

An Evaluation of UBE Program within EdoBEST Initiative in Edo South Senatorial District

Martins Iserhienrhien OMOROGBE¹, Amen Valentine UYIGUE².

^{1,2} Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria.

* e-mail: ask4omorogbe@gmail.com; valentine.uyigue@uniben.edu

Abstract

The study evaluated the implementation of the Universal Basic Education (UBE) programme within the framework of the Edo Basic Education Sector Transformation (EdoBEST) initiative in Edo South Senatorial District, Edo State. A survey research design was adopted, with a population comprising 692 public primary and junior secondary schools and 6,318 teachers. A sample of 35 schools and 105 teachers was selected. Nine research questions guided the study. Data were collected using a checklist derived from the UBE programme guide and a structured questionnaire titled Universal Basic Education Implementation Questionnaire (UBEIQ). The instrument's reliability was established using Cronbach Alpha, yielding a coefficient of 0.78. Data were analyzed using frequency counts, percentages, mean, and standard deviation. Findings revealed that EdoBEST has improved UBE implementation in infrastructure, instructional materials, and teacher training. However, challenges such as inadequate funding and shortage of qualified personnel persist, requiring increased stakeholder support.

Key words: Universal Basic Education, EdoBEST, Evaluation

How to cite : OMOROGBE, M., & UYIGUE, A. (2026). An Evaluation of the Universal Basic Education (UBE) Programme within the Context of the Edo Basic Education Sector Transformation (EdoBEST) Initiative in Edo South Senatorial District. *Pedagogi: Jurnal Ilmu Pendidikan*, 26(1).
<https://doi.org/https://doi.org/10.24036/pedagogi.v26i1.2691>



Licensees may copy, distribute, display and perform the work and make derivative and remixes based on it only if they give the author or licensor the credits (attribution) in the manner specified by these. Licensees may copy, distribute, display, and perform the work and make derivative works and remixes based on it only for non-commercial purposes

INTRODUCTION

Education is believed to be a major driving tool for national development; therefore, for any nation to achieve greatness education is a necessary requirement. The need for Nigeria to attain greater heights has led to the introduction of the Universal Basic Education programme (UBE) and in furtherance of the actualization of the UBE objective the Edo State Government came up with the Edo Basic Education Sector Transformation (EdoBEST) initiative, which has garnered significant attention for its innovative approach to reforming the educational landscape of Edo state, Nigeria. This initiative according to Edo State Government is central to the implementation of the Universal Basic Education (UBE) programme, aimed at providing quality education for all children within the state. Education enhances capacity building and is responsible for the maintenance of progressive society. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. Nigeria as a nation needs the education of its citizens, in her onward march to technological development. The emphasis placed on education

cannot be over-emphasized; it therefore needs the collective effort of all to providing the needed support for the actualization of a vibrant and progressive educational sector.

The advent of democratic governance and the inauguration of the Olusegun Obasanjo led administration in May, 1999, heralded the Universal Basic Education (UBE). The UBE scheme was put in place to improve on the limitations of the erstwhile Universal Primary Education (UPE) of the 1970s. The scheme was flagged off on 30th September, 1999 in Sokoto State Irabor et al., (2018) The Universal Basic Education (UBE) is a nine (9) year basic education programme which was launched and executed by the government and people of the Federal Republic of Nigeria to eradicate illiteracy, ignorance and poverty as well as stimulate and accelerate national development, political consciousness and national integration. The UBE programme is Nigeria's strategy for the achievement of Education for all (EFA) and education related Millennium Development Goals (MDGS) according to Ordui et al., (2019)

As part of the fulfillment of the UBE objectives, Edo State government launched an initiative known as the Edo Basic Education Sector Transformation (BEST) saddled with the responsibility to taking care of the lack of strategic planning, poor governance, mismanagement and ineffective deployment of resources as observed by the Edo state government. The State Ministry of Education (MoE), State Universal Basic Education Board (SUBEB) and Local Government Education Authorities (LGEAs) needed enhanced organizational capacities to minimize or eliminate undue political interference and wasteful allocation of resources, which tend to be at the detriment of service delivery Edo et al., (2022)

This study is hinged on the System Theory: System Theory, developed by Ludwig von Bertalanffy et al., (1968), views an organization or entity as a set of interrelated and interdependent components working together to achieve a common purpose. The theory posits that the performance of a system is determined by the interaction and synergy among its parts when one component fails or underperforms, it affects the functioning of the whole system. This interconnectedness underscores the importance of coordination, communication, and mutual support among all parts of the system. In organizational contexts, such as educational institutions, System Theory highlights that separating individuals, departments, or processes from the broader structure diminishes overall effectiveness. Instead, success relies on recognizing the interdependence between stakeholders and ensuring that all elements function cohesively. This functionality of the system was evaluated in the study using the Context Input Process and Product (CIPP) Model.

