Provision of Basic Education in Nigeria: Challenges and Way Forward

Ibe Sunny O.¹, Mbaeri C. C.¹, Anyadike Kennedy², Ejeka C. A.³

¹Dept. of Banking & Finance, Imo State Polytechnic
²Dept. of Business Management, Imo State Polytechnic
³Dean, School of Business Management, Imo State, Polytechnic

Abstract
This work examines the obligation of State parties to the international treaties on human rights. Furthermore, the study examines the land mark case of the Social Economic Rights Accountability Project (SERAP) Vs Federal Republic of Nigeria and Universal Basic Education which can be said to create a positive direction in the area of providing basic education in the midst of inadequate attention given to this particular right (education). The objective of this work is to analyze the provision of the right to basic education in Nigeria. The analytical approach is used to examine the policies the Nigerian Government has put in place to enhance basic education in Nigeria, the level of success the Nigerian Government has achieved, and determine what can be done to further improve the provision of basic education in Nigeria from a legal perspective. Based on the analyses, it is safe to say that despite the efforts made by the Nigerian Government at different levels to provide basic education to its people, many Nigerians still find it hard to gain access to this socio economic right. It is recommended that developing a clear mechanism to enforce internationally accepted norms is a breakthrough for the future of human rights. More funds are needed if Nigeria is serious about taking steps to developing the quality of the education sector especially primary and secondary level which make up basic education. The presence of an effective independent monitoring system will reduce the rate of corruption not only in the education sector but in the various sectors of Nigeria.

Keywords: Basic education, Human rights, Welfare, Funding, Corruption.

Introduction
Nigeria’s educational system has experienced many changes in policies and programmes. Some of the changes have appeared desirable to people on paper, but in terms of initiation and implementation, there has been high level of uncertainty regarding meaningful planning. This can be very detrimental especially as the future of Nigerians is based on the level of quality education her citizens acquire. Nigeria is party to various international treaties and covenants like the International Covenant on Economic, Social and Cultural Rights and African Charter on Human and Peoples’ Rights which state the importance of education. These treaties establish the fact that every person has a right to basic education (International Covenant on Economic Social and Cultural Rights). In Nigeria, “basic education” is said to be education from the primary level up to the first three years of secondary school (Aluede, 2011).
Statement of the Problem
Nigeria as a party to these international treaties owes a duty to its citizens to promote and provide education (Covenant on Economic Social and Cultural Rights). Over the years, attempts have been made to make education free and accessible to the common Nigerian. Past Nigerian governments have tried to provide basic education but due to poor implementation and execution, the provision of basic education is said to be stagnant (Olupohunda, 2011). Examples of such programmes are the Universal Primary Education (UPE scheme) of 1976 and the Universal Basic Education (UBE scheme) of 1999 introduced by the then Obasanjo administration. The primary aim of these programmes was to provide basic education to every Nigerian person who needs to go to school within the basic education range. According to Aluede (2011), such programmes did not see the light of day because of corrupt officials and poor implementation.

It should be known that in Nigeria, the right to education, although very present in the Nigerian Federal Constitution, is not enforceable based on the fact that these rights are provided for as directive principles of state policy. Section 18(3) of the Constitution determines that the government shall make efforts to reduce the level of illiteracy by providing education as soon as when practicable. This means that it is up to each state government to provide basic education to its citizens based on availability of resources within the individual state, (Section 18(3) 1999 Constitution of the federal Republic of Nigeria). In order to fulfil the provisions of Section 18(3) of the Nigerian Constitution, annual budgetary allocations are provided by the Federal Governments to the states. Amongst other objectives, these budgetary allowances are supposed to be used by states to develop and provide quality education to the people. While some states make efforts to provide education, some states are lacking behind in the provision of basic education. Consequently, there have been many and extreme cases of violation of the right to basic education in various states of the federation of Nigeria. Some of these states make the provision of basic education to their indigenes the least of their priorities by not paying attention to the educational needs of its people. While some of these states are making attempts at providing basic education, it is sad to note that other states are lagging behind and are doing nothing to salvage the situation. According to Weekly Trust (2011), some students in primary and secondary schools still study in deplorable conditions such as studying under trees and dilapidated buildings and structures and the state government does not deem it fit to take this problem seriously. The need for the Federal and State Government to rise up to the responsibility of addressing issues of maintaining and providing basic quality education to its citizens is imperative.

