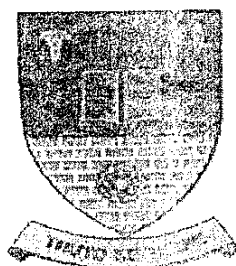


University of Botswana African Conference on Primary/Basic Education,
2006



ACHIEVING UNIVERSAL BASIC/PRIMARY EDUCATION IN AFRICA IN 2015: MYTH OR
REALITY?

16th - 19th OCTOBER 2006

UNIVERSITY OF BOTSWANA LIBRARY AUDITORIUM

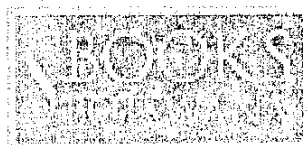
Edited by:

M. K. Akinsola, D. Mapolelo, M. Mosothwane & K. Bose

ORGANISED BY:

THE DEPARTMENT OF PRIMARY EDUCATION

UNIVERSITY OF BOTSWANA



COPYRIGHT © Department of Primary Education, University of Botswana (June,2007)

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any other information storage and retrieval system, without permission in writing from the editors.

**DEPARTMENT OF PRIMARY EDUCATION UNIVERSITY OF BOTSWANA, PRIVATE BAG
00702, GABORONE, BOTSWANA.**

ACKNOWLEDGEMENTS

The Local Organizing Committee for the Conference would like to thank all individuals and institutions and corporate bodies who contributed in variety of different ways to the success of this conference. In particular we would like to acknowledge the Honourable Minister of Education, Mr. J. Nkate who found time from his busy schedule to declare the Conference open. Thanks also go to the Ministry of Education officials who accompany the Minister to the occasion. We would also like to thank the University of Botswana for its moral and financial support: the Vice-Chancellor Prof. B.K. Otihogile: the Deputy Vice Chancellor (Academic) Prof. F. Youngman who delivered the Keynote Address: the Deputy Vice Chancellor (Student Affairs) Prof. L. Nyati-Ramaleho who declared the Conference closed: the Dean Faculty of Education, Dr. T. Mooko who chaired the opening ceremony: Prof. Vanga for his thought provoking and analytical Lead Paper. Special thanks also go to the following corporate bodies: Books Botswana, Collegium Educational Publishers, Macmillan Botswana and Master Printers for the supportive roles.

TABLE OF CONTENTS

Professor Vanqa: Achieving Universal Primary/Basic Education in Africa in 2015: Myth or Reality – The case of Botswana-----	12-18
Sub-themes for the Conference -----	19
 SUB-THEME 1: POLICY DEVELOPMENT AND IMPLEMENTATION STRATEGY ON BASIC EDUCATION.	
 DR. THOMAS TUNDE, OLOFINTOYE: TOWARDS ERADICATING ILLITERACY AMONG NIGERIAN CHILDREN IN 2015: GUIDANCE NEEDS OF PARENTS-----	20-26
 OSISAMI, R. A. (Mrs.) FUNCTIONAL PRIMARY TEACHER EDUCATION: POLICIES ISSUES AND STRATEGIES FOR PREPARATION AND AVAILABILITY OF TEACHERS TOWARDS BASIC EDUCATION IN NIGERIA-----	27- 44
 DR. MODUPE A. ADELABU: STRATEGIES FOR THE IMPLEMENTATION OF UBE PROGRAMMES AS AN INTEGRAL PART OF NIGERIA'S REFORM AGENDA -----	45 - 59
 MARY OCHENG –KAGOIRE: IS UGANDA ON THE PATH TO ATTAINING UNIVERSAL PRIMARY EDUCATION BY THE YEAR 2015? -----	60-77
 VEERLE DIELTIENS: AS LONG AS THE RAIN STILL FALLS WE MUST CULTIVATE: AFRICANIST CHALLENGES TO LIBERAL EDUCATION-----	78-87
 TIROYAONE KEBALEPILE: REALITIES ABOUT PARENTAL INVOLVEMENT IN REMOTE AREA SCHOOL IN THE GANTSI DISTRICT, BOTSWANA-----	88-95
 AUGUSTUS A. ADEYINKA & JANE E. ILOANYA: ACTUALISING THE PHILOSOPHICAL COMPONENT OF BOTSWANA'S NATIONAL POLICY ON EDUCATION THROUGH THE BASIC EDUCATION PROGRAMME-----	95-101
 AGNES EBI MALIKI & EKANEM ANWANA UWE (Ph.D) : GIRL CHILD EDUCATION IN AFRICA: ISSUES AND CHALLENGES-----	102-111
 J. Abiola Ademokoya: ACHIEVING UNIVERSAL BASIC EDUCATION FOR THE	

NIGERIAN HEARING-IMPAIRED CHILD THROUGH PROPER
POLICY FOCUS ----- 112-117
AUGUSTUS A. ADEYINKA: EVOLUTION OF BASIC EDUCATION POLICIES
AND PROGRAMMES IN SUB-SAHARAN AFRICA, EXEMPLIFIED
BY DEVELOPMENTS IN NIGERIA AND BOTSWANA-- 118-131

ABIDOGUN BABAJIDE GBOYEGA & ADEBULE OLURANTI IDIAT: REALIZING THE
OBJECTIVES OF THE UNIVERSAL BASIC EDUCATION IN NIGERIA-132-138

FLORENCE BANKU OBI & NGOZI OSARENREN: UNIVERSAL BASIC EDUCATION, THE
NIGERIAN SPECIAL CHILD AND THE NEED FOR COUNSELLING-- 139- 151

