991 was only 14.91 million this suggests that over 7.09 million children of school age loiter about.

According to United Nation guidelines on population, the actual number of children attending school in 1991 was only 14.91 million, which suggest that over 7.09 million children are loitering the Nigerian streets. With this number, severe constraint within and outside the primary education system have led to lower completion rate. World Bank Report (1990) showed that gross primary school enrolment ratio in the country declined from 89.0% in 1982 to 62% in 1998. The report also indicated lower completion rate among boys and girls, with figure being 62% for girls and 59% for boys respectively for 1998. The average completion rate at the end of primary school in the percentage of initial enrolment in primary one was reported to be around 55%.

8. Challenges of Implementing Universal Basic Education Programme :

Some of the devastating crisis of the Nigerian primary school system include brain-drain, teacher-factor, curriculum quality, inadequate supervision, poor inadequate supervision, poor monitoring and evaluation discordant data. lack of teaching and learning Facilities, poor infrastructure among others.

Many government educational initiatives failed because teacher's welfare was not taken into consideration. This results to massive brain drain of teachers to other areas of life, Alkali (1999) observed that the number of primary school teachers, decline significantly from 369,636 in 1980 to 352,600 in 1990. This shows that 17,636 left the teaching profession because of unsatisfactory condition of service. This figure is greater than the total number of primary school teachers in Gambia Guinea and Gabon put together during the same period.

The quality and efficiency of the primary education depend on the curriculum content. 'This is a key to function vocational and technical education. Since the 1990 world 'Conference on Education, there has never been any major review of the primary education. Adeniran (1999) states that the approach to curriculum development has been one of compartmentalization, rather than integration. It has been observed that primary school curriculum are overloaded with as much as 16 subjects a week. This is high and quite above the primary education children intellectual level.

The teacher factor has to do with incessant strikes, frequent nation-wide strike by teachers for non-payment of salaries have led to closures of schools with adverse on pupils attendance, learning and performance. Seasonal farming economic activities, which are child-labour intensive, also affect attendance. In most cases, classrooms are virtually empty on the market days. Some children only attend school for three or two days because parents have to send them to the market to sell some food crops because there is no money for them to feed with since salaries are being owed to them. In some cases parents' are forced to give their daughters to marriage in order to feed themselves and the other children. Primary schools are bedeviled by the employment of poorly or untrained teachers. Even the teacher's lack the tools and motivation to impart knowledge and skills to the children.

In-service training for teachers where it exists has been politicized and is not enjoyed by all teachers. Promotions are no go area for some of the teachers. Upon all these most primary school teachers are expected to teach all subjects in the curriculum inadequate training and support materials being used by them. In one primary school teachers are directed to many classrooms without multiple class teaching technique.

Other challenges of primary education sector in Nigeria are that of Supervision and inspection, These aspect are inadequate and sub-standard. There have been cases of poor capacity building in areas of planning, research and management supervision.

The Problem of educational statistics in Nigeria also compounds the problem of education. The national census figures were over politicized hence it is difficult to extra polite school age population from here.

9. UBE programme as a key to Functional Vocational and Technical Education :

Education is the root of human progress and development. A society's level of development in material, cultural and moral terms depend significantly upon her intellectual scientific and technological achievements. Education is the basis and indispensable tool for social emancipation, economic stability. Education basic is the most important pre-occupation of any nation. The base of any form of education is the primary education. Primary education can therefore be defined as "education for educations". Primary education otherwise known as basic education is bedrock on which subsequent levels of education are laid. Universal Basic Education (UBE) is very fundamental to the growth Stability and survival of the Vocational and Technical Education as well as for every other education industry. UBE programme is complementary to Vocational and Technical Education. UBE programme is the sustainer and developer of Vocational and Teachers Education products. UBE programme is the source of supply of potential and Technical Educators. It is also the father of science, vocational and technology education. It s a factor of vocational and Technical Education. Basic education is therefore the cornerstone by which all other forms of education is built on.

Universal Basic Education (UBE) is a key to functional education because:

1. It is the root that is first used to attain the goals of other system of education.
2. It is an embryo to all other forms of education without which no formal education takes place.
3. It's a catalyst to functional Vocational and Technical education.
4. Its curriculum of studies reflect and ensure the development of the intellect, character and respect for constituted authority and the society at large.
5. Its objective is assigned the task of developing some values which are crucial to leading us to the realization of our national objectives of Vocational and which includes:
 - Self-reliance: provision of technological literacy to all pupils;
 - Development of the right attitude towards work and the habits of mind conducive to the proper use of technology.
 - Provision of adequate technological orientation and Preparation for award professional education and training in technology.
 - Equipment of school learners with useful skills for earns a living;
 - Stimulation and encouragement of creativity and;
 - Provision of awareness that technology solves and creates problems.

The 1999 declaration requiring the stringent efforts by the e.g. does drastically reduce illiteracy and the OAU. (1997- 2001) decade of education in Africa requiring generalization of access to quality basic education as a foundation to sustainable Socio-economy development of the continent is a welcome development to UBE programme.

The UBE programme as a key to functional Vocational and Technical Education. It is assigned the task of provision of education or all (Junaid, 2000). It function to Vocational and Technical Education include:

- Inculcation of permanent literacy and numeracy, and the ability to communicate effectively in Vocational and Technical related education.
- Laying of a sound basis for the scientific and reflective thinking towards vocational and Technical education.
- Provision of citizenship education as a basis for effective participation in and contribution to life of the society, and in vocational and technical education.

10. CONCLUSION AND RECOMMENDATION:

Educational administrators and supervisory bodies of the universal basic education programme at various government levels should take it as a sincere responsibility to set a realizable objective of the programme: determine its various levels and categories, establish and organize data and information related to its proper implementation and full functioning, set up guidelines for resources allocation; and determine effective strategies and procedures for its implementation and determine also criteria for evaluation. “The price of a functional Vocational and Technical Education is the implementation of an effective Universal Basic Education (UBE) Programme” The choice is ours-to implement an effective (UBE) Programme and achieve a functional Vocational and Technical Education and attain self-reliance or to pronounce a rhetoric UBE -programme and embrace non-functional Vocational and Technical Education and embrace economic dependency and poverty expansion

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