Purpose of the Study
This work sets out to achieve the following stated objectives.
(a) To determine the extent to which the laws of Nigeria has gone in protecting the right to the provision of basic education.
(b) To access the domestic and international legal provisions that protects the right to education.
(c) To determine the sociological factors militating against the realization of adequate provision of basic education and to proffer solution to them.

Research Questions
The main question this research paper seeks to answer is:
(a) To what extent have the laws of Nigeria protected the right to the provision of education which basic education is part of?

(b) What are the legal provisions both domestic and international protecting the right to education?

(c) What are the sociological factors/challenges preventing the realization of adequate provision of basic education and what can be done from the legal perspective to improve on the education sector of Nigeria?

Literature Review

Many authors have cited poor implementation by the Nigerian government as a major hindrance of the provision of basic education in Nigeria. In an article by Uko, Okoh and Omatseye (2007), it was stated that poor planning is one of the major problems in the implementation of the provision of basic education. According to Aluede (2011), it was remarked that the government failed to project the accurate number of citizens that are supposed to gain from the scheme in order to make provision for facilities and manpower required to implement the scheme in Nigeria.

Another issue talked about by a lot of authors is the establishment of schools in order to provide basic education to its citizens. It has been observed that the federal government created two secondary schools in each state of the federation. These schools are called Federal Government colleges which are directly funded by the Federal government through the ministry of education. According to Igbulor (2006), the tuition fee is said to be very low and affordable to citizens at a hundred dollars (USD $100). When converted to the Nigerian local currency, the Naira, it is equivalent to about N15,000 (Fifteen Thousand Naira) which in my view is still very difficult for a lot of Nigerian parents to pay as tuition fees for their kids. This in my view defeats the purpose of free basic education which the government has pledged to the people of Nigeria. Furthermore, the number of schools created by the federal government in order to cater for the right to basic education has been criticized by many authors. The majority are of the view that the number of schools created by the federal government is not enough to cater for the educational needs of the Nigerians who are willing to go to school (Moja, 2010). These issues definitely pose a serious problem which needs to be addressed. Section 18 of the Nigerian Constitution makes us understand that the government of every state of the federation shall as and when practicable, make basic education free and accessible to every Nigerian citizen, (The constitution of the Federal republic of Nigeria, 1999).

Methodology

The methodology used in this study is analytical. The analytical approach is used to (i) examine the policies the Nigerian Government has put in place to enhance basic education in Nigeria, (ii) the level of success the Nigerian Government has achieved and (iii) determine what can be done to further improve the provision of basic education in Nigeria. The analytical approach is also used to examine the various international treaties and conventions the Nigerian Government has signed, ratified and domesticated into its laws in order to show its support for the right to basic education and its commitment to abiding by these international laws. In order to achieve this, library research, desk top literature is applied and this takes the form of accessing internet information and employing relevant legislation. Applicable text books and articles on socio economic rights generally and the right to education in particular are also consulted for purposes of this study.
Universal Declaration on Human Rights
The Universal Declaration on Human Rights (UDHR) was adopted by the United Nations general assembly in Paris on 10th December 1948. This was as a result of the Second World War which claimed so many lives. The Universal Declaration on Human rights can be said to represent the first global expression of human rights. According to Smith (2003), nearly all international human rights instruments elaborate principles set out in the Universal Declaration of Human Rights, though it was not a binding document, it was a statement of common aspirations. The Universal Declaration can be said to be the first document in the international bill of human rights. The right to education was one of the priorities of the member nations to the declaration because it saw the right to education as very important and essential in the lives of human beings. Article 26 of the Universal Declaration of Human rights clearly states that education shall be free in the elementary and fundamental stages, (Universal Declaration of Human Rights). Other modes of education which are technical and professional were further mentioned to be made available. Higher education was stated to be equally accessible to all on the basis of merit. Article 26(2) further defines the relevance of education where it was acknowledged that education shall be geared towards the full development of the human personality and respect for human rights and fundamental freedom, (Universal Declaration of Human Rights).

International Covenant on Economic, Social and Cultural Rights
The right to education falls under the category of socio-economic rights which have been identified as an important category of human rights especially in Africa (Scheinin, 2009). Economic Social and Cultural Rights are termed “second generation rights” as noticed from the emergence of socialist ideas in the late nineteenth and early twentieth century (Beiter, 2006). The reason for the separation between the two generations of rights was because of the conflict of interest pursued by member countries during the drafting of the covenant (Beiter, 2006). The Soviet Union on the one hand insisted that economic social and cultural rights were the aims of the socialist society while the west believed that civil and political rights are the foundation of liberty and democracy of the free world. This conflict thereby gave birth to the two separate instruments which later became the Covenant on civil and political Rights and the International Covenant on Economic Social and Cultural Rights (Beiter, 2006).

