

Chapter One

Introduction

1.1 Background to the Study

Without doubt, education is one of the primary rights important in enhancing sustainable development. The idea to prioritize education for everyone was set after the 1990 World Conference on Education for All held in Jomtien, Thailand. This conference was the first time many countries were encouraged to support the education of children and make education for children a priority. Such need again was reaffirmed in the 2000 Dakar Framework for Action and outlined more concrete objectives for achieving education for all by 2015¹. However, barriers to reaching these goals remains, especially in the Low and Middle Income Countries (LMICs), despite improvements over time. Universal Basic Education (UBE) is a strategy that is recognized globally in order to provide education for all children without differentiating on their origin, colour or gender; implying free and compulsory basic education. This commitment bears our succour to the spirit of the Education for All (EFA) movement and more particularly the sustainable development goal number 4 which aims at “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”². The UBE framework, launched by different governments with funding from international organisations and agencies, comes with education as a critical and strategic instrument for individual and collective transformation, human and economic development.

The affirmative adoption of the UBE programme is based on the realisation that education is a fundamental input in the script for development. Sustainable development therefore means the achievement of economic, social and environmental objectives in the context of the development

process. According to the United Nations, it is “development that takes into account the environmental reserves in the world without its impact degrading the same reserves”³. This idea places education at the centre stage of poverty reduction, improvement of health and innovation. Unfortunately, numerous challenges have beset the effort to implement UBE in many countries, especially within the Sub-Saharan Africa region. The listed challenges are: Place, inadequate funding, and poor infrastructure, lack of access to learning resources, inadequate teachers, and political insecurity⁴. For instance, the Global Education Monitoring Report (2019) notes that most of the developing nations spend less than 4% of their GDP on education which is considerably below the Benchmark of effective spending on education.

However, socio-cultural factors are central in determining the uptake of UBE initiatives. The traditional culture that is widely practiced in communities especially those areas that have little or no access to internet connection also hinders children’s education in many communities especially in the rural settings. Inequality between boys and girls due to cultural practices also enlarges opportunities for a girl to go to school hence access formal education⁵. Pervasive cultural practices in child labour, early marriage, especially for girls have continued to hinder achievement of Universal Education. This paper also identified political and governance factors as being great influencers of the difficulties presented when implementing UBE. Lack of political will and weak policies makes resources allocated for education directing midway due to instabilities, corruptions thus lacking adequate structures and capacity for the programmes⁶. A proper political will and proper management of funds for example through efficiency are the keys to a proper UBE programme.

In view of these multiple interacting problems, the following innovative models and measures have been adopted. United Nations Educational, Scientific and Cultural Organisation (UNESCO) and United Nations Children's Fund (UNICEF) have especially called for pursuit of community-level approaches and capacity development programmes for improving education systems on the one hand, and promotion of public-private partnerships on the other hand. Several studies show that prolonged approaches engaging the governmental authorities and non-governmental organisations as well as the business sector can contribute to the development of more stable and inclusive learning environments⁷. Implementing such interventions assists in closing the gap between policy and practice that is needed for attaining UBE and global sustainable development.

A similar pursuit has been attempted in the past, but numerous earlier solutions did not receive adequate support primarily because they lacked context sensitivity and resources. Solving these challenges calls for development solutions that involve local context and the use of technologies to help achieve scalable impact. The outbreak of COVID-19 pandemic also exposed the shortcomings in the education systems around the world, teaching interruption to millions, severe political crises that revealed the importance of having sturdy educational policies⁸.

Consequently, it is, therefore, important for the implementation of UBE in order to enhance sustainable development. To formulate adequate and sustainable solutions the numerous socio-economic, cultural and political barriers to effective implementation of such systems must be comprehensible and tackled. As such, this study aims at assessing them comprehensively as well as examining and appraising strategies of UBE on sustainable development, and coming up with policy interventions that can further the gains of UBE in delivery of sustainable development.

1.2 Statement of the Problem

Universal Basic Education (UBE) is globally recognized as a fundamental driver of sustainable development and inclusive growth. However, despite ongoing efforts by both international agencies and national governments, the realization of UBE goals remains elusive in many developing countries. A complex interplay of systemic, socioeconomic, cultural, and political factors continues to undermine its effective implementation. A core issue is inadequate funding, which limits access to critical educational resources such as textbooks, classrooms, teaching aids, and qualified personnel. Schools, particularly in rural or underserved areas, are often under-resourced, lacking electricity, sanitation, potable water, or proper infrastructure. Ajayi and Ekundayo (2018), highlighted that the chronic underfunding of basic education in Nigeria has contributed to deteriorating school conditions and limited instructional effectiveness⁹. These conditions make effective teaching and learning extremely difficult and disproportionately affect vulnerable populations, including girls and children with disabilities. Socio-cultural barriers, such as early marriage, child labour, and gender-biased traditions, also contribute significantly to high dropout rates and limited enrolment. In some communities, education—especially for girls—is not prioritized, leading to systemic exclusion from schooling. This compounds educational inequality and undermines the goal of inclusive access for all children.

Additionally, governance-related issues—including corruption, poor monitoring, and lack of continuity in education policy due to political instability—further hinder the effective delivery of UBE programmes. Embezzlement and inefficient allocation of educational funds reduce the impact of government interventions and erode public trust in the system. Even when education is declared free and compulsory, hidden costs such as uniforms, transport, and examination fees

continue to prevent low-income families from enrolling or keeping their children in school¹⁰. This indicates disconnect between policy design and the realities faced by the poorest households. In light of these persistent challenges, there is a need for context-specific and evidence-based research to better understand the barriers affecting UBE implementation, this study seeks to critically examine the barriers to UBE implementation within developing contexts, with particular reference to Oyo State, Nigeria, and to propose practical and context-sensitive solutions that can enhance more equitable and effective basic education delivery.

1.3 Aim and Objectives of the Study

The aim of this study is to examine the issues and prospect affecting the implementation of United Nations' Universal Basic Education and Sustainable Development in Nigeria.

The objectives are to:

- i. identify the socio-economic, cultural and political factors hindering the successful implementation of Universal Basic Education (UBE) in Nigeria, as outlined by the United Nations
- ii. examine existing research strategies and intervention that addresses United Nations' UBE implementation challenges in Nigeria
- iii. propose practical and innovative policy solutions to improve the effectiveness of UBE for sustainable development.

1.4 Research Questions

The study seeks to answer the following questions:

- i. What socio-economic, cultural and political factors hinder the successful implementation of Universal Basic Education (UBE) in Nigeria?
- ii. How effective are the existing research findings, strategies and interventions in addressing the challenges of Universal Basic Education implementation in Nigeria?
- iii. What innovative solutions and policy recommendations can enhance the effectiveness of Universal Basic Education for sustainable development in Nigeria?

1.5 Significance of the Study

This study is warranted for several important reasons. First, it addresses the persistent challenges surrounding the practical implementation of Universal Basic Education (UBE) programme, which remains a central strategy for fostering inclusive education and achieving sustainable development in Nigeria. Although, UBE is designed to guarantee free, compulsory and quality basic education for all children, its implementation continues to face numerous obstacles, including socioeconomic disparities, cultural constraints, political interference, and governance deficiencies. By examining these issues in depth, the study provides a comprehensive understanding of the multifaceted barriers that hinder effective delivery of UBE, thereby filling a gap in existing research, particularly at the subnational level. Second, the findings of this study hold valuable implications for policymakers, government agencies, and educational planners. By identifying the specific challenges and evaluating current interventions, the study offers evidence-based insights that can guide the design of targeted policies and programmes. Such recommendations will enable stakeholders to improve the efficiency, equity, and sustainability of

UBE initiatives, ensuring that educational resources are better allocated and that implementation aligns more closely with United Nations' standards, in order to achieve sustainable development. Furthermore, the study is beneficial to educators, school administrators, and community leaders who play critical roles in the daily operation of basic education systems. The insights presented will help them better understand the contextual factors affecting teaching and learning outcomes, enabling them to adopt more responsive strategies that foster inclusion, student retention, and academic achievement. Also, the study contributes to global discourse on educational development by providing locally grounded evidence that can inform international organisations, development partners, and NGOs working to close educational gaps in developing countries. It highlights the areas where collaborative interventions are most needed and demonstrates how strengthening UBE implementation can significantly reduce inequalities, enhance human capital development and promote the achievement of sustainable development. Ultimately, the study serves as a strategic resource for advancing educational reforms and ensuring that UBE fulfils its intended purpose of expanding access, improving quality, and supporting the achievement of sustainable development.

1.6 Scope of the Study

This research investigates Universal Basic Education (UBE) as a development for Nigeria's sustainability during the period of 2019 to 2024, using Oyo State as case study. The period 2019 to 2024 is specifically chosen because it represents a phase marked by major national educational policy reforms, evolving efforts toward achieving SDG 4, and the significant disruptions and recovery efforts surrounding the COVID-19 pandemic. These years provide recent, reliable, and relevant data for assessing the current realities of UBE implementation. Oyo State is selected as

the study area because it offers a representative educational environment, consisting of rural and urban settings as well as active UBE programmes.

This study examines UBE's deployment barriers while identifying societal and cultural issues along with political elements that affect educational results. A comprehensive evaluation of current Nigerian basic education improvement policies and strategies occurs through this research which compares these policies to worldwide optimal practices. The research assesses UBE goal, progress together with implementation gaps to deliver recommendations which strengthens the programme towards sustainable development targets. The research aims to support policies about Universal Basic Education by presenting knowledge that helps decision makers and education professionals find the best strategies for improving basic education services in Nigeria.

1.7 Limitation of the Study

This study adopts a predominantly quantitative methodology, complemented by selected qualitative insights to provide a broader understanding of Universal Basic Education (UBE) implementation. While this mixed-methods approach enhances analytical depth, certain limitations persist. The reliance on structured surveys and numerical data, although useful for identifying patterns and trends, may not fully capture the nuanced social, cultural, and political dynamics that influence educational outcomes. Similarly, the qualitative components, though insightful, are limited in scale and may not reflect the full diversity of stakeholder experiences across different regions.

Moreover, the heterogeneity of educational contexts—particularly in a country as socio-economically and culturally diverse as Nigeria—presents challenges to generalising the findings.

Variations in governance structures, community engagement, and regional disparities in resource distribution mean that results observed in one area may not be universally applicable. The study also encountered limitations in accessing uniform data across all thematic areas, especially concerning unpublished records or disaggregated statistics on marginalised groups.

Despite these constraints, the integration of both quantitative and qualitative elements offers a balanced perspective. The study contributes important insights that can inform education policy and programme design, while also identifying areas that warrant further, more granular investigation through longitudinal and comparative research.

1.8 Definition of Key Terms

- i. Universal Basic Education (UBE): Primary education as a programme of the government for children, where children are offered free education or education without charges up to a certain standard.
- ii. Sustainable Development: A sustainable development is one that proceeds to satisfy the per capita current generation undertaking needs, which will not harm the potentiality of the future generations in achieving their needs.
- iii. Socio-economic Factors: Sections that are associated with the economic environment and the society with influences to people and societies.
- iv. Policy Proposals: Suggestions of the new policies which one need to adopt or modifications of the existent policies that will enhance results.

Endnotes

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Chapter Two

Literature Review

This chapter reviews previous literature on the problems and prospects of implementing Universal Basic Education (UBE) for sustainable development. It incorporates a conceptual definition of the terms used, a theoretical analysis of the appropriate theories of education, an empirical analysis of some previous studies implemented on UBE, conceptual framework, and an evaluation of the literature that was reviewed.

2.1 Conceptual Review

2.1.1 Universal Basic Education (UBE)

UBE is an international principle that allows independent, free and compulsory quality basic education that is indeed mostly for primary and junior secondary education. Among the objectives of UBE are elimination of disparities in Education, promoting socio-economic justice and also providing Education for children, literate, numerate and ready to face life. In as much as UBE is fundamental in the development of the social and economic engineering folks as they aspire to transform everyone into a productive citizen. Based on this, UBE is important in the erase of social barriers because it legitimates all kids from needy families to have a similar opportunity to attend school and access membership in civil society¹. SDG 4 urges budgets for education to make them inclusive and equitable, and ensure that people of all ages learn throughout their lifespan by 2030. Consequently, UBE is a direct response to this outcome to

which the recognition of quality education for everyone as a basic right and a guarantee of sustainability. That is; attainment of the SDGs through UBE not only addresses the concerns of the third SDG, that is, elimination of inequalities in education, but it also enshrines in the people the culture of learning and adaptation for life to fitted in the complex world that is ever changing for the unknown future². Education of sustainable development should also foster obtainments of learning that will prepare students as critical beings so that they will be in a position to appreciate as well as steward the environment, and treat their fellow human beings in responsible ways³.

UBE is an abbreviation which means Universal Basic Education, a policy that has been greatly needed since its objective is to tackle free education and compulsory education first level including early childhood, primary and lower secondary education. UBE which was launched in 2014 according to the Nigerian government intends to offer education to every the child without considering his or her background, gender, where they live or come from. Through its inclusiveness, UBE is a means of promoting socio-economic and development objectives, meeting the basic human needs and breaking prejudices and poverty legacy.

2.1.1.1 Key Components and Objectives of UBE

The UBE programme aims to:

1. Enhance Accessibility: UBE eradicates these factors and ensures all children regardless of their school fees, geographical location or social status to access education. This is very important especially in the Third World Countries where other environmental

factors keep children away from school. The goal is to turn it into a universal right instead of a privilege.

2. **Promote Literacy and Numeracy:** From these objectives, it will be discerned that they seek to establish basic competencies in reading, writing, and mathematics – competencies that UBE desires students to acquire at their tender age. These skills provide the knowledge base for future learning with children being able to further their education to university, be trained on a certain vocation or get well-paying jobs. Those who are literate and numerate, not only improve themselves but help the nation to experience increased productivity.
3. **Foster Holistic Development:** UBE curricular models deviate from those consisting only of literacy as well as arithmetic; moreover, there are social, emotional, and moral elements to UBE. This approach of producing student holistically enable the students to develop critical and creative thinking, problem solving skills as well as the right attitude that culminates to responsible citizen of the society.
4. **Encourage Lifelong Learning:** UBE is the first step towards development of continuing education culture. UBE aims at providing an overall quality education to its students with an aim of preparing the learners to acquire relevant knowledge and be in a position to continue learning when faced with ever changing challenges in the future.
5. **Reduce Inequality:** One of the main social justice priorities with which UBE is associated is the attempt to eliminate the educational split. Since it targets vulnerable customers, including kids from rural areas and customers from low household income status, the UBE serves to close gaps and make sure that all children are given a fair chance in life.

2.1.1.2 UBE's Role in Sustainable Development

It is quite relevant to the Sustainable Development Goals as it mainly corresponds to the goals of the 4th SDG, which means to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. Education supports other SDGs as non-form attendant assists individual in aspiring for health, economic, environmental and social improvement.

UBE, therefore, acts as a foundation for development by training students in areas such as poverty, inequalities and degradation of the natural environment³.

In its capacity as a provider for human capital development, therefore, UBE is beneficial for the economic growth of a nation. Education raises quantity and quality, making people more productive, hire able and paid, and, thus, making poverty rates and economic vulnerability shrink. Education researcher confirm that each year of schooling raises the income level of the school leaver by an average of 1.0%, making UBE an important weapon in combating poverty and stimulate sustainable economic growth⁴. UBE also plays a role of endearing communities socially as well as enhancing the civic responsibility among them. Education makes people aware of the social and environmental problems of the society to enable them play a useful role. Education initiatives which originate from community under UBE enhances the human interaction leading to general enhanced social capital and thus enhances social capital thereby improves the society⁵.

UBE has the potential of eliminating gender disparity since it seeks to give every child regardless of his or her gender a chance to schooling. Education for girls opens doors to literacy, skills that prepare them for a job market and get them out of early marriage hence improving on them and their family's health status. Education brings change in the economic, political, as well social

productivity in Women, in effect reducing gender disparity that has been rife in many societies for years⁶.

2.1.2 Sustainable Development and Role of Education

As with the Brundtland Report (1987) defining sustainable development as that kind of development which ensures the sustainable satisfaction of human needs in present and the perpetuation of this satisfaction into the future, it still forms the heart of educational reform today. This concept is based on the idea of sustainable development or the three Ds, development, durability, and distribution⁷. Education is considered as the pillar of sustainable development because it informs, enhances people's awareness, and admonishes them to live a sustainable life⁸. UBE echoes the tenets, values and principles of sustainable development by promoting capacities for critical thinking and problem-solving as the essentials to face future generations' challenges. There is the need for the integrationist curriculum approach for education and subjects that could enable young children to learn about matters concerning climate change, resulting from resource management, unfair socio-political systems, among others, in a bid to build well-equipped participants of the sustainable development⁹. The integration of sustainability within teaching-learning activities in UBE also benefits children since it educates young children on sustainable development before they join mainstream school¹⁰.

Sustainable development means using concepts that help create economic, ecological and social capital for the future and for everyone in the society. In the contemporary world that is characterized by increased temptation to advance industrialization, environmental pollution and social injustices sustainable development is more crucial. It based on solutions, decisions and joint commitment and stewardship of current and future generations for maintaining and developing the physical and social assets. Education was found important in enhancing sustainable development, as a vehicle that empowers people and also as an agent of change in society. According to UNESCO, education is recognized as “the pathway to sustainable development” given that it equip people to address for sustainable development challenges in the broadest sense, individually and collectively¹¹. Hence education is viewed as a transition mechanism that brings about the changes in the human behaviour that are needed for supporting sustainable development.

Education supports directly the economic sustainability through the development of a competent human resource. Competent education system prepares people as per their capabilities to work, to create, to compete in a global economy. Sustainable economic development also entails having a human capital that is capable of addressing the multifaceted modern world challenge and which is in a position to cope with the changes that come with advance technology and globalization, the environment¹². Education in this context assists in producing solutions to problems which in turn contribute to economic development that is sustainable thus decreasing poverty levels¹³. In addition, specifically educational institutions can equally foster economic sustainability, through inclusive programs that train learners on establishment of green ventures, application of circular economy and innovations on sustainable inventions. Education systems can prepare those people who are to be future leaders and inspire them to engage into business

initiatives, develop successful business projects, as well as integrate the principles of economic growth with the concerns of the environmental capacity.

The global risk environment shows that education is one of the most effective ways of driving the degree of concern towards environmental issues as well as the proper management of the environment as a resource. Environmental literacy or putting Environmental education into context with school curricula allows students to learn about ecological issues such as climate change, loss of species or pollutions among others¹⁴.

Through studying ecosystems, conservation, and resources management the students are knowledgeable citizens more likely to engage in pro environmental practices and champion good policies. Teaching that focuses on environmental concern allows students to reflect on the existing connection between humans and the environment and career choices that may deprave Earth. For example, teaching strategies like outdoor learning or community gardening and field trips teach the student directly from experience giving an understanding of sustainable use of resources. Practical student engagement activities allow students establish practical relationships between theories to practice, thus enhancing the comprehensibility and practicability of environmental sustainability¹⁵.

Continuity also engulfs social sustainability that entails equitable, fair and cohesiveness in the society. First of all, education enhances social sustainability as it ensures development of understanding and appreciation of social equity, fair treatment and tolerance to human variation. Education that is quality provides ones from all over the society an equal facet to attain their full capacity and on the other hand assist the minority in society and bridge the social-economic divides. This paper argues that knowledge that is accessible to all is a necessary component of

development towards an equitable and thus a just society that enables all persons to participate in sustainable development¹⁶. As well, education for social sustainability focuses on preservation of gender, equal rights, as well as spirits of togetherness of the people. For instance, gender sensitive education policies facilitate the diminishing of the education's gender gap and enabling woman and girl to contribute in the society and the economy. Education is intertwined with gender equity impacts on sustainable development because access provides trickle-down effect on poverty and health¹⁷.

To this effect, ESD deals with complex issues of sustainability with the element of interdisciplinary being a core component. Problems of sustainable development relate to different research fields, and relate to such disciplines as environmental science, economics, and sociology. Thus, largely, to ensure that the students are equipped with knowledge adequate in managing these intersections, the educational institutions require to implement a curriculum that is inter-disciplinary in its coverage. For instance, when one integrates environmental science with the social studies unit, one can learn ways in which certain human behaviours affect the surrounding environment and how the policy agenda of a given country may support or hinder ecological health¹⁸. Another way, which is very effective, is the common approaches as project approach, and other involving methods – learning through participation, which also helps to observe the knowledgeable approach and the sense of responsibility towards the sustainable exercises. As for proponent's argument, they contended that, participatory approaches in ESD promote students' engagement in actual projects so they apply what they figure out into the specific problem solving of the community. Not only does this effective, learner-centered approach improve critical thinking but also increases students' resolve to act on their course-created plans for sustainable living and their communities¹⁹.

Education for sustainable development also has in view development of global citizenship. The general learning about the world involves understanding that national and personal actions can have an impact on the global system of relations. This understanding is critical for SD as it makes men think of their effects on global economy or ecology before they act. By participating in GCE, students are exposed to such concepts as cultural, social, and national-cultural diversity, global justice and ethical responsibility as well as other aspects necessary for encouraging people to live sustainably and supporting global solidarity²⁰. Students who are trained to think internationally being responsible for the whole world will be binder to practice conservationist attitudes which consider the effects of their actions on other individuals and generations to come. Sustainable living refers to the responsible use of resources in day to day activities and fighting for justice in the natural world. Promotional activities that promote tolerance for education and critical thinking are crucial practical steps that ensure lasting change in personal attitudes toward sustainable development, as these activities provide instructions in the improvement of behaviour, aiming at reducing adverse impacts for testing individual and social accountability.

As education is central to sustainable development, there are challenges of implementing ESD for Everyone. There is always inadequate and skewed distribution of resources, unavailability of qualified teachers and constraint on culture and tradition in cases of implementing development-centered curricula especially in developing countries. Also, students cannot contribute to the digital learning activities which promote sustainability due to limited access to digital technologies. To address such issues, catalytic investments, enabling policies and partnerships between and among governments, NGOs and the communities are essential²¹. In conclusion, education is crucial to the development as it plays a vital role of empowering people with knowledge skills and attitude towards taking helpful decisions for development... In its way,

economic, environmental, and social, education offers a great strategy to approach the global-challenges. By integrating sustainability into educational systems and addressing challenges to accessibility and equity, societies can better prepare future generations to advance sustainable practices and contribute to a balanced and resilient world.

