



UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

2022 ANNUAL REPORT



UBEC 2022 ANNUAL REPORT



UNIVERSAL BASIC EDUCATION COMMISSION (UBEC)

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Education for All is the Responsibility of All

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Universal Basic Education Commission (UBEC)

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UBEC VISION

To be a world-class education intervention and regulatory agency for the promotion of uniform, qualitative and functional basic education.

UBEC MISSION

The Commission shall operate as an intervention, coordinating and monitoring Agency to progressively improve the capacity of States, Local Government Agencies and Communities in the provision of unfettered access to high quality basic education in Nigeria.

UBEC CORE VALUES

- *Honesty and Accountability*
- *Integrity and Transparency*
- *Teamwork with Commitment*

FOREWORD

Basic Education, being the foundation of learning, is an integral part of any society to achieve success. This brings more development to the country as it equips the individual with the foundation for necessary life-long skills such as critical thinking, problem-solving and decision-making.

The Universal Basic Education Commission (UBEC), in a bid to accomplish its fundamental mandate of providing uniform, qualitative and functional basic education to all children in Nigeria, successfully undertook various activities, programmes and projects as outlined in this 2022 Annual Report.

To enhance the effective and efficient implementation of the UBE programme and provide unfettered access to quality basic education for all children in Nigeria, the Commission partnered with the relevant basic education stakeholders to carry out various activities which include, the provision and expansion of school facilities and equipment, advocacy, sensitization and encouraging community involvement in basic education.

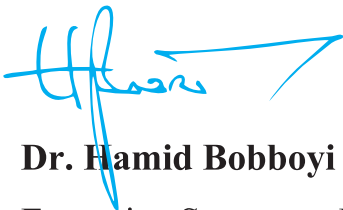
Towards promoting quality which is a key priority area in the educational system, the following activities were carried out: capacity building of teachers, provision of teaching and learning materials and, provision of appropriate curriculum, among others; in order to reduce learning poverty and prepare learners for lifelong learning.

To strengthen the basic education institutions to provide effective and efficient implementation of the UBE programme in Nigeria, the Commission partnered with the World Bank to implement the Better Education Service Delivery for All (BESDA) Programme, which is a Program-for-Results with the objectives of getting out-of-school children (OOSC) into the classroom, improve literacy in focus states,

and strengthen accountability for results in basic education in Nigeria. The BESDA programme initially had a target of enrolling 3,000,000 OOSC however it exceeded its target and achieved 4,219,285 enrolment during implementation.

To be in tune with the modern ICT-driven world, the Digital Resource Centre was established to provide digital content and e-resources for the UBEC Smart schools and e-learning centres across Nigeria as well as provide strategic support for research and development.

The numerous efforts put in place to improve enrolment and the quality of basic education in Nigeria did not come without hitches for the Commission, therefore strategies were developed to curb the effect of these challenges. All the achievements recorded have succeeded in rectifying some of the distortions in basic education delivery and motivated the States to expand equitable access to quality basic education in their domains.



Dr. Hamid Bobboyi

Executive Secretary, UBEC

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ACRONYMS

AETP	Agricultural Education Training Programme
BESDA	Better Education Service Delivery for All
BESS	Basic Education School Sports
CA	Continuous Assessment
CQA	Continuous Quality Assurance
CIDA	Canadian International Development Agency
CONRAISS	Consolidated Research and Allied Institutions Salary Structure
DRC	Digital Resource Center
ECCDE	Early Childhood Care Development and Education
EFCC	Economic and Financial Crimes Commission
EMIS	Education Management Information System
ESP	Effective School Programme
EFA	Education for All
FCT	Federal Capital Territory
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FMF	Federal Ministry of Finance, Budget and National Planning
FTS	Federal Teachers' Scheme
G&C	Guidance and Counselling
GIFMIS	Government Integrated Financial Management Information System
GPE	Global Partnership for Education
GPS	Global Positioning System
ICPC	Independent Corrupt Practices Commission

ICT	Information and Communication Technology
IsDB	Islamic Development Bank
IDPs	International Development Partners
ILP	Intensive Literacy Programme
IPSAS	International Public Sector Accounting Standard
IQTE	Integrated Quranic and Tsangaya Education
JCCE	Joint Consultative Committee on Education
JICA	Japan International Cooperation Agency
JSS	Junior Secondary School
KOICA	Korea International Cooperation Agency
LGEA	Local Government Education Authority
MDGs	Millennium Development Goals
MSP	Ministerial Strategic Plan
NABTEB	National Business and Technical Examinations Board
NALABE	National Assessment of Learning Achievement in Basic Education
NBTE	National Board for Technical Education
NBAIS	National Board for Arabic and Islamic Studies
NCCE	National Commission for Colleges of Education
NCNE	National Commission for Nomadic Education
NERDC	Nigerian Educational Research and Development Council
NGOs	Non-Governmental Organizations
NHIS	National Health Insurance Scheme
NIPEP	Nigeria Partnership for Education Project

NMTBESP	National Medium-Term Basic Education Strategic Plan
NMEC	National Commission For Mass Literacy, Adult and Non-Formal Education
NPA	National Personnel Audit
NPE	National Policy on Education
NPopC	National Population Commission
NTI	National Teachers Institute
OOSC	Out-of-School Children
OSP	Open Schooling Programme
PforR	Programme for Result
QA	Quality Assurance
SBMC	School Based Management Committee
SEPIP	State Education Programme Investment Project
SERVICOM	Service Compact
SSOs	School Support Officers
STEP	Systematic Tracking of Exchanges in Procurement
SUBEBs	State Universal Basic Education Boards
TPD	Teacher Professional Development
TRCN	Teachers Registration Council of Nigeria
UBEC	Universal Basic Education Commission
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

CHAPTER 1

INTRODUCTION

1.1 Background

The Universal Basic Education programme was launched by the Federal Government of Nigeria in September 1999 and aimed at achieving free, compulsory and universal basic education for every Nigerian child. It is also Nigeria's response to implement the global agenda which includes Education for All (EFA), Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). The programme enabling law was passed in 2004 as the "Compulsory, Free Universal Basic Education Act, 2004" and Other Related Matters.

The Free, Compulsory and Universal Basic Education programme has the following components:

- Early Childhood Care Development and Education (ECCDE) for pupils (age 3-5 years).
- Primary School Education (age 6-11).
- Junior Secondary School (JSS) (age 12-14).

1.2 The UBE Commission

The UBE Commission, as an intervention and coordinating agency, has the mandate to support States and Local Governments in the provision of qualitative basic education to all children in Nigeria irrespective of gender, location, and socio-economic background. This is in line with international conventions and protocols on education such as Education For All (EFA), the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs). The State Universal Basic

Education Boards (SUBEBs) and Local Government Education Authorities (LGEAs) are the implementers of basic education.