TOLA OLUJUWON: THE DILEMMA IN ACHIEVING UNIVERSAL BASIC EDUCATION 152-170

Sub-theme II:

INFRASTRUCTURAL AND TECHNICAL FACILITIES FOR ACHIEVING BASIC
EDUCATION

ADU, E. OLUSOLA: AN ASSESSMENT OF INFRASTRUCTURAL AND TECHNICAL FACILITIES
FOR ACHIEVING BASIC EDUCATION IN NIGERIA----- 171- 177

B.O.LAWAL: UNIVERSAL BASIC EDUCATION IN NIGERIA --- 178-187

PEDZANI PERCI MONYATSI & CAROLINE PINKIE MONYATSI: AN ANALYSIS OF THE
CURRENT INFRASTRUCTURE AND FACILITIES PROVISION FOR BASIC
EDUCATION WITHIN THE CONTEXT OF POLICY AND CONSTITUTIONAL
OBLIGATIONS IN THE REPUBLIC OF BOTSWANA. 188-198

NOJIMU-YUSUF, ADINEBARI ROSYLYNE & ADEBESIN, SOLOMON TAIWO: DEALING
WITH THE MONSTER OF INADEQUATE OR LACK OF INFRASTRUCTURES AND
FACILITIES AS A STRATEGY FOR THE SUCCESS OF THE UBE PROGRAMME IN
NIGERIA 199-208

Sub-theme: III

EARLY CHILDHOOD EDUCATION PROVISION IN AFRICA AS FOUNDATION FOR PRIMARY

CLEMENT, A. AJIBOLA: THE MID-DAY MEAL: A NUTRITIONAL SOURCE FOR THE
NIGERIAN SCHOOL CHILD

B.O.OGUNLEYE: NIGERIA PRE-PRIMARY AND PRIMARY SCH

INVOLVEMENT IN AND ACCESS TO RESEARCH REPORTS 216-222

KABITA BOSE, MR. M. MASOLE & MRS. J. S. SNAU: THE CURRENT STATUS OF EARLY CHILDHOOD CARE & EDUCATION (ECC&E) PROGRAMS OF GABORONE, BOTSWANA. 223-236

Sub-theme IV: GIRLS CHILD EDUCATION IN AFRICA: ISSUES AND CHALLENGES

VIATONU, OLUMUYIWA & JEGEDE, ADEBOWALE A: EDUCATING THE GIRL-CHILD FOR A SUCCESSFUL UNIVERSAL BASIC EDUCATION (UBE) IN NIGERIA: ISSUES, CHALLENGES AND PROSPECTS. 237-244

ESTHER A. ODUOLOWU: STRENGTHENING THE CAPACITY OF STAKEHOLDERS IN PROMOTING GIRLS' EDUCATION IN TWO DISADVANTAGED COMMUNITIES IN NIGERIA: SOME LESSONS IN COMMUNITY PARTICIPATION. 245-255

UMOREN, GRACE UMOREN & OGBENE, AUGUSTA: Girl-Child Education: A Perspective on the Challenge in Nigeria 256-268

J.B. BILSANMI-AWODERU & . O. O. KALESANWO: THE UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME AND WOMEN ENTREPRENEURSHIP IN SCIENCE AND TECHNOLOGY: A CATALYST FOR ENHANCING FEMALE PARTICIPATION IN NATIONAL DEVELOPMENT 269-279

TABOKA NDIKIMBELA: PLIGHT OF A GIRL CHILD IN BOTSWANA PRIMARY SCHOOL LEAVING EXAMINATION ROOMS: (PLSE: 2000- 2005) 280-292

K. G. GAREGAE: THE CHALLENGE OF FIGHTING GENDER DISPARITY IN BASIC EDUCATION: QUALITY VS. QUANTITY 293-303

KOSOKO-OYEDEKO, G.A. & POPOOLA, S A: ASSESSMENT OF ISLAM AND CHRISTIAN PERCEPTION ON RIGHT OF THE GIRL-CHILD TO BASIC EDUCATION IN LAGOS STATE. 304-309

C. O. OJADAPO & . BOLA MAKINDE: THE INFLUENCE OF WOMEN'S EDUCATION ON THE PERFORMANCE OF SOCIOLOGICAL ROLES OF A FOCUS GROUP IN THE LAGOS METROPOLIS: IMPLICATIONS FOR EARLY CHILDHOOD EDUCATION 310- 317

DR. (MRS.) K.A. OMOTAYO: TOWARDS PROPER ACQUISITION OF APPROPRIATE SCIENCE PROCESS SKILLS BY GIRLS AT THE JUNIOR SECONDARY SCHOOL IN NIGERIA 318-322

UMOREN, GRACE UMOREN ; BASSEY, USANG USANG & ASIM, ALICE: A CRITICAL ANALYSIS OF POLICY DEVELOPMENT AND IMPLEMENTATION STRATEGIES FOR