2.1.3 Integrating Sustainability into Education Curricula

Integrating sustainability into educational curricula is essential to equip students with the knowledge, skills, and values necessary for addressing global challenges related to environmental, social, and economic sustainability. This approach aligns educational systems with the needs of sustainable development, fostering a generation of citizens prepared to make informed decisions for a sustainable future. As global challenges intensify, from climate change to resource scarcity, integrating sustainability into curricula prepares students not only to understand these issues but also to engage with them actively and responsibly.

To effectively align UBE with sustainable development, education systems must integrate sustainability into their curricula. Some studies suggest that curriculum reform should include interdisciplinary topics that promote environmental literacy, social equity, and economic resilience²². These themes help students understand their role in fostering sustainable practices, from conserving resources to advocating for social equity. The benefits of interdisciplinary studies in early education, such as environmental science and social responsibility, are widely recognized, as they help children connect academic knowledge to real-world applications²³. Curriculum reform aimed at fostering sustainability in UBE should focus not only on content but also on teaching methods that engage students through experiential and community-based learning. This hands-on approach promotes critical thinking by encouraging students to solve

problems in real-life scenarios, fostering both practical skills and a deeper understanding of sustainable practices. Participatory learning models, such as project-based and community-engaged learning, are crucial for equipping students with skills to address complex global issues in creative and context-specific ways²⁴.

2.1.3.1 Conceptual Foundations of Sustainability Education

Sustainability education, often referred to as Education for Sustainable Development (ESD), is a transformative learning approach that emphasizes the interdependence of environmental, economic, and social systems²⁵. It recognizes that these three pillars of sustainability are deeply interconnected and that addressing one without considering the others can lead to incomplete or even counterproductive solutions. ESD seeks not only to inform but also to empower learners, equipping them with the knowledge, skills, values, and attitudes necessary to engage critically and constructively with global challenges such as climate change, poverty, inequality, biodiversity loss, and unsustainable resource use²⁵. It advocates for curricula that reflect the interconnectedness of global issues, emphasising holistic, interdisciplinary learning that combines traditional subjects with new, sustainability-focused topics such as climate science, ecological conservation, and social justice.

Education for Sustainable Development (ESD) is inherently interdisciplinary, reflecting the interconnected and multifaceted nature of sustainability challenges facing the world today. Unlike traditional educational approaches that often compartmentalize knowledge into distinct subject areas, ESD calls for a more holistic model of learning. This approach encourages the integration of multiple disciplines to enable students to develop a more comprehensive understanding of the complex issues shaping our world. This interdisciplinary emphasis is

strongly supported in the literature, which notes that sustainability education must break down traditional subject boundaries to effectively prepare learners for the real-world problems they will encounter²⁶. These issues, ranging from environmental degradation to social inequality, are deeply intertwined and cannot be fully understood, let alone addressed, through the lens of a single discipline. As such, educators are urged to adopt curriculum designs that foster cross-disciplinary thinking, where insights from diverse fields such as ecology, ethics, sociology, economics, and political science are synthesized into a unified learning experience²⁶.

For instance, climate change, one of the most pressing sustainability challenges of our time, exemplifies the need for such an approach. Understanding climate change requires more than just knowledge of environmental science; it also demands comprehension of economic trade-offs, political decision-making, technological innovation, and social behaviour. Environmental science provides insights into the causes and impacts of rising global temperatures, but without understanding the economic costs of mitigation, or the social and political implications of climate policies, students cannot grasp the full scope of the issue. Therefore, curriculum models need to be reimagined to support integrative learning experiences. This means shifting away from rigid subject silos and moving towards project-based, thematic, or problem-solving pedagogies that draw from multiple knowledge areas. In such a model, students might explore a single issue, like deforestation, through the lenses of biology (ecosystem impacts), geography (spatial distribution), economics (cost-benefit analysis of land use), and civic education (legislative frameworks and advocacy strategies)²⁶.

Furthermore, interdisciplinary ESD does more than just enhance content knowledge; it fosters critical thinking, systems analysis, and collaborative problem-solving skills, all of which are

essential for nurturing active, responsible global citizens. It also mirrors the way sustainability problems are tackled in the real world, where teams of scientists, economists, policymakers, and community stakeholders must work together across disciplinary boundaries to devise effective and equitable solutions. In conclusion, embracing the interdisciplinary essence of ESD is not merely a pedagogical preference, but a necessity for meaningful and transformative education in the 21st century. Without such integration, students are likely to develop fragmented understandings of sustainability challenges, which limits their capacity to engage with these issues constructively and innovatively.

2.1.3.2. Key Components of a Sustainability-Oriented Curriculum

A curriculum that integrates sustainability focuses on multiple dimensions:

- **Environmental Literacy:** This involves teaching students about ecosystems, resource management, and the impact of human activities on the planet. Studies suggest that environmental literacy in early education fosters ecological awareness, encouraging students to adopt sustainable practices and reduce their ecological footprint²⁷.
- **Social Responsibility and Equity:** Sustainability education also incorporates discussions on social equity and justice, emphasising the ethical dimensions of sustainability.

As argue, students should be aware of social inequalities and understand their responsibility to contribute positively to their communities²⁸. Addressing these issues within the curriculum helps develop a more equitable society and fosters a commitment to social justice.

- **Economic Sustainability:** Teaching economic sustainability involves educating students about sustainable business practices, resource conservation, and the importance of balancing economic growth with environmental and social considerations. This aspect

prepares students for future roles in sustainable industries and encourages responsible consumer behaviour.

- **Systems Thinking:** A systems approach to sustainability helps students understand the complexity of sustainability challenges. Systems thinking enables students to recognize the interconnectedness of environmental, social, and economic factors, fostering a holistic perspective that is crucial for sustainable decision-making²⁹.

2.1.3.3. Teaching Methods for Sustainability Education

Beyond curriculum content, the teaching methodologies used in sustainability education are critical. Traditional lecture-based approaches often fall short of engaging students in meaningful ways that promote critical thinking and problem-solving. Effective sustainability education involves hands-on, experiential learning, encouraging students to engage directly with their environments and communities.

- **Experiential Learning:** Experiential learning, where students learn through hands-on activities and real-world projects, is a key method in sustainability education. Projects such as community gardening, recycling initiatives, and energy audits help students understand sustainability concepts in practice. Participatory learning models foster critical thinking and creative problem-solving skills by allowing students to engage with sustainability issues in their local contexts³⁰.
- **Project-Based Learning (PBL):** PBL encourages students to work on sustainability-focused projects that require collaboration, research, and critical thinking. For instance,

students may work on projects related to water conservation, waste management, or energy efficiency, which are designed to connect classroom learning with real-world applications. Research found that PBL enhances students' engagement and retention of sustainability knowledge, as they can see the immediate impacts of their efforts³¹.

- **Community Engagement and Service Learning:** Involving students in community-based projects helps bridge the gap between theoretical learning and practical application. When students participate in service learning, such as local clean-up events or educational outreach, they develop a sense of responsibility toward their communities and an understanding of sustainability's social dimensions³².

2.1.3.4. Challenges in Implementing Sustainability Curricula

Integrating sustainability into education curricula faces several challenges, particularly in resource-constrained environments. Schools in developing countries often lack the funding, materials, and trained teachers needed to deliver sustainability education effectively. There is need for international support and policy reform to provide schools with the resources required to develop and implement sustainability-focused curricula³³.

Additionally, teacher training is crucial. Many educators lack the expertise to teach sustainability topics effectively, often due to limited access to professional development in sustainability education. Educational authorities should prioritize sustainability training programs for teachers, ensuring that they are well-equipped to deliver interdisciplinary and interactive sustainability education³⁴.

2.1.3.5 Challenges to Implementing Universal Basic Education (UBE) for Sustainable Development

Implementing Universal Basic Education (UBE) within a sustainable development framework is essential yet challenging, especially in developing countries. UBE aims to provide inclusive, equitable, and quality education. However, achieving these goals faces numerous obstacles, such as financial constraints, infrastructure limitations, teacher shortages, cultural biases, and technology gaps. Tackling these issues is vital for UBE to support Sustainable Development Goal (SDG) 4, which emphasizes inclusive and quality education for all.

Resource Constraints

A primary challenge in implementing UBE is limited funding. In many developing countries, education budgets are insufficient to cover the needs of a universal education system, resulting in limited facilities, insufficient learning materials, and teacher shortages. For instance, inadequate funding contributes to overcrowded classrooms and limited resources, which hinder effective teaching and learning outcomes³⁵. Financial constraints were further strained during the COVID-19 pandemic, when resources were diverted to emergency responses, highlighting the vulnerability of education financing³⁶. Public-private partnerships and international aid are potential solutions to the financial limitations. Partnerships with NGOs and private sector contributions have been critical in supplementing government funding in resource-limited settings, especially for building and maintaining school facilities³⁷. Expanding these partnerships and improving financial governance could alleviate some funding challenges, making UBE more feasible across socioeconomically diverse regions.

Inadequate Infrastructure

In many rural and underserved areas, schools lack basic facilities such as classrooms, sanitation, electricity, and clean water. This inadequate infrastructure is a significant deterrent to consistent school attendance, particularly among girls, who may face additional challenges related to hygiene and safety. Access to basic amenities in schools increases retention rates and creates a safer, more conducive learning environment³⁸. Infrastructure limitations also impact the integration of digital learning tools, which are increasingly essential for modern education. To meet SDG 4 goals, governments should prioritize investing in both traditional infrastructure and digital access to improve educational outcomes³⁹. Adequate classrooms, electricity, and internet access are vital components of a robust educational environment that can promote sustainable development principles.

Teacher Shortages and Lack of Professional Development

A shortage of qualified teachers and inadequate professional development opportunities are major barriers to delivering quality UBE. Many developing countries face challenges in recruiting and retaining teachers, particularly in rural areas, where salaries and living conditions may be less favourable. Teacher quality directly affects students' academic success, and when there are few qualified teachers, learning outcomes suffer.

Teacher training programs should include content on sustainable development to align classroom instruction with SDG targets. Furthermore, increasing teacher incentives in underserved areas is essential for maintaining a consistent workforce. Professional development programs that

incorporate sustainability, critical thinking, and problem-solving skills can also empower teachers to implement an effective, sustainable curriculum that resonates with UBE's goals⁴⁰.

Cultural and Gender-Based Barriers

Cultural norms and gender biases remain significant obstacles to educational access, particularly for girls in some developing countries. In communities where early marriage, gender discrimination, and child labour are prevalent, educational opportunities for girls are often limited. Despite progressive policies, gender disparities persist in education due to cultural expectations that prioritize boys' education over girls'⁴¹.

To counteract these biases, policies need to be culturally sensitive and gender-responsive. Gender-focused interventions have shown that local community engagement can help shift societal views about gender roles in education⁴². Community education and advocacy are critical for raising awareness about the benefits of educating girls, which ultimately contributes to sustainable development by fostering an educated, equitable workforce.

Digital Divide and Limited Access to Technology

As digital learning becomes more central to education, the digital divide the gap between those with access to technology and those without has become a prominent barrier. Many students, particularly in rural areas, lack access to digital devices, stable internet, or electricity, which limits their participation in increasingly digitalized education systems. During the pandemic, students without digital access were disproportionately affected, underscoring the importance of equitable technology access⁴³. To bridge this gap, it was suggested that governments invest in digital infrastructure as part of their UBE strategies⁴⁴. Providing affordable internet and digital

devices, especially in underserved areas, can support a more inclusive education model. Digital literacy programs for students and teachers are also essential, as these skills are increasingly required for workforce readiness in a globalized economy.

Policy Inconsistencies and Weak Governance

Policy inconsistencies and governance issues often hinder the successful implementation of UBE. Weak governance can lead to misallocation of resources, lack of transparency, and inefficient program management. Without a strong governance framework, UBE initiatives are less likely to be effective or sustainable, as funds and resources may not reach their intended targets⁴⁵. To improve governance, transparent monitoring and evaluation systems are essential. Involving local communities in the planning and oversight of UBE programs, as seen in successful case studies from East Africa, has also proven beneficial. Collaborative governance that includes stakeholders at various levels enhances accountability, fosters community support, and improves the likelihood of successful programme implementation⁴⁶.

Political Instability and Insecurity

Political instability and security issues are substantial challenges to UBE in certain regions. Conflict, social unrest, and violence disrupt education systems, making it difficult for students to attend school consistently and for educational facilities to function. For example, conflicts in parts of Sub-Saharan Africa have led to school closures, displacement of students and teachers, and destruction of educational infrastructure⁴⁷. In response to these challenges, international organisations such as UNICEF and UNESCO are working to establish safe learning environments, even in conflict zones. The importance of conflict-sensitive education policies,

involves building safe classrooms, providing trauma-informed support, and creating emergency education plans for conflict-affected areas⁴⁷. Ensuring that UBE remains accessible during crises is essential to prevent educational setbacks and to promote resilience within these communities.

2.1.3.6 The Role of Policy and Partnerships in Advancing Sustainability Education

Government policies play an essential role in promoting sustainability curricula. Education policies that mandate sustainability topics in school curricula ensure that all students have exposure to sustainability concepts, regardless of geographic location or socio-economic background. Policy frameworks should encourage schools to integrate sustainability into existing subjects, such as science and social studies, and to provide the resources necessary for hands-on projects and experiential learning. Partnerships with non-governmental organisations (NGOs) and the private sector are also valuable in supporting schools' sustainability initiatives. For example, companies involved in renewable energy, recycling, or conservation can provide funding, expertise, and resources that schools may otherwise lack. Cross-sector partnerships can enhance curriculum content and provide students with insights into sustainability careers, helping them see the relevance of their studies to real-world industries⁴⁸.

2.1.3.7 Impacts of Sustainability Integration on Students and Society

The integration of sustainability into education has profound impacts on both students and society at large. Students gain practical skills and develop a sense of stewardship, preparing them to become responsible, environmentally-conscious citizens. By fostering values of conservation and social equity, sustainability education promotes a culture of responsibility that can influence future generations. At a broader level, sustainability education contributes to societal resilience.

As students carry their knowledge into adulthood, they are more likely to advocate for and implement sustainable practices in their communities and workplaces. It's been suggested that educating the next generation on sustainability is essential to achieving the Sustainable Development Goals, as these students will be tomorrow's leaders and decision-makers, charged with addressing global challenges and promoting sustainable development⁴⁹.

In conclusion, integrating sustainability into educational curricula is not only beneficial but essential for preparing students to address the complex challenges of our time. By fostering environmental awareness, social responsibility, and systems thinking, sustainability education creates a foundation for a more resilient and equitable world. While challenges remain, continued efforts in policy reform, teacher training, and community partnerships can support the successful integration of sustainability in education, equipping future generations to contribute meaningfully to a sustainable future.

2.1.4 Community and Stakeholder Engagement in Universal Basic Education (UBE)

Community involvement and stakeholder partnerships are integral to the effective implementation of UBE. Successful UBE programs often involve partnerships with local communities, governments, and non-governmental organisations (NGOs), which can provide additional resources and culturally relevant support for education initiatives. NGOs and local organisations play a crucial role in mobilizing resources, advocating for policy change, and supporting UBE efforts in remote and underserved communities⁵⁰. Stakeholder collaboration also ensures that education initiatives are context-sensitive, fostering community ownership and increasing the likelihood of long-term success⁵¹.

Community participation enhances the effectiveness and sustainability of UBE programs by fostering local ownership and ensuring that interventions align with cultural and socioeconomic realities. Engaging communities ensures that educational initiatives resonate with the unique needs and priorities of the target population, such as language preferences, cultural practices, and resource availability⁵¹. This alignment is especially critical in rural and underserved areas, where educational access and quality often lag.

Community involvement in education is widely recognised as a crucial driver for enhancing the quality, accessibility, and equity of schooling, especially in contexts where formal systems face challenges. Several key benefits underscore the value of engaging local communities in educational processes:

1. **Increased Access:** Community advocacy plays a pivotal role in increasing enrolment and attendance rates, particularly in regions where children face significant socio-economic or cultural barriers to education. Local leaders, parents, and grassroots organisations can raise awareness about the importance of schooling and encourage families to prioritise education. For example, in some communities, traditional beliefs or economic hardships may discourage sending children, especially girls, to school. Through targeted campaigns, home visits, and community meetings, advocates can dispel myths, address fears, and highlight the long-term benefits of education. This mobilisation often results in increased enrolment, retention, and reduced dropout rates, helping bridge the gap for children who might otherwise be excluded.
2. **Enhanced Accountability:** Communities serve as essential watchdogs that hold governments and educational authorities accountable for their commitments. When local

residents are actively engaged, they monitor whether promised resources—such as new school buildings, textbooks, or qualified teachers—are delivered and used appropriately. This oversight helps curb corruption, ensures transparency in fund utilisation, and pushes for timely fulfilment of education projects. For instance, parent-teacher associations and community education committees can demand regular updates, participate in budgeting processes, and report irregularities, thereby fostering a culture of accountability that supports the effective implementation of education policies.

3. **Improved Infrastructure:** Resource limitations often hinder educational quality, particularly in rural or marginalised areas. Here, community-driven initiatives can fill critical gaps by pooling local resources, skills, and labour to improve school infrastructure. Fundraising efforts organised by parents or community groups help procure necessary materials or finance construction projects, while volunteers may assist with maintenance and repairs of classrooms, sanitation facilities, or playgrounds. Such engagement not only supplements government efforts but also promotes a sense of ownership and pride among community members. This collective responsibility strengthens the sustainability of infrastructure improvements, creating safer and more conducive learning environments for children.
4. **Gender Equity:** Addressing gender disparities in education requires culturally sensitive approaches that resonate within local contexts. Community groups, including women's associations and youth clubs, are often at the forefront of challenging harmful social norms and advocating for girls' education. They work to eliminate barriers such as early marriage, gender-based violence, and discriminatory attitudes that restrict girls' access to schooling. By promoting gender-sensitive policies and practices—like safe school

environments, flexible school hours, and provision of sanitary facilities—local actors contribute to creating inclusive spaces where girls can learn and thrive. Their advocacy also influences families and community leaders, gradually shifting cultural perceptions towards valuing education equally for boys and girls.

Community involvement is indispensable for advancing education goals. By increasing access, ensuring accountability, improving infrastructure, and promoting gender equity, communities become active partners in the educational process. Their engagement enhances the responsiveness and effectiveness of education systems, particularly in challenging contexts, making schooling more inclusive, equitable, and sustainable.

2.1.4.1 Stakeholder Partnerships

Non-Governmental Organisations (NGOs): NGOs are instrumental in bridging gaps left by governmental limitations, especially in funding and expertise. They often implement targeted programs that address specific challenges in UBE, such as teacher training, provision of learning materials, and supporting vulnerable groups like orphans and displaced children. For example, organisations like UNICEF have provided technical and financial support to UBE programs globally, focusing on innovative strategies to reach marginalized communities⁵².

Private Sector Engagement: The private sector contributes through public-private partnerships (PPPs) that leverage financial and technical resources for infrastructure development, digital

learning tools, and capacity building. Private entities often bring innovation to UBE initiatives, such as using technology to enhance access and learning outcomes, especially in remote areas⁵³.

Local Government Involvement: Local governments play a crucial role in facilitating community participation and implementing UBE programs. They ensure that policies are adapted to local contexts, allocate resources efficiently, and monitor program outcomes. Decentralization of educational governance increases efficiency by allowing communities to influence decision-making processes ⁵⁴.

International Development Partners: Global stakeholders, including organisations like UNESCO, World Bank, and bilateral donors, provide essential funding and policy guidance for UBE. They also facilitate knowledge-sharing platforms that enable governments to adopt best practices tailored to their contexts.

2.1.4.2 Challenges in Community and Stakeholder Engagement

Despite its importance, engaging communities and stakeholders in UBE faces significant challenges:

1. **Resource Constraints:** Limited funding often restricts community-led initiatives or hinders local governments from fully supporting educational programs.
2. **Lack of Awareness:** Communities may lack sufficient understanding of the benefits of UBE or their potential roles in its implementation.

3. Fragmentation: Lack of coordination among stakeholders, including NGOs, private sectors, and governments, can lead to duplicated efforts or gaps in service delivery.
4. Cultural Barriers: Deep-seated cultural beliefs may impede participation, particularly in advocating for girls' education or inclusive education for children with disabilities.

2.1.4.3 Strategies for Effective Engagement

To address these challenges, the following strategies can strengthen community and stakeholder involvement in UBE:

1. Capacity Building: Providing training to community leaders, teachers, and local administrators to enhance their roles in UBE delivery.
2. Incentives for Participation: Offering scholarships, school feeding programs, or conditional cash transfers to encourage enrolment and retention, especially in low-income communities.
3. Collaborative Frameworks: Establishing multi-stakeholder platforms to coordinate efforts and share resources among various actors.
4. Policy Support: Enacting laws that institutionalize community participation in educational planning and implementation.

2.1.5 UBE as a Catalyst for Economic and Social Resilience

Universal Basic Education is not only fundamental to individual growth but also serves as a driver of economic resilience and social stability. Educated individuals contribute to a skilled workforce, which is essential for national economic growth and the alleviation of poverty. Education increases an individual's employability, income potential, and capacity to contribute

positively to society.⁵⁴ Moreover, sustainable development relies on human capital to foster economic growth and innovation, underscoring UBE's role in shaping a workforce capable of addressing complex challenges and sustaining long-term economic stability⁵⁵. Universal Basic Education (UBE) is a powerful tool for fostering economic stability and social resilience in societies. By providing equitable access to foundational education, UBE empowers individuals with the skills necessary for personal development, societal participation, and economic productivity. These attributes are essential for communities to adapt to and recover from economic, social, and environmental shocks, thus contributing to sustainable development.

2.1.5.1 Economic Resilience through Education

1. **Workforce Development and Productivity:** Education is fundamental in building a skilled and adaptable workforce. Basic education equips individuals with foundational skills such as literacy, numeracy, and critical thinking, which are necessary for participation in a modern economy. Access to quality basic education increases employability, boosts earning potential, and enhances workforce productivity, which are essential components of economic resilience. Educated individuals are better prepared to transition into skilled labour markets, contributing to economic diversification and growth⁵⁶.
2. **Poverty Alleviation:** UBE plays a crucial role in breaking cycles of poverty. It provides individuals with the knowledge and skills to access better job opportunities and entrepreneurial ventures. Education leads to increased income levels and improved living standards, reducing poverty's grip on families and communities⁵⁷. Additionally, educated populations are more likely to invest in their children's education, creating a virtuous cycle that perpetuates economic stability and growth.