1.3 Functions of the Commission

The functions of the Commission, as provided in the Act, shall be to:

- (a) formulate the policy guidelines for the successful operation of the universal basic education programme in the Federation;
- (b) receive block grant from the Federal Government and allocate to the States and Local Governments and other relevant agencies implementing the Universal Basic Education in accordance with an 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 grant until it is satisfied that the earlier disbursements have been applied in accordance with the provisions of this Act;

- (c) prescribe the minimum standards for basic education throughout Nigeria in line with the National Policy on Education and the directive of the National Council on Education and ensure the effective monitoring of the standards;
- (d) enquire into and advise the Federal Government on the funding and orderly development of basic education in Nigeria;
- (e) 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 the provision of adequate basic education facilities which include :—

- i. proposals to the Minister for equal and adequate basic education opportunity in Nigeria;
 - ii. the provision of adequate basic education facilities in Nigeria; and
 - iii. ensure that the Basic National Curricula and Syllabi and other necessary instructional materials are in use in early childhood care and development centres, primary and junior secondary schools in Nigeria;
- (f) carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of all basic education institutions in Nigeria;
- (g) monitor Federal inputs into the implementation of basic education;
- (h) present periodic progress reports on the implementation of the universal basic education to the President through the Minister;
- (i) co-ordinate the implementation of the universal basic education-related activities in collaboration with non-governmental and multi-lateral agencies;
- (j) liaise with donor agencies and other development partners in matters relating to basic education;
- (k) develop and disseminate curricula and instructional materials for basic education in Nigeria;
- (l) establish a basic education data bank and conduct research on basic education in Nigeria;
- (m) support national capacity building for teachers and managers of basic education in Nigeria;
- (n) carry out mass mobilization and sensitization of the general public and enter into partnerships with communities and all stakeholders in basic education with the aim of achieving the overall objectives of the Compulsory Free Universal Basic Education in Nigeria;

- (o) carry out such other activities that are relevant and conducive to the discharge of its functions under this Act; and
- (p) carry out such other functions as the Minister may, from time to time, determine.

1.4 Management Structure

The Universal Basic Education Commission is a parastatal of the Federal Ministry of Education. It is headed by the Executive Secretary (ES) and assisted by two Deputy Executive Secretaries (Technical and Services). The administrative and management organs of the commission are as follows:

1.4.1 The Office of the Executive Secretary

The Office of the ES has five units under it. These are:

- Special Projects
- Integrated Quranic Tsangaya Education (IQTE)
- Legal
- Public Relations and Protocol
- SERVICOM

1.4.2 The Departments

The Commission has eleven (11) Departments each headed by a Director that reports to the Executive Secretary. The Departments are:

1. Department of Academic Services (DACs)
2. Department of Administration and Supplies (DAS)
3. Department of Finance and Accounts (DFA)
4. Department of Internal Audit (DIA)

5. Department of Physical Planning (DPP)
6. Department of Planning, Research and Statistics (DPRS)
7. Department of Procurement (DProc.)
8. Department of Quality Assurance (DQA)
9. Department of Social Mobilization (DSM)
10. Department of Special Programmes (DSP)
11. Department of Teacher Development (DTD)

1.4.3 The Zonal and State Offices

There is a UBEC Zonal Office in each of the six geo-political zones and a Sub-Zonal office in the Federal Capital Territory (FCT) with each headed by a Director. Each zonal office oversees States offices within its geo-political zone as shown in Table 1. There are 30 UBEC State Offices located in the States without a Zonal Office.

Table 1: Addresses of UBEC Zonal and State Offices

Zone: North-Central Zonal Office, Nasarawa State.			
Location: Opposite Former Deputy Governor's Office, Shendam Road, Lafia-Nasarawa State.			
E-mail: ubecofficelafia@gmail.com			
S/N	STATE OFFICE	LOCATION/ADDRESS	E-MAIL
1.	Benue State	Opposite Aper Aku Stadium, P.M.B. 102106, Makurdi.	benue.office@ubec.gov.ng
2.	Kwara State	19 Offa Road, Old Herald Building, GRA, Ilorin.	kwara.office@ubec.gov.ng
3.	Plateau State	No. 3 Dogon Dutse, P.M.B. 2101, Jos.	plateau.office@ubec.gov.ng
4.	Kogi State	IBB Way, Off Adankolo Junction, Opposite Dominion Guest Inn, Lokoja, Kogi State.	kogi.office@ubec.gov.ng
5.	Niger State	No. 2 Mu'azu Mohammed Road, Opposite Nigerian Postal Services, Along Government House, Minna.	niger.office@ubec.gov.ng
Zone: North-East Zonal Office, Bauchi State.			
Location: Along Federal Low-Cost Road, Near Sarinawa Global Concept Ltd, Murtala Mohammed Way, Bauchi			
E-mail: ubecnortheastbauchi@gmail.com , bauchi.office@ubec.gov.ng			
1.	Adamawa State	No. 36 Kashim Ibrahim Way, P.M.B. 1221, Yola.	adamawa.office@ubec.gov.ng
2.	Borno State	Education Resource Centre Compound adjacent GGC, Maiduguri.	ubecbornno@yahoo.com bornno.office@ubec.gov.ng
3.	Gombe State	Dr Goodluck Ebele Jonathan Road, Off Dukku Road, P.M. B. 0170, Gombe.	gombe.office@ubec.gov.ng
4.	Taraba State	Off Donga Road, Adjacent to Centre for Quranic and Islamic Studies, Jalingo.	taraba.office@ubec.gov.ng

5.	Yobe State	Behind Ministry of Works, Along Gashua Road, Damaturu.	yobe.office@ubec.gov.ng
Zone: North - West Zonal Office, Kaduna State.			
Location: College Road, Unguwar Dosa, P. M. B. 2328, Kaduna.			
E-mail: kaduna.office@ubec.gov.ng			
1.	Kano State	Audu Bako Secretariat, SUBEB Premises, Kano.	kano.office@ubec.gov.ng
2.	Katsina State	Katsina SUBEB Premises, Muhammadu Dikko Road, Kofar Sauri Katsina.	katsina.office@ubec.gov.ng
3.	Sokoto State	Block 11, Shehu Kangiwa Secretariat, P. M. B. 2420, Sokoto.	ubecsokoto@gmail.com , sokoto.office@ubec.gov.ng
4.	Zamfara State	Opposite Maharazu Primary School, UnguwarGwaza, Gusau.	zamfara.office@ubec.gov.ng
5.	Jigawa State	Block 216 & 219 1st Floor, Federal Secretariat, Kiyawa Road, Dutse.	jigawa.office@ubec.gov.ng
6.	Kebbi State	No. 5 Suleiman Ahmad Road, Gesse Phase II, Birnin Kebbi,	kebbi.office@ubec.gov.ng
Zone: South-East Zonal Office, Imo State.			
Location: Adjacent to Imo SUBEB Premises, Port-Harcourt Road, Owerri.			
E-Mail: imo.office@ubec.gov.ng			
1.	Ebonyi State	Ebonyi State Universal Basic Education Board Premises, Along Abakaliki-Enugu Road, Abakaliki	ebonyi.office@ubec.gov.ng
2.	Enugu State	NCFC Building, No. 5 Onitsha Road, GRA, Enugu.	enugu.office@ubec.gov.ng
3.	Anambra State	Anambra State Universal Basic Education Board Premises, Opposite Judiciary, Aroma Quarters (Area), Awka	anambra.office@ubec.gov.ng
4.	Abia State	No. 73, Umuokpara Street, Off Niger Road, Amuzukwu Layout, Umuahia	abia.office@ubec.gov.ng
Zone: South-South Zonal Office, Akwa Ibom State.			

