

Analysis of Distribution of Schools' and their Facilities in Gwagwalada and its Environs, F.C.T. Abuja, Nigeria

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ABSTRACT

This paper is aims to find out the nature and distribution of Schools in Gwagwalada and its environs, with the view to verify the extent of SDGs No. 4 achievement. The schools were identified and their location coordinates were recorded and digitised into Gwagwalada Map. Findings shows that there are nineteen 19 Public and 59 Private schools in the study area, that is 76 schools in the study area. There is the problem of inadequate classrooms in the public schools, while the private schools have even excess. That the students–teacher ratio is very high in the public schools, while low and accommodative in the private schools. That Public school were regularly distributed within the town only while the Private schools were nucleated within the town. There are inadequate facilities in both private and public schools e.g. the rest rooms, computer laboratories, school clinics among others. All the Public schools did not meet the UNESCO standard of 1996, of classroom capacity of one teacher to twenty-five pupils in a classroom (1:25). It then concluded that, there is need for urgent attention in the education sector if the SDGs No.4 is to be achieved. **Keywords:** Government, Private, schools, distribution, facilities, Efficiency, Equity, and Accessibility,

INTRODUCTION

Education is fundamental to the growth and development of any country, and is one of the most important investments a country can make for its people which is critical in reducing poverty and inequality (World Bank, 2014). Education is widely seen as one of the most promising paths for individuals to realize better and more productive lives and as one of the primary drivers of National Economic Development. It is a decisive determinant of economic, social expansion, household livelihoods and food security status.

It is a decisive determinant of economic, social expansion, household livelihoods and food security status. As a basic human right, education is indispensable for the realization of other human rights and it is a means for accessing broader social, economic, political and cultural benefits. Because it is transformative and empowering, education contributes to building more just societies through reducing poverty and inequalities, enhancing acceptance of diversity, and promoting respect for the rule of law (Aliyu, Sule and Youngu 2012).

Education is one of the most important factors in Nigeria's quest to become one of the largest economies by the year 2020 and yet there seem to be problem in the educational sector, as some areas are still without any educational institution especially the secondary schools. Were available, infrastructure might be another bottle neck. It is an axiom that the provision of education and training in any nation is a tool for escaping from poverty to prosperity. This statement implies that the greater the access to education and training, the less the poverty experienced in a nation. Education should be accessible to all, irrespective of gender, social, physical or economic condition.

According to Kolawole and Arikpo (2008), (Labo-Popoola, 2009), the problems of literacy and education ranged from low access to education, low quality and inadequate number of teachers, low morale of teachers, absence of basic infrastructures, inappropriate methods of teaching. However, with the recent state of education in Nigeria, measures need to be taken to overhaul the system in order for it to serve as a reliable and efficient vehicle for the attainment of the vision. Education is a very important part of life of any individual and community, their provisions encourage growth and development and they catalyze the civilization process. As such, public schools have to be provided for and made available, accessible and affordable to the society as a whole, be it rural or urban.

Distribution of schools has effects on the participation rate in School Education. Geographic location of Primary Schools as indeed public facilities in Nigeria has not taken into account inequalities among region, different social groups and geographical area (Ikpasaja,2014). According to Tobler's "first law of Geography", "everything is related to everything else, but near things are more related than distant things" (Tobler, 1979). Spatial distributions with values at certain locations showing relationship with values at other locations are named spatial autocorrelation. Onyeka (2007) pointed out that digital maps constitute the most effective means of presenting digital spatial data.

Akinsolu (2004) asserted that educational curriculum cannot be sound and well operated with poor and badly managed school facilities. From all indication, school facilities are physical resources that facilitate effective teaching and learning. They include blocks of classrooms, laboratories, workshops, libraries, equipment, consumables, electricity, water, visual and audio-visual aids, tables, desks, chairs, playground, storage space and toilets.

CONCEPT OF EFFICIENCY AND EQUITY

Mabogunje, (1974) drew attention to the physical aspect of urban centre in the provision of public facilities in Nigerian cities. According to him, the provisions of public services in urban areas of the country have not been reflecting the structural and spatial aspect. This is because physical planning efforts in the country have been characterized by laying emphasis on sectorial and financial planning almost to the neglect of spatial planning. Malczewski and Jackson (2000) have described spatial efficiency as typically operational zed in terms of the minimization of total average cost of travel (time or distance) from place of residence to places of education. They pointed out that there are several measures of equity available for evaluating spatial accessibility to education facilities. One can for example, impose a standard such

that the average (maximum) travel time to schools not to exceed a specified range. Alternatively the concept of equity can be operationalized by means of minimum criterion. This would involve minimization of maximum cost (time or distance) of travel from place of residence to educational facility.

Ayeni and Ruston, (1985) puts it that efficiency and equity are very important concepts not fully understood by planners and analysts, but which cannot be divorced in public facilities location. They further argued that issues of efficiency handled in isolation from equity have not done justice to spatial distribution of educational facilities. According to *Rawls principle of justice* as quoted by Malczewski and Jackson (2000), "educational services should be organized in a way remotely situated that maximizes individual within a school district." The equity concept can also be operationalized by minimizing variability of access to educational service. Variability can be measured in terms of the standard deviation or variance of residence to place of educational services. Onokerhoraye, (1982) cited that input or output remains the parameters upon which equity is measured. Equity between districts in the facilities allocation determines equality of input. On the other hand, the equity of output is assessed in terms of the equality in the resultant effects of such input as the equality of the number of school age children attending various primary schools. This view has been persuasively presented by Morrill and Erickson (1969) who believe that while input and output could be used as a parameter to assess the measure of the standard for the provision of public facilities or services in an area, it is indeed a weak measure of equity. Nonetheless the issue of equity may be made operational by adopting some socially imposed minimum standard by which pattern of location of facilities could be considered. Onokerhoraye, (1982), further examined that equity becomes operational when one bear in mind that the pattern of the distribution of settlement is important both in the evaluation of fairness and in the assessment of ways in which distribution meet required threshold for facilities provision. It was

further highlighted that in a spatial world, equity and efficiency are synonymous only when all people have equal income and information. They are also connected when the location of residents irrespective of their spatial position in on the earth surface Guarantees convenience in social and economic engagement as greater distance and transport cost incurred in moving from one point to affect productivity.