3. **Innovation and Economic Diversification:** Basic education fosters creativity and problem-solving skills, which are critical for innovation and economic diversification. A robust education system ensures that individuals have the intellectual tools to adapt to technological advancements and develop new industries. For example, in emerging economies, basic education supports entrepreneurial activities that contribute to informal and formal sectors, providing a buffer against economic shocks such as job losses in traditional industries.
4. **Investment in Human Capital:** Countries that prioritize UBE experience a higher return on investment in human capital. Argues that education enhances the capabilities of a population, leading to improved health, reduced crime rates, and increased economic participation⁵⁸. These outcomes reduce the economic burden on public systems, freeing resources for infrastructure and social programs that strengthen national resilience.

2.1.5.2 Social Resilience through Education

1. **Community Cohesion and Stability:** UBE fosters social cohesion by promoting shared values, mutual respect, and understanding among diverse groups. It provides a common platform for children of varying socioeconomic backgrounds to interact and learn together, reducing prejudices and fostering inclusivity. Education contributes to reducing social tensions and conflicts, thereby creating more stable communities⁵⁹.

2. **Empowering Marginalized Groups:** Access to basic education is a powerful equalizer that enables marginalized groups, including women, minorities, and rural populations, to participate fully in society. Gender-responsive educational policies, as advocated empowers girls and women, enhancing their roles in decision-making processes at home, in communities, and in governance⁶⁰. Educated women, for example, are more likely to advocate for their rights and those of their families, leading to greater social equity and resilience.
3. **Health and Well-Being:** Basic education significantly impacts public health outcomes by equipping individuals with knowledge about hygiene, nutrition, and disease prevention. Educated populations are more likely to adopt healthier behaviours and access healthcare services. Education reduces child mortality rates, improves maternal health, and enhances life expectancy, which are critical components of social resilience⁶¹.
4. **Social Mobility and Equity:** UBE provides pathways for upward social mobility by reducing barriers to education for disadvantaged populations. By addressing systemic inequities, education levels the playing field and promotes equal opportunities for all. This creates a society where individuals can rise based on merit, reducing disparities and enhancing social harmony.
5. **Adaptation to Global Challenges:** Education prepares individuals to respond effectively to global challenges, such as climate change, pandemics, and economic crises. A population equipped with basic education is better positioned to understand risks, engage in mitigation strategies, and recover from adverse events. During the COVID-19 pandemic, for instance, populations with higher education levels adapted more effectively to disruptions, leveraging technology for remote work and learning⁶².

2.1.5.3 UBE as a Pillar for Sustainable Development

The link between UBE and sustainable development lies in its ability to address the interconnected dimensions of economic, social, and environmental resilience. UBE contributes to creating informed citizens who can make sustainable choices, advocate for equitable policies, and participate in governance processes. As emphasized, an educated society is a critical asset for achieving the SDGs, as it fosters innovation, social equity, and environmental stewardship.⁶³ Universal Basic Education serves as a cornerstone for economic and social resilience by equipping individuals with essential skills, fostering community cohesion, and driving innovation. By addressing systemic inequalities and preparing populations for future challenges, UBE acts as a catalyst for sustainable development. Its role in promoting equity, adaptability, and resourcefulness underscores its transformative potential in building resilient societies capable of thriving in the face of adversity. As aptly put it, "Education is not merely preparation for life, it is life itself, the foundation upon which resilient and sustainable communities are built"⁶⁴.

2.2 Theoretical Framework

In examining the theoretical underpinnings of implementing Universal Basic Education (UBE) for sustainable development, two dominant theoretical frameworks are particularly relevant: Human Capital Theory and Social Justice Theory. Both frameworks provide a robust foundation

for understanding the role of education in fostering sustainable development, offering insights into the strategic design and implementation of UBE programs.

2.2.1 Human Capital Theory

The Human Capital Theory (HCT), popularized by economists such as Theodore Schultz and Gary Becker, views education as an investment in human resources, emphasising its role in enhancing the productivity, skills, and earning potential of individuals. When applied to Universal Basic Education (UBE), this theory underscores the critical role of education as a fundamental tool for national development and sustainable progress. Education is seen as a productive asset, akin to physical capital, with significant long-term returns. By equipping individuals with foundational skills, UBE enhances their potential to contribute to economic growth and innovation. For instance, basic literacy and numeracy skills empower individuals to engage in both formal and informal economic activities. Education extends its benefits to future generations by breaking the cycle of poverty. When children receive basic education, they are more likely to value education for their offspring, creating a virtuous cycle that supports societal development. HCT emphasizes the alignment of education with labour market needs. UBE provides the groundwork for future technical and vocational training, preparing individuals for employment in sectors critical to sustainable development, such as renewable energy, healthcare, and technology.

UBE is designed to provide children with the basic skills necessary to engage in the economy effectively. Skills in literacy, numeracy, and communication enable individuals to access employment opportunities and adapt to evolving labour market demands. Research highlights that countries with high literacy rates often experience higher GDP growth rates, illustrating the

link between UBE and economic prosperity⁶⁵. An educated populace is better equipped to drive innovation and productivity. UBE lays the foundation for creativity and critical thinking, essential for addressing complex challenges like climate change and economic inequality. Sustainable development hinges on a skilled and informed workforce capable of creating innovative solutions to emerging global problems⁶⁶.

The theory highlights the role of education in promoting gender equality. UBE reduces gender disparities by ensuring equal access to education for girls and boys, thereby empowering women to participate in the workforce and contribute to economic development. This is particularly important in Nigeria, where cultural and economic barriers often limit girls' access to education. Basic education has a direct impact on public health. Educated individuals are more likely to adopt healthy behaviours, access healthcare services, and make informed decisions about family planning. The World Bank emphasizes that investing in UBE leads to reduced maternal and child mortality rates, which aligns with the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being)⁶⁷.

Effective implementation of UBE requires substantial investment in infrastructure, teacher training, and educational materials. Developing countries like Nigeria often face budgetary constraints, limiting the reach and quality of UBE programmes. Socioeconomic and geographical disparities hinder the equitable distribution of UBE. Rural areas in Nigeria, for example, face challenges such as inadequate schools, a shortage of qualified teachers, and cultural practices that deprioritise education for certain groups, particularly girls. While UBE provides foundational skills, there is often disconnect between basic education and the technical or vocational skills required by the labour market. This mismatch reduces the immediate economic

impact of UBE and highlights the need for seamless transitions to higher levels of education or vocational training. Human Capital Theory situates education at the heart of sustainable development by linking it to economic growth, poverty reduction, and social equity. UBE serves as a foundational element in achieving these goals by equipping individuals with the skills and knowledge necessary to address pressing global challenges. Education not only enhances individual capabilities but also fosters a collective consciousness geared toward sustainability⁶⁸.

Human Capital Theory provides a compelling rationale for investing in UBE as a means of fostering sustainable development. By emphasising the economic, social, and health benefits of basic education, the theory underscores the transformative potential of UBE in creating a skilled, equitable, and resilient society. However, addressing the challenges of implementation requires innovative strategies that prioritise inclusivity, adaptability, and alignment with broader developmental goals. Through sustained commitment and strategic interventions, UBE can become a powerful driver of sustainable growth and human progress.

2.2.2 Social Justice Theory

Social Justice Theory is rooted in the principles of fairness, equity, and inclusion, emphasising the need to provide every individual with equal opportunities to thrive, regardless of their background or circumstances. Applied to education, it underscores the moral imperative to dismantle systemic barriers and promote access to quality education for all. Within the framework of Universal Basic Education (UBE) and sustainable development, Social Justice Theory becomes essential for addressing inequalities and fostering inclusive educational systems. Education has long been recognised as a fundamental right and a powerful tool for achieving social equity. Social Justice Theory posits that equitable access to education is not just a societal

obligation but also a critical mechanism for empowering marginalized populations. Education fosters individual agency and collective well-being, enabling disenfranchised groups to break free from cycles of poverty and exclusion⁶⁸.

Social Justice Theory advocates for the inclusion of historically marginalized groups in education systems. In Nigeria, for instance, children from rural areas, girls, children with disabilities, and those affected by conflict often face systemic barriers to accessing basic education. The UBE framework seeks to address these disparities by making education free and compulsory. However, despite legal provisions, enforcement remains inconsistent, particularly in underserved regions where socio-cultural practices and economic constraints limit school attendance. Gender inequality remains a significant challenge in education. UNESCO reports that in Nigeria, girls are less likely than boys to complete primary education, particularly in the northern states where cultural norms and early marriages restrict their educational opportunities. Social Justice Theory calls for targeted interventions, such as conditional cash transfers to families, community awareness programs, and the recruitment of female teachers as role models, to ensure girls' education is prioritized and supported⁶⁹. While access to education is critical, Social Justice Theory emphasizes that access alone is insufficient; the quality of education is equally important. A just education system must ensure that all children, regardless of their location or socioeconomic status, receive an education that equips them with the knowledge and skills needed to thrive in society.

Quality education depends on the availability of well-trained and motivated teachers. However, rural schools in Nigeria often struggle with unqualified teachers and high pupil-teacher ratios. Social Justice Theory advocates for equitable allocation of resources to train and deploy

qualified teachers to underserved areas. This includes providing incentives such as housing, transportation, and professional development opportunities to encourage teachers to work in rural or conflict-affected regions. A socially just education system also tailors its curriculum to reflect the diverse cultural and socioeconomic realities of its learners. In Nigeria, integrating local languages, histories, and traditions into the curriculum ensures that education resonates with students' lived experiences and fosters a sense of cultural pride. Additionally, the inclusion of sustainability-focused subjects prepares learners to address global challenges such as climate change and social justice issues. Social Justice Theory calls for teaching methods that are inclusive and responsive to the diverse needs of learners. This involves adopting pedagogical practices that accommodate children with disabilities, such as the use of assistive technologies, individualized learning plans, and teacher training in special education.

Equity in Resource Allocation

Equitable distribution of resources is central to Social Justice Theory. Inequities in funding and infrastructure often exacerbate educational disparities, leaving rural and disadvantaged schools without the necessary tools to deliver quality education. In Nigeria, urban schools are typically better funded and equipped than rural schools, creating a significant gap in learning outcomes. Social Justice Theory advocates for resource allocation based on need rather than population size. This means directing additional funding to schools in underprivileged areas to address deficiencies in infrastructure, teaching materials, and learning environments. Governments can leverage partnerships with private organisations and non-governmental organisations (NGOs) to provide resources such as libraries, laboratories, and ICT facilities to underserved schools. Such collaborations are instrumental in bridging the resource gap while ensuring sustainability.

Transparency in resource allocation is crucial for ensuring that funds reach the intended beneficiaries. Social Justice Theory promotes the establishment of monitoring mechanisms, such as community-based oversight committees, to track educational spending and hold policymakers accountable.

Cultural and Contextual Relevance

For Social Justice Theory to be effectively operationalized in UBE, cultural and contextual considerations must be integrated into educational policies and practices. In many communities, socio-cultural factors such as early marriage, child labour, and religious biases impede access to education, particularly for girls. Programs that engage community leaders and parents to challenge these norms are essential for promoting education as a universal right. The choice of language in education significantly impacts learning outcomes. Social Justice Theory supports the use of mother-tongue instruction in early education, as it enhances comprehension and academic performance. The Nigerian government's policy of teaching in indigenous languages during the early years of schooling aligns with this principle but requires consistent implementation. In regions affected by conflict, such as the North-East, education systems must adapt to the realities of displacement and insecurity. Establishing safe spaces for learning, providing psycho-social support, and integrating peace education into the curriculum are strategies that align with Social Justice Theory's emphasis on inclusivity and equity.

Education as a Driver of Social Transformation

Social Justice Theory extends beyond access and quality to view education as a transformative tool for achieving broader societal goals. By promoting equity, education can foster social cohesion, reduce poverty, and empower individuals to advocate for their rights.

Embedding civic education within UBE curricula helps students understand their rights and responsibilities as citizens, fostering a sense of agency and participation in governance. Access to quality education equips individuals with the skills to secure better livelihoods, thereby reducing intergenerational poverty. Social Justice Theory emphasizes that education must address not just academic outcomes but also life skills and employability. Education that prioritizes equity and inclusivity contributes to a more harmonious society by bridging divides based on ethnicity, religion, and socioeconomic status.

Social Justice Theory provides a comprehensive framework for understanding and addressing the inequalities in Nigeria's UBE system. By prioritizing accessibility, quality, and equity, this theory aligns with the broader goals of sustainable development. The application of Social Justice Theory ensures that UBE programs are not only inclusive but also transformative, equipping learners to contribute meaningfully to society while addressing systemic barriers to education. For Nigeria to achieve the dual goals of UBE and sustainable development, policies must be rooted in the principles of fairness and inclusivity, ensuring that no child is left behind.

Integration of Theories in UBE for Sustainable Development

The combination of Human Capital Theory and Social Justice Theory offers a holistic approach to designing UBE programs. While Human Capital Theory highlights the economic benefits of education, Social Justice Theory addresses its ethical and equitable dimensions. Together, these

theories underscore the dual role of education in driving both economic productivity and social inclusivity. For UBE to contribute effectively to sustainable development, it must integrate the principles of these theories into its design and implementation. By developing human capital, UBE ensures a steady supply of skilled individuals who can contribute to sustainable industries and innovation. Through equitable education policies, UBE fosters social harmony and reduces inequalities, laying the groundwork for cohesive and resilient communities. Embedding environmental literacy within UBE curricula prepares students to engage with sustainability challenges, such as climate change and resource management.

Theoretical frameworks such as Human Capital Theory and Social Justice Theory provide a robust foundation for understanding the implementation of UBE in the context of sustainable development. These theories emphasize the multifaceted benefits of education, from enhancing economic productivity to promoting equity and social cohesion. By leveraging insights from both frameworks, policymakers can design UBE programs that not only meet immediate educational needs but also contribute to the broader goals of sustainable development.

This dual-theory approach addresses the challenges inherent in UBE implementation, such as funding disparities and accessibility barriers, while providing a roadmap for achieving long-term educational and developmental objectives. The synthesis of these theories underscores the transformative potential of education as a driver of sustainable development in Nigeria and beyond.

2.3 Review of Empirical Studies

Managerial obstacles confronting the implementation of Universal Basic Education (UBE) in rural Nigeria have been explored through qualitative inquiry involving semi-structured interviews with 20 local education administrators. Findings reveal pronounced disparities in access to basic education between urban and rural communities, inequities largely attributed to political marginalization, insufficient infrastructure, and inconsistent policy execution. These structural disadvantages place rural schools at a persistent disadvantage, both in resource allocation and administrative support. The investigation emphasises the critical need for decentralized educational governance, advocating for the transfer of greater decision-making authority and resources to local governments. Such decentralization is seen as essential to tailoring interventions to the specific needs of rural communities, rather than imposing uniform solutions that often favor urban settings. Moreover, enhanced rural funding is recommended to address logistical barriers such as inadequate school buildings, limited teaching materials, and underqualified staff.

Although the findings offer practical insights into addressing regional imbalances in education delivery, the limited scope, particularly the small sample size raises questions about the generalizability of the conclusions across Nigeria's diverse educational contexts. Nevertheless, the study contributes to the broader discourse on equity in education, suggesting that localized, context-sensitive management may offer a viable strategy for narrowing the urban-rural divide in educational opportunity⁷⁰.

Using a combination of qualitative interviews and policy analysis, researchers explored the structural and administrative barriers hindering the effective implementation of Universal Basic Education (UBE) in Nigeria. The investigation centred on two critical issues: inadequate funding

and the breakdown in intergovernmental coordination, both of which were found to significantly impede policy execution. Among the most pressing challenges identified was political interference, which not only distorts policy continuity but also undermines accountability across tiers of government. The findings pointed to the need for more streamlined bureaucratic processes, alongside calls for enhanced transparency in educational policy-making. Such reforms are considered essential for stabilising implementation frameworks and insulating education from the volatility of partisan governance. In a context where frequent shifts in political leadership often result in abrupt policy reversals or neglect, the impact of politicisation on basic education delivery is especially pronounced. While the research successfully isolates key inefficiencies within the current system, it also acknowledges the formidable difficulty of enacting systemic reform in an environment where political instability and vested interests remain entrenched. Nonetheless, it advances a critical conversation on the institutional recalibration necessary to deliver on the promises of universal basic education in Nigeria⁷¹.

An investigation into the inclusivity of Universal Basic Education (UBE) programmes for children with disabilities employed a mixed-methods approach to examine current practices and challenges. The findings revealed considerable barriers to access and participation, particularly stemming from a lack of specialised teaching resources and inadequately trained personnel. Such shortcomings have effectively marginalised learners with disabilities within the UBE framework. To counter these exclusions, the research advocates for the adoption of a dedicated inclusion strategy, one that incorporates targeted teacher training, curriculum adaptation, and infrastructural adjustments to accommodate diverse learning needs. This focus on inclusive education draws attention to an often-neglected dimension of UBE implementation and underscores the systemic nature of educational inequity for children with disabilities. Although

the proposed solutions are both practical and contextually relevant, they also expose deeper structural issues, most notably, the persistent neglect of vulnerable populations within national education planning. Bridging this gap demands more than policy revision; it requires sustained financial investment and a broader cultural reorientation that values inclusive education as a cornerstone of social justice⁷².

Research conducted in Kwara State, employing a mixed-methods design, demonstrated that policies mandating free and compulsory education under the Universal Basic Education (UBE) initiative have led to a notable increase in pupil enrolment. This uptick in access signals commendable progress in promoting basic education. Nonetheless, the investigation also identified enduring challenges that continue to hinder the programme's overall effectiveness, chief among them being acute teacher shortages and severely overcrowded classrooms. To mitigate these issues, the researchers advocated for a strategic scale-up in teacher recruitment, alongside substantial investment in physical infrastructure to accommodate growing learner populations. These recommendations are particularly pertinent when viewed against the backdrop of national patterns, where similar successes in expanding access have been undermined by shortfalls in quality and capacity. The findings ultimately underscore a critical tension at the heart of UBE implementation: while expanding access remains a foundational achievement, it must be matched by deliberate, long-term investment in educational quality. Without this dual commitment, the transformative potential of the UBE programme may remain only partially realised, especially in regions already grappling with structural educational deficits⁷³.

An analysis of the political landscape surrounding the implementation of the Universal Basic Education (UBE) programme revealed that frequent shifts in policy direction and a persistent lack of political will have severely hampered progress. These governance-related impediments reflect a broader pattern within Nigeria's public sector, where education reform often falls victim to political volatility and short-term agendas. Imam, in addressing these challenges, underscored the importance of policy stability as a prerequisite for fostering continuity, cultivating stakeholder confidence, and ensuring the longevity of reform efforts. The emphasis placed on consistent policy frameworks resonates deeply in the Nigerian context, where successive governments frequently introduce reforms that are later abandoned or poorly executed. Addressing this persistent instability will require a fundamental shift in the governance of education, specifically, a concerted effort to shield educational planning from political interference. Depoliticising the management of education, while ambitious, remains essential for establishing sustainable progress. Yet, this objective must confront entrenched political dynamics that often prioritise patronage and partisanship over long-term developmental goals ⁷⁴.

Quantitative survey data pointed to significant resource-related challenges undermining the effectiveness of Universal Basic Education delivery. Chief among these were unfavourable teacher-student ratios and widespread infrastructural deficiencies, both of which contributed to suboptimal learning environments. In response, the study proposed the strategic deployment of educational technology to augment teaching capacity and facilitate more equitable resource allocation. The suggestion to harness technology reflects a progressive orientation, aligning with international best practices aimed at modernising educational delivery. Nonetheless, while the integration of digital tools holds promise, its practical implementation within the Nigerian context remains fraught with systemic obstacles. Chief among these are unreliable electricity

supply, limited digital infrastructure, and a critical need for comprehensive teacher training to ensure effective utilisation. Realising the potential of such technological interventions will require targeted investments not only in hardware and connectivity but also in human capacity development and policy frameworks that prioritise equitable access. Without these foundational elements, technology risks becoming a superficial solution rather than a transformative tool in addressing structural gaps in the education system⁷⁵.

Survey-based findings on school feeding programmes implemented under the Universal Basic Education framework indicated a notable increase in pupil attendance, suggesting that such initiatives serve as a powerful incentive for school participation. Beyond improving attendance rates, the data also pointed to broader benefits such as addressing child malnutrition and enhancing concentration during learning activities. However, the programme's sustainability was called into question due to persistent funding constraints. In light of these challenges, the researchers advocated for the development of public-private partnerships as a means of expanding the programme's reach and ensuring long-term viability. Such partnerships could mobilise additional resources, introduce innovative delivery mechanisms, and reduce the financial burden on government institutions. The broader implication of these findings lies in recognising school feeding as more than a welfare initiative; it functions as a strategic educational intervention with the potential to mitigate socioeconomic barriers to learning. For Nigeria's UBE objectives to be fully realised, integrating nutritional support into basic education policy through diversified funding models could offer a more resilient and inclusive approach⁷⁶.

Findings from a descriptive survey examining the purportedly "free" nature of Universal Basic Education revealed that numerous hidden costs, such as charges for examinations, school

uniforms, and instructional materials, continued to place financial strain on households. These expenses, though informal, contradict the fundamental objective of providing genuinely cost-free basic education and disproportionately affect families in lower-income brackets. To address this contradiction, the researchers recommended the implementation of robust oversight mechanisms aimed at enforcing compliance with fee-free education policies. They also emphasised the importance of public awareness campaigns to inform parents and communities of their entitlements under the UBE framework. The persistence of unofficial charges not only erodes trust in public education systems but also deters enrolment and regular attendance, particularly among vulnerable groups. Strengthening accountability structures at the school and local government levels, alongside clearly communicated policies, is essential for aligning practice with policy and fulfilling the promise of universal, accessible education in Nigeria⁷⁷.

