

X-RAYING UNIVERSAL BASIC EDUCATION PROGRAMME AS A TOOL FOR NATION BUILDING: ISSUES AND CHALLENGES

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Abstract

This study, x-rays the Universal Basic Education (UBE) program in Nigeria as a tool for nation building and also deliberates on the challenges militating against it. This study is a historical examination of a program's inception and its associated challenges, utilizing the Historical method. The main aim of this study is to recognize barriers and suggest solutions to overcome the difficulties identified in the analyses. The study reveals that the UBE programme is a programme that seeks to provide education for all, including marginalized groups. However, the program faces challenges such as inadequate funding, lack of qualified teachers, inadequate infrastructure, and lack of teaching materials. Despite the Universal Basic Education Act of 2004, some schools still lack basic facilities. Public schools across the country face inadequate conditions, posing a significant obstacle for educators in providing quality education. The Universal Basic Education Commission (UBEC) has accumulated unaccessed funds for education, leading to underfunding of education in Nigeria. Parts of the recommendations in the research include adequate-utilization of funds, sufficient consultation with states, adequate policy coordination, provision of capacity and it is also recommended that different states of the federation should do well in accessing the UBEC fund (the counterpart funding scheme). . Addressing these potential challenges is crucial to ensure the success of the Universal Basic Education program and the education of future generations in Nigeria.

Keywords: Universal Basic Education, Nation Building, Issues and Challenges

Introduction

For ages, education has been deemed a fundamental foundation for the advancement of any nation, as it imparts the essential abilities and information needed to boost economic, social, and cultural progression. Investing in education is essential for sustainable development and plays a vital role in providing quality education. Therefore, governments and other stakeholders must prioritize the accessibility of education and ensure that it maintains high standards of quality. Education is a powerful tool that enables individuals to acquire the knowledge, skills, and values that are essential for personal, social, and economic growth. Investing in education involves providing adequate funding to educational institutions, training and recruiting qualified teachers, developing and implementing effective education policies, and ensuring that educational resources and infrastructure are available to all. Additionally, education must be made accessible to marginalized and disadvantaged groups, including women, children, people with disabilities, and those living in remote areas.

Countries that are in the process of development are identified by the lack of important elements that indicates development, such as well-established infrastructure, access to high-quality education, and sufficient medical facilities. These countries are often confronted with numerous obstacles that hinder their progress towards achieving sustainable growth and prosperity. Even with numerous efforts to encourage progress in these areas, advancement is still inconsistent and sluggish. As a result,

policymakers, executives, and other involved parties must collaborate and come up with novel approaches to tackle these difficulties, ensuring that the advantages of economic expansion are distributed more fairly throughout society.

According to Ako (2018) who postulates that development of a nation is unquestionably linked to education. Education's pivotal role in a country's comprehensive development is emphasized by this statement. Governments and other stakeholders can contribute to the achievement of sustainable development goals, such as poverty eradication, inequality reduction, gender equality promotion, and economic growth fostering, by investing in education. Education can also have a positive impact on the attainment of peace, social cohesion, and sustainable environmental practices. Therefore, we must prioritize education and invest in it in a manner that ensures access and quality for everyone.

Children go to school to acquire knowledge and are educated to fit in well in society and advance their societal statuses. Nigeria as a nation needs a functional educational system that can equip learners with the requisite knowledge, attitudes and skills to enable them to socialize and adapt successfully to the rapid socio-economic, cultural and political changes in the society. Governments at all levels have made the provision of educational opportunities to their citizens a top priority due to the importance of education in societal development (Okubanjo, 2006).

Importance of Education to Nation Building

The advancement and growth of a country heavily depend on the importance given to education. It is an essential component that plays a significant role in shaping the future of any nation. Various areas, including social, economic, political, and technological fields, can benefit from the intellectual capacity provided by education. When a population is well-educated, they are better positioned to make valuable contributions to their country's progress and prosperity. Education is an essential factor for achieving success in various sectors of endeavours. The primary goal of education is to significantly enhance the knowledge and expertise of learners, thereby playing a vital role in the betterment of their personal lives and facilitating the advancement of their societies.

Education plays a crucial role in preparing children for their future roles as responsible and active citizens. One of its primary goals is to empower them with the necessary skills and knowledge to contribute positively to the progress and development of their country (Chima, 2006). By means of education, students are empowered to gain the essential skills to enhance their standard of living and contribute more efficiently to their society (Gbenda and Akume, 2009). Through these essential skills gained from the purposeful and serious pursuit of education individuals, organisations and states prepare and achieve national development or nation-building.