International Convention on the Elimination of all forms of Racial Discrimination
In 1965, the International Convention on the Elimination of all forms of Racial Discrimination was adopted as an international agreement. Article 5 of the convention states the fact that state parties are obliged to prohibit and eliminate any form of racial discrimination and to guarantee that everyone not withstanding race, is equal before the law (Ramcharam, 2005). Article 5 goes further to enumerate these rights. It is clearly stated that the right to education is one of the right recognized by the ICERD specifically in Article 5 (e) (v). Nigeria acceded to the ICERD on the 16th of October 1967.

United Nations Convention on the Rights of the Child
The United Nations Convention on the Rights of a Child was adopted in the 20 of November 1989 and was entered into force on the 2nd of September 1990 (Beiter, 2006). The convention was largely directed towards supplementing and expanding the Universal Declaration on Human Rights (UDHR). The UDHR had no binding effect on state parties but the convention is a largely binding document and its intension is to set out the rights of the child. Article 28 of the convention clearly stipulates that state parties recognize the right of the child to
education. In order to achieve this right, state parties are to make primary education free and available to all. Like the ICESCR, article 28 also states that all forms of secondary and tertiary education shall be made available and accessible to every child. The CRC also makes us understand that state parties shall take appropriate measures such as the introduction of free education and offering financial assistance to needy individuals.

**Convention on the Elimination of all forms of Discrimination against Women**

Article 10 of the Convention on all forms of Discrimination against Women (CEDAW) also makes provision for women’s right to education. Article 10 states that state parties should take steps in making sure women are afforded the same educational opportunities as their male counterparts. This provision ensures equality in the education sector between men and women.

These opportunities include conditions for career and vocational guidance, access to the same curricular activities, examination and teaching staff (Ratification of International Human Rights Treaties-Nigeria). The convention also encourages a co-educational system of learning. This is a situation where by a school comprises of both male and female students. It can be said that this system of education affords women the same educational opportunities as their male counterparts not only in the classroom but in other educational fields such as access to educational information and programmes of continuing education to physical education on a lighter mode.

**The African Charter on Human and Peoples Rights**

The African Charter on Human and Peoples Rights has been domesticated and now forms part of the Nigerian laws. The ACHPR Clearly states in article 17 (1) that every individual shall have the right to education (Ouguergouz, 2003). But the charter did not proceed to explain in details, the content of the right. It is hoped that article 17 shall be read in line with article 60 of ACHPR which states that the commission shall draw inspiration from international laws on human and people’s rights, particularly from the provisions of the UDHR and other instruments adopted by the United Nations and by African countries in the field of human and peoples’ right, (African Charter on Human and Peoples’ Rights). It is safe to say that the ACHPR can draw interpretative guidance from the provisions of the ICESCR which has detailed explanations in article 13 concerning the right to education.

**Protocol on the African Charter on Human and People’s Right on the Rights of Women in Africa**

The protocol also views education as being very important to women and can be similar to article10 of CEDAW in terms of content. The objective of article 12 of the protocol is to eradicate discrimination against women and to make sure there are equal opportunities available to women in the domain of education and training. However, the protocol falls short of mentioning the aspects where equality between men and women should be ensured as noticed in article 10 of CEDAW (UNICEF). Though the protocol has not been in force, this protocol should be treated as a matter of urgency considering the persistent problems of denial of education to the girl child and women in Africa, (UNICEF).

**The Constitution of the Federal Republic of Nigeria**

These rights are said to be naturally accruable to every person by virtue of his or her existence as a human being. These rights include the right to life, right to dignity of the human person and the right to personal liberty, (Constitution of The Federal Republic of Nigeria 1999). However, there are rights under chapter 2 of the Constitution which are not
termed rights but are referred to by the Constitution as fundamental objectives and directive principles of state policy. These fundamental objectives include the provision of free and compulsory education. The fundamental objectives stated in chapter 2 of the Constitution are however non justiciable which means these rights are not enforceable in the courts. These rights are said to be aspirations attainable if and when the state has the resources. Education unfortunately falls within the fundamental objectives stated in chapter 2 of the Nigerian Constitution and one wonder why there is a separation between these two sets of rights in this present day. It is the belief of a lot of scholars that civil and political rights and economic social and cultural rights are both fundamental and complement one another. For instance, of what use is the freedom of life if one has no means of sustaining life through feeding perhaps gainful employment in order to sustain and preserve life. It can be said sec 18 of the Constitution only expresses the states commitment to provide education it its people. It does not view education as a right that should be provided to its citizens as a matter of importance, (Constitution of The Federal Republic of Nigeria 1999).