Stufflebeam & L, (2004) who posited that evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. Ali & A, (2006) is of the view that evaluation is the qualitative value or judgment we make about something or someone, based on quantitative data derived from testing, monitoring, measurement, appraisal and/or assessment. Biao & I, (2008) defined evaluation as the process of verifying whether the objectives and final goal have been achieved while Abutu et al., (2015) defined evaluation as "the appraisal of the worth or value of things or action and the making of appropriate decisions on the basis of such appraisal". Evaluation in education is concerned with the collection of data and the use of such data in assessing the effectiveness or quality of a programme or performance.

In September 2022, EdoBEST 2.0 was officially launched, extending the program to all 306 junior secondary schools in the state. This expansion included the training of 1,446 teachers, head teachers, and principals, ensuring that over 32,000 additional students benefit from the program's innovative approach to education (EdoBEST, 2022). EdoBEST 2.0 is the expanded phase of the Edo Basic Education Sector Transformation (EdoBEST) initiative, launched in 2018 by the Edo State Government under Governor Godwin Obaseki. Building upon the successes of its predecessor, EdoBEST 2.0 aims to further revolutionize the state's education system by addressing challenges in junior secondary education, enhancing technical and vocational training, and ensuring equitable access to quality education across all regions of Edo State (Newglobe, 2022).

Okeke et al., (2019) emphasized that the lack of essential teaching and learning materials in Nigerian schools continues to hinder the achievement of key educational objectives, limiting both the effectiveness of instruction and student performance. The consequence of this less than optimal system are: low access to education, quality of teachers and learning achievements of pupils, shortages of necessary school infrastructure and facilities to support universal access, and quality teaching and learning Wahab & A, (2021) In a similar submission, Ogunode et al., (2021) asserted that, many schools still operate under suboptimal conditions, which negatively affect the overall learning experience,

Empirical studies have been carried out by educational researchers to ascertain the effectiveness of the UBE programme across states in Nigeria; on the utilization of ICT resources in the management of UBE, findings from their study indicated that utilization of ICT will contribute to the effective management of UBE. They equally concluded that the high cost of ICT infrastructures and inadequate power supply are some challenges facing effective utilization of ICT in the management of UBE. However, there appears to be contrasting reports as to the availability, adequacy or quality of these resources for the effective implementation of the programme at all levels (Osarumwense et al., 2021).

Considering the importance of the UBE scheme to national development and growth, Aluede et al., (2006) opined that close examination of the implementation of the UBE programme should be done, since the objectives of the programme do not differ significantly from the objectives of the failed UPE scheme, which failed because of inadequate infrastructural facilities, instructional material, trained teachers, and funding. This suggests periodic evaluation of these resources in the implementation process of the UBE programme, to find out their current status in terms of effective implementation.

METHODS

The Survey Research Design was adopted in the study and it was conducted in the Edo South Senatorial District which is one of the three senatorial districts in Edo State, it is made up of seven Local Government Areas. The population for the study is a total of 692 primary and junior secondary schools and 6318 respondents, a sample size of 35 schools and 105 teachers were selected, which comprised of all Head teachers and some selected teachers in all public primary and junior secondary schools involved in the Universal Basic Education programme and the Edo Basic Education Transformation Sector initiative in Edo South Senatorial District of Edo state.

The Instruments used for data collection were a checklist and a structured questionnaire. The checklist and the questionnaire were developed by the researchers to deal with questions raised. The checklist contained items intended to elicit information on, instructional materials and infrastructure facilities as recommended for an effective UBE programme compiled from the UBE guidelines. The instruments were validated by experts in educational measurement and evaluation. The reliability of the questionnaire was determined using the Cronbach alpha statistics, a reliability coefficient obtained from the instrument was 0.78 this shows that the items are internally consistent. The data collected was analyzed using frequency counts, and percentages.

Research Questions

1. Are infrastructural facilities available for the effective implementation of the UBE programme within the context of the EdoBEST?