GENDER IN BASIC EDUCATION IN NIGERIA.	323-334
SHONUBI, OLOLADE KAZEEM: ENHANCING THE GIRL-CHILD EDUCATION THROUGH THE UNIVERSAL BASIC EDUCATION IN AFRICA: NIGERIA'S CASE	335-345
Sub-theme: V	
IT AND BASIC EDUCATION PROVISION IN AFRICA.	
OGUNOJEMITE G. B.: INFORMATION TECHNOLOGY AND BASIC EDUCATION IN NIGERIA	346-353
FOWOWE, S. S. & ISHOLA, A. A.: INFORMATION TECHNOLOGY: A VERITABLE TOOL FOR SUSTAINING THE UNIVERSAL BASIC EDUCATION PROGRAMME IN AFRICA	354-361
KABITA BOSE: EMPOWERMENT OF PRIMARY/INFANT SCHOOL TEACHERS WITH COMPUTING SKILLS: VIEWS OF IN-SERVICE TEACHER-STUDENTS OF UNIVERSITY OF BOTSWANA	362-373
Sub-theme: VI	
CURRICULUM ISSUES IN ACHIEVING BASIC EDUCATION	
OREBOTSE NTHOMANG & PATRICIA PAUL: AN INVESTIGATION INTO THE CHALLENGES OF TEACHING ART EDUCATION IN BOTSWANA PRIMARY SCHOOLS: ASSESSMENT AS AN ISSUE OF SCHOOL REFORM.	374-399-
NTHALIVI SILO: SUSTAINABLE ENVIRONMENTAL EDUCATION FOR PRIMARY SCHOOLS IN BOTSWANA SOME CURRICULAR AND NON-CURRICULAR ISSUES	400-410
UMOREN, GRACE UMOREN & OGBENE, AUGUSTA: GENDER IN TEACHING AND LEARNING CONTENT IN UNIVERSAL BASIC EDUCATION IN NIGERIA (CURRICULUM AND INSTRUCTION, TEACHER EDUCATION AND TEXTBOOKS)	411-423
Sub-theme: VII	
FINANCIAL ISSUES IN ACHIEVING BASIC EDUCATION COST SHARING AMOUNTSTAKE EDUCATION.	
I. A. AJAYI: ACHIEVING UNIVERSAL BASIC EDUCATION [UBE] IN NIGERIA: STRATEGIES FOR IMPROVED FUNDING AND COST EFFECTIVENESS	424-430
J.B. AYODELE: PRIVATE SECTOR PARTICIPATION IN BASIC EDUCATION IN NIGERIA: IMPLICATIONS FOR ACCESS AND QUALITY ASSURANCE	431-441
BOLAJI, STEPHEN DELE: TEACHER'S SPECIALIZATION: A PARADIGM FOR ACHIEVING BASIC EDUCATION IN NIGERIA	442-447
Sub-theme: VIII	
TEACHER PREPARATION AND AVAILABILITY FOR ACHIEVING BASIC EDUCATION.	

- M. S. OMIRIN:** EFFECTS OF TECHNICAL TEACHER SHORTAGE ON THE IMPLEMENTATION OF THE UNIVERSAL BASIC EDUCATION PROGRAMME 448-452
- CLEMENT, A. AJIBOLA:** PREPARING THE HEALTH EDUCATION TEACHER FOR THE UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA. 453-460
- BERNARD MOSWELA:** KNOWLEDGE OF EDUCATIONAL LAW - AN IMPERATIVE TO THE TEACHER'S PRACTICE 461-472
- T. O. ADEYEMI:** TEACHER PREPARATION AND AVAILABILITY FOR ACHIEVING BASIC EDUCATION IN ONDO STATE, NIGERIA 473-486
- OWOLABI AMISU & OYETADE EUNICE M:** PROVISION OF TEACHERS FOR BASIC EDUCATION: THE EXPERIENCE OF A COLLEGE OF PRIMARY EDUCATION IN NIGERIA (LACOPED) 487-495
- U. U. BASSEY, B. A. AKUEGWU, L. A. UDIDA & M. I. E. ESSIEN:** TEACHER PREPARATION AND AVAILABILITY IN ACHIEVING UNIVERSAL BASIC EDUCATION (UBE) IN NIGERIA 496-504
- F.B. OLOWOJAIYE:** COMPARATIVE STUDY OF FULL-TIME AND PART-TIME NCE PRE-SERVICE MATHEMATICS TEACHERS' PERFORMANCE IN MATHEMATICS: IMPLICATIONS FOR THE UNIVERSAL BASIC EDUCATION (UBE) IN NIGERIA 505-510
- M.K.AKINSOLA:** PREPARING ELEMENTARY SCHOOL MATHEMATICS TEACHERS FOR TOMORROW'S WORLD: EXPECTATIONS AND CHALLENGES 511-518
- C.O.O.KOLAWOLE:** ENHANCING QUALITY IN TEACHER PREPARATION PROGRAMMES FOR BASIC EDUCATION-LESSON FROM MILLENNIUM GOALS. 519-533
- NANA ADU-PIPIIM BOADUG:** PROFESSIONALISM OF TEACHERS IN AFRICA FOR CAPACITY BUILDING TOWARDS THE ACHIEVEMENT OF UNIVERSAL PRIMARY EDUCATION: CHALLENGES AND OBSTACLES FOR INTROSPECTION 534-543
- Sub-theme: IX
- QUALITY CONTROL/ ASSURANCE IN ACHIEVING BASIC EDUCATION.**
- JOSEPH THOKO MATSOGA:** ASSESSING THE MODERATION OF THE FINAL EXAMINATION RESULTS AS A QUALITY ASSURANCE ISSUE IN HIGHER EDUCATION: THE BOTSWANA COLLEGES OF EDUCATION 544-551