Location: No.12 UdoEduok Street, P. M. B. 1088, Uyo	
E-Mail: akwaibom.office@ubec.gov.ng	
1.	Edo State No. 45 Mission Road, by Emokpae Primary School Premises, Benin City edo.office@ubec.gov.ng
2.	Bayelsa State Opposite Agudama-Epie Secondary School, P.M.B. 48, Agudama-Epie, Yenagoa bayelsa.office@ubec.gov.ng
3.	Cross River State Cross River SUBEB Premises, 120 Murtala Highway, Calabar. crossriver.office@ubec.gov.ng
4.	Delta State No. 10 Maryam Ndidi Babangida Way, Asaba. Delta State, Opposite SUBEB. delta.office@ubec.gov.ng
5.	Rivers State Suite II, Nigeria Police Force Estate, Chinua Worlu Drive, Off Abacha Road, GRA III, Port Harcourt rivers.office@ubec.gov.ng
Zone: South-West Zonal Office, Oyo State.	
Location: MKO Abiola Way, Ijeun-titun, P. M. B. 2103, Abeokuta	
E-Mail: oyo.office@ubec.gov.ng	
1.	Ekiti State KM 7, Ikere Road, Ajebamidele Quarters, P.M.B. 5406, Ado-Ekiti. ekiti.office@ubec.gov.ng
2.	Ogun State QTR 817, Ikolaba Road beside Association for Reproductive and Family Health, Ikolaba GRA Ibadan ogun.office@ubec.gov.ng
3.	Lagos State Federal Ministry of Works, Housing and Urban Development Complex, Behind Tafawa Balewa Square, lagos.office@ubec.gov.ng
4.	Osun State Opposite Adebare Specialist Hospital, KLM 4, Gbongan/Ibadan Road, Osogbo, Osun State. osun.office@ubec.gov.ng
5.	Ondo State Beside Alagbaka School, off Bishop's Court, Alagbaka GRA, Akure, ondo.office@ubec.gov.ng
Sub-Zone: FCT Sub-Zonal Office, Abuja.	
Location: National Assembly Quarters, Apo Zone B, Garki, FCT - Abuja.	
E-mail: fct.office@ubec.gov.ng	

1.5 Staff Disposition at the Headquarters, Zonal and State Offices

Table 2: Staff Disposition at the Headquarters, Zonal and State Offices

CONRAISS	Rank	Department													ES Office	Zonal Office	State Office	
		DACs	DAS	DFA	DIA	DPRS	DPP	DProc	DQA	DSM	DSP	DTD						
15	Director	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	5	0
14	Deputy Director	1	1	2	0	0	2	1	1	1	1	2	2	1	1	3	4	2
13	Assistant Director	4	3	4	0	3	0	2	2	2	2	2	1	2	1	2	3	11
12	Chief	3	14	11	3	2	4	2	2	3	3	1	0	3	5	5	5	12
11	Assistant Chief	3	23	19	1	9	9	5	5	3	3	5	6	4	7	7	4	27
10	Principal officers	1	18	11	0	4	7	3	3	2	2	4	1	0	8	8	6	36
9	Senior officers	3	19	11	1	4	7	1	7	5	5	2	2	7	1	1	8	36
8	Officer I	2	10	6	1	2	3	1	3	0	3	0	0	0	1	1	9	33
7	Officer II	2	8	1	0	3	6	1	6	1	1	2	0	2	1	1	4	25
6	Chief Drivers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
	Executive Officers	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chief Clerk Officer	0	19	1	0	0	0	0	0	0	0	0	0	0	0	0	2	0
	Asst. Education Officer	2	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0
5	Works Superintendent	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Asst. Camera	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	Snr. Clerical	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	Snr. Motor Driver	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	3
	Snr. Data	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Asst. Data Processing	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	Clerical Officer Grade	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Snr. Motor Driver	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
3	Clerical Officer Grade II	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Motor Driver	0	20	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
2	Asst. Clerical	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Motor Driver	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2

CHAPTER 2

UBE IMPLEMENTATION, PROGRAMMES, ACTIVITIES, AND INITIATIVES

2.1 Introduction

In order to achieve SDG 4 which targets “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”, the Commission initiated strategies and innovations to accelerate the implementation of the UBE programme across States and FCT. Such programmes, projects and activities are implemented by the Departments and Units of the Commission in collaboration with the SUBEBs.

To improve access to quality education for all Nigerian children especially in hard-to-reach areas and disadvantaged communities, the Commission also partnered with the FME, different Non-Governmental Organization (NGOs), International Development partners and Organized Private Sector.

The programmes, projects and activities are implemented in line with the following areas:

- Access, Equity and Inclusiveness
- Quality Learning Outcomes
- Institutional Strengthening

2.2 Access, Equity, and Inclusiveness

A major feature in the Commission’s mandate is to support States to ensure that all children acquire basic education. Despite the effort made in widening access which

resulted in increased enrolment, there are still gaps. These gaps remain in school facilities, overcrowded classrooms, and inadequate facilities. To address these challenges, the Commission supported States in building and renovating schools, providing equipment, and sensitizing stakeholders on the importance of basic education. The following deliverables were derived from States that have accessed the 2022 FGN-UBE Matching Grant Intervention Funds:

Table 3: Deliverables of School Facilities in 2022

S/N	Deliverables	Quantity
1	Classrooms	3,244
2	Toilets	925
3	Boreholes	202
4	Furniture	87,575
5	Offices	494
6	Solar Powered Inverters	81
7	Stores	494

2.2.1 Projects

In the year under review, the Commission undertook the implementation of 95 Special Intervention projects across the country. These are listed in Table 4:

Table 4: Projects

S/N	Project Type	Quantity
1	Block of 2 Classrooms	80
2	Block of 3 Classrooms	1
3	Block of 6 Classrooms (Storey Building)	5
4	Block of 6 Classrooms (Junior Model Secondary School)	4
5	Block of 9 Classrooms	4
6	Procurement of Furniture/Equipment	1
	Total	95

These 95 Direct Intervention projects produced the following deliverables:

Table 5: Summary of Project Deliverables for 2022

S/N	Deliverables	Quantity
1	Classrooms	253
2	Offices	93
3	Staff Rooms	4
4	Stores	81
5	Toilets	16
6	Laboratories	36
7	Libraries	4
8	Pupils' Furniture	9,400
9	Teacher Furniture	38
10	Headteachers/Principals Furniture	90
11	Science Kits	4
12	Computers	4
13	Solar Power	81
14	Magnetic Boards	5

2.2.2 Special Needs Intervention

In ensuring every child has access to basic education regardless of any observed challenge in the learner, the Commission in 2022 had a paradigm shift in the way it implemented the Special Education Intervention Fund for the education of learners with special education needs. It decided to provide direct funding to learners based on their educational needs, especially the need for assistive technologies in public and private basic education institutions. To achieve this, the following assistive technologies were distributed in 2022 to the 36 State Universal Basic Education Boards and FCT UBEB using the 2020 and 2021 FGN/UBE Intervention Fund.