Table 1: Availability of Infrastructural facilities for the effective implementation of the UBE programme

S/N	Infrastructural Facilities	Available	Unavailable
1	Accommodation	30 (87%)	5 (13%)
2	Portable water supply	14(36%)	21(64%)
3	Equipped Clinic and sick-bay		35(100%)
4	First-Aid Box	16(41%)	19(59%)
5	Adequate toilet Facility	27(79%)	8(21%)
6	Playground	35(100%)	
7	Electricity supply (generating set) for machines	21(64%)	14(36%)
8	Transport – school bus for use of staff and students for official use		35(100%)
9	Laboratories ,Science corner in every classroom		35(100%)
10	All-purpose science laboratories		35(100%)
11	Library – well stocked reading corner	5(13%)	30(87%)
12	6 blocks of Classrooms	35(100%)	
13	Administrative Block	28(83%)	7(17%)
14	Assembly/ Examination Hall	12(34%)	23(66%)
15	Perimeter Fencing	22(56%)	13(44%)
16	On-site, living accommodation for the Principal, Vice-principal, Boarding House Master,	9(22%)	26(78%)
17	Kitchen and Dining Hall		35(100%)
18	Fire-fighting Equipment		35(100%)
19	Special Building		35(100%)
20	Burglary-proofed and secure central store, student common-room or welfare centre	35(100%)	

The infrastructure assessment of 35 schools (14 primary and 21 junior secondary) in Edo South Senatorial District reveals a mixed picture of readiness for effective implementation of the Universal Basic Education (UBE) programme under the EdoBEST initiative. While certain basic facilities are available in a majority of the schools, several critical gaps persist. Findings indicate that 87% of schools have proper accommodation, and 100% have accessible playgrounds and secure central stores. Similarly, 79% meet the pupil-toilet ratio standard (1:40), and 72% have administrative blocks. However, only 54% of schools have electricity, and a mere 36% have access to certified potable water. Furthermore, health facilities are significantly lacking, as none of the schools have a sick bay or clinic, and only 41% have a first aid box. Other major deficiencies include the absence of school buses, science laboratories, adequate libraries (only 13% have one), and examination or assembly halls (only 31% available). Additionally, none of the schools had required firefighting equipment with just 21% of urban schools having demonstration plots for practical learning, and only 15% provided accommodation for school heads. In summary, while many of the schools possess basic infrastructure such as accommodation, playgrounds, and administrative blocks suggesting a level of readiness, the widespread lack of essential educational and safety facilities poses significant challenges to the full and effective implementation of the UBE programme within the EdoBEST initiative.

- Are instructional materials available for the effective implementation of the UBE programme within the EdoBEST initiative?

Table 2: Availability of Instructional Materials for the effective implementation of the UBE programme

S/N	Instructional Materials	Available	Unavailabl
-----	-------------------------	-----------	------------

			e
1	Required number of textbooks for teaching some specific subjects	30 (87%)	5 (13%)
2	Required number of workbooks for teaching some specific subjects	27(79%)	8(21%)
3	Presence of flashcards for teaching and learning	35(100%)	
4	Presence of charts, graphs and Maps for teaching and learning	35(100%)	
5	Presence of tablets for all teachers	35(100%)	
6	Presence of games and puzzles	12(31%)	23(69%)
7	Publication of the UBE infrastructural facilities and instructional Materials guideline	35(100%)	

The analysis of instructional materials in the 35 sampled schools reveals a generally encouraging level of resource availability necessary for effective teaching and learning under the UBE programme and EdoBEST initiative. Notably, 77% of the schools have the required number of textbooks for specific subjects, and 69% have adequate workbooks. All schools (100%) reported the availability of flashcards, teacher tablets, and UBE guideline publications—demonstrating strong support for digital and visual instructional tools. Similarly, all schools had charts, graphs, and maps to aid learning. However, the data also show that only 31% of schools had educational puzzles and games, leaving 69% without these important interactive learning tools. Overall, the widespread availability of key instructional materials particularly textbooks, workbooks, flashcards, and teacher tablets indicates a solid foundation for implementing the UBE programme within the EdoBEST initiative. Nevertheless, the lack of interactive learning resources such as puzzles and games highlights an area needing further attention.