CONCEPT OF ACCESSIBILITY AND EQUITY

A specific investigation by Funnel, (1976) observed that the problem of accessibility may be minimized by allocating most services to administrative areas rather than to specific location. Primary school for instance may be assigned to administrative areas or units on the basis of population/facility ratio. For instance, in Kenya the 1970-74 plans envisaged a network of health centers on the basis of one for every 20,000 persons. However, when the available facilities are limited obvious difficulties arise if an attempt is made to optimize the location in respect to current requirement, duplication or overlapping of facilities may ultimately arise. Funnel placed consideration on both in patients and out-patient and a fairly long distance was the eight kilometres to twelve kilometres band yet the hospital was proposed to which has a diameter over fifty kilometres. Similarly, McGlashan, (1972) as cited by Funnel, (1976) aimed at establishing the pattern of usage in relation to the estimated capacity of the facilities concerned. It was found that there exist wide discrepancies in the pattern of provision from the perspective of accessibility. Despite effort to minimize the cost of provision but maximize the availability of the appropriate treatment there is still evidence of inequality between certain areas where people live. The centre in which these facilities are located effectively provide for only a limited proportion of the surrounding population.

Generally, services provision becomes 'supply biased' with no much measures of demand considered. Thus, Onokerharaye, (1982) has amplified Christaller's central place theory that the average population

required to support any facility be called 'threshold' and this value can be determined as the middle point of entry zone of that facility. More recent studies on spatial accessibility by Malczewski and Jackson, (2000) noted that even though spatial accessibility may fail to account for economies of scale and operating efficiency in the provision of the educational facilities, the accessibility criteria should thus be a given area/population. The more schools, the closer each potential user is to the one serving him or her. On the other hand, with more location, the fewer will be the number sharing each with less advantage taken of economies of scale. Clearly, these two criteria must be traded off to determine the number, size and location of educational facilities in a given area. The conflict between accessibility criteria and scale economies is associated with the preference of the different interest groups concerned with spatial organization of educational facilities. Broadly speaking, school administrators tend to stress the operating efficiency of few facilities, while the public is more concerned with the issue of equity.

The MDGs have come and gone, the goal on education among others was not achieved and the SDG No. 4 was set up, which states that:

"By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all"

Musa et'al, 2012, carried out a research on "Analysis of Spatial Distribution of Primary and Secondary Schools in Bida Town, Nigeria, and discover the following results; that provision of primary and secondary schools in Bida town are not guided by population distribution in the wards as the calculated t-value, 1.28 falls below the critical t-value of 1.78. They also observed that about 50% of the basic

educational facilities in Bida town are enjoined by about 39% of the inhabitant. This implies that some areas in Bida are deficient in basic educational facilities and quite a number of the inhabitant have no adequate access to these facilities, and they further established that population concentration in various wards were not considered in the distribution of primary and secondary schools in Bida town. The population and number of primary and secondary school distribution are in fair inequality level, indicates relatively some degree of inequality (Gini Coefficient value is 0.57). Is against this background that this study intends to asses the distribution and availability of infrastructures in schools in Gwagwalada and its environs.

METHODOLOGY

Gwagwalada Area Council is located on latitude $8^{\circ}55'$ North and $9^{\circ}00'$ North of the equator and longitude $7^{\circ}05'$ East and $7^{\circ}39'$. Gwagwalada is the Headquarter of the Area Council, with an area of $1,043\text{km}^2$ and a population of about 158,618 people (NPC, 2006). The natives are predominantly farmers. There are Institutions apart from the Primary and Secondary schools such as the University of Abuja and the West African Region Customs Academy, West Africa Examination Council (WAEC) office, and University Teaching Hospital.

The sources of data used for this study comprises of both Primary and Secondary sources of data. The Primary sources include the use of hand-held Global Positioning System (GPS) receiver in capturing the coordinates of the Schools, personal observation during reconnaissance and field survey, use of check list in sourcing information on the school facilities, with little interview granted to the some heads of the schools, while the Secondary data source were the Map of Gwagwalada Area Council which was used as the base map in reproducing the school distribution map, other secondary sources of data includes published materials, journal articles, school records and government reports.

The researcher conducted a reconnaissance survey in May 2016 with the view of identifying the schools. The coordinates of these schools were picked and used in production the school distribution map. The population of the study comprises of all the schools located within Gwagwalada town and its environs. This includes both the public owned schools and the privately owned schools. During this reconnaissance survey, a total of 76 schools, both public and private schools (primary and secondary schools) were identified. (Table 1)

Table: Locations of Public & Private Schools in Gwagwalada and its environs.

Code	Name of Sec Schools in Gwagwalada Town	Coordinates	
		Longitude(N)	Latitude (E)
G ₁	Agency For Mass Education, G/Lada	08° 56' 48"	007° 04' 05"
G ₂	Estate Nursery and Primary School	08° 56' 41"	007° 05' 22"
G ₃	Gadanasko Primary School	08° 56' 55"	007° 04' 36"
G ₄	Government Day Secondary School, G/Lada	08° 57' 40"	007° 04' 52"
G ₅	Government Sec School Dukpa	08° 59' 04"	007° 05' 57"
G ₆	Government Secondary School Gwagwalada	08° 57' 10"	007° 04' 07"
G ₇	Government Secondary School, Hajj Camp	08° 56' 56"	007° 04' 55"
G ₈	Junior Sec. Sec. Expantion Layout Kutunku	08° 56' 16"	007° 03' 31"
G ₉	Junior Secondary School Dukpa	08° 59' 15"	007° 04' 49"
G ₁₀	Junior Secondary School, Phase 3	08° 57' 19"	007° 03' 56"
G ₁₁	Junior Secondary School, Sabon Gari	08° 56' 33"	007° 04' 22"
G ₁₂	L.E.A Primary School Kutunku	08° 55' 47"	007° 03' 21"
G ₁₃	L.E.A Primary School, Unguwan Dodo	08° 56' 36"	007° 05' 54"
G ₁₄	LEA Primary Secondary Passo	08° 57' 10"	007° 04' 07"
G ₁₅	LEA Primary School Dukpa	08° 58' 26"	007° 04' 47"
G ₁₆	Nomadic Primary School, Kutunku	08° 56' 01"	007° 03' 23"
G ₁₇	U.B.E Primary School, Kutunku	08° 56' 05"	007° 04' 28"
G ₁₈	School for the Gifted	08° 56' 45"	007° 03' 57"
P ₁	Adamu Dattijo Academy, Behind Sharia Court	08° 57' 49"	007° 04' 47"
P ₂	Adonai International School	08° 56' 38"	007° 04' 09"
P ₃	Almohas International School	08° 56' 12"	007° 04' 05"
P ₄	Brain builders Montessori international school	08° 57' 46"	007° 03' 09"
P ₅	Bright International School Kutunku Layout	08° 55' 49"	007° 03' 08"
P ₆	Chelston Nursery and Primary School UATH	08° 56' 54"	007° 04' 10"
P ₇	Chelstone International School, Gwagwalada	08° 57' 07"	007° 06' 32"