Table 6: Assistive Technologies Distributed to Public and Private Special Education Schools

S/N	TYPE OF IMPAIRMENT	EQUIPMENT	QUANTITY		Total
			2020 Intervention Year	2021 Intervention Year	
1	Hearing Impairment	Behind the Ear	148	370	518
		Probe	222	370	592
		Sign Language Calendar	1,036	1,369	2,405
2	Visual Impairment	Slate and Stylus	925	1,184	2,109
		Packets of Braille Paper	814	1,110	1,924
		Abacus	629	1,850	2,479
		Mobility Cane	444	703	1,147
		Typewriter	407	407	814
		Talking Calculator	296	296	592
		Print Magnifier	444	444	888
		Talking Clock	296	740	1,036
		Digital Recorder	444	444	888
		Perkins Braille	148	222	370
		Cuibarism	222	296	518
		3	Learning Impairment	Puzzles	296
Jigsaw	296			333	629
Bricks	259			259	518
Alphabet/Numbers	296			296	592
Dominion Indoor Games	333			333	666
Pyramid Shapes	333			333	666
Quantum Analyzer	296			296	592
Common Calculator	592			740	1,332
4	Physical Impairment	Crutches	185	370	555
		Exercise Swiss Ball	407	407	814
		Handgrip Exerciser	222	222	444
		Inferred	259	259	518
		Walking Frame	185	370	555
		Dumbbells	333	333	666
		Dolphin Hand Massager	222	222	444
5	Cerebral Palsy	Adapted Laptops	37	74	111
		Exercise Swiss Ball	370	370	740
		Massager	222	222	444
		Wheelchair/Tricycle	74	74	148
		Pyramid Shapes (Collapsible)	148	148	296
6	Autism Spectrum Disorder (ASD)	DVD Video	148	259	407
		Sensory Toys	148	259	407

2.2.3 Better Education Service Delivery for All (BESDA), Programme for Result (PforR) Operations

Better Education Service Delivery for All, Programme for Result (PforR) is an operational project that has been requested by the Federal Ministry of Education from the World Bank in support of the Ministry's Ministerial Strategic Plan (MSP) 2016-2019. The project is a **\$611m** operation to support Pillar I of the MSP, the Out of School Children. The operation became effective 22nd January 2018 and focuses 17 States with the highest numbers of out-of-school children (Adamawa, Bauchi, Borno, Gombe, Ebonyi, Jigawa, Niger, Taraba, Katsina, Kano, Kebbi, Kaduna, Sokoto, Oyo, Rivers, Yobe and Zamfara States).

- i. It is a Program-for-Results to get out-of-school (OoS) children into the classroom, improve literacy in the 17 focus states, and strengthen accountability for results in basic education in Nigeria.
- ii. The Programme was packaged to reward States based on their performances on specified deliverables. The Programme achieved the following:
 - Superseded the target of enrolling 3,000,000 OoSC and achieved 4,219,285 in BESDA Programme implementation.
 - Developed 542 Test items with SAMEs and NMEC involved. The objective of the test items was to Standardize Non-Formal Education Examination.
 - Facilitated the issuance of Certificate and Mainstreamed 73,569 (NBS Cohort II) Learners to Formal Education.

- Implemented Intensive Literacy Programs (ILP) in BESDA Focus states namely: RANA, Mu Karanta, Let's Read, Iwe Kika, Ka Anyi Guo and Jolly Phonics.
- Facilitated the participation of **4,716,612** Primary 1, 2 and 3 pupils in the ILP Program.
- Facilitated the participation of **136,041** Primary 1, 2 and 3 teachers in the ILP Program.
- Developed real time/digital Attendance, Mentoring and Coaching Apps for BESDA to monitor attendance, retention, and completion.
- Trained UBEC Quality Assurance Officers on monitoring and coaching skills to guide teaching and improve learning.
- All the 36 States and FCT completed 3 cycles of the SMTBESPs which are to ensure effective implementation of the UBE.
- Trained SUBEB officials on financial management to ensure smooth operation of BESDA in both Focal and Non-Focal States.

2.2.4 Islamic Development Bank (IsDB)

A Multilayer Financing Facility Programme for the promotion of Bilingual Education in Nigeria from 2012 to 2015 for an amount of ID 64.12 million (\$98 million) was approved by the Islamic Development Bank (IsDB) through Resolution No. IsDB/B-ED/27/03/433/ (281)/29 dated Rabil-1433AH (February 2011G).

The general objective of the project is to improve the socio-economic condition in Nigeria. Specifically, the project aims at promoting Bilingual Education (English and Arabic) by providing Basic Education opportunities for Out-of-School children

(Almajiri inclusive) in selected Nine (9) States of Adamawa, Borno, Gombe, Kaduna, Kano, Niger, Nasarawa, Kwara, and Osun.

The Universal Basic Education Commission (UBEC) was directed to coordinate the programme at the Federal level. The implementation of this project commenced in the year 2017 with a start-up-workshop (26th – 30th March 2017). Project Management Units were constituted at the States level in all the beneficiary states while the National Coordinating Unit (NCU) was constituted at the Federal level (UBEC). The underlisted are activities carried out in the year under review:

- i. Engagement of Design, Review and Works Supervision Consultants to design, review and supervise the civil works in all 9 participating states. Payment has been made for the first Milestone;
- ii. Engagement of Monitoring and Evaluation Consultants to cover the Nine (9) participating states, Payment has been made for the first Milestone;
- iii. A 1-Day stakeholders meeting with Honourable Commissioners of Finance and SUBEB Chairmen of the Nine (9) benefitting states. Also in attendance were Heads of Arabic & Islamic Education Agencies and the Project Managers of the 9 states. The participants were informed on the project implementation modalities and their expected roles and responsibilities in the project.
- iv. Engagement of Civil Works contractors for the construction of 30 Bilingual Education Boarding Schools across the 9 States.

2.2.5 Open Schooling Programme (OSP)

The programme is set to address the challenge of out-of-school children by promoting enrolment, retention, and completion of basic education in a flexible

education system that allows learners to learn in a conducive immediate environment outside conventional schooling system at an agreed time. Several alternative teaching methods will be used to support learning and there are no age restrictions under the OSP. There are fifteen (15) Pilot States (Kaduna, Kano, Katsina, Kebbi, Niger, Adamawa, Plateau, Bauchi, Imo, Yobe, Akwa-Ibom, Ebonyi, Ondo, Oyo and Rivers). Emphasis is placed on Information and Communication Technologies (ICT) in its implementation.

Under the intervention, the following activities were carried out:

- A workshop to draw up a comprehensive Framework for the Development of OSP teaching/learning Content.
- Needs Assessment and Verification of schools/Learning centres nominated to be used for the Open School Programme.

2.2.6 Second Chance schools

The exponential growth of Out-of-School children in Nigeria estimated to be over 10 million is alarming. According to some reports Nigeria leads in the number of Out-of-School children worldwide. The challenges of Out-of-School children in Nigeria is worsened due to insurgency in the North-East where school children and infrastructure are attacked and forced to leave school and destroyed respectively on almost a daily basis. In order to address this negative trend, the Commission introduced Second Chance Schools for Girls who for one reason or the other did not complete either primary or Junior Secondary School. It is also providing functional skills to learners for long life vocation. Academic activities have commenced in all the second-chance schools.

Table 7 below contains the list of the second chance schools and their locations.

