

The Implementation of United Nations' Universal Basic Education and Sustainable Development in Nigeria: Issues and Prospects (2019-2024)

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**In Partial Fulfilment of the Requirements for the Award of Master of Science
Degree (MSc.) in International Politics & Diplomacy**

Certification

This is to certify that **Faidat Adeola BADMUS** with Matriculation number **LCU/PG/005323** carried out this research work titled "**Implementing United Nations' Universal Basic Education (UBE) and Sustainable Development in Nigeria: Issues and Prospects (2019-2024)**" in the Department of Politics and International Relations, Faculty of Management and Social Sciences, Lead City University, Ibadan, Oyo State, for the award of Master of Science Degree (MSc) in International Politics and Diplomacy and that this has not been previously submitted.

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Dedication

I dedicate this thesis to Almighty Allah, the Most Beneficent and Most Merciful.

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Although the institution and supervisors assisted in the research process, I alone am responsible

for any errors found in the work.

Abstract

This study critically examines the implementation of the United Nations' Universal Basic Education (UBE) programme in Nigeria between 2019 and 2024, focusing on its role in advancing sustainable development. Grounded in the Human Capital and Social Justice Theories, the research explores the interplay between basic education, economic growth, and social equity, addressing systemic barriers such as gender discrimination, resource constraints, infrastructural deficiencies, and political instability. The study adopts a mixed-methods approach, employing questionnaire and interview as primary data collection tools, complemented by statistical and thematic analyses. The population includes key stakeholders, teachers, school administrators, policymakers, community leaders and the primary beneficiaries of UBE, namely the pupils across rural and urban settings. The findings reveal that despite its vital role in literacy, poverty alleviation, and resilience building, the effective implementation of UBE is hindered by underfunding, teacher shortages, and mismanagement of resources, gender-based discrimination, and unequal access. The results underscore the urgent need for improved governance, targeted teacher training, inclusive policies, and active community engagement. These measures are pivotal in addressing both systemic bottlenecks and socio-cultural constraints, thereby making basic education more equitable and sustainable. In conclusion, UBE serves as both catalyst and cornerstone for Nigeria's sustainable development, aligning closely with the United Nations' Sustainable Development Goal 4. By addressing the identified gaps and aligning policies with international best practices, Nigeria can foster inclusive economic growth, social resilience, and long-term national prosperity for all stakeholders, especially its children and youth.

Keywords: Universal Basic Education, Sustainable Development, Human Capital Theory, Social Justice Theory, Nigeria.

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Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	ix

Chapter One: Introduction

1

1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Aim and Objectives of the Study	5
1.4	Research Questions	6
1.5	Significance of the Study	6
1.6	Scope of the Study	7
1.7	Limitation of the Study	8
1.8	Operational Definition of Terms	9
	Endnotes	10
	Chapter Two: Literature Review	11
2.1	Conceptual Review	11
2.2	Theoretical Framework	40
2.3	Review of Empirical Studies	48
2.4	Conceptual Model	88
2.5	Summary of Gaps in Literature	88
	Endnotes	91
	Chapter Three: Methodology	102
3.1	Research Design	102
3.2	Population of the Study	102
3.3	Sample and Sampling Techniques	103

3.4	Description of Research Instrument	104
3.5	Validation of Research Instrument	104
3.6	Reliability of Research Instrument	104
3.7	Administration of Research Instrument	105
3.8	Method of Data Collection	105
3.9	Method of Data Analysis	106
3.10	Ethical Consideration	106
	Endnotes	107
	Chapter Four: Results and Discussion of Findings	108
4.1	Demographic Data Analysis	108
4.2	Presentation of Research Questions	112
4.3	Narrative and Thematic Analysis	123
4.4	Discussion of Findings	126
	Endnotes	129
	Chapter Five: Conclusion	130
5.1	Summary of Findings	130
5.2	Conclusion	132
5.3	Recommendations	134
5.4	Contribution to Knowledge	135

5.5 Suggested Area for Further Research	136
Bibliography	137
Appendix	145
Bio-data	
154	
The University Compliance Certification	156

List of Tables

Table	Title	Page
4.1	Demographic Data Presentation of Stakeholders	108
4.2	Gender Distribution of Respondents	110
4.3	Age Distribution of Respondents	110
4.4	Class Level of Respondents	111
4.5	Location of Schools of Respondents	111
4.6	Stakeholders' Responses on Socioeconomic, Cultural, and Political Factors Affecting the Implementation of Universal Basic Education Initiatives in Nigeria	112
4.7	Pupil Responses on UBE Experience	114
4.8	Effectiveness of UBE Implementation	116
4.9	Pupils' Responses on the Effectiveness of UBE Implementation	118
4.10	Recommendations to improve the effectiveness of Universal Basic Education for sustainable development	120
4.11	Pupils' Responses on the Recommendation for Effectiveness of UBE Implementation	122