- ADEGUN OLAJIRE ADEOLA: QUALITY CONTROL: A PANACEA FOR DYNAMIC
UNIVERSALBASIC EDUCATION (UBE) PROGRAMME IN NIGERIA 552-557**
- M W MAILA: QUALITY EDUCATION IMPERATIVES FOR INCLUSIVE BASIC EDUCATION:
MOVING BEYOND THE RHETORIC 558-567**
- BYRON A BROWN & SALOMÉ SCHULZE: TEACHER MIGRATION AS A CONSIDERATION IN
THE DELIVERY OF QUALITY EDUCATION IN SOUTHERN AFRICA: A REVIEW 568-582**
- X FOLUSO OKEBUKOLA: INTERFACE BETWEEN QUALITY ASSURANCES IN TEACHER
EDUCATION AND IMPLEMENTATION OF THE UBE. 583-590**
- AJIBOLA, C. A: PROBLEMS AND PROSPECTS OF USING NIGERIAN LANGUAGES AS MEDIA
OF INSTRUCTIONS IN HEALTH EDUCATION AT PRIMARY SCHOOL LEVEL IN
NIGERIA 591-596**
- OYETADE, EUNICE M; AMISU, OWOLABI & IBRAHEEM, TUNDE LASISI: QUALITY
ASSURANCE OF EDUCATION THROUGH ENHANCED PRIMARY EDUCATION
PROGRAMME IN NIGERIA 597-604**
- BESSONG, FIDELIS EJAR; KOKO EKPO; U. U. BASSEY & ENYI, BASSEY INYANG: THE
MATHEMATICS TEACHER FACTOR IN ACHIEVEMENT OF THE GOAL OF
UNIVERSAL BASIC EDUCATION (UBE) 605-610**
- CYNTHIA, M. MHIOZYA: AN ASSESSMENT OF THE LEVEL OF BASIC MANAGEMENT SKILLS
AMONG SENIOR MANAGEMENT TEAMS (SMTS) IN PRIMARY SCHOOLS IN
BOTSWANA. 611-621**
- Sub-theme X: CORE SUBJECTS (MATHEMATICS, ENGLISH/FRENCH, AND MOTHER TONGUE)
IN EDUCATION**
- GOLEBAMANG GALEGANE: THE USE OF COHERENCE AND COHESION IN COMPOSITION
WRITING AMONG BOTSWANA PRIMARY SCHOOL PUPILS 622-632**
- GLORIOUS BOLOKWE & GALEKGATLHE MAT LAPENG: THE ROLE OF CORE SUBJECTS-
MATHEMATICS, ENGLISH AND MOTHER TONGUE TO ACHIEVE BASIC EDUCATION IN
2015: A CASE OF BOTSWANA 633-641**
- WOKOCHA, GIDEON A & IROHA KALU: INSTRUCTION IN MOTHER TONGUE, PUPIL
GENDER AND ACADEMIC ACHIEVEMENT IN PRIMARY SCIENCE 642-649**

- GREGORY H. KAMWENDO: LANGUAGE PLANNING IDEOLOGIES IN PRIMARY EDUCATION
IN BOTSWANA AND MALAWI: A COMPARATIVE STUDY. 650-657**
- ADETUNJI ABIOLA OLAOYE AND M.K. AKINSOLA: SUSTENANCE OF QUALITATIVE
UNIVERSAL BASIC EDUCATION VIA CLASSROOM INTERACTION IN MATHEMATICS
658-665**
- E. A. BANJO: TEACHERS' PERCEPTION ON THE USE OF MOTHER TONGUE AS AN INSTRUMENT
OF COMMUNICATION IN PRIMARY SCHOOLS IN OGUN STATE 666-674**
- MOKIBELO, E.B. AND MOUMAKWA, T. V.: CLASSROOM CHALLENGES FACED BY KHOE
CHILDREN IN READING ENGLISH TEXTS AT MOTSHEGALETAU PRIMARY SCHOOL.
675-684**
- KEMS. C. MONAKA: THE LANGUAGES OF EDUCATION AND MARGINALIZED LANGUAGES IN
BOTSWANA: TOWARDS LINGUISTIC PLURALISM 685-691**
- POPOOLA, AGNES ABIODUN: AN ASSESSMENT OF THE MATHEMATICS CONTENT FOR THE
ACHIEVEMENT OF UNIVERSAL BASIC EDUCATION IN NIGERIA. 692-697**
- DR.D.MAPOLELO AND H.RAY: UPGRADING BOTSWANA PRIMARY SCHOOL TEACHERS'
MATHEMATICAL CONTENT AND PEDAGOGICAL KNOWLEDGE BY DISTANCE
LEARNING PROGRAM: DOES IT LEAD TO QUALITY MATHEMATICS INSTRUCTION IN
PRIMARY SCHOOLS? 698-713**
- MODISE MOSOTHIWANE: A SURVEY OF TEACHERS' VIEWS ON THE TEACHING AND
LEARNING OF PRIMARY SCIENCE IN BOTSWANA AND IMPLICATIONS FOR QUALITY
SCIENCE EDUCATION INSTRUCTION 714-730**
- MRS. MEERA CHANDRA & DR. KABITA BOSE: SCIENCE TEACHING IN JUNIOR
SECONDARY SCHOOLS: PERCEPTIONS OF IN-SERVICE SCIENCE TEACHERS 731-742**
- LAZARUS M. MITI: THE ROLE OF INDIGENOUS LANGUAGES IN ACHIEVING
PRIMARY/BASIC EDUCATION IN SOUTHERN AFRICA 743-749**
- OGUNJIMI LUCAS OLUSEGUN, NANJWAN JOSEPHINE DASEL, AND UBI SYLVANUS:
CHILDREN WITH DISABILITIES AND SCHOOL SPORTS PARTICIPATION IN CROSS RIVER
STATE 750-759**
- H.RAY: SCIENTIFIC UNDERSTANDINGS OF IN-SERVICE PRIMARY TEACHERS – A CASE STUDY
OF FIRST YEAR B.ED (PRIMARY) STUDENTS AT THE UNIVERSITY OF BOTSWANA 760-770**
- TIROYAONE KEBALEPILE: REALITIES ABOUT PARENTAL INVOLVEMENT IN REMOTE AREA
SCHOOL IN THE GANTSI DISTRICT, BOTSWANA 771-778**
- OYEWUNMI ADEBOMI: UTILIZATION OF ASSISTIVE TECHNOLOGY DEVICES IN EDUCATION**