Table 7: List of Second Chance Schools for Girls in North-East Geo-political Zone

State		Name of School/Centre	Location
1.	Adamawa	i. Second Chance School for Girls', Yola Town ii. Second Chance School for Girls' Yola	<ul style="list-style-type: none"> • Damare Primary School Yola Town, Yola North LGA • Federal Government Girls' Secondary School, Yola, Yola North LGA
2.	Bauchi	Second Chance School for Girls', Bauchi	<ul style="list-style-type: none"> • Government Day Secondary School, Bauchi City, Bauchi LGA
3.	Borno	Second Chance School for Girls', Yerwa	<ul style="list-style-type: none"> • Government Girls' Secondary School, Yerwa, MMC LGA
4.	Gombe	Second Chance School for Girls', Gombe	<ul style="list-style-type: none"> • Government Junior Secondary School Gandu, Gombe Town, Gombe LGA
5.	Taraba	Second Chance School for Girls', Jalingo	<ul style="list-style-type: none"> • Model Primary School Jalingo, Jalingo LGA
6.	Yobe	Second Chance School for Girls, Damaturu	<ul style="list-style-type: none"> • Junior Secondary School, Damaturu, Damaturu LGA

Table 8: List of Facilities in Second Chance Schools

Classrooms	134
Workshops	46
Laboratories	33
Libraries	24

2.3 Quality Learning Outcomes

The quality of education is a crucial factor in determining the success of any educational system. It is essential to ensure that learners receive quality education that prepares them for lifelong learning. This can be achieved through capacity building of teachers, provision of teaching and learning materials and, provision of

appropriate curriculum among others. Some of the activities carried out to reduce learning poverty and improve learning outcomes in the year under review are highlighted in this section.

2.3.1 Instructional Materials

The Commission commenced the process for the procurement of textbooks in the core subjects (English, Mathematics, Social Studies and Basic Science and Technology) for primary and junior secondary schools in the reporting year. Printed materials and play items were also processed for supply to ECCDE Centres.

Table 9: Instructional Materials Distributed in 2022

S/N	Instructional Materials	Quantity	Location
1	Desktop Computers	7,169	36 States and FCT
2	Laptop Computer	620	36 States and FCT
3	Tablets	17,661	36 States and FCT
4	Packets of Geo Roam Educational Board Games	2,664	36 States and FCT
5	English Grammar Textbooks	19,499	36 States and FCT
6	Assorted Library Resource Materials	323,917	36 States and FCT
7	Packets of Igbo Language Flash Cards for ECCDE	1,881	Ebonyi
8	Packets of Yoruba Language Flash Cards for ECCDE	1,197	Oyo
9	Jolly Phonics Book 1 and 2 plus Teacher Guide	304,991	36 States and FCT
10	Rana Books (Littafin Karatun 4, 5, 6) and Teacher Guide (Jagoran Malami)	18,591	Adamawa, Borno, Jigawa, Kaduna, Kano, Katsina, Kebbi, Niger, Taraba, Zamfara
11	NEI-Plus Books 1, 2, 3 in Hausa Language (Mu Karanta!, JagoranMalami, Let's Read) and Teacher Guide	10,984	Bauchi, Gombe, Sokoto and Yobe
12	NEI-Plus Books 1, 2, 3 in Igbo Language (Ka Anyi Guo- Praimari 1-Akwukwo Umakwukwo) plus Teacher Guide	1,437	Ebonyi

S/N	Instructional Materials	Quantity	Location
13	School records, attendance registers, Scheme of work, Admission registers,	27,500	517 Integrated Quranic and Tsangaya Education (IQTE) Centers
14	Agricultural Education Training Programme (AETP) Guidelines	5,840	36 States and FCT

2.3.2 Trainings

The Commission supported States and FCT to enhance the capacity of Teachers and Education Managers. The trainings covered various aspects of instructional and school management approaches for the improvement of learning outcomes. Table 10 shows the various trainings carried out.

Table 10: Trainings of Education Teachers and Educational Managers in 2022

S/N	Trainings	Beneficiaries	Location
1	Reggio Emilla child centered approach	500 Teachers and Caregivers	36 States and FCT
2	How to Manage Mixed-ability Classrooms	1,110 Teachers in Rural and Hard-to-Reach Areas	36 States and FCT
3	History	148 History Master Trainers to train 3,700 History Teachers	36 States and FCT
4	2017/2018 Teacher Professional Development (TPD) Programme	304,431 Teachers and 8,246 Education Managers	36 States and FCT
5	Effective Coordination of IQTE Centers	72 members of State IQTE Implementation Team	Adamawa, Bauchi, Borno, Gombe, Yobe, Taraba, Kano, Kaduna, Katsina, Kebbi, Jigawa, Sokoto, Zamfara, Niger, Kwara, Plateau, Nasarawa, Kogi, Oyo, Osun, Ondo, Ekiti, Ogun, Lagos and the FCT
6	Effective IQTE Center Management and Classroom Delivery	1,034 Arabic and Basic Education Teachers	Adamawa, Bauchi, Borno, Gombe, Yobe, Taraba, Kano, Kaduna, Katsina, Kebbi, Jigawa, Sokoto, Zamfara, Niger, Kwara, Plateau, Nasarawa, Kogi, Oyo, Osun, Ondo, Ekiti, Ogun, Lagos and the FCT

S/N	Trainings	Beneficiaries	Location
7	BESDA Intensive Literacy Programme	1,181 Master trainers	17 BESDA Focus States
8	BESDA Intensive Literacy Programme	4,057 Mentors/coaches	17 BESDA Focus States
9	BESDA Intensive Literacy Programme	25,994 Head teachers	17 BESDA Focus States
10	BESDA Intensive Literacy Programme	104 UBEC Master Trainers	17 BESDA Focus States

2.3.3 The Smart School Programme

The UBEC mandate for the Basic Education sub-sector is fundamentally designed to expand access, improve quality, and ensure equity. This is to be achieved through effective collaboration with the States using several initiatives. One of the initiatives is the introduction of the Smart School Programme. The programme is intended to provide basic education teachers and their learners the opportunity to experience modern technologies-mediated teaching and learning. It is also aimed at improving the quality of teaching and learning outcomes while preparing the young learners for a digital world.

UBEC embarked on the construction and equipping of 37 smart schools in 2019. The Digital Resource Centre (DRC) will be the hub for academic and administrative activities in the Smart Schools.

Preparation for the take-off of the Smart Schools continued in the reporting year. The DRC held series of meetings with different group of stakeholders which included SUBEBs, KOICA and its project management consultants (UBION Consortium), NTI and NERDC. The project achieved holistic and fruitful stakeholder engagement, which included:

- The construction of the Schools had reached various stages of completion and academic activities are expected to commence in some of the Schools in 2023.
- The draft policies and guidelines for the effective implementation of the Smart Schools Programme were developed in the reporting year.
- The sample content developed were ready for digitization and an Action Plan for the design, scoping, sequencing, and scripting of the e-contents was also developed.

2.3.4 Digital Resource Center

As content and methods of delivery of education become increasingly digitalized globally, the capacity development programmes for teachers and other personnel in the education sector must evolve to embrace these new digital techniques and content to be in tune with the modern ICT-driven world.

Therefore, to address these challenges, the Commission established the Digital Resource Centre, which is particularly focused on providing digital content and e-resources for the UBEC Smart schools and e-learning centers across Nigeria as well as providing strategic support for research and development, in addition to training for effective UBE delivery.

The DRC is responsible for the collection, coordination, and management of the electronic database of educational resources materials through research, development and production of media and materials such as text, still images, audio, video, digital documents, or other digital media formats which provide means for organizing, searching and retrieval of information. The following are achievements of the DRC in 2022:

1. Developed e-contents for the Smart Schools and E-learning programmes.
2. The Digital Resources Center (DRC) was equipped with modern office facilities.
3. Trained selected principals of the Smart Junior Secondary Schools on Blended and Digital Literacy.
4. Trained master trainers on Blended Learning ICT required for teachers, administrators, and ICT Personnel of the Smart Schools.
5. High level training and study tour of Principals and Headteachers in Seoul, South Korea courtesy of KOICA on “approaches to running a smart school through enhanced classroom practices for teachers and education managers.”