An investigation into dropout rates in rural areas within the framework of Universal Basic Education, drawing on survey data from Kwara State, revealed that the introduction of free education policies contributed significantly to improved pupil retention. Financial relief emerged as a critical factor in encouraging sustained enrolment, particularly among low-income households who would otherwise struggle with education-related expenses. Despite this progress, the analysis highlighted enduring obstacles, most notably, the scarcity of adequate school infrastructure and the ongoing shortage of qualified teachers. These deficiencies were found to hinder the full realisation of UBE objectives, especially in rural settings. In response, Aliyu advocated for the strategic allocation of increased resources to rural schools, alongside comprehensive reforms in teacher training and professional development. This empirical evidence underscores the necessity of sustained, rural-targeted investments to bridge the urban-rural educational divide. The findings are particularly pertinent in the Nigerian context, where

resource disparities and systemic neglect continue to undermine access and quality in rural education provision⁷⁸.

An appraisal of Universal Basic Education's inclusivity initiatives for children with disabilities indicated modest gains in enrolment but revealed persistent structural barriers impeding meaningful participation. Despite policy provisions aimed at integrating learners with special needs, the implementation phase remained hampered by an acute shortage of specialised teachers, inadequate teaching aids, and insufficient infrastructure tailored to diverse learning requirements. The findings prompted calls for more targeted funding streams and refined policy frameworks that prioritise inclusive education beyond tokenistic access. Recommendations included establishing dedicated units within education ministries to oversee special needs programmes, and embedding disability-focused training within teacher education curricula. Realising the equity objectives embedded in UBE mandates necessitates long-term investment, not only in physical infrastructure but also in developing human capacity attuned to inclusive pedagogical approaches. Without such sustained commitments, inclusive education risks remaining aspirational rather than transformative for learners with disabilities⁷⁹.

A study investigated the impact of school feeding programs implemented under the Universal Basic Education (UBE) scheme in 15 schools across Enugu State, Nigeria. The study highlighted a significant positive correlation between feeding programs and improved school attendance. Many students who might otherwise miss school due to hunger or lack of resources benefited from the nutritional and educational opportunities these programs offered. However, a critical challenge emerged: funding inconsistencies undermined the continuity and effectiveness of the feeding programs. To address this issue, the authors proposed strengthening public-private

partnerships (PPPs) to ensure stable financial support and enhance program delivery. By fostering collaboration between the government, private entities, and local communities, sustainable solutions to funding challenges could be achieved, maximizing the benefits of the initiative. School feeding programs effectively tackle barriers to enrolment and hunger, but their sustainability relies on robust and consistent funding mechanisms. Building dependable financing models through PPPs and community engagement is essential for long-term success⁸⁰.

The engagement of the private sector in the implementation of Nigeria's Universal Basic Education (UBE) programme has increasingly been recognised as a critical response to persistent shortfalls in public funding and infrastructural capacity. Drawing on data collected from interviews with over 100 stakeholders—including education officers, NGO representatives, school administrators, and community leaders—the research examined how non-state actors have contributed to UBE delivery, particularly in areas underserved by government investment. Findings demonstrated that private sector entities, encompassing both for-profit organisations and civil society groups, played a vital role in supplementing government efforts. Their interventions ranged from supplying teaching and learning materials to financing the construction and renovation of school buildings, as well as facilitating training workshops for teachers. In many cases, these contributions filled crucial gaps left by inadequate budgetary allocations and inefficient government procurement processes.

The private sector's agility and resource base allowed for more rapid responses to urgent needs in the education sector, especially in rural and peri-urban areas. However, despite these notable contributions, the study identified several challenges stemming from the largely informal and uncoordinated nature of private sector involvement. In the absence of a robust policy framework,

interventions often operated in silos, resulting in fragmented service delivery and inefficiencies. There were instances of resource misallocation, duplication of effort, and misalignment with national education priorities. Additionally, the lack of a regulatory mechanism raised concerns about accountability, transparency, and the long-term sustainability of privately driven initiatives. To address these issues, the authors proposed the development of formalised public-private partnership (PPP) frameworks within the UBE architecture. Such frameworks would need to articulate clearly defined roles, responsibilities, and performance metrics for all parties involved. Institutionalising collaboration would not only improve coordination and reduce redundancy but also ensure that private sector contributions are strategically aligned with UBE objectives, including access, equity, and quality. Moreover, the study underscored the need for governmental oversight bodies to play a more proactive role in managing and monitoring these partnerships.

Regulatory safeguards must be put in place to prevent the privatisation of basic education and to ensure that profit motives do not override the public good. Transparency in fund utilisation, equitable resource distribution, and alignment with inclusive education goals must be central to any engagement with non-state actors. In conclusion, while private sector involvement offers a viable strategy for addressing some of the systemic deficiencies that continue to plague the UBE programme, particularly in the realm of infrastructure and learning resources, it must be pursued within a structured, transparent, and ethically guided framework. Without such measures, the risk remains that these well-intentioned contributions may inadvertently exacerbate inequalities or compromise the integrity of public education provision⁸¹.

An extensive survey involving 375 teachers across 83 public primary schools in Calabar, Cross River State, investigated the effectiveness of the national school-feeding programme within the framework of the Universal Basic Education (UBE) initiative. The research aimed to assess both the immediate educational outcomes, particularly school attendance, and the broader operational dynamics shaping the programme's impact. Respondents provided insight into the practical realities of implementing school feeding at the grassroots level, offering a grounded perspective on successes and limitations. One of the most notable findings was a marked increase in pupil attendance following the introduction of the feeding programme. Teachers widely attributed this improvement to heightened community engagement, particularly from parents and local food vendors, as well as the establishment of localised monitoring mechanisms that ensured accountability in food delivery and distribution. These mechanisms enhanced transparency, reduced the likelihood of diversion, and built trust between schools and their communities. Nonetheless, the study identified persistent challenges that undermined the consistency and scope of the programme. Chief among these were irregularities in funding disbursements and limited geographic and demographic coverage. Many schools reported experiencing disruptions in food provision due to delays in fund release from federal and state authorities. Others noted that only select grades or schools benefited, creating disparities even within the same locality. Such inconsistencies risk eroding the gains made in enrolment and attendance, especially in low-income communities where school meals often represent a critical component of children's daily nutrition.

The authors emphasised that while school feeding serves as a powerful incentive for increasing enrolment and reducing dropout rates, particularly among children from economically disadvantaged households, it cannot function effectively in the absence of a stable and

adequately funded framework. Accordingly, they recommended stronger intergovernmental collaboration to ensure continuity and equitable programme expansion. Enhanced coordination between federal, state, and local government agencies was seen as essential to improving planning, resource allocation, and monitoring. In addition to securing adequate and timely funding, the study also called for institutionalised evaluation mechanisms to periodically assess the programme's nutritional and educational impacts. This would help policymakers adjust delivery models, meal content, and logistical arrangements in response to changing local needs and emerging challenges. Ultimately, while the school feeding programme has demonstrated clear benefits in terms of increasing attendance and addressing short-term food insecurity among schoolchildren, its long-term sustainability remains contingent on strategic policy reforms, stronger governance, and an unwavering commitment to inclusivity. Bridging regional disparities and ensuring consistent access across the country will require not only financial investments but also political will and community-level collaboration⁸².

The integration of digital learning platforms during the COVID-19 pandemic revealed both critical opportunities and pressing challenges within Nigeria's educational landscape. Drawing from qualitative interviews with teachers and educational administrators, one study examined the adoption of e-learning tools, particularly platforms such as Google Classroom, within the framework of the Universal Basic Education (UBE) scheme. The research sought to understand how schools navigated the abrupt transition to remote learning, especially in contexts marked by pre-existing resource constraints. Findings indicated that digital platforms played a vital role in sustaining educational engagement during periods of school closures. Teachers who had prior exposure to online tools reported smoother transitions and were better positioned to adapt their teaching strategies to virtual formats.

These platforms enabled a degree of continuity in instruction and assessment, particularly in urban and semi-urban settings where infrastructure was comparatively more developed. For many students, e-learning represented the only avenue for educational contact during lockdown periods. However, the study also illuminated stark infrastructural and capacity-related disparities, particularly in rural areas. The lack of stable internet connectivity, limited access to digital devices, and insufficient training for educators emerged as major impediments. Teachers in under-resourced regions frequently lacked the digital competencies necessary to effectively deliver online lessons, while many students were unable to participate due to connectivity issues or the unavailability of internet-enabled devices at home. These shortcomings resulted in significant learning losses for pupils already at the margins of educational access.

Moreover, the research highlighted the systemic absence of a coherent national strategy for digital learning integration. While the emergency prompted short-term digital responses, the lack of institutional preparedness underscored a broader policy gap in technology-driven education. The uncoordinated rollout of e-learning initiatives, coupled with uneven access to supporting infrastructure, limited the overall effectiveness of the interventions. In response to these findings, the authors advocated for sustained public investment in digital infrastructure, especially in rural and underserved communities. They stressed the urgency of implementing structured teacher training programmes to enhance digital literacy and pedagogical skills tailored to virtual environments. Additionally, policy recommendations included the development of inclusive e-learning frameworks, ensuring that future remote education efforts do not exacerbate existing inequalities. This study underscores the transformative potential of digital education, particularly in providing continuity during crises. Nevertheless, it also lays bare the significant structural

barriers that must be addressed before e-learning can be equitably scaled across Nigeria. Bridging the digital divide will require a long-term commitment to infrastructure development, teacher capacity building, and inclusive policy formulation that prioritises equity and access⁸³.

Using data gathered from questionnaires distributed to 180 teachers, a study investigated the correlation between classroom management practices and student academic performance within the Universal Basic Education (UBE) framework. The findings underscored a strong positive relationship between effective classroom management strategies, such as time-on-task, behavioural regulation, and structured lesson delivery, and improved learning outcomes. Teachers who consistently applied clear behavioural expectations, utilised formative assessments, and maintained orderly classroom environments reported higher levels of student engagement and academic achievement. These outcomes affirm that sound classroom management is not merely a disciplinary tool but a pedagogical imperative that directly shapes the quality of instruction and learning. Nevertheless, the study also revealed persistent systemic challenges. Many teachers lacked access to modern evaluation tools, such as digital assessment platforms and performance-tracking systems, limiting their ability to monitor and adapt teaching strategies effectively. Additionally, professional development opportunities were found to be irregular and insufficiently aligned with classroom realities, particularly in public schools operating under resource constraints.

The authors emphasised the need to institutionalise regular and comprehensive teacher training focused on contemporary classroom management and evaluation techniques. Recommendations included integrating updated performance metrics into teacher appraisal systems, introducing mentorship programmes for early-career teachers, and adopting contextually appropriate

technologies to enhance instructional delivery. By reinforcing the pivotal role of classroom management in achieving educational outcomes, the study contributes valuable insights to ongoing efforts aimed at improving teaching quality under UBE. Strengthening classroom practices through sustained teacher support and evaluation reform emerges as a pragmatic and scalable strategy for enhancing academic achievement, particularly in low-resource settings⁸⁴.

An in-depth qualitative investigation examined the influence of governance reforms from 1999 to 2019 on the implementation of Universal Basic Education (UBE) in Nigeria. The study focused on how shifts towards democratic governance shaped the inclusivity and scope of educational policies during this period. It found that, while successive governments introduced more inclusive frameworks that formally expanded access to education, the translation of these policies into tangible outcomes was severely constrained by weak institutional structures and minimal stakeholder involvement. One of the central findings was the disconnect between policy intent and execution. Although democratic transitions created political space for reforms and legal backing for UBE initiatives, the absence of robust institutional capacity and sustained community engagement undermined their effectiveness. Decision-making processes remained largely top-down, with limited input from local education actors, parents, and civil society organisations, groups whose involvement is critical for contextualised and sustainable implementation.

The study highlighted a tendency among policymakers to prioritise legislative milestones and programmatic declarations without adequately addressing the operational realities of implementation. This included insufficient inter-agency coordination, a lack of accountability mechanisms, and poorly defined roles across tiers of government. Such institutional deficiencies

eroded trust and limited the responsiveness of education programmes to local needs. To enhance the impact of governance reforms, the authors recommended a deliberate shift towards participatory governance models that integrate feedback from community-level stakeholders into policy design and monitoring processes. Strengthening institutional frameworks through clearer role delineation, improved transparency, and decentralised decision-making was also advocated. Ultimately, the study underscored that policy inclusivity must be matched with practical mechanisms for implementation. Governance reforms in the education sector require more than rhetorical commitments, they must embed transparent structures, empower local actors, and cultivate a culture of accountability to deliver meaningful educational outcomes under the UBE scheme⁸⁵.

The study investigated how curriculum mapping could enhance UBE delivery by aligning teaching objectives with assessment tools. Data showed that effective mapping improved lesson delivery and student understanding. Curriculum mapping is essential for achieving targeted learning outcomes. Institutions should support regular curriculum reviews and training for educators on implementation techniques. Mapping curricula can bridge gaps in teaching, but successful implementation depends on stakeholder collaboration and consistent funding⁸⁶.

Utilising data from 400 participants in Abia State, an empirical investigation examined the connection between truancy and poor academic performance among primary school pupils. The study identified a strong correlation between chronic absenteeism and diminished learning outcomes, with socioeconomic constraints emerging as the principal underlying factor. Despite the Universal Basic Education (UBE) programme's fee-free policy, numerous hidden costs, such as levies for examinations, school uniforms, and other informal charges, continued to act as

financial barriers for low-income households. These concealed expenses often forced children to stay away from school, thereby exacerbating truancy and undermining educational attainment. The study underscored truancy as a major impediment to the effectiveness of the UBE initiative and advocated for the implementation of more rigorous school monitoring mechanisms to track and address absenteeism. However, it also recognised that punitive approaches alone would be insufficient. Instead, the authors proposed a multi-stakeholder strategy that integrates community participation, government intervention, and civil society support to combat the root causes of truancy. Key recommendations included the provision of targeted support for economically disadvantaged families, such as school meal programmes and subsidised transportation. These incentive-based measures, when combined with stronger enforcement and monitoring systems, were presented as viable strategies for improving pupil attendance and, by extension, academic performance. Ultimately, the study highlighted that reducing truancy requires a balanced approach, one that ensures both accountability and adequate support for vulnerable populations⁸⁷.

Challenges associated with the transition from primary to secondary education were the focus of a study that investigated barriers impeding pupils' educational progression. The findings pointed to significant obstacles, chiefly financial hardship and the poor state of secondary school infrastructure. Despite the gains made under the Universal Basic Education (UBE) initiative in improving enrolment and retention at the primary level, the transition phase emerged as a weak link, particularly for learners from economically disadvantaged backgrounds. In many instances, the costs associated with secondary education, such as examination fees, school uniforms, transportation, and other ancillary charges, posed insurmountable challenges for families, effectively stalling children's educational journeys. Compounding these financial difficulties was the insufficient capacity of existing secondary schools, many of which lacked adequate

classroom space, teaching materials, and basic facilities to absorb the growing number of primary school graduates.

The study argued that improving transition rates requires targeted policy responses. Chief among the recommendations were the introduction of subsidies or scholarships to offset the costs of secondary schooling, alongside substantial investments in infrastructure development to expand access. These interventions would not only ensure continuity in learners' academic pathways but also serve as a critical measure of the long-term success of the UBE programme. Overall, the findings underscored the importance of bridging the gap between primary and secondary education as a strategic priority. Sustained attention to this transition phase is essential to avoid reversing the gains of universal basic education and to promote equitable access to lifelong learning opportunities⁸⁸.

Evidence from a recent report reveals that the Universal Basic Education (UBE) programme has made notable strides in increasing pupil enrolment across various regions in Nigeria. This rise in attendance reflects commendable progress in extending access to basic education, aligning with the overarching goal of universal schooling. Nonetheless, the report also identifies persistent structural challenges that continue to undermine the programme's overall impact, particularly in terms of educational quality. The main challenges among these are acute teacher shortages and the inequitable distribution of learning resources. As classrooms swell with new entrants, many schools are stretched beyond capacity, struggling to provide adequate instructional support and conducive learning environments. In several cases, the lack of qualified teachers and basic materials severely compromises the quality of instruction, especially in under-resourced and rural settings. These disparities not only widen the urban-rural divide but also risk entrenching

systemic inequalities within the education system. To mitigate these issues, the report advocates for strategic, targeted investments, most notably in robust teacher training and recruitment programmes. It further calls for a more equitable allocation of funding and materials to ensure that all schools, regardless of location, are equipped to deliver quality education. Without addressing these foundational weaknesses, the gains in enrolment may prove superficial or unsustainable. The findings ultimately underscore a critical point: expanding access is only one component of educational reform. For UBE to achieve its intended objectives, access must be coupled with consistent efforts to enhance instructional quality and ensure equity in resource distribution. Only through this dual approach can Nigeria move closer to a truly inclusive and effective basic education system⁸⁹.

Within the framework of Universal Basic Education (UBE), the study draws attention to two interrelated challenges that impede effective English language acquisition: insufficient teacher training and the pervasive influence of mother-tongue interference. These issues are particularly pressing given that English remains the primary medium of instruction in most Nigerian schools. The inability of many pupils to attain sufficient proficiency in English compromises their capacity to engage with the broader curriculum, ultimately diminishing educational outcomes across subjects. The lack of adequately trained English teachers means that students are often taught by individuals who may themselves lack the linguistic competence or pedagogical skills necessary for effective instruction. This shortfall is further compounded by the prevalence of indigenous languages in students' homes and communities, which, while culturally important, frequently interfere with the acquisition of Standard English. As a result, pupils struggle with comprehension, fluency, and academic confidence, all of which are critical for their progression through the education system.

To mitigate these challenges, the study advocates for the recruitment and deployment of professionally trained English language teachers with specialised knowledge in second-language acquisition. Additionally, it recommends the establishment of language laboratories equipped with audio-visual aids and interactive materials, aimed at providing learners with immersive and practical exposure to English in context. Such facilities would not only support language development but also enhance pupils' listening and speaking skills in ways that traditional classroom instruction may not. The findings emphasise that strengthening English proficiency is essential for the overall success of the UBE initiative. As language is the medium through which all learning is mediated, any barriers to linguistic competence directly affect students' ability to access and succeed in other subject areas. Addressing these foundational issues through targeted interventions is therefore crucial for achieving the holistic educational goals envisaged by the UBE programme⁹⁰.

Another study explores the pivotal role of collaboration between parents and schools in fostering students' social skills. Using a thematic analysis approach, the study underscores the significance of a shared responsibility framework in character education. By aligning the efforts of both families and educational institutions, students can develop the interpersonal competencies necessary for personal growth and societal participation. The study concludes that robust home-school partnerships contribute positively to student character development. Parents bring unique insights into their children's needs and behaviours, while teachers provide professional expertise in pedagogy and student engagement. Together, this synergy supports the holistic development of students, extending beyond academic performance to include emotional intelligence, conflict resolution, and community awareness. To strengthen these partnerships, the study recommends practical activities such as regular parent-teacher meetings, workshops, and symposiums. These

platforms would enable open communication, shared goal-setting, and the co-creation of strategies tailored to individual student needs.

In addition, involving parents in school events and decision-making processes fosters a sense of ownership and accountability for their children's educational journey. Reflecting on the findings, the study emphasizes that fostering well-rounded individuals aligns with the broader objectives of the Universal Basic Education (UBE) program. UBE aims to equip students with foundational skills for lifelong learning and active citizenship. By addressing the social aspects of education, home-school collaboration supports this vision, ensuring students are prepared to thrive academically and socially⁹¹.

In a study, the author examined the integration of entrepreneurship education within the Universal Basic Education (UBE) framework in Nigeria, emphasising its potential to address youth unemployment and promote creativity. The study employed qualitative surveys to analyse the benefits of entrepreneurial skills in empowering young learners to become self-reliant and innovative. The study highlighted the need for schools to offer business counselling and practical skill-building workshops, enabling students to transition from academic learning to real-world applications. This approach aligns with Nigeria's economic priorities by preparing students for self-employment and fostering sustainable livelihoods. A significant focus of the study was curriculum reform, proposing the inclusion of key topics such as business management, financial literacy, and risk-taking skills. Also underscored the importance of teacher training to ensure effective delivery of entrepreneurial content. Teachers equipped with practical knowledge of entrepreneurship would better inspire and guide students toward creative problem-solving and business-minded thinking.

By addressing the gap between theoretical education and practical application, the study posited that entrepreneurship education could empower young Nigerians to contribute meaningfully to the economy. The integration of entrepreneurship education was also presented as a solution to the structural challenges faced by Nigeria's education system, particularly the disconnect between school curricula and labour market demands. It was argued that incorporating entrepreneurial concepts into UBE could redefine education as a tool for self-sufficiency rather than mere credential acquisition.

In addition, such reforms would prepare students for the informal economy, where many Nigerians find employment, by equipping them with marketable skills and business acumen. The study further stressed the role of entrepreneurship education in fostering creativity and innovation among students. Through exposure to entrepreneurial practices, students could develop critical thinking skills and a problem-solving mind-set, essential for navigating the complexities of modern economies. By empowering students with these skills early, the UBE framework could transform youth into job creators rather than job seekers, reducing dependency on the formal sector for employment opportunities. Recommendations extended beyond schools, advocating for partnerships between educational institutions, government agencies, and private organisations to facilitate resource availability and program implementation. Establishing language labs and practical workshops was suggested as a way to bridge the gap between learning environments and entrepreneurial realities. Furthermore, mentorship programs led by successful entrepreneurs could inspire and guide students, offering insights into real-world challenges and opportunities⁹².

An in-depth investigation into the intersection of leadership and gender dynamics within the implementation of Universal Basic Education (UBE) in northern Nigeria has exposed critical barriers inhibiting the participation of female students. The study uncovered that deeply entrenched cultural norms and gendered stereotypes, both within communities and among educators, substantially impede girls' access to and engagement with basic education. These societal perceptions, which often devalue female education, manifest in classroom environments through teacher biases and discriminatory attitudes that limit girls' participation and academic confidence. The gender imbalance observed not only undermines the principles of inclusivity and equity at the heart of the UBE agenda but also perpetuates broader socio-economic inequalities.

Recognising this, the study proposed a suite of targeted interventions to confront and dismantle gender-based obstacles within the educational landscape. One key recommendation was the institution of gender sensitisation workshops for teachers, school leaders, and education stakeholders. Such programmes would challenge harmful stereotypes, raise awareness of unconscious biases, and promote pedagogical practices that foster inclusive and respectful learning environments. The goal is to cultivate an ethos of equality within schools, where girls are encouraged to participate actively and excel academically. The presence of female role models in educational settings emerged as another pivotal factor. The study emphasised the importance of increasing the visibility and leadership of women in schools, not only as teachers but also as head teachers and administrators.