- THE HEARING IMPAIRED IN OYO STATE, NIGERIA 779-789
- AKINTUNDE, S.A: STRUCTURAL CHALLENGES TO THE EFFECTIVE DELIVERY OF UNIVERSAL BASIC EDUCATION IN NIGERIA 790-798
- MONDAY T. JOSHUA AND FIDELIS E. OBO: CHALLENGES TO EVALUATION IN UNIVERSAL BASIC EDUCATION PROGRAMME IN NIGERIA 799-806
- II. J. NENTY AND S. L. LUSWETH: ASSESSMENT FOR LEARNING (AFL): IMPLICATIONS FOR THE ACHIEVEMENT OF THE GOALS OF BASIC EDUCATION IN AFRICA 807- 819
- MONDAY T. JOSHUA, PETER T. AGBORBECHEM AND ISAAC OFEM UBI: ACHIEVING UNIVERSAL BASIC EDUCATION BY THE YEAR 2015: ASSESSMENT OF THE READINESS OF SCHOOL SYSTEMS IN THE FEDERAL REPUBLIC OF NIGERIA 820-828
- OGUNKOLA, B.J.: AN ASSESSMENT OF TEACHING ABILITY OF ELEMENTARY SCIENCE TEACHERS IN UNIVERSAL BASIC EDUCATION (UBE) PROGRAMME IN OGUN STATE, NIGERIA 829-839
- TELLA, ADEDEJI: TEACHER VARIABLES AS PREDICTORS OF ACADEMIC ACHIEVEMENT OF PRIMARY SCHOOL PUPILS MATHEMATICS 840-848
- JOSIAH O. AJIBOYE: TO WHAT EXTENT DO CLASSROOM TEACHERS BENEFIT FROM ACADEMIC RESEARCH OUTPUTS FROM HIGHER INSTITUTIONS IN AFRICA? IMPLICATIONS FOR QUALITY TEACHER EDUCATION PROGRAMMES 849-854
- II. J. NENTY, O.O. ADEDOYIN, JOHN ODILI, AND T. E. MAJOR: PRIMARY TEACHER' PERCEPTIONS OF CLASSROOM ASSESSMENT PRACTICES AS MEANS OF PROVIDING QUALITY PRIMARY EDUCATION BY BOTSWANA AND NIGERIAN 855-868
- PHIBION, O.S: BOTSWANA PRIMARY SCHOOL TEACHERS' PERCEPTIONS ON THE INTRODUCTION OF CREATIVE AND PERFORMING ARTS (CAPA). A CASE OF LOBATSE TOWN (URBAN) AND TLOKWENG VILLAGE (SEMI – URBAN) SCHOOLS. 869-879
- PAUL KGOBE: INCHING ALONG: EDUCATIONAL SURVIVAL IN SOUTH AFRICA: PART 1 880-887
- DELE GIWA D: POVERTY LEVEL OF NIGERIANS: ITS EFFECT ON THE IMPLEMENTATION OF UBE (UNIVERSAL BASIC EDUCATION) 888-895
- FRANCIS A. ADESOJI: SUGGESTED PRACTICAL APPROACH TO THE TEACHING OF SELECTED TOPICS IN PRIMARY SCIENCE IN NIGERIA 896-901
- OREDEIN, AFOLAKEMI OLASUMBO: THE EXTENT OF TEACHING PERSONNEL AWARENESS, PARTICIPATION AND EMPOWERMENT IN UBE 902-913
- TELLA, ADEYINKA: CHILDREN READING HABITS AND AVAILABILITY OF BOOKS IN BOTSWANA PRIMARY SCHOOLS: IMPLICATIONS FOR ACHIEVING QUALITY EDUCATION. 914-927
- ROSINAH THANDO MOKOTEDI: CHALLENGES FACED BY BOTSWANA PRIMARY SCHOOL TEACHERS IN DEVELOPING PUPILS' INTEREST IN READING CHILDREN'S LITERATURE. 928-934

INTERFACE BETWEEN QUALITY ASSURANCE IN TEACHER EDUCATION AND IMPLEMENTATION OF THE UBE.