Compulsory, Free Universal Basic Education Act
Sec 2 of the act states that every government in Nigeria should provide free, compulsory and universal basic education for every child of primary and junior secondary school age. The Government in this context refers to the thirty six different state governments in Nigeria, Compulsory, (Free Universal Basic Education Act). In other words, it is the duty of the state Government to provide basic education to its citizens. The act goes on to state that the parents of the child should make sure that the child attends and completes his primary and junior secondary school education which is the embodiment of basic education.

Achievements of the Nigerian Government
In its effort to make basic education available to its citizens, Nigeria embarked on the creation of commissions which are responsible for handling some aspects of basic education. Some of these commissions are the Universal Basic Education commission and the National Commission for Nomadic Education. These commissions were established by the Federal Government to look into the handling of different basic education needs of the Nigerian people. These commissions also formulate policies which are directed towards creating different medium of basic education needs the diverse Nigerian people are comfortable with. Some these commissions recorded some level of achievements. The re-launch of the Universal Basic Education (UBE) scheme in 1999 by the Obasanjo Administration was aimed at providing free education for all in order to enable citizens acquire appropriate level of education and communication skills. The UBE programme was signed into law in 2001 at the federal level and was further domesticated by the 36 states of the Federation (Federal Ministry of Education, 2008). This move was to make sure that the various levels of government at the federal, state and local levels are involved in driving the Universal Basic Education process and provide effective collaboration with each other in delivering quality basic education. The Compulsory, Free Universal Basic Education Act in Sec 11 (a) provides for two percent of Consolidated Revenue Fund (CRF) to be used to execute the delivery of basic education, (Education National Report of Nigeria, 2008).

National Commission for Nomadic Education (NCNE)
The Nigerian government introduced the nomadic education program through the NCNE to combat the chronic illiteracy level among the Fulanis who are a mobile ethnic population of Nigeria dominant in the Northern part of the Country. This is in line with some of the
functions of the Universal Basic Education Commission stated in Sec 9 of the Compulsory, Free Universal Basic Education Act. The provision of Sec 9 (n) states that the commission shall carry out mass mobilization and sensitization of the general public and enter in to partnership with communities and all stake holders in basic education with the aim of achieving the overall objectives of the act, (Compulsory, Free Universal Education Act). In 2008, the National Commission for Nomadic Education accounted for the establishment of about 2,526 (Two Thousand Five Hundred and Twenty Six) nomadic schools with a total of 8,665 (Eight Thousand, Six Hundred and Sixty Five) teachers which cater for about 303,518 (Three Hundred and Three Thousand, Five Hundred and Eighteen) students, Aderinoye, Ojokheta, Olojede, (2007).

Early Childhood and Pre- Primary Education
The Compulsory, Free Universal Basic Education Act has an expanded scope that includes programmes, policies and initiatives for early childhood education and development. One of such policies is The National Policy on Education. Section 2 (11-14) of the National Policy on Education outlines the responsibilities of the Nigerian government concerning pre-primary education which forms part of the basic education structure. The policy states that the Nigerian government shall be responsible for the promotion and training of qualified pre-primary school teachers in sufficient numbers and see to the establishment of pre-primary sections in existing public schools (Nakpodia, 2011). Section 13 of the NPE also goes on to state the importance and purpose of pre-primary education which includes effecting a smooth transition from the home to the school. Furthermore, the intervention of United Nations Children’s Fund (UNICEF) in supporting 111 (One Hundred and Eleven) Local Government areas of the federation in childhood care and development especially in rural parts of the country. This can be seen as a huge achievement for the Federal ministry of Education, (UNESCO International Bureau of Education).

Criticisms and the Challenges Facing Basic Education in Nigeria
Despite the efforts and achievements of the Federal and State Governments in providing basic education to its citizens, majority of the Nigerian masses insist that the Government is not doing enough to provide quality basic education which the people clamour for. Various authors have described the Nigerian educational sector as being in a deplorable state citing the lack of maintenance of education facilities and lack of funding as some of the major causes of the dwindling quality of basic education in Nigeria. Some of the sociological issues associated with the inability of the Government to provide adequate basic educational facilities to the citizens can be attributed to Government Funding of the education sector, Qualified Teachers, Remuneration of teachers and Corruption.