P8	Christ Academy International Sch, G/Lada	08 ⁰ 56' 49"	007 ⁰ 04' 14"
P9	Christ Anglican Collage	08 ⁰ 57' 05"	007 ⁰ 04' 53"
P10	Christ The King Collage	08 ⁰ 57' 17"	007 ⁰ 06' 12"
P11	Crysolite Basic School, Kuje Layout	08 ⁰ 55' 33"	007 ⁰ 06' 02"
P12	Dele Salahudden Preparatory School, Kutunku	08 ⁰ 55' 50"	007 ⁰ 03' 43"
P13	Destiny Kids Academy	08 ⁰ 55' 47"	007 ⁰ 03; 10"
P14	Ecwa Goodnews International School	08 ⁰ 56' 42"	007 ⁰ 05' 27"
P15	Estabel International School, Phase 1	08 ⁰ 75' 05"	007 ⁰ 04' 46"
P16	Favour Academy	08 ⁰ 56' 16"	007 ⁰ 03' 38"
P17	Giggles and Giggles Secondary along Sharia Court	08 ⁰ 57' 20"	007 ⁰ 04' 41"
P18	Gods Time Basic Academy	08 ⁰ 55' 49"	007 ⁰ 05' 46"
P19	Hapie Ugo Divine International School	08 ⁰ 57' 15 "	007 ⁰ 04' 48"
P20	Hayil Said Model Primary Secondary FRCN Raod	08 ⁰ 56' 11"	007 ⁰ 04' 16"
P21	Holy Rosary Girls Collage Dukpa	08 ⁰ 58' 47"	007 ⁰ 04' 57"
P22	Ihyau Elburhan Academy, one Nigeria Road	08 ⁰ 57' 33"	007 ⁰ 04' 10"
P23	Imam Malik Academy, Phase 3	08 ⁰ 57' 25"	007 ⁰ 03' 48"
P24	Islamiyya Primary School, Phase 1	08 ⁰ 56' 51"	007 ⁰ 04' 36"
P25	Khalid Integrated Academy	08 ⁰ 56' 14"	007 ⁰ 03' 36"
P26	Kidsville Academy, UATH Road	08 ⁰ 56' 53"	007 ⁰ 04' 10"
P27	King's Kids International Secondary New Kutunku	08 ⁰ 56' 07"	007 ⁰ 04' 47"
P28	Kingdom Heritage Model School	08 ⁰ 55' 40"	007 ⁰ 05' 29"
P29	Lakefield International Secondary Kutunku Layout	08 ⁰ 55' 54"	007 ⁰ 04' 07"
P30	Leemary prosper international school	08 ⁰ 58' 50"	007 ⁰ 04' 56"
P 31	Little Germs Montessori Secondary along Road Safety	08 ⁰ 56' 31"	007 ⁰ 04' 29"
P32	Lurose academy international school	08 ⁰ 57' 55"	007 ⁰ 03' 04

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P33	Magnet Presidential Nursery and Primary Sec. Kaida Rd	08 ⁰ 55' 49"	007 ⁰ 03' 08"
P34	Marvelours Brain Academy, Unguwan Dodo	08 ⁰ 56' 18"	007 ⁰ 05' 51"
P35	Mighty Seed Hope Academy, Zone 4 Phase 3	08 ⁰ 57' 51"	007 ⁰ 03' 51"
P36	Nezer Academy Kutunku layout	08 ⁰ 55' 54"	007 ⁰ 04' 09"
P37	Noble Noel Academy	08 ⁰ 56' 21"	007 ⁰ 04' 14"
P38	Potter's Field Academy	08 ⁰ 56' 10"	007 ⁰ 04' 29"
P39	Praiseland Academy Kutunku Layout	08 ⁰ 56' 54"	007 ⁰ 04' 01"
P40	Prince of Life Academy, Kuje Road	08 ⁰ 55' 44"	007 ⁰ 06' 09"
P41	Reality Excellence International School	08 ⁰ 56' 26"	007 ⁰ 05' 00"
P42	Royal Diaden Academy	08 ⁰ 55' 56"	007 ⁰ 03' 04"
P43	Royal Sprig International School	08 ⁰ 56' 17"	007 ⁰ 03' 45"
P44	Royal Winners Montessori International School	08 ⁰ 56' 04"	007 ⁰ 04' 48"
P45	Seven stars school Dukpa	08 ⁰ 58' 26"	007 ⁰ 04' 58"
P46	Shalom Angel International School, Angle 90	08 ⁰ 57' 12"	007 ⁰ 04' 39"
P47	Sheikh Hamdan Model Senior Secondary School	08 ⁰ 56' 10"	007 ⁰ 05' 03"
P48	Smart kids Academy	08 ⁰ 58' 06"	007 ⁰ 03' 10"
P49	SOS Children Village Gwagwalada	08 ⁰ 58' 02"	007 ⁰ 04' 57'
P50	Stainsteps International Academy, Kutunku	08 ⁰ 55' 54"	007 ⁰ 04' 04"
P51	Star International School	08 ⁰ 57' 38"	007 ⁰ 04' 05"
P52	Steward Model Alchool	08 ⁰ 56' 04"	007 ⁰ 03' 18"
P53	Sunshine Academy, Unguwan Dodo	08 ⁰ 56' 10"	007 ⁰ 05' 03"
P54	Suzz Tenderly School	08 ⁰ 57' 05"	007 ⁰ 04' 34"
P55	The Loard's Saint Basic School, Haliru Street	08 ⁰ 55' 45"	007 ⁰ 03' 22"
P56	Treasure Trove Day Care Nursery & Primary Secondary	08 ⁰ 56' 14"	007 ⁰ 02' 57"
P57	Unique Gem Basic Academy, Expantion Layout	08 ⁰ 56' 15"	007 ⁰ 03' 36"
P58	Young Stars Basic Academy, Kaida Road	08 ⁰ 55' 58"	007 ⁰ 03' 03"

Source: Field Survey, May, 2016.