Foluso Okebukola (Ph.D)
Department of Curriculum Studies
Lagos State University

fokebs@yahoo.com

Abstract

The Millennium summit held in New York in September 2000, outlined the Millennium Development Goals (MDGs). These include achieving Universal Basic / Primary Education (UBE) by 2015. This has generated reactions and probes into the conception, modus operandi and modalities for the planning, execution and implementation of the programme in many countries. The Federal Government of Nigeria – the most populous developing nation in Africa has been committed to universalizing nine year compulsory education among school – aged children. This paper examines the UBE in relation to teacher education. It highlights the implications on teachers who serve as the pivot on which the pupils – the recipients of the programme revolves. It draws a parallel between the UBE and its antecedent – the UPE as a precursor. It also presents the report of a study which determines the strengths and weaknesses of the teacher education curriculum through an assessment of on-the-job performance of primary school teachers. Finally, it analyzes the implications towards the successful implementation of the scheme.

Basic Education is the foundation for the educational system. Should this level be weak for any reason, the whole education system cannot be expected to be solid. As we count down to the 21st Century, the crisis in primary education service delivery in Nigeria has persisted thereby bringing the sub-sector to a cross-road. It either responds to the need for change or it could be left behind in the technological race.

Furthermore, it is to be noted that education is the cornerstone to development and the bedrock of the democratic process. Susceptibility of democracy and the promotion of the development agenda of a people are largely dependent on the philosophy, policy, structure, management and delivery of education. Thus, advancing the cause of education should be one of the highest and most noble goals of any nation.

It is in the realization of the above that the Federal Government of Nigeria launched the Universal Basic Education with the intent of making education available to all Nigerian children in this millennium. With the present economic dispensation, only the privileged few can afford the education of their children and wards, but with the Universal Basic Education, scheme, education becomes the legitimate right of all children of school age. This of course has serious implications for all the stakeholders in the industry – politicians, administrators, teachers, students, employers of labour, parents, civic leaders and tax-payers. These groups of people have significant roles to play before any educational plan can be

lifted off paper and translated into reality. They must all understand the plan, believe in it and feel they have a stake in it (Philips and Jacques, 1972).

For the successful implementation of the Universal Basic Education hereafter referred to as UBE, teachers and learners are two indispensable factors that need be handled with adequate care. They are the bedrock on which the teaching-learning process rest. The teachers must be ready to teach and the learners prepared to learn. The magnitude of learning depends on the ability of the teacher to effectively, efficiently and professionally pass his message across to arouse the interest of the learners. Thus, the teacher needs to be trained and be re-trained to acquire relevant knowledge and ability to study the students psychologically, use the appropriate methodology in the classroom and imbibe the psychological moral qualities of a teacher. In addition to job training and experience, the teacher needs to be emotionally stable enough to discharge his duties effectively.

Taking this panoramic view of the teacher as a key factor whose contributions are germane to the successful implementation of UBE, this paper examines the profile of teacher education in Nigeria and the implications for the success of the UBE.

It also presents the report of a study which determines strengths and weaknesses of the Minimum Academic standard in education through an assessment of the on-the-job performance of primary school teachers.

The paper is organized in five parts, the first section traces the genealogy of the UBE, drawing a parallel between it and its antecedent UPE as a precursor.

The second section, presents highlights of the history and status of Teacher Education in Nigeria. In the third section, the report of the study-methodology and findings are presented. The fourth section contains suggestions that may be found useful in the review of the teacher Education curriculum and the mechanism for quality assuring Teacher Education towards the actualization of the objectives of UBE so that slogan 'education for all' does not become an empty boast or a mirage.

The Advent of the Universal Basic Education Scheme

The concept of Universal Basic Education (UBE), which was conceived with the purpose, and intention of providing free, universal Education for every Nigerian child of school age is not a completely novel idea in Nigeria. As far back as 1976, the Federal Government of Nigeria decided to make primary education free and universally available to all children of primary school age with the intention of making it compulsory. Consequently, she provided funds for expanding primary education facilities (buildings, teachers etc), to accommodate all eligible children. So it was until 1981 when the management was transferred to the states and local government councils.

From this point, the infrastructure became dilapidated and inadequate. Teachers' salaries were not paid as expected. As a result, the quality of services at the primary level dropped. There were no teaching and learning facilities. Teachers were no longer committed and many made their exit into greener pastures. Parents lost confidence in public schools and many withdrew their children to private schools leading to the upsurge of legions of privately owned schools with more of

commercial rather than academic consideration. Thus enrolment in public schools, which had gone up at the instance of the UPE, dropped drastically (Nigerian Primary Education Commission 1999). It then became clear that the system needed to be salvaged. Obanya (1999) noted that the UPE programme did not achieve its intended goal but it did produce some results, mostly in the form of some educated Nigerians who would not have gone to school if there had not been a UPE programme in their time.

Indeed, the UPE had a focus but was truncated by implementation and execution. The Federal Government was thus compelled to salvage the system by launching the Universal Basic Education in 1999 as a corollary to the UPE. The establishment of the UBE was quite timely and it brought a sigh of relief to many stakeholders in the education industry. However many people received it with a pinch of salt considering the fate of such antecedents as the UPE and the 6-3-3-4 system of education. Perhaps it is out of tune to start criticizing a programme at the teething stage but the fact remains that it is a follow-up of the UPE. From the guidelines it can be assumed that the UBE and UPE are similar in terms of focus and objectives but the UBE has a broader outlook as it intends to make provision for non-formal skills and apprenticeship training for adolescent and youths who have not had the benefit of formal education. It can therefore be seen from a purely quantitative angle with the provision of educational opportunities and functional literacy as a pathway to poverty alleviation.

A huge sum of N85 billion has been earmarked for educating a total of 40 million Nigerians in the next eight years (Punch Newspaper Editorial 2004). The implementation of this seemingly ambitious programme kicked off in October 2000 with 7 million pupils' nation wide. The programme has not been fully blown in the sense of it except that strategies are on to make the dream come into reality. There is perhaps a ray of hope for its success.