These figures serve as tangible evidence of the transformative power of education, offering inspiration to female pupils and reassuring families of the long-term benefits of educating their

daughters. Leadership structures within the education sector were also identified as influential. Promoting female representation in educational leadership can provide more responsive governance to gender-specific issues and ensure that decision-making processes reflect diverse perspectives. The study advocated for the institutionalisation of gender equity policies across all levels of the education system, including protective measures against gender-based discrimination and initiatives such as conditional cash transfers or scholarships to incentivise girls' enrolment and retention. Furthermore, the research called for the creation of safe and gender-responsive school environments, which include accessible sanitation facilities, anti-harassment protocols, and curriculum content that challenges gender norms rather than reinforcing them. Ultimately, the study argued that achieving the goals of UBE necessitates a multi-dimensional and collaborative approach to gender equality—one that involves not only schools and government agencies but also local communities. Sustained cultural change, comprehensive teacher training, and policy reform are all integral to fostering an education system where every child, regardless of gender, is valued and supported⁹³.

The role of school governance in shaping the quality and effectiveness of Universal Basic Education (UBE) in Nigeria was explored through a comparative case study involving three states. The findings unequivocally demonstrated that robust governance structures within schools significantly contribute to the realisation of UBE objectives, particularly through improved resource allocation, enhanced accountability, and adherence to educational policies. Where governance was effective, schools reported better learning outcomes and a more strategic use of limited resources. Transparent decision-making processes, guided leadership, and consistent policy implementation were identified as core mechanisms driving these improvements. These findings underscore the fundamental link between governance and the overall quality and equity

of education service delivery in the basic education sector. However, the study also highlighted critical governance shortcomings that continue to undermine progress. Among the most pressing issues were inadequate training for school heads, insufficient leadership competencies, and the absence of rigorous monitoring and evaluation systems. These deficiencies often resulted in inefficient resource management and policy non-compliance, both of which compromise the effectiveness of the UBE programme and the learning experiences of pupils.

To address these challenges, the study recommended a comprehensive approach to capacity building for school administrators. Training programmes focusing on leadership development, financial management, and regulatory compliance were proposed to equip education managers with the necessary skills to navigate the complexities of educational governance.

The development of such administrative competencies is crucial for fostering schools that are not only accountable but also responsive to the evolving needs of their pupils and communities. In addition, the study called for the establishment of robust transparency and accountability mechanisms. These would include periodic audits, regular performance evaluations, and stakeholder involvement in governance processes. Encouraging participation from parents, local community members, and civil society organisations can enhance oversight and ensure that governance practices remain aligned with both policy goals and community expectations. The research also emphasised that good governance creates an enabling environment for innovation, inclusivity, and sustainability within basic education. It supports equitable policy implementation, ensures that marginalised groups are not excluded, and allows for tailored interventions that respond to contextual challenges. Such a governance framework is essential for bridging existing systemic gaps and promoting long-term improvements in educational quality. In conclusion, the

study affirmed that school governance is a foundational element in the successful implementation of UBE. Investing in governance reform, particularly through professional development for administrators and the institutionalisation of transparency protocols, is essential for translating policy into practice. Strengthened governance holds the potential to transform Nigeria's educational outcomes by ensuring that the principles of universal access, equity, and quality are effectively upheld in schools across the country⁹⁴.

The 2023 UBEC Annual Report sheds light on ongoing disparities in the allocation of resources under Nigeria's Universal Basic Education (UBE) program. A critical finding of the report is the stark inequality in resource distribution between the country's southern and northern regions. Southern states have made substantial progress in school infrastructure development, benefiting from better access to funding and more stable governance. In contrast, the northern states face significant challenges, including chronic funding shortages and the impact of political instability, which have hindered efforts to improve educational infrastructure and service delivery.

This imbalance has resulted in a widening gap in educational outcomes, with northern schools often lacking essential facilities such as classrooms, teaching materials, and access to qualified teachers. The disparities in resource distribution undermine the UBE program's mandate to provide equitable access to quality education for all children across the country. The report identifies this inequity as a major obstacle to achieving the program's national educational goals, emphasising that no meaningful progress can be made without addressing the structural inequalities that perpetuate regional disparities. To address this challenge, the report advocates for the adoption of a needs-based funding model. Such a model would allocate resources more strategically, prioritizing underserved and disadvantaged regions.

This approach would ensure that states with the most significant infrastructure gaps and educational needs receive the necessary support to bridge disparities. Additionally, the report calls for targeted interventions in northern states, such as increased investment in teacher training, the construction of schools, and the provision of essential learning materials. These measures are essential to creating a more balanced and equitable education system. Another recommendation from the report is fostering stronger accountability mechanisms to ensure that resources are utilized efficiently and reach their intended beneficiaries. Transparent monitoring systems and community involvement in decision-making processes are suggested as critical components for achieving this goal. Furthermore, the report highlights the importance of addressing the underlying socio-political factors that contribute to resource inequality. Tackling political instability, improving governance, and fostering collaborations between federal, state, and local governments are identified as key strategies to sustain equitable development in the education sector. Equitable resource distribution is pivotal for the success of UBE, as it underpins the program's ability to deliver quality education to every Nigerian child, regardless of their geographic or socioeconomic background. Without deliberate efforts to address the inequalities highlighted in the report, the nation risks perpetuating cycles of educational disadvantage and social inequality. As Nigeria strives toward its education goals, implementing a needs-based approach and prioritizing underserved regions will be crucial steps in ensuring that no child is left behind⁹⁵.

The transformative role of technology in enhancing literacy outcomes within Nigeria's Universal Basic Education (UBE) programme was investigated in a study focusing on urban schools. Drawing on data from 500 student participants, the research examined the effectiveness of various educational technologies, such as literacy applications, interactive digital platforms, and

online learning resources, in improving reading and comprehension skills. The findings indicated that the integration of these technological tools led to a marked increase in student engagement and significantly improved literacy scores when compared with peers in conventional, non-digital learning environments.

The study affirmed that technology holds substantial promise for modernising literacy instruction and overcoming longstanding pedagogical limitations within the UBE framework. By making learning more engaging, accessible, and student-centred, digital tools can facilitate improved comprehension, particularly in environments where traditional methods may fall short. The research thus positioned technology not merely as a supplementary aid, but as a potentially transformative element in achieving UBE's literacy objectives. However, the successful deployment of educational technologies was shown to depend heavily on contextual preparedness.

The study highlighted that effective integration requires more than simply introducing devices into classrooms. Teachers must be adequately trained to harness the pedagogical potential of digital tools, and schools must cultivate an environment that supports technology-enhanced learning. This includes reliable infrastructure, appropriate learning spaces, and access to technical support. Without these foundational conditions, the intended benefits may fail to materialise or be unevenly distributed.

To support sustainable and equitable implementation, the study proposed two key strategic interventions. First, it advocated for the expansion of digital literacy initiatives, targeting both

teachers and students. These initiatives would equip educators with the confidence and skills needed to effectively utilise digital platforms, while also ensuring students are able to engage meaningfully with the resources provided. Second, the study recommended the introduction of subsidies for technological devices, such as tablets and laptops, particularly for learners from economically disadvantaged backgrounds. This would mitigate financial barriers that often hinder access to digital tools, especially in public schools. Notwithstanding the positive findings, the study also issued a cautionary note regarding the urban-rural divide. It observed that while urban schools are increasingly benefiting from technological advancements, rural institutions frequently lack the necessary infrastructure, such as stable electricity, internet connectivity, and access to devices. These limitations risk reinforcing existing inequalities and may marginalise learners in already underserved communities. Addressing these disparities is critical to ensuring that technology serves as a leveller, rather than a divider, in the delivery of basic education. In summary, the research underscored the transformative potential of educational technology in strengthening literacy under the UBE scheme. It has the capacity to raise student performance, increase engagement, and contribute to a more dynamic and inclusive educational system. Nevertheless, the realisation of these benefits on a national scale requires deliberate investment in training, infrastructure, and equitable access mechanisms. Ensuring that both urban and rural learners benefit from technological innovation is essential to achieving the inclusive goals at the heart of the UBE programme⁹⁶.

In a quantitative evaluation study, researchers employed a descriptive-survey research design grounded in the CIPP (Context–Input–Process–Product) evaluation model. Their sample comprised 495 respondents, 450 teachers and 45 head teachers, from multiple primary schools in Lagos East Senatorial District. Data collection instruments included the Educational Resources

Inventory Scale (ERIS) and the Learning Resources Utilization Scale (LERUS), which yielded reliability coefficients of $r = .78$ and $r = .69$ respectively. Statistical analyses involved frequency counts, simple percentages, means, standard deviations, and median values to evaluate resource availability, utilization, and program effectiveness. Findings revealed that while enrollment levels were high, consistent with UBE access goals, adequate educational resources (textbooks, teaching aids, classroom space) were limited and unevenly utilized. Similarly, supervision and teacher familiarization with the UBE objectives were inconsistent across schools. The primary school component of UBE in Lagos East met some programme inputs but fell short on outcomes tied to quality and teacher capacity. Conclusion emphasized that although the UBE policy has successfully boosted primary enrollment, weak infrastructure, resource gaps, and inconsistent resource utilization undermine actual educational quality in Lagos East. Recommendations included a call for targeted investments in teaching and learning resources, systematic orientation and continued training for head teachers and teachers, and enhanced oversight aligned with the CIPP framework to continuously monitor and improve implementation fidelity. This study stands out due to its rigorous methodological design, large, representative sample and sound evaluation framework. It confirms that scale and access are insufficient. Without adequate input management, process monitoring, and resource deployment, universal schooling yields limited educational progress. Particularly in a high-density region like Lagos, resource gaps translate into inequitable outcomes. The CIPP model offers a structured way to diagnose and remedy these weaknesses, and replicating similar evaluations in other regions could support national-level insights and uplift standards across Nigeria⁹⁷.

Comprehensive assessment of UBE implementation across Nigeria's South West zone was conducted using a descriptive survey and ex-post facto research design. Their sample population

included a mix of stakeholders: head teachers, principals, teachers, education personnel/managers, and students, totaling 1,370 participants drawn from a population of over three million. Three instruments (TAIUBEPQ, QMUBEP, SQPLSUBE) were designed to collect perceptions and experiences of policy implementation. Analyses relied on mean ratings, percentage analyses, and chi-square tests to test hypotheses regarding disparities and program effectiveness. Findings detailed wide-ranging implementation issues: significant variation in program uptake among states; inadequate provision of teaching/learning materials; teacher shortages; weak coordination between SUBEB and school administrators; and divergent perceptions of UBE success among stakeholders. Notably, students and education personnel were less aware of the program's objectives, suggesting weak communication and stakeholder inclusion. Conclusion asserted that although the UBE policy framework is robust in principle, execution in the South West is plagued by implementation deficits: poor accountability, resource inequity, inadequate stakeholder awareness, and weak monitoring mechanisms. Recommendations urged stronger inter-agency coordination, systematic training of all stakeholder categories (including managers and students), sustained resource provision, and establishment of feedback loops between policy managers and beneficiaries. This study is significant for its regional scope and inclusion of diverse perspectives, from managers to students. It underscores that achieving universal basic education is more than policy; it's about how well those policies are known, embraced, and executed on the ground. The gap between implementation perception and reality is particularly concerning and calls for inclusive stakeholder engagement and transparent feedback systems to build trust and accountability⁹⁸.

Systematically assessed Nigeria's UBE policy through a policy-analytical lens, though less specific on methodology in the abstract, the study appears to combine policy document review

and an analysis of program effectiveness at national scale. It evaluates how well UBE policy has been implemented since inception, focusing on aspects like funding, governance, infrastructure, and outcomes in literacy and access. Findings indicate that while the policy has boosted enrollment, systemic issues remain: chronic underfunding, failure of states to access UBEC matching grants, delays in infrastructure development, and limited institutional capacity at the state level. UBE policy frameworks in Nigeria are well-conceived but fail in execution due to funding mismatches, political misalignment at subnational levels, and insufficient institutional readiness. The article advocates meeting counterpart-funding obligations by states, enhancing institutional capacity at SUBEBs, enforcing accountability measures, and ensuring that program funds are used efficiently and equitably across states. Although lacking granular empirical data, this national-scale policy assessment offers crucial context for many micro-level findings. It highlights how the failure to access matching UBEC grants, such as states not matching federal fund disbursements, directly stifles infrastructure development and equity in educational outcomes. Bridging the gap between policy intent and administrative capacity is essential for meaningful progress⁹⁹.

The UBE Commission (UBEC) internally evaluated two major interventions aimed at improving literacy and numeracy: Jolly Phonics and Strengthening Mathematics and Science Education (SMASE). The impact assessment involved 540 learners and 54 teachers across 216 experimental and control schools in 12 states. Mixed methods were implied, with classroom observations, learner performance tracking, and teacher feedback to assess fidelity of implementation and outcomes. Findings demonstrated that learners in intervention schools exhibited higher engagement and better performance in literacy, numeracy, and sciences compared to control groups. Teachers trained under these programs showed improved classroom

practices, and the new approaches generated stronger learner participation. However, gaps remained in consistent application across all classrooms, and logistical challenges like scheduling, resource shortages, and administrative coordination impeded full-scale roll-out. The study concluded that Jolly Phonics and SMASE positively influenced teaching quality and learning outcomes, but scaling these programmes requires addressing systemic bottlenecks in training, materials distribution, and monitoring. UBEC proposed expanding teacher professional development, strengthening quality assurance systems, scaling the models nationwide, and conducting regular impact reviews to refine program delivery. This initiative illustrates how targeted pedagogical reforms can yield measurable improvements. The pairing of teacher capacity building with proven instructional models is promising. However, sustaining impact depends on consistent training, resource flow, and fidelity monitoring. Broad implementation must be supported by governance structures that prioritize quality assurance and programme continuity across geopolitical zones¹⁰⁰.

In a comprehensive evaluation, researchers appraised the implementation of the 9-year UBE policy, covering primary plus junior secondary levels, in Enugu State. Methodology involved analysis of retention rates, transition, and academic performance, complemented by literature review. Government data and school-level statistics were used to assess dropout rates, completion rates, and resource availability. Findings confirmed that while primary enrollment surged, transition to junior secondary schooling remained below 70%. Literacy and retention objectives were unmet largely due to financial challenges, parental ignorance of the policy, and cultural or socioeconomic factors. Insecurity and community apathy further contributed to dropouts. Adult and non-formal education dimensions remained underdeveloped, limiting catch-up opportunities for out-of-school youths. The study concluded that the 9-year UBE policy

objectives, improved retention, transition, and literacy, have not been fully realized in Enugu due to systemic challenges including inadequate public awareness, infrastructure deficits, and sociocultural constraints on dropout prevention. The study calls for widespread awareness campaigns, financial support for needy families, and expanded adult/non-formal education programs. It also emphasizes addressing factors driving dropout, such as poverty, insurgency disruptions, and cultural misconceptions, to improve retention and completion rates. The emphasis on junior secondary transition is critical, as assessments often stop at primary level. This study makes clear that the UBE's ambition to create a 9-year cycle is undermined by the dropout gap and low transitions. Adult and non-formal education components are vital yet neglected, limiting catch-up and lifelong learning. Holistic strategies that pair policy, community awareness, and flexible education pathways can help bridge these gaps and support sustainable educational continuity beyond grade 6¹⁰¹.

A descriptive survey was conducted in selected northern Nigerian states, gathering data from 400 primary school teachers across areas deeply affected by conflict and high dropout rates. They used a weighted average means score method to analyze teacher responses on factors contributing to dropout, including infrastructure, instructional materials, and school accessibility. Findings revealed a marked decrease in dropout rates from around 18 percent (2018) to approximately 6.3 percent in 2023 after holistic UBE policy implementation, correlated with improvements in school facilities and instructional resources. The study concluded that the UBE programme has effectively mitigated school dropout syndrome, particularly when complemented by infrastructure upgrades and adequate material support. Recommendations included sustained funding, expanding UBE coverage to underserved areas, and making education truly free and compulsory through policy reinforcement. The authors urged stakeholders to strengthen family

and school partnerships in student retention efforts. My reflection: the longitudinal data showing dramatic decline in dropout illustrates how comprehensive implementation matters. Yet the reliance on teacher perceptions could miss community-side isolates, so future mixed-method research including student voices would enrich the narrative. Also, issues such as insecurity and cultural resistance, though mentioned indirectly, deserve deeper investigation alongside educational inputs to explain dropout trends holistically¹⁰².

Furthermore, researchers sampled 180 respondents, comprising teachers and UBE office staff drawn across 30 randomly selected schools in Plateau and Nasarawa. Data collection involved closed-ended questionnaires and underwent inferential statistical testing, including regression and correlation analyses at a 0.05 significance level, to establish the influence of UBE policy implementation on pupil dropout. Results showed that UBE policies were implemented at a high average level (mean score 3.75), while reported dropout rates remained low (mean score 2.45), with a significant negative correlation between effective policy execution and dropout ($p < 0.001$). The study concluded that robust UBE implementation significantly reduces dropout, highlighting teacher welfare, qualified staff deployment, community participation, and improved infrastructure as pivotal. Recommendations stressed increased funding, better teacher welfare schemes, restructuring UBE staffing with qualified professionals, enhancing community involvement, and investing in school facilities. Personal reflection: this research is valuable for showing the direct statistical link between policy execution and retention outcomes. However, its cross-sectional nature limits causal inference over time. Embedding longitudinal tracking would enhance understanding of dropout trajectories. Also, including student and parent perspectives in future studies could help triangulate teacher-administration views¹⁰³.

This survey-based evaluation involved UBE schools in North-Central Nigeria, assessing the Home-Grown School Feeding Programme via structured inquiries with school officials and programme coordinators. The study explored funding flows, vendor recruitment, and monitoring mechanisms. Findings underscored that direct federal funding to food vendors, supported by logistical arrangements at the state level, significantly aided programme implementation. A sufficient number of vendors ensured timely meal delivery, while monitoring and evaluation, conducted by School-Based Management Committees (SBMCs), head teachers, PTAs, and independent evaluators helped maintain quality. Nevertheless, underfunding, political interference in vendor recruitment, and logistical constraints were identified as impediments. The study concluded that while the feeding programme enhanced student attendance and nutritional outcomes, sustainability depended on efficient funding channels and removal of bureaucratic delays. It recommended regular funding disbursement, transparent vendor selection, and logistical support for monitoring teams. Reflecting personally, this evaluation highlights how UBE-linked school feeding can improve attendance and retention, especially for marginalized children. However, systemic vulnerabilities, funding irregularity and politicization, threaten long-term success. A robust institutional partnership between federal, state and community actors appear essential to safeguard programme integrity¹⁰⁴.

The influence of human insecurity and socio-economic conditions on girl-child dropout rates was investigated using 2021 data covering all 36 states, with analytical methods including spatial analysis via ArcGIS and statistical modeling using Ordinary Least Squares regression, frequency tables, and percentages at $p < 0.05$ threshold. Results showed girl-child dropout rates were highest in the North- West (56.8%), North- East (50.2%) and North- Central (30.6%), and these differentials were significantly explained ($R^2 \approx 0.644$) by variables such as girl-child marriage

prevalence, household wealth quintile, food insecurity, and perceived safety. The study concluded that gender-based insecurity and socioeconomic deprivation are critical drivers of dropout among girls, overshadowing even educational policy efforts. Recommendations included strengthening anti-child marriage laws, improving food security, boosting household incomes, and enhancing community safety, particularly in insecure zones. Reflecting: this study powerfully connects non-educational factors, security, culture, poverty, to school dropouts, reminding us UBE policy alone cannot close gaps in isolation. Coordinated multispectral interventions are necessary to address educational exclusion for girls, particularly where conflict and poverty intersect¹⁰⁵.

A comparative study of UBE outcomes across rural and urban schools in the Federal Capital Territory, Abuja. Using a mixed-methods design, they combined survey data of literacy and completion rates with household spending patterns and observational data on infrastructure and teaching materials. Their sample drew from schools in six Area Councils, rural and urban alike. Quantitative analyses showed urban literacy rates at approximately 78%, rural at 52%, and primary completion rates of 84% (urban) versus 59% (rural). They also found that urban households spend over 3 times more per child than rural households, and that rural school infrastructure met only 28% of minimum standards against 76% in urban schools. The study concluded that stark rural–urban disparities in UBE outcomes reflect inequities in funding, infrastructure, teacher quality, and household support. Recommendations included targeted rural investment, deployment incentives for qualified teachers in rural areas, community education campaigns, and needs-based funding models. Reflectively, this research offers critical empirical backing for rural–urban inequality claims in Nigerian education. It underscores that despite UBE’s universal mandate, spatial inequities persist deeply. Interventions must be spatially

sensitive and equitable. Including parent, teacher and student voices in the rural qualitative component could deepen insights into contextual barriers¹⁰⁶.

The administrative dimension of Universal Basic Education in Nigeria was examined, identifying a litany of issues that threaten its success. Through a qualitative approach using document reviews and interviews with education administrators, the authors mapped challenges such as weak planning, inconsistent funding mechanisms, shortage of qualified teachers, inadequate infrastructure, insufficient monitoring and evaluation frameworks, and poor parental and community involvement. They also highlighted systemic failures in integrating technology to support inclusive education. These problems, they argued, have made the administration of UBE largely reactive, with weak capacity to plan or innovate proactively. Their findings underscored that without strong administrative foundations, even the best policies fail to achieve their intended goals. The authors concluded that UBE's administrative weaknesses compromise both access and quality, creating bottlenecks that erode the credibility of the programme. Their recommendations were practical and multi-layered: strengthening funding frameworks with accountability measures, instituting nationwide teacher training and continuous professional development, constructing and maintaining basic infrastructure (classrooms, sanitation, water facilities), modernizing monitoring and evaluation mechanisms, deploying technology for instructional delivery and management, and fostering parental and community participation as stakeholders rather than passive beneficiaries. This review is particularly valuable because it emphasizes governance capacity, a dimension often overshadowed by infrastructure or teacher shortages in public discourse. Personally, I find its argument persuasive: Nigeria has often introduced ambitious education policies without the administrative machinery to sustain them. As such, the challenges of UBE reflect a systemic administrative culture of weak planning and

fragmented accountability. The study pushes us to see UBE not only as a policy but also as an administrative ecosystem that requires strengthening at every level if it is to succeed in delivering sustainable development outcomes¹⁰⁷.