3. Are there teachers for the effective implementation of the UBE programme within the EdoBEST initiative?

Table 3: Adequacy of Teachers for the Effective Implementation of the UBE Programme

Number of Teachers	Number of Students/Pupils	Recommended Ratio	Actual Ratio	Remarks
579	23,657	1:40	1:40.8	Adequate

The analysis of teacher adequacy across the 35 sampled schools shows a total of 579 teachers serving a combined pupil population of 23,657. This results in an average teacher-pupil ratio of 1:40.8, slightly above the recommended standard of 1:40. Despite this minor variance, the difference is not considered significant enough to impact programme implementation. Therefore, the findings suggest that there is an overall adequacy of teachers to support the effective implementation of the Universal Basic Education (UBE) programme within the EdoBEST initiative.

4. Are there trained teachers in the use of technology for the effective implementation of the UBE programme within the EdoBEST initiative?

Table 4: Availability of Trained Teachers for the Effective Implementation of the UBE Programme

Variable	N	Mean	Std. Dev.	Remarks
Trained Teachers	105	21.82	2.85	Available

Test Mean = 20.00

The analysis in Table 8 assessed the availability of trained teachers using an 8-item, four-point Likert scale. The results show a mean response score of 21.82 with a standard deviation of 2.85, compared to a test (scale) mean of 20.00. Since the observed mean exceeds the benchmark, it indicates that trained teachers are sufficiently available to support the successful implementation of the Universal Basic Education (UBE) programme within the EdoBEST initiative.

5. Are there qualified teachers for the effective implementation of the UBE programme within the EdoBEST initiative?

Table 5: Availability of Qualified Teachers for the Effective Implementation of the UBE Programme

Qualifications	Freq	%	Remarks
M.Ed.	07	6.7	Qualified Teachers
B.Ed./B.Sc. Ed	61	58.1	
PGDE	03	2.9	
NCE	19	18.1	
Total	90	85.7	
M.Sc.	11	10.5	Unqualified Teachers
BA/B.Sc.	--	--	
HND	03	2.9	
ND	01	1.0	
Total	15	14.3	

Table 5 presents the qualification profile of sampled teachers involved in the implementation of the UBE programme under the EdoBEST initiative. Findings reveal that 85.7% of the teachers are professionally qualified, holding degrees such as M.Ed. (6.7%), B.Ed./B.Sc. Ed. (58.1%), PGDE (2.9%), and NCE (18.1%). In contrast, 14.3% of the teachers are considered unqualified, possessing academic qualifications without formal teacher training—namely M.Sc. (10.5%), HND (2.9%), and ND (1.0%). Overall, the data indicates a strong majority of qualified teachers in the sampled schools, supporting the effective delivery of the UBE programme within the EdoBEST framework.

6. Are funds adequate for the effective implementation of the UBE programme within the EdoBEST initiative?

Table 6: Adequacy of Funds for the Effective Implementation of the UBE Programme

Variable	N	Mean	Std. Dev.	Remarks
Funds	105	23.55	4.16	Inadequate

Test Mean = 25.00

Table 6 presents the analysis of funding adequacy for the implementation of the UBE programme within the EdoBEST initiative. The results show a mean response score of 23.55 with a standard deviation of 4.16, compared to a test mean of 25.00 derived from a 10-item four-point Likert scale. Since the observed mean is below the benchmark, the findings indicate that funding is inadequate to fully support the effective implementation of the UBE programme under the EdoBEST initiative.

7. What is the enrollment of pupils and students in the UBE programme within the EdoBEST initiative periods in Edo South Senatorial district?

Table 7: Descriptive of Enrolment Situation in the UBE Programme

Variable	N	Mean	Std. Dev.	Remarks
Enrolment	105	15.27	2.37	Increased Enrolment

Test Mean = 12.50

Table 7 presents the analysis of pupil and student enrolment under the UBE programme within the EdoBEST initiative. The findings show a mean response score of 15.27 with a standard deviation of 2.37, compared to a test mean of 12.50 based on a 5-item four-point Likert scale. Since the observed mean exceeds the test mean, respondents affirmed that enrolment levels have improved during the implementation of the EdoBEST initiative in the Edo South Senatorial District of Edo State.

8. How effective is the UBE programme within the EdoBEST initiative in improving learning achievement of pupils and students in Edo South Senatorial district?

Table 8: Descriptive of the Effectiveness of Teaching Method in the UBE Programme

Variable	N	Mean	Std. Dev.	Remarks
Learning Achievement	105	13.33	2.76	Effective

Test Mean = 12.5

Table 8 analyzes the effectiveness of teaching methods adopted under the UBE programme within the EdoBEST initiative in Edo South Senatorial District. The results show a mean response score of 13.33 with a standard deviation of 2.76, compared to a test mean of 12.50 based on a 5-item four-point Likert scale. Since the observed mean is higher than the test mean, respondents affirmed that the teaching methods implemented through the EdoBEST initiative are effective in enhancing teaching and learning outcomes in the district.