Funding
Funding of the basic level of education can be said to be neglected by the government at the Federal, State and Local levels because the National Policy on Education states that financing basic education should be the collective responsibility of these various tiers of Government. An analysis of the federal government’s annual budget allocation to education revealed that the government is in the habit of allocating low amounts of money to the educational sector. This is very evident in the year 2000 in which the percentage budgetary allocation to education was set at 8.36%, it decreased to 7% in the year 2001. It then increased to 8% in 2002 and then decreased to 7% in 2003. It rose considerably to 12% in 2004 only to fall back to 11% in 2005 up until 2007. In 2008, 13% of the budget allocation was given to education.
Although this is said to be the highest percentage given to the education sector which has been commended by some Nigerians, it is still a far cry from the 26% recommended by the United Nations Education, Scientific and Cultural Organization (UNESCO) (Nzekwe, 2008). As a result of the limited resources in the education sector, the issues of inadequate infrastructure like classrooms and under paid teaching staff become issues of concern (Igbuzor, 2006). The infrastructure and facilities remain inadequate for coping with the rapidly growing number of children aspiring to go to school daily. The school environment is therefore generally not conducive for learning due to the physical condition of most schools. Most primary and secondary schools in Nigeria are in terrible condition with leaking roofs, cracked walls, no writing desks, no writing materials, no libraries, no laboratories, and no furniture for teachers to sit on. Some schools even go to the extent of asking students to provide their own tables and writing materials knowing that most of the pupils are poor and cannot provide these amenities (Nzekwe, 2008).

The poor funding of basic education has also lead to the inadequate maintenance of existing facilities and has also slowed down the process of building new facilities which cannot keep up with the increased enrolment of children. This definitely leads to overcrowded classrooms which make it difficult for children to assimilate due to the uncomfortable nature of the classrooms. The National Policy on Education prescribes that the teacher-pupil ratio should be 1:40 but practically, a lot of primary schools have operated with teacher pupil ratio of 1:76 (Olaniyi and Obadara, 2008).

**Qualified Teachers**

One of the problems faced by the primary schools in Nigeria is the poor quality of teachers produced from the various teacher training colleges (Akinbote, 2007). The Nigerian Certificate in Education (NCE) is the minimum teaching qualification in Nigeria (Akinbote, 2007). This means that no primary school teacher in Nigeria is expected to possess any teaching qualification lower than the NCE. This could be regarded as a bold move in order to improve the quality of teachers who will be able to impart the type of education the Nigerian children need. One of the serious challenges basic education faces is the shortage of qualified teachers in the primary school level. It is reported that 23% of the over 400,000 teachers employed in the nations primary schools do not possess the Teachers grade Two Certificate even when the NCE is said to be the minimum educational requirement an individual should possess to teach in the nations primary schools (Yusuf, 2010). This is definitely a challenge because the difficulty in transferring knowledge from the so called “half baked” teachers becomes an issue.

**Remuneration of Teachers**

Teacher’s salaries have always been a cause of concern in the education sector. It is a known fact that the issue of poor salaries has been the biggest demotivation for teachers in recent times. Poor remuneration of teachers in the country has turned the teaching profession that used to be the envy of all into a profession of ridicule which youths are now sceptical of going into. Students no longer fancy education as a study course because the remuneration of public school teachers is poor. This situation impacts negatively on the smooth running of primary schools. The motivation and personal welfare of teachers as professionals can be described as very poor. It often takes the Nigerian Union of Teachers (NUT) some days of work boycott in order to get primary school teachers paid whenever there is a salary delay (Olori, 2005). This has certainly affected the effective performance and morale of the
teachers which therefore lowers the quality of education that is being passed down to the children.

Corruption
The discovery of oil and natural gas is one of the major events to have led to the high level of corrupt practices in the country. Over the years, Nigeria has seen most of its wealth squandered by political and military leaders with little to show in terms of the standard of living conditions of the average Nigerian (Wikipedia). A lot of attitudes like greed, ostentatious lifestyles and ethnicity have been known to be the cause of corruption but the practices of political leaders in the country have been known to be the major cause of corruption in the country. Corruption is now a high profile issue in Nigeria and those in political power are the main culprits. News of corrupt practices by individuals holding political office are often reported or brought to the notice of the president but so far very little has been done to curb this habit. Political officials often engage in frivolous overseas trips while civil servants like the primary and secondary school teachers go for months without getting their monthly remuneration (Wikipedia).