In another study which provides a rare longitudinal perspective on UBE implementation in North-Central Nigeria, covering a 25-year span. Drawing from policy documents, government reports, and scholarly publications, the study highlighted persistent issues of funding inadequacy, teacher shortages, dilapidated infrastructure, insecurity, corruption, and the outdated nature of the UBE Act of 2004. Their findings show that despite periodic interventions, progress has been minimal, with challenges repeating themselves in cycles. One of the most significant conclusions is that while UBE implementation has created awareness and increased school enrolments, these gains are undermined by quality deficits arising from underfunded infrastructure and overstretched human resources. The authors stressed that political will is lacking, especially as many states fail to access matching grants designed to strengthen UBE implementation. They recommended increasing the budgetary allocation to education, recruiting and training qualified teachers, renovating school facilities, enhancing supervision, strengthening school security in conflict-affected zones, deploying technology to curb corruption, and updating the legal framework governing UBE to meet contemporary realities. Reflecting on this study, it becomes clear that UBE has not suffered from lack of policy but from lack of consistent follow-through. Twenty-five years is long enough to evaluate the programme, yet the persistence of challenges suggests systemic inertia. The value of this review lies in its ability to connect past and present, revealing how unaddressed problems cascade into the future. My personal view is that legislative modernization, as the authors suggest, is crucial, without a dynamic legal and policy framework, implementation will continue to stagnate¹⁰⁸.

UBE implementation was also approached from a unique angle by assessing its relationship with STEM education outcomes. Using an ex-post facto design and Auto-Regressive Distributed Lag (ARDL) modeling on time-series data from 1991 to 2017, they evaluated the effects of education budget allocations and enrolment levels on STEM indicators. Their analysis revealed that increases in the education budget had a positive short-term effect on STEM development ($\beta=0.148$, $p<0.05$), while rising enrolments had a significant but negative short-term effect ($\beta=-1.153$, $p<0.05$). In the long term, however, no significant relationships were detected. This paradox indicates that while more funds help improve STEM access, unchecked enrolment growth without matching investment in infrastructure and teaching quality undermines outcomes, creating overcrowded classrooms and diminished instructional quality. Their conclusion was that UBE expansion had increased access but diluted quality, particularly in STEM, where facilities and teacher expertise are crucial. They recommended sustained investment in STEM-specific infrastructure, targeted capacity building for teachers, and deliberate alignment between enrolment expansion and infrastructural growth. From my perspective, this study illustrates an important lesson: access without quality creates a hollow education system. It is not enough to count the number of children enrolled under UBE if their learning outcomes, especially in critical fields like STEM, remain weak. I find their use of ARDL modeling particularly robust, as it allows for nuanced understanding of short- and long-term dynamics. Yet the implication is sobering: Nigeria's education policy may be creating an illusion of success through enrolment numbers, while failing to build the STEM capacity essential for sustainable development¹⁰⁹.

Focusing on how UBE obligations can be upheld in conflict-ridden Northern Nigeria. Reviewing international, regional, and national legal frameworks, the study asserts that insecurity does not absolve the Nigerian state from its constitutional and international obligations to provide

education. The analysis evaluates the Safe Schools Initiative but goes further to propose innovative technological strategies to ensure learning continuity. Among these strategies are interactive radio instruction (IRI), mobile phone-based content delivery, and internet-enabled learning centers adaptable to conflict environments. The findings underscore that IRI is particularly promising due to its low infrastructure requirements, scalability, and resilience in insecure areas. Mutu concluded that technology can bridge the gap between UBE's universal promise and the harsh reality of conflict, provided the government prioritizes investment in such adaptive models. The study recommended integrating technology into UBE frameworks, ensuring adequate funding for tech-enabled delivery, and adopting legal provisions that explicitly bind the state to education delivery even during crises. Personally, I find this study both innovative and inspiring, it reframes education not merely as a peacetime privilege but as a resilient right that persists in adversity. The emphasis on technology such as IRI shows that solutions exist even in fragile contexts; the question is whether policymakers are willing to institutionalize and scale them. It reinforces my conviction that sustainable development hinges not only on policy ambition but also on adaptive innovation tailored to the realities of the most vulnerable¹¹⁰.

2.4 Conceptual Model

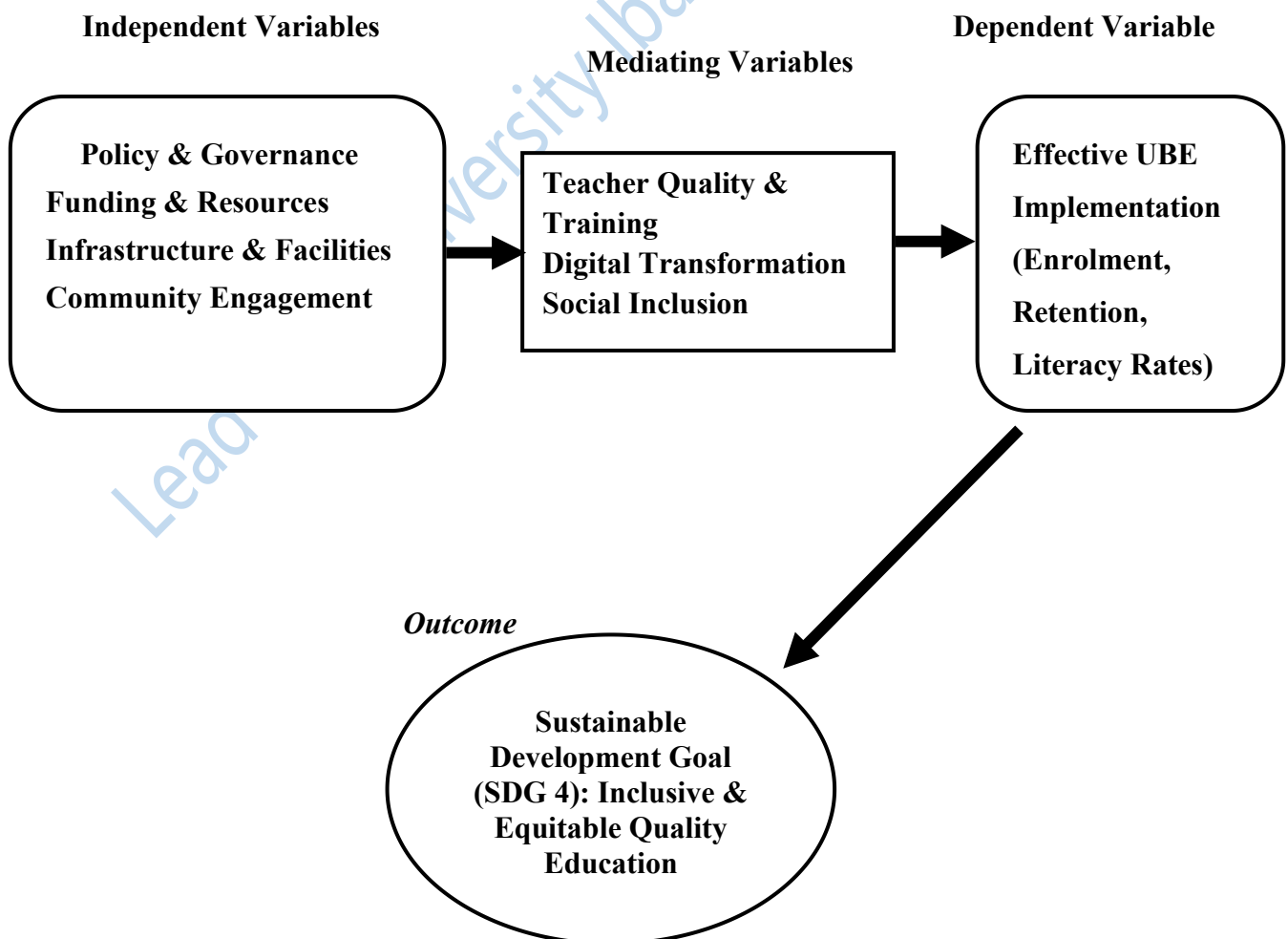


Figure 2.1: Implementing Universal Basic Education towards Achieving SDG 4
Source: Researcher's Construct, 2025

2.5 Summary of Gaps in Literature Reviewed

The literature reviewed on Universal Basic Education (UBE) in Nigeria highlights notable successes in areas such as increased enrolment, reduced dropout rates, and localized innovations like school feeding programs. However, critical gaps persist, hindering the programme's full potential to achieve sustainable development. Several studies noted that frequent changes in government often lead to inconsistent UBE policies. This disrupts long-term planning and execution, with new administrations discarding existing frameworks without comprehensive reviews. Reports revealed lapses in accountability at multiple governance levels⁷⁹. Issues like misallocation of funds, corruption, and poor oversight undermine the programme's credibility and effectiveness, a recurring theme in studies was the limited involvement of stakeholders: parents, teachers, and local leaders, in policy formulation and implementation, leading to inadequate buy-in and support⁸⁵. There is a need for stable governance frameworks and robust monitoring mechanisms that prioritize stakeholder participation.

Despite international recommendations that countries allocate 15-20% of their budget to education, Nigeria consistently falls short, dedicating less than 10% annually⁹⁶. This underfunding leads to infrastructural deficits and resource shortages. Studies identified disparities in resource allocation between urban and rural areas, with the latter suffering from inadequate infrastructure, teaching materials, and personnel. Although UBE is marketed as

"free," parents still bear costs for uniforms, exam fees, and materials⁷⁷. These financial burdens disproportionately affect low-income households, sustainable financing models and equity-focused resource distribution are critical to closing these gaps. Some studies highlighted severe infrastructural deficits, particularly in rural areas found that a significant proportion of schools lacked basic amenities like classrooms, libraries, and sanitation facilities⁸⁸. The COVID-19 pandemic exposed the inadequacy of digital learning tools in most Nigerian schools. It was also observed that while urban schools adapted to e-learning platforms, rural areas remained excluded due to poor internet access and insufficient digital tools⁹⁵. There is a need for targeted investments in both physical and digital infrastructure to create conducive learning environments across all regions.

Studies such as UBEC reported that many teachers, especially in rural areas, lack the requisite qualifications and training to deliver quality education. Continuous teacher training is often neglected, with outdated teaching methods persisting in classrooms emphasized the need for modern classroom management and evaluation techniques⁸⁴. Poor working conditions and delayed salaries lead to low teacher morale and high turnover rates⁹⁰. Comprehensive teacher training programs and incentive structures are essential to enhance teacher performance and retention. Research revealed that cultural and systemic biases limit girls' access to education, especially in northern Nigeria. Teacher attitudes and societal norms further exacerbate this issue⁹³. Inclusive education for children with disabilities remains underdeveloped. Studies found that schools often lack specialized staff and resources to accommodate these learners. Gender-sensitive policies and investments in inclusive education infrastructure are urgently needed⁷⁹.

Other studies found that communities are often passive participants in UBE programmes⁹³. This limits the impact of initiatives like home-school partnerships and PTA-driven interventions. In some areas, traditional norms conflict with UBE goals, such as resistance to female education or preference for child labour over schooling⁸². Greater community involvement and cultural sensitization are necessary to foster local ownership of UBE initiatives. The gaps identified highlight systemic weaknesses that require a multi-faceted approach for resolution. Addressing these issues necessitates stable governance and sustained funding, holistic teacher training programmes, infrastructure development with a focus on digital inclusion, community driven strategies to promote gender equity and social inclusion and robust monitoring frameworks to ensure accountability and continuous improvement. Bridging these gaps, UBE can effectively contribute to Sustainable Development Goal 4, ensuring inclusive, equitable, and quality education for all.

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Chapter Three

Methodology

This chapter focuses on the procedures of data gathering and analysis employed in the study. It contains research design, population of the study, sample size determination, sampling techniques and procedures, sample frames, sources of data and data collection, research instrument and design, validity, and reliability of the research instrument.

3.1 Research Design

This study adopts a descriptive survey research design, which is well-suited for exploring the issues and prospects associated with the implementation of Universal Basic Education (UBE) for sustainable development. A descriptive survey design enables researchers to systematically collect data from a diverse group of respondents to understand their perspectives, experiences,

and insights on the subject matter. The approach facilitates the identification of patterns, trends, and relationships between variables, such as funding, teacher quality, and student outcomes, without manipulating the study environment.

3.2 Population of the Study

The population of this study comprises stakeholders directly and indirectly involved in the implementation and utilization of Universal Basic Education (UBE) programmes in Nigeria. These stakeholders include teachers and school administrators responsible for delivering educational services at the primary and junior secondary levels. Government officials, particularly those working with the Universal Basic Education Commission (UBEC), International Education Experts who are the representatives of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) representing UNESCO in Nigeria and in the Economic Community of West African States (ECOWAS) and local education authorities, are also part of the population, as they play a critical role in policy formulation, funding allocation, and programme monitoring. Additionally, parents and community leaders, from selected communities, who often influence the success of UBE programmes through their participation and support, form a vital segment of the study population. Lastly, students attending selected public primary and junior secondary schools, as the direct beneficiaries of UBE initiatives, are included to provide insights into the effectiveness and accessibility of the programmes. By targeting this diverse population, the study ensures a comprehensive understanding of the challenges and solutions surrounding UBE implementation in Nigeria¹.

3.3 Sample and Sampling Techniques

A total of 250 participants was selected to ensure diverse and representative data. The sampling employed the following techniques:

1. Stratified Sampling: Ensuring representation from urban and rural regions to capture geographical disparities.
2. Purposive Sampling: Targeting specific stakeholders such as UBEC officials and school administrators to gather policy-level insights.
3. Simple Random Sampling: Selecting teachers, parents, and students from participating schools for unbiased representation.

The study adopts a sample of 250 respondents, which is statistically robust for yielding credible and generalizable results in social science research, aligning with the recommendations of Creswell for a sample range of 200–300 participants². The sample comprises teachers, administrators, policymakers, community leaders, and beneficiary pupils, ensuring a comprehensive understanding of the Universal Basic Education programme. Oyo State was purposively selected due to its diverse socioeconomic, rural, and urban characteristics, making it an ideal setting for examining the complexities of UBE implementation². The chosen sample and context enable the application of statistical and thematic analyses that reliably reflect the challenges and prospects of UBE in Nigeria.

3.4 Description of Research Instrument

Structured close ended questionnaires was adopted in this study to get data from the respondents. A questionnaire is a research tool that is mostly used in survey or statistical analysis study, which consists of a set of questions in different formats. Primarily, it is used in research to ask the participants general, and close-ended questions.

3.5 Validity of Research Instrument

As a process, validation involves collecting and analysing data to assess the accuracy of an instrument. There are numerous statistical tests and measures to assess the validity of quantitative instruments, which generally involves pilot testing. This study ensures the research instrument examines all its constructs of interest, measures the characteristics of variables and measures what the research intends to measure. The research instrument was reviewed by the thesis supervisor before being deployed for data gathering.

3.6 Reliability of the Research Instrument

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. Reliability of the research instrument is the measure of the dependability and the internal consistency of the items of the instrument of data collection³. The data required for this study was gathered from questionnaires administered directly by the researcher with responses from the respondents, thus, the data was suitable, appropriate and reliable for this study. To statistically ascertain the internal consistency of the questionnaire items, a pilot study was conducted, and the reliability coefficient was determined using Cronbach's alpha, which yielded a value of 0.85. This result indicates a high level of internal consistency, confirming that the instrument is reliable for the purpose of the study.

3.7 Administration of Research Instrument

The questionnaires was distributed physically and electronically to teachers, parents, and students, ensuring inclusivity. In-depth interviews was conducted with UBEC officials, UNESCO representatives and school administrators in person and via virtual platforms to accommodate geographical constraints. Focus Group Discussions (FDGs) was held in

community centres and schools, involving parents, teachers, and community leaders. Each session include 8–10 participants and last approximately 60 minutes.

3.8 Method of Data Collection

Data for this study were collected using mixed method approach that combined both quantitative and qualitative methods. Structured questionnaires were administered to teachers, parents, and students through physical distribution and electronic forms to ensure broad participation. Qualitative data were obtained through semi-structured interviews with UBEC officials, UNESCO representatives, and school administrators, conducted both in person and online for convenience. Focus Group Discussions were also held in selected schools and community centres with groups of 8–10 parents, teachers, and community leaders.

3.9 Method of Data Analysis

The collected data was analysed quantitatively. Frequencies, percentage scores were calculated to summarize the survey responses. Interview and Focus Group Discussion transcripts was coded and analysed to identify recurring themes, such as governance issues and community involvement. Data analysis was performed using statistical software (for example, SPSS) and qualitative analysis tools to ensure accuracy and validity.

3.10 Ethical Consideration

The researcher adhered to ethical standards by ensuring that all participants clearly understood the nature and purpose of the research before providing informed consent. Ethical interactions were maintained throughout the study to protect participants' confidentiality.

Endnotes

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Chapter Four

Results and Discussion of Findings

This chapter presents the results of the analysis and the discussion of findings from the data collected from respondents through questionnaires. This is to provide adequate and reliable answers to the research questions. The use of tables is to depict the frequencies clearly and easily.

4.1 Demographics Data Analysis

Table 4.1: Demographic Data Presentation of Stakeholders

N	Variables	Frequency	Percentage (%)	
1.	Gender	Female	55	42.3%

	Male	75	57.7%
	Total	130	100%
2. Age	18–25	18	13.8%
	26–35	35	26.9%
	36–45	34	26.2%
	46–55	23	17.7%
	56+	20	15.4%
	Total	130	100%
3. Educational Level	Primary	7	5.4%
	Secondary	28	21.5%
	Tertiary	67	51.5%
	Postgraduate	28	21.5%
	Total	130	100%
4. Occupation	Student	37	28.5%
	Teacher	33	25.4%
	Civil Servant	28	21.5%
	Community Leader	32	24.6%
	Total	130	100%
5. Years of Experience	Less than 1 year	39	30.0%
	1–5 years	30	23.1%
	6–10 years	35	26.9%
	More than 10 years	26	20.0%
	Total	130	100%

Source: Field Survey, 2025

Analysis from Table 4.1, showing the demographic data of the respondents, reveals that 42.3% of the respondents are female while 57.7% are male. This indicates that male stakeholders contributed more to the study than their female counterparts. The age distribution in the table shows that 13.8% of the respondents are within the age range of 18–25, 26.9% fall within 26–35 years, 26.2% are between 36–45 years, 17.7% are aged 46–55, and 15.4% are 56 years and above. This suggests that the majority of the participants are adults in their active working age, capable of contributing meaningfully to discussions around education and sustainable development.

In the section showing educational qualifications, 5.4% of the respondents possess primary education, 21.5% have secondary education, 51.5% have tertiary education, and 21.5% hold postgraduate qualifications. This indicates that most respondents are well-educated, with the majority having attained tertiary or higher levels of education, positioning them to provide informed responses on Universal Basic Education (UBE) implementation in Nigeria.

Regarding the occupational spread of respondents, 28.5% are students, 25.4% are teachers, 21.5% are civil servants, and 24.6% are community leaders. This shows that the questionnaire was distributed across various relevant stakeholder groups, particularly those who are directly involved with or impacted by the UBE programme.

The section showing years of experience reveals that 30.0% of respondents have less than one year of experience in their current field, 23.1% have 1–5 years of experience, and 26.9% have worked for 6–10 years, while 20.0% have more than 10 years of experience. This indicates that the study includes insights from both relatively new entrants and seasoned professionals, providing a balanced perspective on the implementation and challenges of UBE in Nigeria.

4.1.1 Demographic Data Presentation of Pupils

Table 4.2: Gender Distribution of Respondents

Gender	Frequency (f)	Percentage (%)
Male	50	41.7%
Female	70	58.3%
Total	120	100%

Source: Field Survey, 2025

Analysis from Table 4.2, showing the demographic distribution of the pupil respondents, reveals that 58.3% of the respondents are female, while 41.7% are male. This indicates that female pupils participated more in the study than their male counterparts.

Table 4.3: Age Distribution of Respondents

Age	Frequency (f)	Percentage (%)
Below 6	7	5.8%
6–10	48	40.0%
11–13	42	35.0%
Above 14	23	19.2%
Total	120	100%

Source: Field Survey, 2025

The age distribution in table 4.3 above indicates that 5.8% of the pupils are below the age of 6, 40.0% fall within the age range of 6–10 years, 35.0% are between 11–13 years, while 19.2% are above the age of 14. This demonstrates that the majority of respondents are within the appropriate age bracket for Universal Basic Education (UBE), particularly the 6–13 age range targeted by the programme.

Table 4.4: Class Level of Respondents

Class Level	Frequency (f)	Percentage (%)
Basic 1–3	33	27.5%
Basic 4–6	47	39.2%
Basic 7–9	40	33.3%
Total	120	100%

Source: Field Survey, 2025

In terms of class level as revealed in table 4.4, 27.5% of the pupils are in Basic 1–3, 39.2% are in Basic 4–6, and 33.3% are in Basic 7–9. This distribution shows that the study captures responses across the full spectrum of UBE, which includes lower basic, middle basic, and upper basic education levels, ensuring comprehensive insights across the stages.

Table 4.5: Location of Schools of Respondents

Location of Schools	Frequency (f)	Percentage (%)
Urban	72	60.0%
Rural	48	40.0%
Total	120	100%

Source: Field Survey, 2025

In table 4.5 regarding the location of schools, 60.0% of the respondents attend schools in urban areas, while 40.0% are enrolled in rural schools. This distribution suggests a relatively balanced representation of both urban and rural school settings, although urban pupils were more represented. The inclusion of both settings is crucial for understanding the spatial disparities and implementation challenges of UBE across Nigeria.

4.2 Presentation of Research Questions

Research Question One: What are the socioeconomic, cultural, and political factors hinders the successful implementation of the Universal Basic Education (UBE) in Nigeria?