2.3.5 The Effective School Programme (ESP)

The UBEC Effective School Programme is aimed at institutionalizing schools that conform to the minimum standards in basic education. The minimum standards provide clear information on what learners are expected to know as well as what learners should be able to do at all levels of education within the basic education sub-sector. The standards also set goals and the lowest benchmark for programme performance at the school level in terms of teacher and school efficiency. Implementations of the minimum standards would promote an effective school.

Through the ESP, UBEC will support existing UBE institutions in the States to implement the UBE Minimum Standards in sampled schools in the 36 States and the FCT over three years. To ensure success, UBEC will support States and the FCT to mobilize and apply funding from donor partners to implement the programme.

The dream of the programme is to support a result-oriented basic education where its graduates would have acquired the 21st century skills and competences to enable

them function and compete in the 21st century knowledge driven economy in line with the Sustainable Development Goals (SDGs). The Sampled schools will be supported in 5 key areas namely:

- i. School Infrastructure;
- ii. Teaching and Learning;
- iii. School Leadership and Management;
- iv. School Monitoring and Assessment; and
- v. Stakeholder Participation.

Finalizing the arrangements and commencement of the Effective School Programme, the following activities were done in 2022:

- Drawing up modalities for sharing responsibilities between UBEC and SUBEBs in ESP implementation.
- Selection of ESP beneficiary schools.

2.4 Institutional Strengthening

In a bid to enhance effective basic education delivery and ensure its seamless operations, the Commission carried out the underlisted activities:

- i. Step-down Capacity Building Workshop for State and FCT Universal Basic Education Boards' (SUBEBs) SERVICOM Desk Officers on Charter Performance Monitoring & Reporting at SUBEB Level in Abuja.
- ii. Development of a guide for ECCDE Implementation in Nigeria.
- iii. High-level training and study tour of smart schools in Korea sponsored by KOICA for 2 staff.
- iv. Participation of 4 staff in the “Advance Leadership Training Programme” at the University of Cambridge, UK.

- v. Study Visits of UBEC and SUBEB Officials (sponsored by World Bank) to:
- Singapore on **Project Management and Leadership in Basic Education** (60 personnel).
 - Kenya on **Public Finance Management** (30 personnel) and on **Essentials of Project Management** (30 personnel).
 - Senegal on **Education Sector Planning and Management** (50 personnel).
 - Rwanda on **Environmental and Social Safeguard** (20 personnel).
- vi. Participation of four (4) Staff participated in the 2022 Training workshop on “Workforce Planning and Budgeting,” organized by the Office of the Head of Civil Service of the Federation.
- vii. Participation of four (4) staff in the 2022 Winter Short Course on “Strategic Leadership, Ethics and Policy Making” at the Nigerian Institute for Strategic Studies, NIPSS, Kuru- Jos.
- viii. Participation of one (1) member in the Mandatory Training Programme for the CEOs of MDAs, organized by the Administrative Staff College of Nigeria (ASCON).
- ix. Training of 56 UBEC Drivers on Modern Safe Driving Techniques.
- x. Participation of six (6) UBEC staff in the retreat for Legal Advisers, Registrars and Administrative Officers organized by the Federal Ministry of Education (FME).
- xi. Monitored the 2019 and 2020 States’ Medium Term Basic Education Strategic Plans (SMTBESPs) to ensure effective implementation of the plans.
- xii. Facilitation of the development of cycle 2 States’ Medium Term Basic Education Strategic Plans (SMTBESPs) 2020 - 2023.

- xiii. Facilitation of the development of Cycle 3 States' Medium Term Basic Education Strategic Plans (SMTBESPs) 2021 - 2024.
- xiv. Production and dissemination of the UBE Journal Vol. 8 and 2021 Annual Report to relevant Stakeholders.
- xv. Capacity building for SUBEBs' Education Management Information System (EMIS) Desk Officers on data generation, analysis, and management,
- xvi. Dissemination of statistical data on basic education to stakeholders,
- xvii. Training of seventy-five (75) UBEC Staff on effective Monitoring of SSOs in the BESDA Literacy Programme.

2.4.1 School-Based Management Committee- School Improvement Project (SMBC-SIP)

The UBE SBMC-SIP is a key component of the UBE programme implementation. It is a globally accepted strategy for involving the community and private sector participation in the provision of development services in schools. This is particularly aimed at the initiation, execution, and administration of school-based projects.

The guiding principle of the SBMC-SIP approach is partnership and the desire to draw not only from the resources and skills of government but also the abundant material and human resources in the organized private sector, civil society organizations, communities and even individuals.

The SBMC-SIP project is funded using the 40% of the 14% Educational Imbalance Fund of the 2% Consolidated Revenue Funds (CRF) meant for intervention in the UBE Programme. In order to ensure effective utilization of the fund, the projects were classified into 3 sub-components: Special Cases, Macro and Micro.

The implementation phase of the 2019 UBE SBMC-SIP commenced in November 2021, with the flag-off ceremony hosted by the Executive Governors of Gombe and Cross River States covering both the Northern and Southern zones of the country respectively.

The 36 States and FCT were requested to submit their list of prospective beneficiary schools/communities selected from disadvantaged Local Government Areas. A total of 1,480 project beneficiary communities were submitted, however, 1,157 schools benefitted from the SBMC-SIP support fund while the rest did not qualify for funding either because they could not mobilize the compulsory 5% counterpart fund in cash, or kind, or did not have a well-prepared School Development Plan.

The breakdown of the 1,157 beneficiary schools for project-type components is 740 Micro, 370 Macro and 47 Special Cases. The breakdown of project deliverables is in Table 11:

Table 11: List of SBMC - SIP Deliverables

S/N	PROJECT TYPE		SPECIAL CASES	MACRO	MICRO	TOTAL
1	New Construction	Classroom	85	244	70	399
2		Toilets	23	81	84	188
3		Head teacher's office	13	30	10	53
4		School fence	5	15	10	30
5		Culverts	0	2	1	3
6		Feeder roads	0	42	3	45
7	Rehabilitation/ Renovation	Classroom	63	493	571	1,127
8		Toilets	0	92	251	343
9		Head teacher's office	7	49	24	80

S/N	PROJECT TYPE	SPECIAL CASES	MACRO	MICRO	TOTAL	
10		School fence	1	29	15	45
11		Culverts	0	8	1	9
12		Feeder roads	0	30	4	34
13	Provision of Furniture	Teachers	36	231	998	1,265
14		Pupils	952	2,220	8,377	11,549
15	Provision of Boreholes/Deep Wells		3	18	29	50
16	Provision of Library Facilities and Supplementary Reading Materials		1	1	352	354
17	Provision of Textbooks		0	3	1,580	1,583
18	Provision of Electricity To School		1	4	11	16
19	Supply of Computer/ICT Facilities		1	2	12	15
20	Provision of Girl/Boy Child Craft Centers/Equipment		0	0	1	1
21	Provision of Band Set		1	2	12	15
22	Others		31	61	442	534
	TOTAL		1,223	3,657	12,858	17,738

The projects were largely successful and impacted positively the overall UBE delivery, especially in:

- i. Increased access, enrolment, and retention of learners in schools;
- ii. Provision of financial support and empowerment of communities to contribute to UBE delivery;
- iii. Provision of the much-needed school infrastructure; and
- iv. Increased partnership with stakeholders for quality UBE delivery.