The whole schools observed were used for the study; their locations were read and recorded (Table 1) while their facilities were also assessed.

The following materials were used for this study:-

- i. Checklist was used for collecting information on the school facilities.
- ii. GPS was used for capturing the coordinates of the schools.
- iii. Pen and jotter for jotting some relevant information.

The methods used for data analysis is tables for the school facilities and Mapping of the distribution of schools within the study area using GIS software.

The Nearest Neighbour Analysis $R_n = 2 \text{ Dobs} \sqrt{\frac{1}{n/a}}$ in analysing the spatial distribution of the schools. The smaller the value of R_n , the more clustered the pattern, when $R_n = 0$, it means all the points are in one place, and the higher the value of R_n , the more randomly is the distribution, when the $R_n = 1$ the pattern of distribution is then said to be regular.

RESULTS AND DISCUSSION

Distribution of Schools in Gwagwalada Town and its Environs

The schools were identified, their coordinates read and plotted on the map of Gwagwalada Area Council (Figure 1) and analysed for distribution in space.

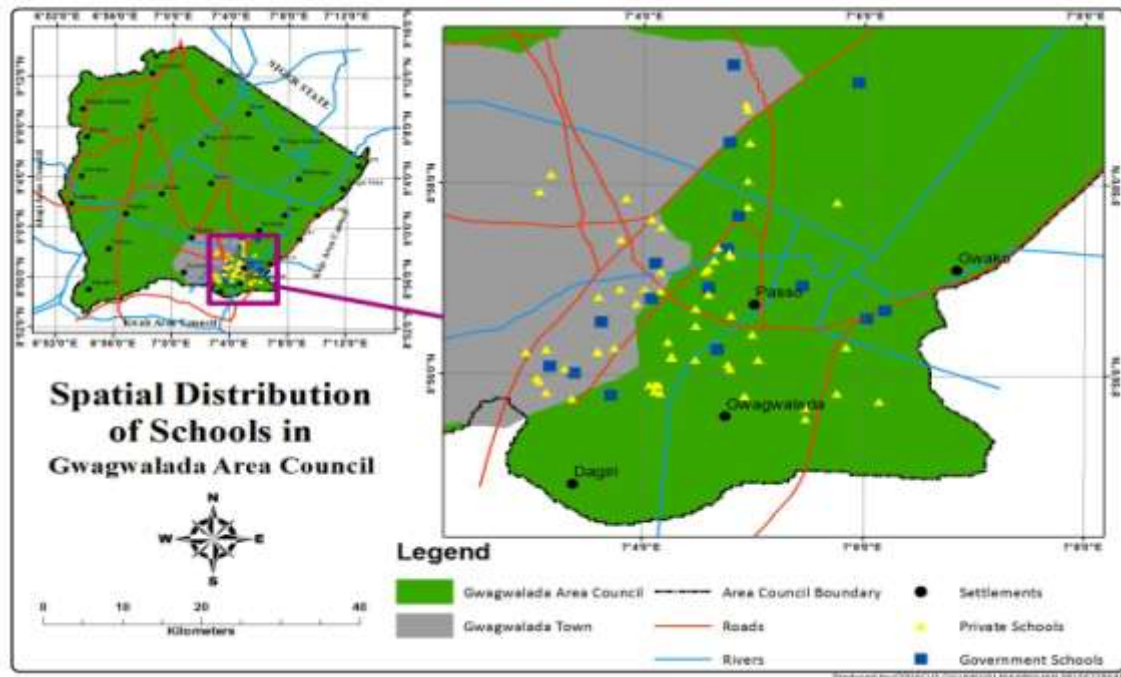


Figure1: Map of the study area showing the distribution of schools
Source: Field Survey, May, 2016.

Distribution of Government Schools

The Government schools were represented with blue colour. Adopting the Nearest Neighbor analysis (R_n), their distances were measured and computed for the R_n index (appendix II). Result show that the $R_n = 6.8$, this means that the distribution of the government schools over space is random. As can be observed from figure 1, the government schools are randomly sited. Some schools are located far from one another. Looking at the total area covered, their distributions centered in the town while the peripherals were left without school. This implies that for children to all attend public schools, most of them living far from the town have to travel for some distance before reaching their respective schools. This in turn will contribute to their lateness especially where there is no bike or having to trek.

Distribution of Private Schools Government Schools

The need for more schools and quality education has motivated the private proprietor to establish their own schools in the study area. Going by the sizes of some schools you find out that some operate in a flat of 4-6 bed rooms, with few pupils. Some schools were well established, for instance Christ the King Collage, Chelstone International, Christ Academy international, among others.

The Private schools were represented with Yellow colour. Adopting the Nearest Neighbor analysis (R_n), their distances were measured and computed for the R_n index. Result show that the $R_n = 7.8$, this means that the distribution of the government schools over space is fairly cluster. This is probably due to the concentration of literate people, civil servants, and businessmen and business activities in the area.

Distribution of both Government and Private Schools

The schools in the study area when put together show a sort of concentration in the town with few spread across the peripherals. Employing the Nearest Neighbor analysis (R_n), their distances were measured and computed for the R_n index. Result show that the $R_n = 0.74$, this means that the distribution of the schools over space is fairly clustered. This is probably due to the Area Councils Secretariat Head Quarter and the presence of commercial and socio-economic activities in and around the town.

ASSESSMENT OF SCHOOLS FACILITIES

The schools identified were assessed for the availability of facilities and their state of condition. Some schools lack most of the vital facilities, where they have, some were not functional. Table 1 presents the checklist of Government schools facilities and the result revealed that in the student, teacher ratio of Gado Nasko Primary School has the highest number, with 47 students to a teacher, followed by U.B.E Primary School Kutunku with 46 students to a teacher, Estate Nursery & Primary School and Junior Secondary School Sabon Gari are having

30 students to a teacher each. More so, schools with the lowest student teacher ratio are, LEA Primary School Passo with 11 students to a teacher, Nomadic Primary School Kutunku with 6 students to a teacher, and the lowest is Agency for Mass Education with 4 students to a teacher. It implies that most of the Government Schools are understaffed, and need more classrooms.

