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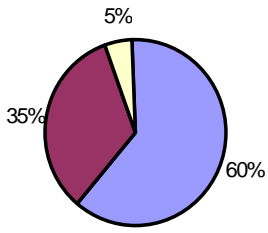
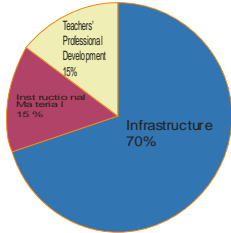
FACT SHEET—THE UBE ACT

For LGA Key Decision Makers, Policy Makers, Policy Champions and COMPASS Staff in the States and LGAs

BE NO. 4

GAPS OR UNRESOLVED ISSUES

2% OF THE FGN SHARE OF THE CONSOLIDATED REVENUE IS DEDICATED TO UBE PROGRAM

	<p>Both Federal Government funds and that contributed by the state (50% equal match) will be shared between Primary Junior Secondary School (JSS) and Early Childhood Care and Education (ECCE) in a ratio of 60, 35 and 5 respectively.</p>		<p>Funds allocated to Primary, JSS and ECCE will be spread across three key components namely infrastructure, instructional materials and teachers' professional development in a ratio of 70, 15 and 15 respectively</p>
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It is unclear how resources are to be allocated equitably between the rural and urban communities and within the schools. Non strategic targeting of the disadvantaged, vulnerable, hard to reach groups can ruin the chances of ensuring UBE for all.

The 5% allocated to ECCE does not appear adequate to facilitate a significant change towards the effort of preparing children for primary education.

- Are new pre-primary schools to be set up and equipped in the rural and remote areas?
- How can they be effectively managed with the present allocation; or rather, is this allocation meant to complement the existing effort of the private and NGO actors in the sector?
- How many schools need to be built and equipped to ensure adequate enrollment that feeds in to the primary school at the official school age?



The states are responsible for senior secondary schools (SSS). The separation of the management and financing of the JSS and SSS is in process, with the target completion date set for 2007.



- How realistic is this timeframe?
How feasible is the plan, especially with schools whose management, teachers, and infrastructure are jointly shared between the JSS and SSS?

Although National Examination Council (NECO) conducts exam for Federal Government College placement. the common entrance exam that used to be conducted at the end of the 6th year period has been abolished to promote 100% transition in to the JSS.

How are the states prepared for this transition which is to take place forthwith?

Transition rate hitherto was less than 50% and yet classroom, teachers were found to be grossly inadequate with critical funding gap.

Are there going to be new school built especially in remote areas or communities with less access or far away from existing schools?

How long will this take?

- Where are the qualified teachers with minimum of NCE qualification going to be recruited from and how long will it take?
- Has the curriculum been designed for this new arrangement (9 year basic education)?
- Is 9 years a terminal point for child education, or 12 years including the SSS?
- What is the implication of this new arrangement to the design and development of educational curriculum?

Is the financial intervention under the current UBE policy going to improve the current gaps in basic education (shortage of classrooms, dilapidated structures, shortages of teachers and instructional materials, teachers' arrears in terms of salaries and allowances, as well as in training and retraining of teachers)?

Have provisions been made for new school intakes and 100% transition?

The state's original mandate was to recruit and pay the salaries of the teachers at JSS and SSS levels, while the LGA recruits and pays the salaries of the teachers at primary school level. The disarticulation of the primary JSS from the SSS is expected to be achieved by 2007. This development has resource implications and some constitutional implications that may need attention.

How compulsory is the basic education to other stakeholders other than the children?

What penalty for other stakeholders (government, adult learners etc.) for failure of responsibility towards actualizing UBE?



“black box”.

How much is needed to finance the current primary education challenges as well as achieving the goal of universal basic education?

Also, the intervention has not addressed the most critical and important input in basic education (salaries of teachers). By and large, many have argued that what has been pledged by the FG and states represents only the tip of an iceberg, particularly when UBE by 2015 is contextualized.

How is the FG financial criteria developed?

- What is the basis of such criteria? For example, statistics and information on actual government expenditure and utilization remains a

How is the parent going to be prosecuted if reasons for not sending a child to school are due to government not making the free services available?

What constitutes satisfactory performance to qualify a state from getting another FG grant?



Who sets the standard?

To what extent are these standards in line with the achievement of EFA and MDGs?

What is the extent of relationship or collaboration that should exist between UBEC structures and other related structures such as NCNE and NMEC towards universalizing the basic education?

Are there thoughts on innovative approaches (short, medium and long term) to plan and achieve UBE targets based on the regional peculiarities in their State Economic and Empowerment Development Strategy (SEEDS) and work plans?

School feeding programmes intend to promote attendance and increase learning achievement through a pilot trial of sampled schools in the rural communities



What are the operational modalities in terms of what diet or micro nutrients to provide

Who monitors its quality

What is the timeframe for the pilot trial?

How is the expansion going to be done and what is the cost of achieving that?

Are the school communities going to be empowered to sustain the initiative