2.4.2 National Personnel Audit (NPA), 2022

The Universal Basic Education Commission (UBEC) is empowered by the UBE Act, 2004 Section 9(f) and (l) to:

- i. “carry out in concert with the States and Local Governments at regular intervals, a personnel audit of teaching and non-teaching staff of ALL basic education institutions in Nigeria”, and
- ii. “establish a basic education data bank and conduct research on basic education in Nigeria”, respectively.

In discharging these responsibilities, the Commission carried out a National Personnel Audit (NPA) of all basic education institutions in Nigeria in 2022. The findings from the NPA revealed that from 2018 to 2022, there is a significant increase in learners’ enrolment, the number of qualified teachers as well an increase in the number of basic education schools at all basic education levels.

- Between 2018 and 2022, the learners’ enrolment in ECCDE/Pre-primary, Primary and JSS increased by 1.05%, 13.92% and 16.98%, respectively while the percentage increase in the number of basic education schools is 16.93%.
- At the same time, the percentage increase of qualified teachers for ECCDE was 5% while that of the primary was 10% with a decrease of 2% in JSS.

Table 12: Number of Basic Education Schools in Nigeria

2018	2022	% increase
146,266	171,027	16.93

Table 13: Learners Enrolment in Basic Education Schools in Nigeria

Level	2018	2022	% increase
ECCDE	7,159,262	7,234,695	1.05
Primary	27,889,387	31,771,916	13.92
JSS	6,841,953	8,003,397	16.98

Table 14: Number of Qualified and Unqualified Teachers in Basic Education Schools

Level	2018			2022		
	Total	Qualified	% Qualified	Total	Qualified	% Qualified
ECCDE	154,217	88,486	57	354,651	221,616	62
Primary	913,579	568,033	62	915,593	662,260	72
JSS	382,346	291,761	76	416,291	309,747	74

CHAPTER 3

FUNDS DISBURSEMENT AND UTILIZATION

3.1 Introduction

One of the Commission's mandate is to receive the FGN-UBE Intervention Fund, allocate and disburse to States and FCT and other educational agencies implementing basic education.

3.2 FGN-UBE Intervention Fund

Tables 15, 16, 17 and 18 show the breakdown of the FGN-UBE Matching Grant disbursed in 2022 to States that met the criteria for accessing the grant.

Table 15: States that accessed the FGN-UBE matching grant in 2022.

S/N	STATE	PERIOD	AMOUNT
1	Akwa Ibom	1 st -4 th Qtr. 2021 Matching Grant.	946,646,664.48
2	Bayelsa	Balance of 1 st -4 th Qtr. 2020	946,646,664.48
3	Benue	1 st -4 th Qtr. 2020 and 2021	1,661,720,799.62
4	Borno	1 st -4 th Qtr. 2020 Matching Grant.	1,661,720,799.62
5	Cross River	1st - 4th Qtr. 2021 Matching Grant	2,151,099,018.24
6	Delta	1st-4 th Qtr. 2021 & 2022 Matching Grant	2,151,099,018.24
7	Ebonyi	1 st -4 th Qtr. 2019 Matching Grant.	1,519,884,078.68

S/N	STATE	PERIOD	AMOUNT
8	Enugu	3 rd & 4 th Qtr. 2019, 1 st -4 th Qtr. 2020 & Part of 1 st Qtr.2021 Matching Grant.	1,661,720,799.62
9	FCT	1 st -4 th Qtr.2021 Matching Grant.	946,646,664.48
10	Gombe	1 st -4 th Qtr. 2020 and 2021 Matching Grant.	1,661,720,799.62
11	Imo	1 st Qtr. 2019 - 4 th Qtr. 2020 Matching Grant	2,234,958,214.00
12	Jigawa	1 st -4 th Qtr. 2021 &1 st - 2 nd Quarter, 2022 Matching Grant	1,548,872,841.36
13	Kano	1st-4 th Qtr. 2021 &1 st – 2 nd Qtr. 2022 Matching Grant	1,548,872,841.36
14	Katsina	1 st -4 th Qtr. 2020 & 2021 Matching Grant	1,661,720,799.62
15	Kebbi	1 st -4 th Qtr.2021 Matching Grant.	946,646,664.48
16	Kogi	1 st -4 th Qtr. 2021, Matching grant.	946,646,664.48
17	Nasarawa	1 st -4 th Qtr. 2020 & 2021 Matching Grant.	1,661,720,799.62
18	Niger	2 nd Qtr. 2019- 4 th Qtr.2021 Matching Grant	2,674,976,843.20
19	Ogun	4 th Qtr. 2018 & 1 st -4 th Qtr. 2019 Matching Grant.	2,011,161,692.56
20	Ondo	1 st -4 th Qtr. 2021,1 st -4 th Qtr.2022 Matching Grant.	2,151,099,018.24
21	Osun	1 st - 4th Qtr. 2020 & 2021 Matching Grant	1,661,720,799.00

S/N	STATE	PERIOD	AMOUNT
22	Oyo	1 st -4 th Qtr. 2021 Matching Grant.	946,646,664.48
23	Rivers	1st - 4th Qtr. 2021 Matching Grant	946,646,664.48
24	Sokoto	1 st -4 th Quarters 2020 & 2021 Matching Grant	1,661,720,799.62
25	Taraba	1 st - 4 th Qtr. 2020 & 2021 Matching Grant.	1,661,720,799.00
26	Zamfara	1 st -4 th Qtr. 2021 Matching Grant.	946,646,664.48
TOTAL			40,520,684,077.06

Table 16: Disbursement of Special Education fund in 2022

S/N	STATE	PERIOD	AMOUNT
1	FCT	2018 Special Education funds	36,727,914.50
2	Nasarawa	2018 Special Education funds.	36,727,914.50
3	Ogun	2018 Special Education funds.	36,727,914.50
	TOTAL		110,183,743.50

Table 17: Disbursement of Funds to Collaborating Agencies.

S/N	AGENCY	AMOUNT (₦)
1	National Commission for Nomadic Education (NCNE)	310,000,000.00
2	National Commission for Colleges of Education (NCCE)	124,000,000.00
3	National Educational Research Development Council (NERDC)	186,000,000.00
4	National Board for Arabic and Islamic Studies (NBAIS)	50,000,000.00
5	Teachers Registration Council of Nigeria (TRCN)	50,000,000.00

6	National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC)	310,000,000.00
7	National Institute for Educational Planning and Administration (NIEPA)	50,000,000.00
8	National Mathematical Centre (NMC)	50,000,000.00
9	National Teachers Institute (NTI)	124,000,000.00
TOTAL		1,254,000,000.00

Table 18: Disbursement of Teacher Professional Development

S/N	STATE	AMOUNT (₦)
1	FCT-UBEB	341,000,000.00

3.3 Disbursement of BESDA Funds

Table 19 shows the BESDA funds distributed to the 17 focus States in the year under review.