9. How effective is the monitoring of the UBE programme within the EdoBEST initiative in Edo South Senatorial district?

Table 9: Descriptive of Monitoring in the UBE Programme

Variable	N	Mean	Std. Dev.	Remarks
Programme Monitoring	105	14.30	2.92	Effective Monitoring

Test Mean = 12.5

Table 9 presents the analysis of monitoring activities under the UBE programme within the EdoBEST initiative in Edo South Senatorial District. The findings show a mean response score of 14.30 with a standard deviation of 2.92, compared to a test mean of 12.50 from a 5-item four-point Likert scale. As the observed mean is higher than the test mean, respondents affirmed that monitoring activities are effectively carried out, contributing to the overall effectiveness of the UBE programme within the EdoBEST initiative in the district.

FINDING AND DISCUSSIONS

The findings from Table 1 revealed that the availability of infrastructural facilities across the sampled schools presented a mixed outcome. The study showed that while some basic facilities are available some are not. Accommodation (87%), playgrounds (100%), and administrative blocks (83%) were adequately available, critical infrastructural elements necessary

for quality education delivery were lacking. For instance, only 36% of schools had portable water, 41% had first-aid boxes, and none had functional clinics or sick bays. Similarly, only 13% had well-equipped libraries and 34% had examination or assembly halls. This pattern indicates that although EdoBEST has improved some physical aspects of school environments, infrastructural inadequacies remain a significant challenge to the effective implementation of the UBE programme.

The Findings from Table 2 revealed that instructional materials were largely available in the sampled schools. Specifically, 87% of the schools had the required number of textbooks, 79% had workbooks, and all (100%) reported having flashcards, charts, maps, and tablets for teachers. These materials are crucial for effective teaching and learning and suggest that the EdoBEST initiative has positively influenced the availability of modern instructional aids. However, the study also revealed that only 31% of schools had educational games and puzzles, indicating a lack of interactive learning tools that foster creativity and learner participation, which is an area that needs improvement going forward.

As indicated in Table 3, the study found that there were 579 teachers serving a pupil population of 23,657, representing an average teacher-pupil ratio of 1:40.8. This ratio aligns closely with the recommended standard of 1:40 by the Universal Basic Education Commission (UBEC). Hence, teacher availability in the district can be considered adequate for the effective implementation of the UBE programme within the EdoBEST framework. This finding agrees with Universal et al., (2022), which reported that Edo State maintains relatively balanced teacher deployment due to continuous recruitment and retraining strategies under EdoBEST. The result suggests that teacher supply has been adequately maintained to support the objectives of the UBE programme.

The findings in Table 4 revealed that teachers were adequately trained in the use of technology. This demonstrates that the EdoBEST initiative has effectively enhanced teachers' digital competence through continuous professional development, also Table 5, showed that 85.7% of the teachers were professionally qualified, holding degrees such as M.Ed., B.Ed./B.Sc. Ed., PGDE, and NCE, while only 14.3% were unqualified. This indicates a high level of teacher professionalism and qualification among the sampled schools. This finding corroborates Edo State Ministry of Education (2021) reports that EdoBEST has significantly improved teacher quality through targeted recruitment and certification programs.

The findings in Table 6 indicated that funding for the UBE programme was inadequate. This shows that financial resources are insufficient to fully support the goals of the programme as schools in the area were not adequately funded especially in their purchase of basic necessities such as white board makers, drugs for first aid box, replacement of classroom keys where necessary and other needs. Table 7 revealed that enrolment levels increased during the EdoBEST implementation period. This indicates that the initiative has had a positive influence on school enrolment and participation in basic education within Edo South Senatorial District. These findings show that there is a significant improvement in the enrolment of pupils which can be linked to the policies of the EdoBEST initiative. Table 8, revealed that the EdoBEST initiative has been effective in improving pupils' learning achievement. This suggests that the teaching methods and instructional practices adopted under EdoBEST have enhanced learning outcomes and have helped to improve the overall goals and objectives of the UBE programme.