Results showed that Government Secondary School Gwagwalada has the highest number of classrooms with 39 of them functional and 2 non functional, with 1650 furniture. This implies that the school have no shortage of school furniture. This is followed by G.D.S.S, Gwagwalada with 36 functional classrooms and 2 non functional with a population of 1630 and 1500 furniture, implying that the school has shortage of furniture. Apart from agency for Mass Education that has excess furniture due to low enrolment of the students, all other schools have shortage of schools' furniture.

Table 1: Checklist for Government Schools

Schools	Electricity		Standby generator		Library		Computer Lab.	
	F	NF	F	NF	F	NF	F	NF
Gadanasko Primary School	Yes	-	-	-	-	-	-	-
Estate Nursery&Pri School	Yes	-	-	-	-	-	-	-
L.E.A Prim. Sch, U/Dodo	Yes	-	-	-	-	-	-	-
L.E.A Prim. School Kutunku	Yes	-	-	-	-	-	-	-
U.B.E Prim.School, Kutunku	Yes	-	-	-	-	-	-	-
Govt Sec. Sch, Hajj Camp	Yes	-	1	-	1	-	1	-
Junior Sec. School, Phase 3	Yes	-	1	-	1	-	1	-
Junior Sec. Sch, S/Gari	Yes	-	1	-	1	-	1	-
Junior Sec. Sec. Kutunku	Yes	-	1	-	1	-	1	-
Govt Sec.Sec. Gwagwalada	Yes	-	1	-	1	-	1	-
G.D.S.S, Gwagwalada	Yes	-	1	-	1	-	1	-
Agency for MassEdu,G/lada	Yes	-	-	-	-	-	-	-
Nomadic Pri Sch, Kutunku	Yes	-	-	-	-	-	-	-
LEA Pri Sch Passo	Yes	-	-	-	-	-	-	-
Gov Girls Sec Sch Dukpa	Yes	-	-	-	1	-	1	-
Junior Sec School dukpa	Yes	-	-	-	-	-	-	-
LEA Primary School Dukpa	Yes	-	-	-	-	-	-	-

Note: F = Functional

NF = Non Functional

Source: Field survey, 2016

Gado Nasko Primary School has 24functional classrooms and 1nonfunctional class, L.E.A Primary School Kutunku has 23 functional classrooms and 1 nonfunctional classroom. Those with lowest number of classrooms include LEA Primary School Passo which has 13 functional classrooms and 2 nonfunctional classes, followed by Nomadic Primary School Kutunku with 8 functional classrooms, while Agency for Mass Education Gwagwalada has the lowest number of classrooms of 6 classrooms, all functional.

Government Secondary School Gwagwalada has the highest number of classroom furniture with 1650, followed by L.E.A Primary School Kutunku with 1600, L.E.A Primary School Ungwan-Dodo with 1520, U.B.E Primary SchoolKutunku, Government Secondary School Hajj Camp and G.D.S.S, Gwagwalada with 1500 classroom furniture each respectively. The lowest in terms of the classroom furniture are Junior

Sec School Dukpa with 194. Most of the schools don't have clinic, survey results show that Gado Nasko Primary School, Government Secondary School, Hajj Camp, Junior Sec School, Phase 3, Junior Secondary School, Sabon Gari, Junior Secondary school Kutunku, Government Secondary School Gwagwalada, G.D.S.S, Gwagwalada, and Government Girls Secondary School Dukpa all have 1 functional school clinic each, while the remaining schools did not have any clinic. Majority of these schools without the school clinic were primary schools. This implies that the pupil's health is in trouble since there is no provision in times of emergency.

Table 2 Checklist for Government Schools Cont.

Schools	Electricity		Standby generator		Library		Computer Lab.	
	F	NF	F	NF	F	NF	F	NF
Gadanasko Primary School	Yes	-	-	-	-	-	-	-
Estate Nursery&Pri School	Yes	-	-	-	-	-	-	-
L.E.A Prim. Sch, U/Dodo	Yes	-	-	-	-	-	-	-
L.E.A Prim. School Kutunku	Yes	-	-	-	-	-	-	-
U.B.E Prim.School, Kutunku	Yes	-	-	-	-	-	-	-
Govt Sec. Sch, Hajj Camp	Yes	-	I	-	I	-	I	-
Junior Sec. School, Phase 3	Yes	-	I	-	I	-	I	-
Junior Sec. Sch, S/Gari	Yes	-	I	-	I	-	I	-
Junior Sec. Sec. Kutunku	Yes	-	I	-	I	-	I	-
Govt Sec.Sec. Gwagwalada	Yes	-	I	-	I	-	I	-
G.D.S.S, Gwagwalada	Yes	-	I	-	I	-	I	-
Agency for MassEdu,G/lada	Yes	-	-	-	-	-	-	-
Nomadic Pri Sch, Kutunku	Yes	-	-	-	-	-	-	-
LEA Pri Sch Passo	Yes	-	-	-	-	-	-	-
Gov Girls Sec Sch Dukpa	Yes	-	-	-	I	-	I	-
Junior Sec School dukpa	Yes	-	-	-	-	-	-	-
LEA Primary School Dukpa	Yes	-	-	-	-	-	-	-

Source: Field survey, 2016

Table 2 shows that all the schools, both Government schools, and the special education schools have provision for electricity. Also in terms of alternative source of light (standby generator), library and computer laboratory, schools like Junior Sec School, Phase 3, JSS Sabon Gari, JSS Kutunku, GSS Gwagwalada, G.D.S.S, Gwagwalada and Government Secondary School Dukpa have the provision for all the above listed

facilities and which are all functional. While the remaining schools have no provision of standby generator, library and computer laboratory.