In a lot of cases these political leaders enrol their children in schools abroad because they are aware of the dwindling quality of education in the country. Most of the past administrations have been marred with corrupt practices. This was very evident in the military era of General Ibrahim Gbadamusi Babangida and General Sani Abacha. The regime of General Babangida was seen as the body that legalized corruption. His administration refused to give an account of the gulf war windfall which was estimated to be about $12.4 billion (Wikipedia). Sadly he has never been arrested for these corrupt practices and lives freely in his home town of Niger state in the Northern part of Nigeria.

Recommendations
In Nigeria, the current Constitution was made in 1999. It came into force in May 1999 and is said to be the supreme law of the land. The content and nature of a Constitution is always the product of its originators. In the case of the Constitution of Nigeria, it is evident that it is a product of the military (Obiozor, 2010). Although it seems to be the constitution of the Nigerian people, it does not originate from a mandate of the Constituent Assembly elected for that purpose. The 1999 Constitution abridges the judicial powers of the courts. The provision of basic education is provided for in chapter 2 of the Constitution and I can conclude with all certainty that basic education suffers its present predicament because of the provisions of sec 6 (6). Its provisions give political and government officials the audacity to siphon and mismanage funds meant for the provision and development of economic social and cultural rights in which basic education consist. This is because they know that their authority cannot be questioned by any person or group and if questioned, such issues cannot be taken to courts of law because the judiciary has been barred by the provisions of sec 6 (6) of the constitution.

Funding and Monitoring of the Education Sector
As stated in chapter 3, funding of the education sector has always been an issue associated with the low level of progress made in the education sector. With the huge amount of income coming from the sale of crude oil daily, one will think that a lot of funds will go into the funding of the education sector (Izeze, 2009). The contrary is the case as a lot of funds go into frivolous expenses instead of directing these funds towards important needs such as the renovation of public school buildings and the prompt payment of teachers’ salaries. It is not enough to only disburse adequate funds to develop the education sector. A very effective
monitoring system is highly needed to make sure that funds being allocated to embark on certain education projects are judiciously used to fund such projects. These independent monitoring mechanisms should be saddled with the duty of making sure funds are used specifically for what they have been disbursed for.

The Private Sector as a Multidisciplinary Remedy
In the absence of the Nigerian Governments ability to provide adequate basic education to every citizen, private organization and individual have tried to cater for the growing educational needs of Nigerians by establishing privately own primary and secondary schools that provide the necessary basic education needs of individuals. Examples are schools established by religious organisation like churches within and outside the country (Guardian, 2011). Private schools have no disruption in academic calendar because as fee paying schools, they strive to give their students good value for the money paid. Proprietors of these private schools realize that they have the reputation of the school to protect and uphold therefore they strive to maintain a very high standard of education in their various schools. Maintaining a good standard of education definitely means putting a good word out to the public about the schools. This attracts students to the school and in turn leads to profit making in such private school. The emergence of private schools over the years can be seen as a positive development by the Nigerian public. This is because of the fact that majority of Nigerians are not satisfied with the quality of education being disseminated by State owned and public schools. It is the desire of every parent to acquire the best quality of education for their children. It is also the desire of an individual to access basic education of the highest quality. The preference of private schools to public schools by Nigerians only goes to show the extent to which Nigerians will go in order to acquire good education which legally is the responsibility of the Nigerian Government.

Conclusion
Basic education is so fundamental for the development of a person’s abilities that it can rightfully be defined as a minimum claim. Major educational transformations are required in the Nigerian education system. The tasks ahead are numerous and daunting. It is quite clear that it will be impossible for these tasks to be tackled by the Government of Nigeria alone or with the help of a few international partners. The involvement of major Nigerian stakeholders, complemented by multiple partnerships with international agencies, NGOs, foundations, will be essential if the provision of adequate education is to be realized. The experience already gained through the implementation of various projects by the World Bank in the educational sector, particularly with the involvement of local stakeholders. The government should be specific in its provision or declare in clear terms the legislative list upon which the control and management of primary education system is placed. The management of primary education by the Local Government is a very big task that needs serious commitment before much could be achieved. It could be suggested that the control and management of primary school education in Nigeria should be the joint responsibility of both Federal and Local Governments. The local government should be involved because it is the government closer to the Nigerian masses while Federal Government overall monitoring and funding is necessary in order to maintain a uniform standard of primary education throughout the country.
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