The History and Status of Teacher Education in Nigeria

Teacher education involves the preparation, provision and maintenance as well as the conditions of service for teachers. Teacher education begun in Nigeria as a missionary effort with the establishment of St. Andrew's College Oyo, Wesley College, Ibadan, Hope Waddel Institute Calabar in the early 1930's. The demand for teachers increased with the introduction of free primary education in the Old Western Region in 1955. Thus began the mass production of teachers, the tempo of which has since been rising except for the civil war period (1967-1970) when normal civil activities were disturbed. The trend resumed again when the country was restructured into 12, 19, 21, 30 and 36 states respectively (Adegboye 1993).

According to the National Policy on Education (2004). The purpose of Teacher Education include:

1. To produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system.
2. To encourage further the spirit of inquiry and creativity in teachers.
3. To help teachers to fit into the social life of the community and society at large and to enhance their commitment to national objectives.
4. To provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country but in the wider world.
5. To enhance teachers' commitment to the teaching profession.

Survey

This section presents the report of a survey whose purpose was to assess on- the- job performance to NCE and grade 11 teachers who teach in the primary schools.

The specific objectives of the study are to:

1. Determine the knowledge and skills that NCE and grade 11 teachers bring to the classrooms.
2. Determine the gaps in knowledge and skills of NCE and grade 11 teachers that should be bridged in order to meet the expectations of school proprietors both public and private.
3. Identify elements in NCE and grade 11 curricula that are deficient in assuring match between what teachings requires and what the teachers bring to job situations.
4. Propose changes to NCE and grade 11 curricula on the basis of (1) to (3) above that will ensure quality assurance in teacher education for the successful implementation of UBE.

Methodology

The survey targeted a random sample of stakeholder's in education. This included employers of NCE primary and grade 11 teachers-state universal Basic Education Board, Proprietors of private primary schools, head teachers and parents. A questionnaire and an interview guide validated by a team of experts were used for data gathering. The questionnaire has three parts. Section A sought demographic data, B requested assessment of strengths and weaknesses of primary school teachers while section C sought suggestions for remedying the weaknesses. The interview guide was used for the focus groups discussions with questions patterned along the lines of the interview.

Procedure

The procedure for data collection was the administration of the questionnaire and the application of the interview guide on an individual rather than group basis. The return rate of the 43 questionnaire was 98%. The following subjects participated in the interview.

- Universal Basic education commission officials
- Nigerian Union of teachers officials
- Proprietors of private schools
- Head teachers of public and private primary schools
- College of Education teachers
- National Teachers Institute officials
- Fresh graduates from colleges of Education

Key information Interview

The researcher met with the proprietors and head teachers of 20 public and 20 private primary schools to find out whether their expectation of the teachers (trained in the last six years) in terms of knowledge, skills, attitudes expected of a primary school teacher are met. It also sought to identify the major strengths of the teachers working in their schools as identified by the key informant. The interview also sought the strengths of the average Nigerian primary school teacher and to suggest ways and means of building upon the strengths and minimizing the weaknesses through appropriate curriculum reforms.

Findings

General strengths

Over 80% of persons surveyed using the questionnaire took the position that grade 11 teachers trained in the last six years "have no strength". The respondents claimed that the NCE primary teachers are far better than Grade 11 teachers in knowledge and skills.

However, when confronted with the weakness in this extreme view that there must be some features to the credit of grade 11 teachers, such respondents hesitantly named a few positive characteristics.

These are willingness to learn, punctuality to school and ability to discipline children. The percentages of the subjects who selected these areas of strengths are shown in table 1

Table 1: Perception of strength of Grade 11 teachers

Strengths	%
Willingness	11.6
Punctuality to school	5.6
Ability	8.4
No visible strength	74.4

Participants in the study identified a number of strength that N.C.E primary teachers exhibit. A listing of these include:

- The average N.C.E primary school teacher is adaptable and learns fast.
- Constitute agents of change in their communities
- have average theoretical base
- Young and energetic and cope better with stress pressures.

General weaknesses

Participants in the study identified a number of weaknesses that NCE graduates exhibit. These are:

- Inadequate exposure to teaching practice (lack of practical skill)
- Poor classroom management\ control
- Poor computer skills
- Inability to communicate effectively in English
- Lack of professionalism (launching pad to greener pastures)
- Poor attitude to work.

Table 2 provides a summary of the results returned through the questionnaire.

Table 2: Overall Assessment of skills in percentages

Skill	Very Good	Good	Average	Poor	Very poor
1. Literacy skill	11.0		22.2	66.7	11.1
2. Oral communication	0	44.4	33.3	22.2	0
3. Information technology skills	0		0.0	33.3	55.6
4. Analytical skills		0	44.4	44.4	11.1
5. Problem solving		0	33.3	44.4	22.2

6. Decision making	0	33.3	33.3	11.1	22.2
7. Content knowledge	11.1	22.2	66.7	0	0
8. Critical thinking skills	0	22.2	66.7	11.1	0
9. Self directed learning	0	11.1	88.9	0	0
10. Numeracy	0	33.3	22.2	44.4	

Implications and suggestions

The findings of this survey are quite revealing of the pathetic and seemingly gloomy future of Teacher Education and by inference, the success of the UBE except drastic measures are taken to salvage the situation. This is because no reform in education can succeed without due attention to enhancing the status, moral and knowledge base of teachers.