Schools	Laboratory		Projector		Play field		G & C room	
	U	NF	U	NF	U	NF	U	NF
Gadanasko Primary School	-	-	-	-	1	-	1	-
Estate Nursery&Pri School	-	-	-	-	1	-	1	-
L.E.A Pri Sch, U/Dodo	-	-	-	-	1	-	1	-
L.E.A Pri School, Kutunku	-	-	-	-	1	-	1	-
U.B.E Pri School, Kutunku	-	-	-	-	1	-	1	-
Govt Sec Sschool Hajj Camp	1	-	1	-	1	-	1	-
Junior Sec School, Phase 3	1	-	-	-	1	-	1	-
Junior Sec Sch, Sabon Gari	1	-	-	-	1	-	1	-
Junior Sec. Sch. Kutunku	1	-	-	-	1	-	1	-
Govt Sec. Sch. Gwagwalada	6	-	1	-	4	-	1	-
G.D.S.S. Gwagwalada	5	-	1	-	3	-	1	-
Agency for MassEdu,G/lada	-	-	-	-	1	-	1	-
Nomadic Pri Sch, Kutunku	-	-	-	-	1	-	1	-
LEA Primary Sch Passo	-	-	-	-	1	-	1	-
GGSS Dukpa	5	-	1	-	4	-	1	-
Junior Sec School Dukpa	1	-	-	-	1	-	1	-
LEA Primary School Dukpa	-	-	-	-	1	-	1	-

Table 3: Checklist for Government Schools cont.

Source: Field survey, 2016

Table 3 shows that Government Secondary School Gwagwalada, G.D.S.S. Gwagwalada, and Government Girls Secondary School Dukpa have 6, 5 and 5 functional laboratories respectively and GSS Hajj camp, JSS Phase III, JSS Sabon Gari, JSS Kutunku and JSS Dukpa have one laboratory each while the rest of the schools don't have any. Only GSS Hajj camp, GGSS Dukpa, GSS and GDSS Gwagwalada have one functional projector each. All the schools have one play ground each except GSS, Gwagwalada, GDSS Gwagwalada and GGSS Dukpa that have 4, 3 and 4 play grounds respectively. All the government schools have one Guidance and Counseling office each.

Table 4: Checklist for Private Schools

Schools	Electricity		Standby Generator		Library		Computer Lab.	
	F	NF	F	NF	F	NF	F	NF
Adamu Dattijo Academy, Behind Sharia Court	Yes	-	-	-	I	-	I	-
Adonai International School	Yes	-	I	-	I	-	I	-
Almohas International Sch.	Yes	-	I	-	I	-	I	-
Bright International School Kutunku Layout	Yes	-	I	-	I	-	I	-
Chelston Nursery/Primary Sec. UATH Road	Yes	-	I	-	I	-	I	-
Chelstone International School, Gwagwalada	Yes	-	I	-	I	-	I	-
Christ Academy International Sch, UATH Road	Yes	-	I	-	I	-	I	-
Christ Anglican Collage	Yes	-	I	-	I	-	I	-
Christ The King Collage	Yes	-	2	-	2	-	2	-
Crysolite Basic School, Kuje Layout	Yes	-	-	-	I	-	I	-
Dele Salahudden Preparatory Sch, Kutunku	Yes	-	I	-	I	-	I	-
Destiny Kids Academy	Yes	-	-	-	I	-	I	-
Ecwa Goodnews International School	Yes	-	I	-	I	-	I	-
Estabel International School, Phase 1	Yes	-	-	-	I	-	I	-
Favour Academy	Yes	-	-	-	I	-	I	-
Giggles and Giggles School, Along Sharia Court	Yes	-	-	-	I	-	I	-
Gods Time Basic Academy	Yes	-	-	-	I	-	I	-
Hapie Ugo Divine International School	Yes	-	-	-	I	-	I	-
Hayil Said Model Primary School, FRCN Road	Yes	-	I	-	I	-	I	-
Ihyau Elburhan Academy, one Nigeria Road	Yes	-	I	-	I	-	I	-
Imam Malik Academy, Phase 3	Yes	-	I	-	I	-	I	-
Islamiyya Pri Sch, Phase 1	Yes	-	-	-	I	-	I	-
Khalid Integrated Academy	Yes	-	-	-	I	-	I	-
Kidsville Academy, UATH Road	Yes	-	-	-	I	-	I	-
King's Kids International School, New Kutunku	Yes	-	I	-	I	-	I	-
Kingdom Heritage Model School	Yes	-	I	-	I	-	I	-
Lakefield International School Kutunku Layout	Yes	-	I	-	I	-	I	-
Little Germs Montessori Sec. along Road Safety	Yes	-	-	-	I	-	I	-
Magnet Presidential Nursery & Pri Sec. Kaida Rd	Yes	-	-	-	I	-	I	-

Marvelours Brain Academy, Unguwan Dodo	Yes	-	-	-	I	-	I	-
Mighty Seed Hope Academy, Zone 4 Phase 3	Yes	-	I	-	I	-	I	-
Nezer Academy Kutunku Kayout	Yes	-	I	-	I	-	I	-
Noble Noel Academy	Yes	-	I	-	I	-	I	-
Potter's Field Academy	Yes	-	I	-	I	-	I	-
Praiseland Academy Kutunku Layout	Yes	-	I	-	I	-	I	-
Prince of Life Academy, Kuje Road	Yes	-	-	-	I	-	I	-
Reality Excellence International School	Yes	-	-	-	I	-	I	-
Royal Diaden Academy	Yes	-	-	-	I	-	I	-
Royal Sprig International School	Yes	-	I	-	I	-	I	-
Royal Winners Montessori International School,	Yes	-	I	-	I	-	I	-
School for the Gifted	Yes	-	I	-	I	-	I	-
Shalom Angel International School, Angle go	Yes	-	I	-	I	-	I	-
Sheikh Hamdan Model Senior Secondary Sch.	Yes	-	I	-	I	-	I	-
Stainsteps International Academy, Kutunku	Yes	-	I	-	I	-	I	-
Star International School	Yes	-	I	-	I	-	I	-
Steward Model Alchool	Yes	-	I	-	I	-	I	-
Sunshine Academy, Unguwan Dodo	Yes	-	I	-	I	-	I	-
Suzz Tenderly School	Yes	-	I	-	I	-	I	-
The Loard's Saint Basic School, Haliru Street	Yes	-	-	-	I	-	I	-
Treasure Trove Day Care Nur/Prim School	Yes	-	-	-	I	-	I	-
Unique Gem Basic Academy, Expantion Layout	Yes	-	-	-	I	-	I	-
Young Stars Basic Academy, Kaida Road	Yes	-	-	-	I	-	I	-
Smart Kids Academy	Yes	-	-	-	I	-	I	-
Brain Builders Montessori International School	Yes	-	-	-	I	-	I	-
Lurose Academy International School	Yes	-	-	-	I	-	I	-
Sos Children Village Gwagwalada dukpa road	Yes	-	I	-	I	-	I	-
Holy Rosary Girls Collage Dukpa	Yes	-	I	-	I	-	I	-
Leemary Prosper International School	Yes	-	-	-	I	-	I	-
Seven Stars School Dukpa	Yes	-	I	-	I	-	I	-

Source: Field survey 2016

The Student Teacher ratio of the Private schools was also assessed and the results are presented in Table 4: Results shows that Dele Salahudden Preparatory School Gwagwalada has the highest Student-

Teacher ratio of 16 Students to a Teacher. This implies that the private schools have less number of students compare to the Public schools. All the Private schools have enough furniture for their students but only 28.8% of the public schools have school clinic.