World101 (2023) contends that nation-building is a collaborative effort aimed at creating or reconstructing a nation-state and its fundamental institutions and shared identity. The goal of nation-building can be to establish a unified nation-state that may have never existed before or to restore one that has faltered or been ruined. When countries engage in nation-building abroad, they are often motivated by strategic objectives such as advancing their wealth, security, or international standing. It is education that aids a country to achieve nation-building or national development. Abdurahman (2019) posits that education is generally conceived as a process of imparting knowledge and a means of acquisition of skills by younger generations of a society. In the process, young members of the society are made to develop the potentials within them to the fullest.

According to Molagun (1999), education takes care of the total development of the individual personality and the society of which all individuals are a part. Hence, no worthwhile development and progress can take place in any society unless the citizens are well educated and are fully equipped to use their education as a tool for solving the diverse and complex problems facing that society, thereby bringing about meaningful change and positive progress in that society. Education teaches or trains people to be useful to themselves and the society they live. By this, they have to be productive and discover their creative abilities and use this to perform specific tasks to attain self-actualisation. Education also promotes the culture of productivity by enabling individuals to discover their creative potential and apply the improvement of the existing skills and techniques for performing specific tasks, thereby increasing the efficiency of their societal efforts (Obasanjo 2012:3).

In Nigeria, education has been adopted as an instrument of excellence for achieving national objectives (FGN, 1981 revised; 2014). As an independent and developing nation confronted with the problems of nation-building, social integration and economic development, education is seen and adopted as a means of dealing with the great problem of national development. It is through education that the senses of national unity, patriotism, loyalty, etc., are transmitted to members of society.

Education for sustainable growth is financed by the three tiers of government (Federal Government, State Government and Local Government) and other education stakeholders in Nigeria. The progressive development of a nation is associated with education. Prioritizing the UBE programme is an effective tool for improving basic education, especially in the innovative age of the 21st century. According to Ihuoma (2023), prioritizing the UBE programme is one of the major tools that can be used to achieve an improved educational system. The educational system of Nigeria comprises of three distinct sectors that are basic education, which spans for nine years, post-basic or senior secondary education, which lasts for three years, and tertiary education, which ranges from four to six years, based on the chosen program of study.

Historical Appraisal of the National Philosophy and Objectives of Education

The National Curriculum Conference that brought about the first indigenous national philosophy and objectives of education held from September 8th to 12th 1969 provided an important landmark in the educational development of Nigeria. Under the leadership and direction of the Nigeria Educational Research Council (NERC), the great search for a philosophy for Nigerian education was commenced at a National Curriculum Conference. Aim at deliberating on the objectives of education for Nigeria, covering primary, secondary and tertiary levels of education, teacher education, education for women, education for living, science and technology in national development, this important conference held even at a national conflict-prone time (the Nigeria-Biafra Civil War of 1967-1970).

Concerning the resolutions of the September 8th to 12th 1969 National Curriculum Conference, Okeke (2003) reveals that the conference was initiated, planned and executed by Nigerians, with participation by people, including non-Nigerians, from different walks of life. In its search for a national philosophy of education, the conference was to review the old and identify new goals for education in Nigeria, as well as provide guidelines on what the system should accomplish concerning the needs of youths and adult individuals in our society; the socio-economic needs, values, aspirations

and development of our society; the curriculum substance, the subject content of the system which is the means to the goals (Okeke, 2003).

Ezeanolu, Onyebuchi, Ezewuzie & Anyaeji, (2021) view the education system in vogue at the time as inadequate because it neglected the social and cultural background of Nigerian society. It tended to produce an educated class of pen pushers (it was elitist); and it also failed to lay the foundations of economic freedom because it made no provisions for the means of acquiring manual skills and expertise necessary for successful industrial and agricultural development. The objective of the conference was to explore means of attaining economic independence, fostering national solidarity and integration, improving cultural consciousness, upholding principles, and guaranteeing high-quality education. Also, the conference focused on strategies to achieve economic independence, national unity, and cultural awareness while discussing the challenges that impede them. According to Ezeanolu, et al., (2021), experts shared insights on the importance of values and quality education for social and economic progress at the conference. The conference aimed to establish a path towards a brighter future for everyone.