Obanya (2000) in his image laundering of the UBE. Asserted that facilities (teachers, buildings etc.) have been a cornerstone of the on-going preparatory work on UBE. Perhaps there is need to highlight teachers involvement as contained in paragraph 23 to 27 of the UBE implementation guidelines.

"No educational system can rise above the level of its teachers. While many laudable educational initiatives have failed mainly because they did not take due account to the 'teacher factor' government is committed to integrate teachers as part of the process of its conception, planning and execution"

The guideline went further to say that Teachers' associations, Universities, Colleges of Education, the National Institute, the National Board for Technical Education (NBTE) and the National Institute for Educational Planning and Administration (NIEPA) will be fully mobilized to develop a more systematic, career, - improvement oriented and hands-on-skills targeted continuing education programmes for all categories of teachers. The guideline concluded that Teachers will be involved (as a matter of principle, policy and practice) throughout the different phases of the programme.

The Federal Government's position on teachers' involvement has been made clear, it is hoped that recourse will be taken from the UBE, which concentrated on pupils' enrolment at the expense of teachers' total wellbeing.

There is no doubt that the UBE will attract many more pupils into the school system. It is expected therefore that student population will more or less double the present one. This implies that the incumbent teachers will be overburdened with large class size, task stress and school stress. There is therefore the need to employ more teachers while the incumbent are motivated to stay on the job. However the pattern of recruiting teachers through the lowering of entry qualification to Teacher' Grade 11 course should be discouraged. Quality should not be sacrificed on the altar of mediocrity. Preparation of teachers should be done in quality and quantum to avoid a decline in the standard of productivity.

The practice of 12 weeks of full contact teaching practice is not enough for effective preparation of primary school teachers. One one-year teaching practice is ideal. In most colleges of education, in spite of the provision for a 12 week teaching practice, actual practice lasts barely three weeks. Supervision is also poor leading to shallow field experience for teacher trainees.

Academic staff of colleges of education should be exemplary teachers. Thus, they should under go periodic training on modern methods of teaching.

Government introduced free primary, secondary education and scholarship/Bursary awards for students but had to cancel such programmes. Even Federal Government subvention of the Universal Primary Education and scholarships

for higher education was suspended. It is the view of this writer that if this trend persists, the present UBE programme would suffer from intellectual decay.

The government proposed the use of members of the National Youth Service Corps (NYSC) to complement the services of the incumbent teachers. The proposal is a betrayal of the National policy, which stipulates the use, and production of efficient, conscientious, adaptable and committed teachers. No doubt only teachers who have been exposed to the required technical know-how of teaching will satisfy these conditions. Only few NYSC members are trained teachers, putting square pegs in round holes will adversely affect the system.

To enhance an effective implementation of the UBE scheme this paper therefore recommends the following:

- i. More teacher training institutions should be established and the existing ones expanded to cater for more teachers at the NCE primary level.
- ii. Expansion of existing Colleges of Education and Universities to embrace NCE primary Education so as to produce adequate number of teachers for the UBE programme as well as the UBE products that transit into secondary and tertiary education .
- iii. Restoration of Teachers Bursary at both federal and state levels to attract students into the teaching field.
- iv. Professionalization of the teaching profession in addition to an attractive salary package to allow for the retention of qualified and experienced teachers.
- v. Funding of primary education should be the sole responsibility of the Federal Government.
- vi. The contributions of International organizations and NGOs should be sought constantly and used for funding specified educational projects.
- vii. All unemployed graduates should be exposed to a short-term diploma programme in education for immediate take-off of UBE across the nation.
- viii. The recruitment of deficient secondary school leavers into 6 months crash programme leading to the award of Grade 11 teachers' certificate should be stopped forthwith.
- ix. Teachers should be promoted as at and when due as a way of motivation.
- x. Close supervision of infrastructures should be uttermost priority to avoid crowding pupils in dilapidated buildings.

Conclusion

All educational programmes are only useful to the extent to which they are implemented. In the final analysis, the success of the UBE will depend on the effectiveness of its implementation, which in turn presupposes optimal use of available resources and the provision of the right type of teachers.

Effort have been directed in this paper towards analyzing some of the issues involved in the successful implementation of the UBE scheme. In doing this, the significance of the UBE to the educational rights of the Nigerian citizenry has been examined. The implications of the programme to Teacher education have been analyzed. A parallel has also been drawn between the UBE and its antecedent the UPE in order to learn from and void the mistakes responsible for its demise. The conclusion that we wish to draw from all this, is that teacher education should be accorded the deserved right of place not only on paper and propaganda but also in real practice do that the UBE can survive.

References

Adegboyega, A. (1993): Collected Essays on Nigerian Education. Orizon Books. Ilupeju Lagos.

- Ejiogu, A.M. and Ajeyalemi, D. (1987): Emergent Issues in Nigerian Education. Joja Educational Research and Publishers.
- Federal Government of Nigeria (2001): National Policy on Education. Lagos Federal Ministry of Information Printing Division.
- Nigeria Primary Education Project (1999): Nigeria Primary Education in the 21st Century Kaduna. Nigeria Primary Education Commission.
- Obanya, P. (2000): Universal Basic Education Programme National press briefing. Lagos 22 May.
- Phillips, C. and Jacques, H (1972): Managing Educational Cost (UNESCO) London. Oxford University press
- The Punch Newspaper (2000): Universal Basic Education Guidelines. July 10.23.