Table 5: Checklist for Private Schools cont.

Schools	Laboratory		Projector(s)		Playfield		G & C Room	
	F	NF	F	NF	F	N F	F	NF
Adamu Dattijo Academy, Behind Sharia Court	-	-	-	-	1	-	1	-
Adonai International School	4	-	1	-	4	-	1	-
Almohas International Sch	5	-	1	-	4	-	2	-
Bright International School Kutunku Layout	3	-	1	-	2	-	1	-
Chelston Nursery and Primary School UATH	-	-	-	-	1	-	1	-
Chelstone International School, Gwagwalada	5	-	1	-	3	-	2	-
Christ Academy International Sch, UATH Rd	5	-	1	-	3	-	1	-
Christ Anglican Collage	4	-	1	-	2	-	1	-
Christ The King Collage	8	-	2	-	5	-	3	-
Crysolite Basic School, Kuje Layout	4	-	1	-	1	-	1	-
Dele Salahudden Preparatory Sch, Kutunku	-	-	-	-	1	-	1	-
Destiny Kids Academy	-	-	-	-	1	-	1	-
Ecwa Goodnews International School	4	-	1	-	1	-	1	-
Estabel International School, Phase 1	-	-	-	-	1	-	1	-
Favour Academy	-	-	-	-	1	-	1	-
Giggles & Giggles School, Along Sharia Court	-	-	-	-	1	-	1	-
Gods Time Basic Academy	-	-	-	-	1	-	1	-
Hapie Ugo Divine International School	-	-	-	-	1	-	1	-
Hayil Said Model Primary Sch, FRCN Raod	2	-	1	-	1	-	1	-
Ihyau Elburhan Academy, One Nigeria Road	4	-	1	-	2	-	1	-
Imam Malik Academy, Phase 3	4	-	1	-	1	-	1	-
Islamiyya Pri Sch, Phase 1	-	-	-	-	1	-	1	-
Khalid Integrated Academy	-	-	-	-	1	-	1	-
Kidsville Academy, UATH Road	-	-	-	-	1	-	1	-
King's Kids Int School, New Kutunku	4	-	-	-	1	-	1	-
Kingdom Heritage Model School	5	-	1	-	3	-	1	-
Lakefield International Sch Kutunku Layout	3	-	1	-	1	-	1	-
Little Germs Montessori Sch. G/lada	-	-	-	-	1	-	1	-
Magnet Presidential N/Prim.&Sec.Sch. Kutunku	-	-	-	-	1	-	1	-
Marvelours Brain Academy, Unguwan Dodo	-	-	-	-	1	-	1	-
Mighty Seed Hope Academy, Zone 4 Phase 3	-	-	-	-	1	-	1	-
Nezer Academy Kutunku Kayout	-	-	-	-	1	-	1	-
Noble Noel Academy	3	-	1	-	2	-	1	-

Potter's Field Academy	6	-	I	-	4	-	I	-
Praiseland Academy Kutunku Layout	4	-	I	-	I	-	I	-
Prince of Life Academy, Kuje Road	4	-	I	-	I	-	I	-
Reality Excellence International School	4	-	I	-	I	-	I	-
Royal Diaden Academy	3	-	I	-	I	-	I	-
Royal Sprig International School	3	-	I	-	I	-	I	-
Royal Winners Montessori Int. School		-	I	-	I	-	I	-
School for the Gifted	5	-	I	-	4	-	I	-
Shalom Angel International Secondary Angle 90	3	-	I	-	I	-	I	-
Sheikh Hamdan Model Senior Sec. Secondary	4	-	I	-	I	-	I	-
Stainsteps International Academy, Kutunku	-	-	-	-	I	-	I	-
Star International School	3	-	I	-	2	-	I	-
Steward Model school	-	-	-	-	I	-	I	-
Sunshine Academy, U/gwan Dodo	4	-	I	-	I	-	I	-
Suzz Tenderly School	5	-	I	-	2	-	I	-
The Loard's Saint Basic School, Kutunku 1	-	-	-	-	I	-	I	-
Treasure Trove Day Care Nur./Prim., Sec. School	-	-	I	-	I	-	I	-
Unique Gem Basic Academy, Exp. Layout	-	-	-	-	I	-	I	-
Young Stars Basic Academy, Kaida Road	-	-	-	-	I	-	I	-
Smart Kids Academy	-	-	-	-	I	-	I	-
Brain Builders Montessori Inter. School	-	-	-	-	I	-	I	-
Lurose Academy International School	4	-	I	-	I	-	I	-
SOS Children Village Gwagwalada Dukpa Road	5	-	I	-	6	-	I	-
Holy Rosary Girls Collage Dukpa	5	-	I	-	I	-	I	-
Leemary Prosper International School	-	-	I	-	I	-	I	-
Seven Stars School Dukpa	-	-	-	-	I	-	I	-

All the schools have a computer laboratory each and are all connected to electricity, but 43.4% of them do not have standby generator (Table 5)

Table 6: Checklist for Private Schools cont.