Fafunwa, in Ihuoma (2023), suggests that the British education system during colonial times was not in harmony with the needs and aspirations of Nigerians. The system aimed to produce subordinates who would never reach the same level of status as the colonial masters, remaining at the bottom of the economic and political ladder. In contrast, the current philosophy and objectives of education have been formulated based on three criteria. Firstly, there is a systematic consideration of the nature of man. Secondly, the education system aims to produce a specific caliber of individual who is well-suited to the type of society desired. Lastly, the system takes into account the types of values that are cherished in society, and aims to instill these values in the individual.

The government of Nigeria desires that Nigeria should be a just, free and democratic society, it is to be a society with full, opportunities for all its citizens and able to generate a dynamic economy. The philosophy and objectives of education of a nation are usually an off-shoot of the people's goals which can be regarded as the identified societal values to be attained or sustained through education. It is to be noted that the philosophy and objectives of Nigerian education have advanced into the present state, having passed through some stages with appreciable landmarks. It is to be a society which is strong, united and self-reliant where values are taught as part of the instruction for the achievement of these objectives as specified in the Federal Republic of Nigeria (2014) include:

- i. Respect for the worth and dignity of individuals;
- ii. Faith in man's ability to make rational decisions
- iii. Moral and spiritual values in interpersonal relations
- iv. Respect for the dignity of labour;
- v. Share responsibility for the common good of society; and.
- vi. Promotion of the emotional, physical and psychological health of all children.

Nigeria as a nation aims at building a free and democratic society, a just and egalitarian society, a united strong and self-reliant nation a great and dynamic economy and a land of bright and full opportunities for all citizens (FGN, 2014). Based on these national objectives, the philosophy of Nigerian education has to be geared towards, self-realization, better human relationships, individual and national efficiency effective citizenship national consciousness, and national unity as well as towards, social, cultural, economic, political scientific and technological progress.

Universal Basic Education – Concept Definition

The segment of formal education that students receive in Nigeria is the basic education. Education at this level is focused on providing fundamental instruction in terms of quality of content. The objective of this form of education is to furnish an essential groundwork for future learning and evolution. This type of education usually encompasses fundamental concepts and skills that are mandatory for advancement to higher levels of education. This construct changes from country to country. The duration of "basic education" in Nigeria has traditionally been six years and primarily covers primary education. It is widely considered as a fundamental requirement for further educational and vocational progress.

According to the Federal Republic of Nigeria (2014), basic education covers nine years formal (compulsory) schooling consisting of six years of elementary and three years of junior secondary education. The Universal Basic Education (UBE) programme is conceived to embrace formal education up to age 15, as well as adult and non-formal education including education of the marginalized groups within the Nigerian society. Basic education, according to the Jomtien Declaration and Framework of Action on Education for All is not defined in terms of years of schooling.

It is not limited to formal schooling and Jegede (2000) explains it as an initiative for the non-formal and informal media to work together complementarily to ensure that all categories of Nigerians have access to basic education. According to the definition of basic education in Ihuoma & Nyewusira (2024), it is an essential phase of learning that establishes a robust foundation for literacy and numeracy. It aims to inculcate fundamental life skills and, more significantly, enhance the capacity to acquire new knowledge. Acquiring fundamental knowledge and skills in reading, writing, and math is essential for establishing a strong foundation in education. The main goal is to develop fundamental life abilities and, most importantly, enhance the capacity to gain new information. Currently, basic education is extended to include the three years of Junior Secondary School.

Origin and State of the UBE Programme in Nigeria

From History, various Nigerian governments, both military and civilian, had endeavoured to implement free and mandatory primary education. In 1955, Western Nigeria launched a universal primary education programme that was both free and accessible to all, while in 1957, Eastern Nigeria followed suit. Both initiatives sparked significant debates about their efficacy. The Obasanjo military government also launched Universal Primary Education in 1976, intending to make primary education free and required throughout Nigeria as soon as possible. In March 1990, Jomtien, Thailand played host to the World Conference on Education for All. The conference was attended by 1,500 delegates from 155 countries, including representatives of around 150 governmental, non-governmental, and intergovernmental organizations. The conference called for all countries to universalize adequate basic education, which was considered a crucial step towards achieving the goals of the International Literacy Year.