Table 19: Disbursement of BESDA Funds to the 17 Focus States

S/N	State	Result Fund (₦) 3 rd Disbursement 2022 (9 th February 2022)	Result Fund (₦) 4 th Disbursement 2022 (17 th May 2022)	Result Fund (₦) 5 th Disbursement 2022 (2 nd August 2022)	2 nd Result Fund (₦) 1 st Disbursement 2022 (22 nd October,2022)	Advance Fund (₦) Disbursement 2022 (2 nd November 2022)	Total
1	Adamawa	1,226,040,000.00		-	651,546,071.36	1,000,000,000.00	2,877,586,071.36
2	Bauchi	1,226,040,000.00		-	71,926,353.97	1,250,000,000.00	2,547,966,353.97
3	Borno	-		9,487,102,892.30	2,115,060,717.86	-	11,602,163,610.16
4	Ebonyi	1,226,040,000.00		-	1,204,450,759.52	-	2,430,490,759.52
5	Gombe	1,226,040,000.00		-	324,409,339.56	2,000,000,000.00	3,550,449,339.56
6	Jigawa	1,226,040,000.00		-	-	1,250,000,000.00	2,476,040,000.00
7	Kaduna	-	8,370,778,931.90	-	4,212,602,975.35	-	12,583,381,907.25
8	Kano	2,452,080,000.00	4,062,933,976.08	-	10,406,227,591.75	-	16,921,241,567.83
9	Katsina	2,452,080,000.00	2,566,402,344.94	-	2,253,721,136.52	-	7,272,203,481.46
10	Kebbi	1,226,040,000.00	-	-	-	2,000,000,000.00	3,226,040,000.00
11	Niger	1,226,040,000.00	-	-	768,613,568.61	1,700,000,000.00	3,694,653,568.61
12	Oyo	1,226,040,000.00	-	-	-	1,000,000,000.00	2,226,040,000.00
13	Rivers	1,226,040,000.00	-	-	-	-	1,226,040,000.00

14	Sokoto	2,452,080,000.00	3,750,260,245.62	-	2,295,921,649.88	-	8,498,261,895.50
15	Taraba	2,065,887,617.00	-	-	1,360,136,492.06	-	3,426,024,109.06
16	Yobe	1,226,040,000.00	-	-	1,152,799,238.25	-	2,378,839,238.25
17	Zamfara	1,226,040,000.00	-	-	1,567,721,475.50	-	2,793,761,475.50
	Total	22,908,567,617.00	18,750,375,498.54	9,487,102,892.30	28,385,137,370.19	10,200,000,000.00	89,731,183,378.03

3.4 Monitoring of Funds Utilization

The utilization of FGN-UBE Intervention Funds disbursed to states and other agencies implementing UBE is monitored to ensure accountability, transparency, and value for money. It is in this regard that the Commission has put in place various mechanism for monitoring programmes, projects and activities of basic education in the nation. Some of the monitoring carried out in this regard were:

- Mid-Term monitoring of 2019 SBMC-SIP projects to ascertain the quality of work and obtain a comprehensive list of projects and their levels of completion.
- Final Monitoring of the 2019 SBMC-SIP in the 36 States and FCT.
- Project monitoring of approved and executed projects for Matching Grants Intervention funds in 20 States and FCT in September 2022.
- 4th, 5th and 6th BESDA Financial Monitoring of the Intervention Funds in all States.
- Final Monitoring of the 2021 Constituency Projects.
- 39th & 40th Financial Monitoring of the FGN-UBE intervention funds.
- Verification of supplies of Core textbooks and other instructional materials by Contractors.
- Assessment of the Level of Integration of Basic Education in Quranic/Tsangaya/Almajiri Schools/Centers across the Federation.
- Verification of Requests from Proprietors of Quranic/Tsangaya/Almajiri Centers.
- Monitoring and evaluation of the implementation of SERVICOM ideals at the UBEC Zonal offices and SUBEBs.

CHAPTER 4

FUTURE ACTIVITIES

The Universal Basic Education Commission will remain focused on achieving the goal of the UBE Programme which is to ensure that all children, irrespective of their backgrounds, enroll and complete basic education. In doing this, the Commission will strengthen its partnership with stakeholders, and support the States and Local Governments in their effort to deliver quality basic education. Alongside, is the commitment to the introduction and application of relevant information and communication technologies to expand access and improve quality teaching and learning in schools and self-directed learning for those outside the schools. The following are some of the activities to be embarked upon in the coming years:

1. Strengthening of the capacity of Basic Education Teachers in Integrated Quranic and Tsangaya Education (IQTE) Centres.
2. Conduct workshops for Stakeholders on the importance of introducing a School-to-Work Scheme in Basic Education.
3. Training of ECCDE Desk Officers on Assessment of Children in ECCDE.
4. Interactive session with stakeholders on the need to enroll all children of age 3-5 years in ECCDE.
5. Conduct of UBEC Staff Seminar to abreast staff on emerging issues in basic education.
6. Collaborating with relevant Ministries and Departments such as the Federal Ministry of Education (FME), National Planning Commission (NPC), Federal Ministry of Finance (FMF), Nigeria Immigration Service (NIS), Nigeria Customs Service (NCS), Nigerian Ports Authority (NPA), etc., for smoother

coordination and implementation of International Development Partners (IDPs) supported Programmes and Projects.

7. Meeting with FCT, Nasarawa and Niger States on Skill “G” capacity building for teachers for improvement of Basic Science and Mathematics Education.
8. Institutionalization of Safeguard activities in schools to enhance learners’ retention and completion.
9. Workshop with Directors and Desk Officers in charge of Curriculum to deliberate on the modalities for the provision and effective implementation of the basic education curriculum.
10. Capacity building of 60 Master Trainers in collaboration with Department of Teacher Development and NERDC on the implementation of the Basic Education Curriculum for effective teaching and learning.
11. Meeting with STEM Agencies for the development of a handbook on STEM for basic education schools.
12. Review of Guidance and Counseling (G&C) training Manual for UBE Para-Counselors, as well as organizing a train-the-trainers workshop on the use of the reviewed G&C training manual for para-counselors.
13. Meeting with SUBEBs Desk Officers in-charge of school sports and relevant stakeholders to discuss and plan for the utilization of the 30% allocation of 1% of FGN-UBE Intervention Fund allocated for sports competition.
14. Conduct verification exercise on intervention fund for School Sports development.
15. Participation in the Senatorial and National Basic Education School Sports competitions (BESS).

16. Verification of distribution, availability and utilization of Basic Education Instructional/Pedagogical Materials in Basic Education Institutions (ECCDE, Primary and JSS) for 2020/2021 intervention year.
17. Review and provision of 2022 instructional materials and library resource materials using the 2022 FGN-UBE funds.
18. Up scaling Training on Multi-grade and mixed classroom pedagogy
19. Training of UBEC staff on Multimedia Content Development
20. Multimedia Content Development for Teachers in States and FCT
21. Up scaling Psychosocial support Training
22. Launching of TPD Online Portal
23. Training of School support Officers on SMASE and Jolly Phonics
24. Monitoring of Compliance with Government's directive on re-introduction of History into the school Curriculum.
25. Introduction and Launching of National Teachers Support scheme.
26. National Conference on Teacher Professional Development
27. Third level training of Quality Assurance Officers in SUBEBs and LGEAs.
28. Monitoring of the implementation of Continuous Quality Assurance (CQA) practice in states;
29. Pre-retirement training for staff due for retirement in 2023;
30. Conduct of senior and junior staff promotion examination for 2023.
31. Deployment of IT solutions for record keeping of verifiable deliverables from FGN/UBE Matching Grant and UBEC Special Intervention Projects.
32. Meeting with SUBEB Directors and Desk Officers in-charge of Instructional Materials.
33. Conduct a capacity building workshop on alternative areas that need clarification for each operation (Agric, Sports, STEM, Book, Library).

34. Deployment of Infrastructure and Equipment to the Smart Schools.
35. Selection and Training of Staff for the Smart Schools and e-Learning centers.
36. Admission of Students into the Model Smart Schools.



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