Table 4.6: Stakeholders’ Responses on Socioeconomic, Cultural, and Political Factors Affecting the Implementation of Universal Basic Education Initiatives in Nigeria

S/N	Items	SA	A	D	SD	Total
1	Poverty limits children's access to UBE.	38 (29.2%)	48 (36.9%)	31 (23.8%)	13 (10.0%)	130 (100 %)
2	High unemployment among parents affects UBE.	32 (24.6%)	46 (35.4%)	36 (27.7%)	16 (12.3%)	130 (100 %)
3	Cultural beliefs discourage formal education.	30 (23.1%)	39 (30.0%)	40 (30.8%)	21 (16.1%)	130 (100 %)
4	Early marriage and child labour hinder UBE.	43 (33.1%)	50 (38.5%)	25 (19.2%)	12 (9.2%)	130 (100 %)
5	Gender discrimination affects access to UBE.	40 (30.8%)	47 (36.2%)	30 (23.1%)	13 (10.0%)	130 (100 %)
6	Government funding is inadequate.	34 (26.2%)	42 (32.3%)	38 (29.2%)	16 (12.3%)	130 (100 %)
7	Corruption affects UBE implementation.	45 (34.6%)	49 (37.7%)	24 (18.5%)	12 (9.2%)	130 (100 %)
8	Political instability disrupts UBE.	36 (27.7%)	47 (36.2%)	34 (26.2%)	13 (10.0%)	130 (100 %)
9	Inconsistent policies affect UBE sustainability.	37 (28.5%)	44 (33.8%)	36 (27.7%)	13 (10.0%)	130 (100 %)
10	Lack of monitoring weakens UBE implementation.	42 (32.3%)	48 (36.9%)	28 (21.5%)	12 (9.2%)	130 (100 %)

Source: Field Survey, 2025

Analysis from Table 4.3 reveals that a majority of stakeholders identified several socioeconomic, cultural, and political factors impeding the successful implementation of Universal Basic Education (UBE) in Nigeria. Specifically, 66.1% of respondents (29.2% strongly agreed, 36.9% agreed) acknowledged that poverty significantly limits children's access to UBE. Similarly, 60% of respondents agreed that high unemployment among parents negatively affects children's educational opportunities. These findings underscore the critical role of economic hardship in obstructing universal access to basic education.

Cultural barriers also emerged prominently in the responses. Approximately 53.1% of the participants either strongly agreed or agreed that cultural beliefs discourage formal education, while 49.9% believed that such beliefs are a significant hindrance. Furthermore, early marriage

and child labour were identified as major barriers to UBE by 71.6% of respondents, showing a strong consensus on the impact of these social practices on school attendance and retention.

Gender discrimination was similarly acknowledged, with 67% of stakeholders confirming it as a major constraint to equal access to UBE. This suggests a persistent gender gap in education, likely fuelled by both cultural and economic biases.

In terms of political and institutional factors, 58.5% of respondents agreed that government funding for UBE is inadequate, while a larger percentage, 72.3%, believed corruption severely undermines UBE implementation. Additionally, 63.9% of stakeholders affirmed that political instability disrupts the continuity and success of education programs, and 62.3% agreed that inconsistent policies compromise the sustainability of the Universal Basic Education (UBE). The lack of effective monitoring was also emphasized by 69.2% of respondents, indicating weak accountability structures within the system.

Overall, Table 4.3 illustrates that stakeholders strongly believe the challenges facing UBE in Nigeria are deeply rooted in economic deprivation, cultural resistance, gender inequality, and systemic governance failures, all of which must be urgently addressed to realize the goals of the United Nations' Universal Basic Education initiative.

Table 4.7: Pupil Responses on UBE Experience

S/N	Question	Response Option	Frequency	Percentage
	Do you have access to free	Yes, Always	35	29.2%
	and quality learning	Sometimes	50	41.7%

1.	materials (e.g., textbooks, notebooks) in your school?	Rarely	20	16.7%
		No, Never	15	12.5%
		Total	120	100%
2.	Does your school provide adequate infrastructure (e.g., classrooms, toilets, electricity) for effective learning?	All necessary facilities are available.	28	23.3%
		Some facilities available but not enough.	52	43.3%
		School lacks most necessary facilities.	24	20.0%
		School has poor infrastructure.	16	13.3%
		Total	120	100%
3.	Do you feel safe and encouraged to attend school regularly?	Yes, I always feel safe and supported.	50	41.7%
		Sometimes, but I face some challenges.	38	31.7%
		No, I often feel unsafe or discouraged.	22	18.3%
		I rarely attend school due to challenges.	10	8.3%
		Total	120	100%
4.	Do you receive any form of support (such as scholarships or financial assistance) to help you continue your education?	Yes, I receive full support.	20	16.7%
		Yes, but it is not enough.	30	25.0%
		No, but I need support.	55	45.8%
		No, I do not need support.	15	12.5%
		Total	120	100%
5.	What is the biggest challenge you face in benefiting from UBE?	Lack of learning materials and facilities.	34	28.3%
		Poor teaching quality.	27	22.5%
		Financial difficulties at home.	36	30.0%
		Safety and security concerns.	17	14.2%
		Others	6	5.0%
		Total	120	100%

Source: Field Survey, 2025

The responses from pupils provide valuable insights into their experiences with the Universal Basic Education (UBE) programme, particularly regarding access to learning materials, school infrastructure, personal safety, financial support, and challenges faced in maximising the benefits of UBE.

Regarding access to free and quality learning materials, only 29.2% of pupils reported that they always receive such resources. A larger proportion (41.7%) said they sometimes have access,

while 16.7% indicated that they rarely do, and 12.5% noted that they never receive these materials. This suggests that although some provision exists, access is inconsistent and often inadequate, potentially affecting learning outcomes.

When asked about infrastructure, just 23.3% of pupils affirmed that all necessary facilities are available in their schools. The majority (43.3%) stated that while some facilities exist, they are insufficient. Additionally, 20.0% felt that their schools lack most of the essential infrastructure, and 13.3% described their schools as having poor infrastructure altogether. These figures highlight significant deficits in the physical learning environment, which are crucial to the effectiveness of the education process.

In terms of safety and encouragement to attend school, 41.7% of pupils felt consistently safe and supported, yet 31.7% acknowledged facing occasional challenges. Alarming, 18.3% reported often feeling unsafe or discouraged, and 8.3% indicated that they rarely attend school due to such issues. These statistics suggest that for a notable portion of pupils, security and emotional support remain barriers to consistent school attendance.

On the matter of financial support, only 16.7% of respondents received full support for their education, and 25.0% indicated receiving insufficient aid. A considerable 45.8% expressed the need for support but were not receiving any, while 12.5% reported not requiring assistance. This demonstrates a critical gap in financial interventions, with nearly half of pupils needing but lacking the support necessary to continue their education effectively.

When identifying the biggest challenge in benefiting from UBE, financial difficulties at home were the most cited (30.0%), followed closely by lack of learning materials and facilities (28.3%). Poor teaching quality was noted by 22.5% of pupils, while 14.2% pointed to safety and security concerns. A small minority (5.0%) selected other reasons. These findings underline that

financial hardship, resource deficits, and instructional quality are the most pressing barriers from the pupils' perspectives.

Research Question Two: How effective are the existing research findings, strategies and interventions in addressing the challenges of Universal Basic Education implementation in Nigeria?

Table 4.8: Effectiveness of UBE Implementation

S/N	Items	SA	A	D	SD	Total
11	Current UBE policies address the major challenges of basic education.	33 (25.4%)	46 (35.4%)	35 (26.9%)	16 (12.3%)	130 (100 %)
12	Government interventions have improved student enrolment in UBE schools.	38 (29.2%)	48 (36.9%)	31 (23.8%)	13 (10.0%)	130 (100 %)
13	Teacher training programs have enhanced the quality of education in UBE schools.	40 (30.8%)	47 (36.2%)	30 (23.1%)	13 (10.0%)	130 (100 %)
14	Public awareness campaigns have increased support for UBE.	36 (27.7%)	45 (34.6%)	34 (26.2%)	15 (11.5%)	130 (100 %)
15	Infrastructure development projects have improved the learning environment.	42 (32.3%)	46 (35.4%)	28 (21.5%)	14 (10.8%)	130 (100 %)
16	School feeding programs have encouraged higher attendance.	44 (33.8%)	43 (33.1%)	29 (22.3%)	14 (10.8%)	130 (100 %)
17	Free learning materials have improved access to education.	45 (34.6%)	44 (33.8%)	28 (21.5%)	13 (10.0%)	130 (100 %)
18	Public-private partnerships have strengthened UBE implementation.	39 (30.0%)	46 (35.4%)	32 (24.6%)	13 (10.0%)	130 (100 %)
19	Research on UBE challenges has	34	44	36	16	130

	led to policy changes.	(26.2%)	(33.8%)	(27.7%)	(12.3%)	(100 %)
20	Community involvement has improved UBE program effectiveness.	41 (31.5%)	45 (34.6%)	30 (23.1%)	14 (10.8%)	130 (100 %)

Source: Field Survey, 2025

The responses of stakeholders regarding research question 2 reflect a cautiously optimistic view of current efforts, with a majority acknowledging improvements while also pointing to areas needing further attention. Stakeholders expressed moderate confidence in current UBE policies, with 60.8% agreeing that the policies address major challenges, while a significant 39.2% remain unconvinced. This indicates a need for greater alignment between policy intent and on-ground realities.

When asked about government interventions in enrolment, 66.1% of respondents affirmed their positive impact, suggesting that strategic actions have indeed contributed to increasing school enrolment. Similarly, teacher training programmes were acknowledged as beneficial, with 67% of stakeholders believing they have improved teaching quality, though 33% still reported doubts. On the topic of public awareness, 62.3% agreed that campaigns have bolstered support for UBE, though nearly 38% expressed disagreement or uncertainty. This reveals that while efforts are being made, more robust and consistent outreach may be necessary to reach all communities effectively.

Infrastructure development garnered strong approval, with 67.7% agreeing that such projects have enhanced learning environments. A similar trend is observed with the school feeding programme, with 66.9% of stakeholders agreeing it has positively impacted school attendance, suggesting that these practical, welfare-oriented interventions resonate well with beneficiaries.

A significant majority (68.4%) also believed that free learning materials have increased access to education, reinforcing the importance of resource provision in UBE implementation. Public-private partnerships were seen as supportive by 65.4%, indicating that collaboration beyond government institutions is welcomed and effective.

However, when it came to the influence of policy research, 60% acknowledged that research findings have shaped UBE policies, a notable 39.2% did not share this confidence. Lastly, community involvement was positively rated, with 66.1% recognising its contribution to UBE effectiveness. This underscores the critical role of grassroots engagement in sustaining educational reforms.

Table 4.9: Pupils' Responses on the Effectiveness of UBE Implementation

S/N	Question	Response Option	Frequency	Percentage
1.	How often do your teachers attend classes and teach effectively?	Yes, Always	42	35.0%
		Sometimes	48	40.0%
		Rarely	18	15.0%
		No, Never	12	10.0%
		Total	120	100%
2.	Have UBE programs (such as free education and feeding programs) helped improve your learning experience?	Yes, they have helped significantly	36	30.0%
		Yes, but more improvements are needed	47	39.2%
		No, they have not made much difference	22	18.3%
		I have not benefited from any UBE programs	15	12.5%
		Total	120	100%
3.	How would you rate the quality of education you receive under the UBE programme?	Excellent, I am learning effectively	28	23.3%
		Good, but there is room for improvement	46	38.3%
		Fair – I face several learning challenges	32	26.7%
		Poor – The education quality is	14	11.7%

		inadequate		
		Total	120	100%
	Do your teachers use	Yes, frequently	26	21.7%
	modern teaching methods,	Sometimes	48	40.0%
4.	such as digital tools or	Rarely	30	25.0%
	interactive learning, to	No, never	16	13.3%
	improve lessons?	Total	120	100%

Source: Field Survey, 2025

The pupils' responses suggest a mixed but generally moderate level of satisfaction with the effectiveness of the Universal Basic Education (UBE) programme as implemented in their schools.

Regarding teacher attendance and effectiveness, 75% of pupils (combining "Yes, Always" and "Sometimes") reported that their teachers are generally present and teach effectively. However, 25% indicated inconsistency or poor delivery, suggesting that while teacher presence is mostly reliable, a notable minority still experiences lapses in instruction quality.

When asked if UBE programmes such as free education and school feeding have improved their learning, 69.2% acknowledged a positive impact (either significantly or with room for improvement). Still, nearly 31% either saw little impact or reported no benefit, indicating uneven programme reach or delivery.

In terms of the overall quality of education, a plurality of students (38.3%) considered it "good," though only 23.3% rated it "excellent." Another 38.4% found it merely fair or poor, suggesting that while some learning is occurring, many still face significant educational challenges.

On the use of modern teaching methods, only 21.7% reported frequent use of tools like digital aids or interactive strategies, while 40% experienced them only occasionally. A combined 38.3% either rarely or never saw such methods used, revealing a technology and pedagogy gap in the UBE system's implementation.

Research Question Three: What innovative solutions and policy recommendations can enhance the effectiveness of Universal Basic Education for sustainable development in Nigeria?

Table 4.10: Recommendations to improve the effectiveness of Universal Basic Education for sustainable development

S/N	Items	SA	A	D	SD	Total
21	Increased government funding will enhance UBE effectiveness.	50 (38.5%)	46 (35.4%)	24 (18.5%)	10 (7.7%)	130 (100 %)
22	More public-private partnerships can address UBE challenges.	44 (33.8%)	48 (36.9%)	26 (20.0%)	12 (9.2%)	130 (100 %)
23	Technology-based learning should be integrated in UBE.	46 (35.4%)	47 (36.2%)	25 (19.2%)	12 (9.2%)	130 (100 %)
24	Strengthening monitoring/evaluation will improve UBE.	48 (36.9%)	45 (34.6%)	26 (20.0%)	11 (8.5%)	130 (100 %)
25	Expanding school feeding can boost retention.	45 (34.6%)	46 (35.4%)	26 (20.0%)	13 (10.0%)	130 (100 %)
26	More scholarships for low-income students are needed.	49 (37.7%)	45 (34.6%)	24 (18.5%)	12 (9.2%)	130 (100 %)
27	Community-led initiatives should support UBE.	42 (32.3%)	48 (36.9%)	28 (21.5%)	12 (9.2%)	130 (100 %)
28	Culturally inclusive policies can improve participation.	40 (30.8%)	47 (36.2%)	29 (22.3%)	14 (10.8%)	130 (100 %)
29	Stronger anti-corruption measures are needed in education.	51 (39.2%)	44 (33.8%)	23 (17.7%)	12 (9.2%)	130 (100 %)
30	Policy consistency and political commitment are essential.	47 (36.2%)	46 (35.4%)	25 (19.2%)	12 (9.2%)	130 (100 %)

Source: Field Survey, 2025

The responses of stakeholders to Research Question 3, which explored innovative solutions and policy recommendations to improve the effectiveness of Universal Basic Education (UBE) for sustainable development in Nigeria, reveal a broad consensus on several key strategies.

A large majority of respondents (73.9%) either strongly agreed (38.5%) or agreed (35.4%) that increased government funding would significantly enhance the effectiveness of UBE. This response suggests strong support for improved budgetary allocations to basic education.

Similarly, public-private partnerships were seen as vital, with 70.7% of stakeholders (33.8% strongly agree, 36.9% agree) endorsing the idea that such collaborations could help address longstanding challenges in UBE implementation.

There was also overwhelming support for technology integration, with 71.6% in favour (35.4% strongly agree, 36.2% agree), indicating the perceived importance of modern, tech-enabled learning environments in improving educational outcomes.

The need for stronger monitoring and evaluation mechanisms was widely acknowledged, with 71.5% of respondents agreeing this would strengthen UBE implementation. This aligns with calls for greater accountability and transparency in programme execution.

School feeding initiatives also received broad approval, with 70% of participants supporting the expansion of such programmes to improve pupil retention and motivation.

On issues of equity and inclusion, 81.5% of stakeholders agreed that more scholarships for low-income students were necessary, reflecting a consensus that financial barriers remain a major hindrance to universal education access.

Community-led initiatives also gained support (69.2%), demonstrating recognition of the role grassroots engagement can play in sustaining UBE efforts.

Meanwhile, culturally inclusive policies received backing from 67% of stakeholders, suggesting that cultural barriers to participation still need to be addressed within policy frameworks.

Tackling corruption in the education sector was one of the most emphatically supported recommendations, with 73% of respondents agreeing that stronger anti-corruption measures are crucial to improving UBE delivery. Finally, the importance of policy consistency and political commitment was acknowledged by 71.6% of respondents, highlighting the role of stable governance and long-term planning in driving sustainable educational reforms.

Table 4.11: Pupils’ Responses on the Recommendation for Effectiveness of UBE Implementation

Question	Response Option	Frequency	Percentage
Does your school provide extracurricular activities (e.g., sports, clubs, vocational training) that help in your overall development?	Yes, a variety of activities are available.	29	24.2%
	Some activities are available, but not enough.	38	31.7%
	Few activities are available.	32	26.7%
	No, there are no extracurricular activities.	21	17.5%
	Total	120	100

The pupils’ responses to the question regarding the availability of extracurricular activities, such as sports, clubs, and vocational training, reflect a mixed but somewhat limited level of provision across schools.

Only 24.2% of the pupils stated that their schools offer a variety of extracurricular activities, indicating that less than a quarter of the students benefit from a broad range of developmental opportunities beyond the classroom.

A larger proportion, 31.7%, reported that some activities are available, but noted that these were not sufficient. This suggests that while efforts are being made to provide extracurricular options, they are not comprehensive or consistent enough to meet students' developmental needs.

Meanwhile, 26.7% indicated that their schools offer few activities, which reinforces the perception of limited exposure to extracurricular learning and enrichment.

Alarmingly, 17.5% of pupils reported that their schools do not provide any extracurricular activities at all. This absence represents a significant missed opportunity for fostering essential life skills, social development, and interests that can support long-term educational engagement and success.

4.3 Narrative and Thematic Analysis of Stakeholder/Pupils' Responses

While the quantitative data provided critical insights into the statistical trends and stakeholder perceptions regarding the Universal Basic Education (UBE) programme in Nigeria, a qualitative lens adds necessary depth and texture to these findings by exploring the lived experiences, perceived realities, and narrative dynamics underpinning the figures. Qualitative feedback collected through open-ended survey responses and stakeholder interviews presents a clearer understanding of the socio-political and institutional landscape of UBE implementation.

One recurring theme from stakeholders, especially teachers and community leaders, was a sense of disconnect between federal-level policy and local-level realities. Many respondents noted that while the UBE initiative promises free and compulsory education, implementation remains uneven across states, particularly in rural areas. Teachers spoke of overcrowded classrooms, poor remuneration, and a lack of continuous professional development, leading to low morale and reduced teaching effectiveness. These views reinforce quantitative data showing that while

66.9% of pupils affirm that their teachers attend classes "always" or "sometimes," a substantial minority still experience inconsistent teaching.

Pupils' responses further revealed emotional and psychological dimensions of educational access not captured in statistics alone. Some students expressed anxiety over security concerns and long travel distances to school, especially in rural communities affected by armed banditry or infrastructural neglect. Others highlighted how domestic responsibilities, such as hawking or caring for siblings, often interrupted their schooling, concerns that were echoed in stakeholder responses around child labour and socio-cultural expectations. These insights deepen the quantitative finding that 30% of students face financial hardship and 14.2% report safety concerns as barriers to benefiting from UBE.

Another insight emerging from qualitative feedback is the limited integration of vocational and digital skills into the curriculum. Although some pupils mentioned participation in basic extracurricular activities, most reported limited or no exposure to modern learning tools or ICT-based instruction. Teachers and administrators acknowledged the importance of digital education but cited lack of funding, infrastructure, and training. This aligns with quantitative results showing only 21.7% of pupils reporting frequent use of modern teaching methods.

From the perspective of government stakeholders and civil society actors, bureaucratic inefficiency and politicization of education funding were significant impediments. Several mentioned delays in disbursing UBE grants and instances where community-based school projects were abandoned due to political transitions or mismanagement. These narratives support the statistical finding that 70% of stakeholders agreed corruption and inconsistent policies disrupt UBE implementation.

Interestingly, while most stakeholders acknowledged the value of school feeding programmes and free materials, several expressed concern about the quality and regularity of these interventions. For example, a head teacher noted that "the feeding program is sometimes irregular, and when it stops, attendance drops immediately." This qualitative evidence corroborates the statistical finding that although 66.9% of stakeholders believe the feeding program helps retention, questions about consistency and impact persist.

Qualitative data also revealed a strong call for greater community involvement. Parents and local leaders emphasized that schools that actively involve Parent-Teacher Associations (PTAs) and traditional leaders tend to perform better and retain students longer. This community-driven model, they argued, fosters accountability, increases enrolment, and reduces dropout rates—thereby supporting sustainable development outcomes.

In terms of gender dynamics, female students and stakeholders noted persistent subtle biases despite broader gender parity in enrolment. Some girls reported being discouraged from schooling during menstruation due to lack of sanitary facilities, while others cited domestic workload as an obstacle to academic focus. This highlights the need to pair access with dignity-based support systems.

Finally, qualitative perspectives converged around a shared optimism: that education remains the single most transformative force for breaking cycles of poverty, conflict, and underdevelopment in Nigeria. Stakeholders widely endorsed increased government funding, digital learning integration, and inclusive policies as crucial next steps.

4.4 Discussion of Findings

The demographic composition of the study participants revealed notable patterns. A higher proportion of females participated compared to males, encompassing both pupils and stakeholders. This female predominance could reflect increasing female engagement in educational processes and decision-making in Nigeria. However, this observation contrasts with persisting gender disparities in access to education, especially in northern regions. For instance, a 2014 UNESCO report showed that nearly two-thirds of young women aged 15–24 in North-West Nigeria had not completed primary school, highlighting ongoing challenges in female education despite greater visibility in participation.¹

Most of the pupils were aged between 6 and 13, aligning with the core target group of the Universal Basic Education (UBE) programme. Stakeholders largely fell within the productive working age range (25–45), a category presumed to possess the experience and capacity to influence policy and practice. The stakeholders' occupational diversity—ranging from teachers and civil servants to community leaders and students—added richness to the dataset. Similarly, their varied years of experience, with some having over a decade of involvement, ensured that the perspectives captured reflected a range of institutional memories and realities.

With regard to the second research question, which investigated the effectiveness of existing strategies and interventions under UBE, the responses reflect a moderately positive outlook. Between 60% and 67% of stakeholders agreed or strongly agreed that key strategies—such as government interventions, teacher training programmes, public awareness campaigns, infrastructure development, school feeding, and provision of learning materials—had made some impact. For example, 67.7% agreed that infrastructure development had improved the learning environment, while 70.8% believed teacher training had enhanced education quality. Nevertheless, a significant minority, ranging from 26% to 39%, expressed disagreement or

strong disagreement with the effectiveness of these measures. This suggests that while policy intentions are well-received, implementation remains inconsistent or insufficient in many cases.