Schools	Laboratory		Projector(s)		Playfield		G&C Room	
	F	NF	F	NF	F	N F	F	NF
Adamu Dattijo Academy, Behind Sharia Court	-	-	-	-	1	-	1	-
Adonai International School	4	-	1	-	4	-	1	-
Almohas International Sch	5	-	1	-	4	-	2	-
Bright International School Kutunku Layout	3	-	1	-	2	-	1	-
Chelston Nursery and Primary School UATH	-	-	-	-	1	-	1	-
Chelstone International School, Gwagwalada	5	-	1	-	3	-	2	-
Christ Academy International School, UATH Rd.	5	-	1	-	3	-	1	-
Christ Anglican Collage	4	-	1	-	2	-	1	-
Christ The King Collage	8	-	2	-	5	-	3	-
Crysolite Basic School, Kuje road	4	-	1	-	1	-	1	-
Dele Salahudden Preparatory School, Kutunku	-	-	-	-	1	-	1	-
Destiny Kids Academy	-	-	-	-	1	-	1	-
ECWA Goodnews International School	4	-	1	-	1	-	1	-
Estabel International School, Phase 1	-	-	-	-	1	-	1	-
Favour Academy	-	-	-	-	1	-	1	-
Giggles & Giggles School, Along Sharia Court	-	-	-	-	1	-	1	-
Gods Time Basic Academy	-	-	-	-	1	-	1	-
Hapie Ugo Divine International School	-	-	-	-	1	-	1	-
Hayil Said Model Primary School, FRCN Raod	2	-	1	-	1	-	1	-
Ihyau Elburhan Academy, One Nigeria Road	4	-	1	-	2	-	1	-
Imam Malik Academy, Phase 3	4	-	1	-	1	-	1	-
Islamiyya Pri Sch, Phase 1	-	-	-	-	1	-	1	-
Khalid Integrated Academy	-	-	-	-	1	-	1	-
Kidsville Academy, UATH Road	-	-	-	-	1	-	1	-
King's Kids Int School, New Kutunku	4	-	-	-	1	-	1	-
Kingdom Heritage Model School	5	-	1	-	3	-	1	-
Lakefield International Sch Kutunku Layout	3	-	1	-	1	-	1	-
Little Germs Montessori Sch. G/lada	-	-	-	-	1	-	1	-
Magnet Presidential N/Prim. & Sec.Sch. Kutunku	-	-	-	-	1	-	1	-
Marvelours Brain Academy, Unguwan Dodo	-	-	-	-	1	-	1	-
Mighty Seed Hope Academy, Zone 4 Phase 3	-	-	-	-	1	-	1	-
Nezer Academy Kutunku Kayout	-	-	-	-	1	-	1	-
Noble Noel Academy	3	-	1	-	2	-	1	-
Potter's Field Academy	6	-	1	-	4	-	1	-
Praiseland Academy Kutunku Layout	4	-	1	-	1	-	1	-
Prince of Life Academy, Kuje Road	4	-	1	-	1	-	1	-
Reality Excellence International School	4	-	1	-	1	-	1	-
Royal Diaden Academy	3	-	1	-	1	-	1	-
Royal Sprig International School	3	-	1	-	1	-	1	-
Royal Winners Montessori Int. School		-	1	-	1	-	1	-

School for the Gifted	5	-	I	-	4	-	I	-
Shalom Angel International Secondary Angle 90	3	-	I	-	I	-	I	-
Sheikh Hamdan Model Senior Sec. Secondary	4	-	I	-	I	-	I	-
Stainsteps International Academy, Kutunku	-	-	-	-	I	-	I	-
Star International School	3	-	I	-	2	-	I	-
Steward Model school	-	-	-	-	I	-	I	-
Sunshine Academy, U/gwan Dodo	4	-	I	-	I	-	I	-
Suzz Tenderly School	5	-	I	-	2	-	I	-
The Loard's Saint Basic School, Kutunku 1	-	-	-	-	I	-	I	-
Treasure Trove Day Care Nur./Prim. Sec. School	-	-	I	-	I	-	I	-
Unique Gem Basic Academy, Exp. Layout	-	-	-	-	I	-	I	-
Young Stars Basic Academy, Kaida Road	-	-	-	-	I	-	I	-
Smart Kids Academy	-	-	-	-	I	-	I	-
Brain Builders Montessori Inter. School	-	-	-	-	I	-	I	-
Lurose Academy International School	4	-	I	-	I	-	I	-
SOS Children Village Gwagwalada Dukpa Road	5	-	I	-	6	-	I	-
Holy Rosary Girls Collage Dukpa	5	-	I	-	I	-	I	-
Leemary Prosper International School	-	-	I	-	I	-	I	-
Seven Stars School Dukpa	-	-	-	-	I	-	I	-

Table 6 show that Adonai International school, Christ Anglican Collage, Crysolite Basic School, Kuje Layout, ECWA Good news International School, Ihyau Elburhan Academy, One Nigeria Road, Imam Malik Academy Phase 3, King's Kids International School New Kutunku, Praise land Academy Kutunku Layout, Prince of Life Academy, Kuje Road, Reality Excellence International School, Sheikh Hamdan Model Senior Secondary School, Sunshine Academy, Ungwan Dodo, Lurose Academy International School have four (4) functional laboratories each. Almo has International School, Christ Academy International School, UATH Rd, Kingdom Heritage Model School, School for the Gifted, Suzz Tenderly School, SOS Children Village Gwagwalada Dukpa road, Holy Rosary Girls Collage Dukpa, each of these schools have five (5) laboratories. Bright International School Kutunku Layout, Lakefield International Sch. Kutunku Layout, Noble Noel Academy, Royal Diaden Academy, Royal Sprig International School, Sheikh Hamdan Model Senior Secondary School Shalom Angel International Secondary Angle 90, Star International School, also each of these schools have three (3) laboratories, lastly Christ The King

Collage have the highest number of laboratories being eight (8) in number, while the rest don't have any. All the private schools have play fields and G & C office each but 42.5% do not have projector. This result implies that the private schools have almost all the basic facilities needed for teaching and learning.

CONCLUSION AND RECOMMENDATIONS

Based on the findings and conclusion of this study, the following recommendations were made:-

1. It is recommended that there should be addition of more classrooms with modern facilities for teaching and learning. Storey buildings of classrooms in schools where there are no space for expansion.
2. Government should ensure that all schools are staffed according to the UNESCO standard of 1996, for teacher-pupil ratio (1:25).
3. The government should ensure that more schools are established in area that needs schools so as to achieve equal educational opportunities to all.
4. Government should also encourage the private sectors to establish and spread their schools.
5. There quality assurance unit should be up and doing in ensuring qualitative education.
6. There should be adequate supply of school facilities.
7. Further research should be carried out on the area of the quality of teachers.

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