Findings in Table 9 showed that monitoring under the UBE programme within EdoBEST was effective; this suggests that regular supervision, feedback mechanisms, and evaluation strategies are actively in place. Monitoring and evaluation helps to keep processes and programmes in check and by implication the EdoBEST system of continuous monitoring has strengthened the implementation of the UBE programme in Edo South Senatorial District.

The findings of this study collectively indicate that the EdoBEST initiative has positively influenced the implementation of the UBE programme in Edo South Senatorial District through improvements in teacher quality, training, instructional material availability, and programme monitoring. However, significant challenges remain in the areas of infrastructure and funding. The study therefore underscores the need for sustained financial investment and infrastructural development to consolidate the achievements recorded under EdoBEST and to ensure full realization of UBE objectives in the South Senatorial district of the state.

CONCLUSION

The study concludes that the challenges facing education in Edo state and Nigeria are not due to the absence of reform programmes but rather the ineffective implementation of key components, particularly inadequate funding. While the EdoBEST initiative has positively impacted the UBE programme by addressing gaps in infrastructure and instructional materials, there are still deficiencies. The study highlights the need for increased government commitment to funding education at all levels. Adequate funding is essential for teacher motivation, resource provision, and overall improvement in teaching and learning quality. Ensuring these elements will support the successful delivery of basic education and uphold the goals of the UBE Act for all school-age children in Edo state and Nigeria.

REFERENCES

- Abutu, J., & D. (2015). Evaluation of the implementation of UBE programme in primary schools in Nsukka education zone of Enugu State. *Thesis in the Department of Educational Foundation, University of Nigeria, Nsukka*.
- Ali, & A. (2006). Conducting research in education and social science. *Enugu: Tashiwa Network Ltd*.
- Aluede, O., R., & A. (2006). Universal basic education and cultural development in Nigeria. *Journal of Social Sciences, 13(1)*, 53-56.
- Bertalanffy, L, & V. (1968). Bertalanffy, L. V. (1968). General systems theory as integrating factor in contemporary science. Akten des XIV. Internationalen Kongresses für Philosophie, 2, 335-340. *Internationalen Kongresses Für Philosophie, 2*, 335-340.
- Biao, & I. (2008). Attainment of the Millennium Development Goals Through educational reforms: A Road Map, for Nigerian Education. In N. Worgu, B.G. (Ed) Educational reforms and the attainment of MDGs: *The Nigerian Experience, 1(9)*, 20.
- Edo, State, & Government. (2022). *Obaseki launches EdoBEST 2.0 to address challenges in secondary education*. <https://guardian.ng/features/education/obaseki-launches-edobest-2-0-to-address-challenges-in-secondary-education/>
- EdoBEST. (2022). *EdoBEST*. <https://edobest.org.ng/>
- Newglobe. (2022). *EdoBEST 2.0 reform: A new chapter for Edo State Universal Basic Education*. <https://newglobe.education/edobest-2-0-reform-a-new-chapter-for-edo-state-universal-basic-education/>
- Ogunode, N., J., & David, & H. (2021). Shortage of Infrastructural Facilities in Nigerian Public Primary Schools: Causes, Effects and Way Forward. *International Journal of Development and Public Policy, 1(7)*, 96–108.
<https://openaccessjournals.eu/index.php/ijdp/article/view/816>
- Okeke, O., N., & Ozioma, I. (2019). *Title of the article. Title of the Journal. Issue, Range*.

- Ordui, N., S., & & Nwamadi-Wosu, L. (2019). Evaluation of the implementation of universal basic education (UBE) in Rivers State: Implication for counselling. *International Journal of Scientific Research in Education*, 12(2), 339-351.
- Osarumwense, J. H., & & Ewere, P. D. U. L. (2021). *Assessment of school facilities in lower and middle basic education Osarenren-Osaghae*.
- R, I, & & Irabor, Q. O. (2018). *Educational Policies and Programmes Implementations: A Case Study of Education Funding, Universal Basic*.
- Stufflebeam, & L, D. (2004). *The 21st-century CIPP model: Origins, development, and use. Kalamazoo, MI: The Evaluation Center, Western Michigan University*.
- Universal, Basic, & Commission., E. (2022). Universal Basic Education Commission 2022 annual report. *UBEC*. <https://ubec.gov.ng/wp-content/uploads/2023/11/2022-ANNUAL-REPORT.pdf>
- Wahab, & A. (2021). Transforming Basic Education through EdoBEST. *Vanguard News*. <https://www.vanguardngr.com/2021/04/transforming-basic-education-through-edobest/>