These findings resonate with literature that acknowledges the partial success of UBE interventions in Nigeria. While initiatives such as free education and school feeding programmes are linked to increased enrolment and retention, their scope and quality remain uneven. A study by Bekomson et al. (2024) in Cross River State confirmed that extracurricular support enhances student performance, but such initiatives often lack proper funding and monitoring². Furthermore, although public-private partnerships have proven effective in some cases, access remains limited for students from low-income households, highlighting a persistent equity gap³.

Stakeholder opinions also highlighted the need for improvements in the execution and sustainability of existing policies. While the government has introduced several schemes—such as the School-to-Work programme and community mobilisation efforts—studies note that weak oversight and resource mismanagement often compromise their outcomes⁴. For example, Ogunseemi et al. (2020) argue that successful basic education reform in Sub-Saharan Africa hinges not only on financial input but also on effective training, accountability, and inclusive governance⁵.

In addressing the third research question regarding innovative solutions and policy recommendations for improving UBE implementation, stakeholder responses were overwhelmingly affirmative. A striking 83.9% of respondents supported increased government funding, while between 70% and 74% endorsed further strategies such as public-private partnerships, integration of technology in teaching, enhanced monitoring and evaluation, school feeding expansion, scholarships, community-led initiatives, culturally inclusive policies, anti-

corruption frameworks, and policy consistency. This strong consensus points to a recognition that systemic challenges require holistic reforms.

This emphasis on funding and transparency aligns with recent critiques of Nigeria's education budget, where underfunding and corruption remain major constraints.⁶ Stakeholders' support for technology-based learning also mirrors current global educational discourse that promotes digital inclusion and innovation as levers for enhanced learning, particularly in under-resourced regions. The widespread endorsement of scholarships and feeding programmes reinforces findings from the National Social Investment Programme, which has demonstrated success in improving enrolment and retention, especially among economically disadvantaged children⁷. Furthermore, the call for stronger community involvement corresponds with global trends advocating for local ownership of educational interventions, which have been shown to yield better outcomes when combined with robust institutional support⁸.

In sum, the findings present a cautiously optimistic picture. Stakeholders acknowledge progress made through current interventions, yet also express frustration at limitations in quality, reach, and accountability. Pupils' perspectives, particularly their mixed experiences with facilities, teacher attendance, and programme benefits, reflect these structural challenges. To move forward, efforts should focus on transparent and increased funding, deeper engagement with public-private stakeholders, investment in teacher capacity, expansion of support programmes, and enforcement of anti-corruption measures. Only through a multi-dimensional and inclusive approach can UBE truly deliver on its promise of sustainable development for all Nigerian children.

Endnotes

1. UNESCO, *Female Education in Northern Nigeria*, 2014.
2. A. N. Bekomson, J. Okon, I. Nweke, & S. Ayeni, *Interest in Extra Curricular Activities and Self Efficacy*, **International Education Studies**, 13(8), 2024, 79.
3. O. Kolade, *Universal Basic Education in Nigeria: Can Non-State Actors Make a Difference?*, **Quality Assurance in Education**, 27(2), 2019, 179–196.
4. Universal Basic Education Commission, *Activities of Special Programme Department*, UBEC, 2021.
5. O. Ogunseemi, T. Akinyemi, & W. Eze, *Best Evidence Curriculum Implementation for Basic Education in Sub-Saharan Africa*, Chartered College, 2020.
6. *Nigeria's Budget for Education: Counting the Cost*, Reddit, September 3, 2022.
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Chapter Five

Conclusion

5.1 Summary of Findings

This study was undertaken to assess the state and prospects of implementing the United Nations' Universal Basic Education (UBE) programme in Nigeria within the broader framework of Sustainable Development Goals (SDGs), particularly Goal 4, which targets inclusive, equitable, and quality education. The research was motivated by persistent concerns over the low literacy levels, infrastructural deficits, funding inadequacies, and socio-cultural challenges that have continued to inhibit the full realization of basic education for all Nigerian children, despite national and international commitments.

The study employed a mixed-method approach, collecting data from a diverse group of stakeholders, including teachers, civil servants, policymakers, students, and community leaders, as well as from pupils directly benefiting from the programme. Quantitative data were analysed through frequency distributions and percentages, while qualitative insights provided context and deeper understanding of patterns observed. The investigation was structured around three key research questions: (1) What are the socioeconomic, cultural, and political factors that impede UBE implementation in Nigeria? (2) How effective are current interventions, policies, and strategies in addressing these challenges? and (3) What innovative solutions and policy recommendations can be proposed to improve the system?

Demographic data revealed a broad spectrum of educational backgrounds among stakeholders, with the majority having tertiary or postgraduate qualifications. Their occupational distribution

included teachers, students, civil servants, and community leaders, suggesting a well-informed and diverse participant base. Their years of experience ranged widely, allowing the study to capture both seasoned perspectives and fresh insights.

Findings related to the first research question indicated that poverty remains a significant barrier to universal access to education, with many children unable to afford basic learning materials or school-related expenses despite the “free” education claim. Unemployment among parents, entrenched cultural beliefs, early marriages, and gender-based discrimination also emerged as persistent obstacles. Political instability, inconsistent policies, corruption, and insufficient government funding further weaken the implementation process.

Regarding the second research question, stakeholders generally agreed that some government interventions—such as teacher training, public awareness campaigns, and school feeding programmes—have had a positive impact. For instance, the provision of free learning materials and increased school enrolments were noted as signs of progress. However, the responses also revealed that these interventions are unevenly implemented and often underfunded. Pupils corroborated these findings, reporting irregular access to learning materials, poor infrastructure, and insufficient extracurricular activities. They also expressed that while some benefits of UBE were visible, much more needed to be done to create a supportive and safe learning environment.

On the third research question, there was strong support from both pupils and stakeholders for innovative strategies such as increased government funding, public-private partnerships, and the integration of digital learning tools. Recommendations like expanding school feeding programmes, introducing more scholarships, improving monitoring and evaluation mechanisms, and fostering community involvement were perceived as critical for enhancing UBE outcomes.

Stakeholders emphasized that consistent political will and anti-corruption safeguards are essential for these solutions to be effective and sustainable.

Overall, the study concluded that while UBE implementation in Nigeria has made progress between 2019 and 2024, it remains far from achieving its full potential. Key structural and systemic barriers still exist, and the existing strategies, although useful, are not comprehensive or consistently applied. The findings reinforce the importance of aligning Nigeria's educational priorities with sustainable development principles, emphasizing inclusivity, resilience, and innovation as cornerstones for future reform.

5.2 Conclusion

The implementation of the United Nations' Universal Basic Education (UBE) initiative in Nigeria between 2019 and 2024 represents both a national ambition and a global commitment to achieving inclusive, equitable, and quality education for all. This study has examined the extent to which Nigeria has aligned with this mandate, highlighting both achievements and persistent shortcomings that define the educational landscape in the country. The findings underscore that while foundational frameworks are in place—such as the UBE Act, national policies on education, and interventions like free learning materials and school feeding programmes—the actual delivery of these policies remains fraught with challenges that inhibit their effectiveness and sustainability.

One of the central conclusions of this study is that socioeconomic inequality remains a formidable barrier to the success of UBE. High levels of poverty, unemployment, and financial instability among families mean that many children are still unable to fully benefit from basic education, despite the promise of “free and compulsory” schooling. This reveals a gap between

policy and practice, whereby structural poverty essentially nullifies policy intent. Many pupils reported needing financial assistance, lacking materials, or being deterred from schooling due to family responsibilities, insecurity, or hunger. This points to the need for education policies to be interlinked with broader poverty reduction strategies.

Furthermore, cultural and gender-related factors—such as early marriage, preference for male education, and certain traditional beliefs—continue to marginalize particular groups, especially girls and children in rural or nomadic communities. While some progress has been made in promoting gender parity in enrolment, access alone does not guarantee completion or learning outcomes. Sustainable development through education requires inclusive policies that not only remove barriers but also empower marginalized populations to participate meaningfully in education.

Political and institutional weaknesses also emerged as major impediments. Stakeholders identified corruption, inadequate funding, inconsistent policies, and weak monitoring as key issues undermining the UBE initiative. The cyclical nature of political leadership often results in policy shifts, reduced funding commitments, or incomplete projects, thereby eroding public trust and institutional continuity. This instability is compounded by the limited involvement of communities in school governance, which isolates education from the local realities and needs of its beneficiaries.

Despite these challenges, the study concludes that UBE still holds significant potential to contribute to Nigeria's sustainable development goals. Positive developments—such as improvements in enrolment, public-private partnerships, and teacher training—demonstrate that progress is possible when there is focused investment and collaboration. The majority of stakeholders expressed belief in the viability of innovative strategies such as digital learning

integration, community-led initiatives, and improved monitoring frameworks. These strategies, if institutionalized, can provide scalable models for reform.

Ultimately, this study argues that UBE in Nigeria must shift from a quantitative expansion model—focusing solely on enrolment numbers—to a qualitative and transformative model that emphasizes inclusion, learning outcomes, civic values, and adaptability. Sustainable development cannot be achieved through access alone; it requires that learners are equipped with the knowledge, skills, and environment necessary for personal growth and national transformation. Education policy must, therefore, be designed and implemented with a long-term, systems-thinking approach, one that recognizes the interconnectedness of education, economic opportunity, social justice, and democratic governance.

In conclusion, while Nigeria has taken notable steps toward implementing the UBE initiative, the journey toward fulfilling the UN's broader vision of education for sustainable development remains incomplete. A recalibration of policy, supported by stronger governance, community involvement, and a commitment to equity, will be essential in realizing the transformative power of basic education in the coming years.

5.3 Recommendations

Based on the findings of this study, the following recommendations are made:

1. **Increase and Diversify Funding:** The Nigerian government should prioritize UBE funding at both federal and state levels, while encouraging private sector and international donor partnerships to close resource gaps.

2. **Strengthen Monitoring and Evaluation Systems:** Establish independent monitoring units to regularly assess UBE implementation at local and national levels, ensuring transparency and accountability.
3. **Integrate Technology-Based Learning:** Introduce and scale digital tools and e-learning platforms in rural and urban schools to enhance learning engagement and teacher delivery.
4. **Expand School Feeding and Scholarship Schemes:** Scale up these interventions, especially in underserved regions, to improve enrolment, retention, and performance of children from low-income families.
5. **Promote Inclusive Education:** Formulate and enforce policies that accommodate girls, children with disabilities, and marginalized groups, while eliminating socio-cultural barriers such as early marriage and child labour.
6. **Ensure Policy Stability and Political Commitment:** Institutionalize educational policies beyond political cycles and increase the legislative oversight of UBE implementation.
7. **Enhance Teacher Welfare and Professional Development:** Invest in regular training and incentives for teachers to sustain quality instruction and reduce attrition.
8. **Support Community Participation:** Mobilize parents, local leaders, and civil society groups to co-own and co-monitor UBE interventions in their communities.

5.4 Contribution to Knowledge

This study contributes to the existing body of knowledge by providing updated empirical evidence on the successes and setbacks of UBE in Nigeria between 2019 and 2024. It bridges a gap in post-COVID-19 educational research by incorporating the voices of both pupils and

grassroots stakeholders, groups often underrepresented in policy discussions. Furthermore, the study presents a multi-dimensional framework linking UBE to sustainable development, emphasizing equity, technology, and community engagement as central to improving basic education delivery in low- and middle-income countries.

5.5 Suggestions for Further Studies

1. Future research should examine the long-term impact of digital learning integration on UBE outcomes, particularly in rural areas.
2. A comparative study across different geopolitical zones in Nigeria may reveal regional disparities and unique best practices that can inform national strategies.
3. Further studies could explore the intersection of UBE and climate resilience in education, how environmental sustainability can be embedded in basic education curricula.
4. An in-depth qualitative investigation into the perspectives of disabled learners and their families would provide insights into inclusion challenges within the UBE framework.
5. Lastly, longitudinal research tracking UBE beneficiaries into secondary and tertiary education would help measure the programme's sustainability and its real impact on development.

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Appendix

Questionnaire

**Implementing United Nations' Universal Basic Education (UBE) and Sustainable
Development in Nigeria: Issues and Prospects (2019-2024)**

Lead City University, Ibadan.

Department of Politics and International Relations

Questionnaire for Parents, Teachers, Community Leaders and Policy Makers

Dear Respondent,

This questionnaire is designed to gather insights on **the implementation of the Universal Basic Education (UBE) programme in Nigeria, focusing on the challenges and opportunities for achieving sustainable development.** Your responses will help assess the socio-economic,

cultural, and political factors affecting UBE, evaluate the effectiveness of existing interventions, and explore innovative solutions for improving the program. All responses will be kept confidential and used solely for academic research purposes. Kindly provide honest answers based on your experience and observations.

Thank you.

Sincerely,

NAME: Faidat Adeola BADMUS

Section A: Demographic Information

Please tick () as most appropriate to you

1. Gender: Male () Female ()
2. Age: 18-25 (), 26-35 (), 36-45 (), 46-55 (), 56 & Above ()
3. Educational Qualification: Primary (), Secondary () Tertiary (), Postgraduate ()
4. Occupation: Student (), Teacher (), Civil Servant (), Community Leader ()
5. How long have you been involved in the education sector? Less than a year (), 1-5 years (), 6 – 10 years (), More than 10 years ()

Section B: Socio-Economic, Cultural, and Political factors affecting UBE Implementation

Key: SA (Strongly Agree= 4), A (Agree=3), D (Disagree=2), SD (Strongly Disagree=1)

S/N	Items	SA	A	D	SD
1.	Poverty limits children's access to Universal Basic Education (UBE).				
2.	High unemployment rates among parents affect their ability to support children's education.				
3.	Cultural beliefs and traditions discourage formal education in some communities.				
4.	Early marriage and child labour hinder students' participation in UBE programs.				
5.	Gender discrimination affects equal access to UBE, especially for girls.				
6.	Government funding for UBE programs is inadequate.				
7.	Corruption in the education sector affects the successful implementation of UBE.				
8.	Political instability disrupts UBE policies and funding.				
9.	Inconsistent education policies affect the sustainability of UBE initiatives.				
10.	Lack of proper monitoring and evaluation weakens UBE implementation.				

Section C: Effectiveness of existing Research Findings, Strategies, and Interventions

Key: SA (Strongly Agree= 4), A (Agree=3), D (Disagree=2), SD (Strongly Disagree=1)

S/N	Items	SA	A	D	SD
11.	Current UBE policies address the major challenges of basic education.				
12.	Government interventions have improved student enrollment in UBE schools.				
13.	Teacher training programs have enhanced the quality of education in UBE schools.				
14.	Public awareness campaigns have increased support for UBE.				
15.	Infrastructure development projects have improved the learning environment in UBE schools.				
16.	School feeding programs have encouraged higher attendance in UBE schools.				
17.	Free learning materials provided under UBE have improved access to education.				
18.	Partnerships between the government and private sector have strengthened UBE implementation.				
19.	Research findings on UBE challenges have led to meaningful policy changes.				
20.	Community involvement has positively influenced the effectiveness of UBE programs.				

Section D: Innovative Solutions and Policy Recommendations for improving UBE

Key: SA (Strongly Agree= 4), A (Agree=3), D (Disagree=2), SD (Strongly Disagree=1)

S/N	Items	SA	A	D	SD
21.	Increased government funding will enhance the effectiveness of UBE.				
22.	More public-private partnerships can help address UBE challenges.				
23.	Technology-based learning solutions should be integrated into UBE schools.				
24.	Strengthening school monitoring and evaluation systems will improve UBE implementation				
25.	Expanding school feeding programs can boost student retention in UBE schools.				
26.	More scholarships should be provided for students from low-income families.				
27.	Community-led initiatives should be encouraged to support UBE programs.				
28.	More culturally inclusive policies can improve UBE participation in marginalized communities.				
29.	Stronger anti-corruption measures should be implemented in the education sector.				
30.	Policy consistency and political commitment are essential for the long-term success of UBE.				

**Implementing United Nations' Universal Basic Education (UBE) and Sustainable
Development in Nigeria: Issues and Prospects (2019-2024)**

Lead City University Ibadan.

Department of Politics and International Relations

Questionnaire for Immediate Beneficiaries of UNIVERSAL BASIC EDUCATION (UBE)

Dear Pupils/Students,

This survey is designed to gather feedback from students who are direct beneficiaries of the **Universal Basic Education (UBE) programme** in Nigeria. The purpose is to assess the **quality of education, availability of resources, learning experiences, and challenges** faced by students under the program. Your responses will help identify areas for improvement and guide policymakers in making Universal Basic Education more effective. The survey is **confidential**, and your honest answers are highly appreciated.

Thank you.

Sincerely,

NAME: Faidat Adeola BADMUS

Section A: Demographic Information

1. Gender: Male () Female ()
2. Age: Below 6 years (), 6-10 (), 11-13 (), Above 14 years
3. Class: Basic 1 – 3 (), Basic 4-6 (), Basic 7 -9 ()
4. Location of School: (a) Urban () (b) Rural ()

Section B: Pupils/Students' Experience and Learning Conditions under UBE

Instructions: Please select the option that best reflects your experience.

1. Do you have access to free and quality learning materials (e.g., textbooks, notebooks) in your school?
 - (a) Yes, Always ()
 - (b) Sometimes ()
 - (c) Rarely ()
 - d) No, Never ()
2. How often do your teachers attend classes and teach effectively?

- (a) Yes, Always ()
 - (b) Sometimes ()
 - (c) Rarely ()
 - (d) No, Never ()
3. Does your school provide adequate infrastructure (e.g., classrooms, toilets, electricity) for effective learning?
- (a) Yes, all necessary facilities are available ()
 - (b) Some facilities are available but not enough ()
 - (c) The School lacks most necessary facilities ()
 - (d) No, the school has poor infrastructure. ()
4. Do you feel safe and encouraged to attend school regularly?
- (a) Yes, I always feel save and supported ()
 - (b) Sometimes, but I face some challenges ()
 - (c) No, I often feel unsafe or discouraged ()
 - (d) I rarely attend school due to challenges ()
5. Have UBE programs (such as free education and feeding programs) helped improve your learning experience?
- (a) Yes, they have helped significantly ()
 - (b) Yes, but more improvements are needed ()
 - (c) No, they have not made much difference ()
 - (d) I have not benefited from any UBE programmes ()
6. Do you receive any form of support (such as scholarships or financial assistance) to help you continue your education?

- (a) Yes, I receive full support ()
- (b) Yes, but it is not enough ()
- (c) No, but I need support ()
- (d) No, I do not need support ()
7. How would you rate the quality of education you receive under the UBE program?
- (a) Excellent, I am learning effectively ()
- (b) Good, but there is room for improvement ()
- (c) Fair – I face several learning challenges ()
- (d) Poor – The education quality is inadequate ()
8. Do your teachers use modern teaching methods, such as digital tools or interactive learning, to improve lessons?
- (a) Yes, frequently ()
- (b) Sometimes ()
- (c) Rarely ()
- (d) No, never ()
9. Does your school provide extracurricular activities (e.g., sports, clubs, vocational training) that help in your overall development?
- (a) Yes, a variety of activities are available ()
- (b) Some activities are available, but not enough ()
- (c) Few activities are available ()
- (d) No, there are not extracurricular activities ()
10. What is the biggest challenge you face in benefiting from UBE?
- (a) Lack of learning materials and facilities ()

- (b) Poor Teaching quality ()
- (c) Financial difficulties at home ()
- (d) Safety and security concerns ()
- (e) Others (please specify) _____

Bio-data

A. Personal Data

Full Name: Faidat Adeola BADMUS

Address: No17, Alhaji Fakorede Street Oba Sabo, Oyo, Oyo State

Email: badmus.faidat@lcu.edu.ng

Phone No: 08144346896

Date of birth: 27th July, 2001

Place of Birth: Atiba LGA, Oyo State

Nationality: Nigerian

Marital Status: Single

Next of Kin: Mr Badmus Rokeeb. Borobo Area, Oyo, Oyo State.

B. Educational Background

Educational Institutions Attended and Qualifications

- M.Sc. In International Politics and Diplomacy (in view)
- B.Sc. (Hons) International Relations – Lead University, Ibadan. 2022

- S.S.C.E - Olivet Baptist High School, Oyo. 2018

C. Work Experience

- Sales Representative, MNTA Global Concept July 2018- September 2018.
- Research Assistant, Public Relations Unit, National Centre for Technology Management, (NACETEM) January 2023-January 2024.
- Administrative Officer II, Lead City University, Ibadan. 2024- date

D. Awards and Fellowships

- Best Graduating Student, Department of Politics and International Relations, Lead City University **2022**
- Overall Best Student, Peace and Conflict Studies, Lead City University **2022**
- Pro-Chancellor's Community Service Certificate in appreciation for outstanding and dedicated service to the University Community, Lead City University **2022**
- Award for second best results in West African Examination Council (WAEC), Olivet Baptist High School, Oyo **2018**
- Award for best graduating student, Art Class, Olivet Baptist High School, Oyo **2018**
- Award for best student in Art Class in Inter-School Debate Competition organized by Oyo Nexus Club **2017**

E. Membership of Academic and Professional Bodies

- Member, Amnesty International
- Associate Member, New Horizon, Customer Relationship Management.

●Graduate Member, Institute Of Personality Development and Customer Relationship Management (IPD-CRM).

●Alumni, McKinsey and Company, Forward Online Program

F. Publications and Academic Writing

Badmus F. (2022). A Comparative Study of the African and European regional systems for the protection of human rights; Lessons for Africa. Undergraduate Research presented and submitted to the faculty of Management and Social Sciences, Department of Politics And International Relations, Lead City University, Nigeria.

G. Major Conferences Attended with Dates

Nil

H. Referees

1. **Name:** Professor Alaba Ogunsanwo

Address: Emeritus Professor of International Relations, Lead City University, Ibadan

Phone or Email: alabaogunsanwo@gmail.com

2. **Name:** Associate Professor Tunde Oseni

Address: Department of Politics and International Relations, Lead City University

Phone or Email: oseni.tunde@lcu.edu.ng

Signature

Date

The University Compliance Certification

This is to certify that the thesis by Faidat Adeola BADMUS with the matriculation number LCU/PG/005323 in the Department of Politics and International Relations, Faculty of Management and Social Sciences, Lead City University, Ibadan is in full compliance with the school approved University Format and Style.

.....
Signature

.....
Date