According to Ihuoma (2014), Nigeria was among the countries that participated in the conference, which lasted from March 5th to March 9th. Nigeria deemed it fit to give assent and endorsement to the resolutions of the World Conference on Education at Jomtien in 1990 which adopted and developed the framework Action on Education for All (EFA) and mandated every nation to pursue the attainment of the objectives according to its developmental needs and capacity. The importance

and vitality of education to the economic development, socio-cultural/religious development, political development and technological and scientific development of a society or a nation were well understood by the Nigerian Government and other state actors. Hence, the Federal Government of Nigeria wilfully got engaged and joined this global trending venture and system that had responsibilities and demanded full commitment and implementation. In 1999, the Universal Basic Education (UBE) programme was relaunched with an aim to provide free and compulsory education to all Nigerian children between the ages of 6-15 years. This programme is in line with the government's objective of achieving universal education for all Nigerian children.

Patrick in Lawson (2018) asserts that Nigeria has made efforts in the past to deliver universal education through several programmes that led to the launching of the UBE. These programmes include the introduction of Universal Primary Education (UPE) in the Western Region on 17th January 1955; the introduction of Universal Primary Education in the Eastern Region in February 1957; the introduction of UPE in Lagos (then Federal Capital Territory) in January 1957; the publication of the National Policy on Education in 1977, which has its focus on functional, universal and qualitative education. The Policy declares the Government's intention to use a variety of strategies for the provision of Universal Basic Education for all citizens; the launching of Universal Free Primary Education on 6th September 1976 and the launching of Universal Basic Education (UBE) on 30th September 1999.

The programme of Universal Basic Education (UBE) guarantees that all children, irrespective of their socio-economic status, have equal access to quality education. The goal of the Nigerian government's Universal Basic Education (UBE) programme is to improve basic education in the country by providing free education, textbooks, and instructional materials. The programme aims to increase the literacy rate and promote educational development in Nigeria.

Challenges Faced by Universal Basic Education Programme in Nigeria

The effective management of basic schools in Nigeria is faced with numerous challenges. The smooth operation of the educational system is affected by these challenges, which in turn have an impact on the overall quality of education provided to students. Identifying, addressing, and resolving these challenges are crucial to guarantee that the quality of basic education in Nigeria is at its best. There are several issues affecting the education sector, such as insufficient funding, a scarcity of qualified teachers, inadequate infrastructure, a lack of teaching materials, concerns regarding safety, high teacher turnover, and a lack of up-to-date information (Ihuoma & Nyewusira, 2024).

Despite that, the Universal Basic Education Act of 2004 is a significant legislation aimed at guaranteeing free primary and junior secondary education access for every child in Nigeria, there still exist some schools without basic facilities in Nigeria, even though the Researcher draws inference from Imo State and Rivers State. According to Ihuoma (2023), the Act provides a detailed framework for financing education, with funding sources including the Federal Government, state contributions and local and international donations. To be eligible for the Federal Government block grant, states must commit to contributing no less than half of the total project cost. The State Universal Basic Education Board will be in charge of administering and disbursing funds. The Universal Basic Education Act of 2004 is a crucial piece of legislation that ensures all children have the right to an education. This act guarantees adequate financing for primary and junior secondary education in Nigeria. Part three (3) of the Act directs that the Universal Basic Education programme

should be financed using a combination of federal government block grants, federal guaranteed credits, and local and international donor grants.

However, for states to qualify for the federal government block grant, they must commit to contributing at least 50% of the overall project cost, as stipulated in sections 2 and 3 of the Act. Additionally, the administration and disbursement of the funds shall be the responsibility of the State Universal Basic Education Board (FGN, 2004).

According to Oladunjoye and Ajayi in Ihuoma & Nyewusira (2024), there are many cases of public schools throughout the country that are facing inadequate conditions. Deteriorated buildings that lack crucial amenities like roofs, doors, windows, furniture, and other necessities required for enabling efficient education and knowledge acquisition are frequently observed. Educators face a major obstacle in providing their students with sufficient education due to these conditions. Ihuoma & Nyewusira (2024) postulate that ensuring all learners have access to quality education and a conducive learning environment is crucial, and the issue of poorly maintained public schools demands urgent attention. Unfortunately, numerous disadvantaged children who attend these schools face this harsh reality. Even though the government has intervened and allocated funds through the Universal Basic Education (UBE) scheme, the public education sector has not experienced significant transformation. Most states tend to allocate UBE funds to other areas that they consider more urgent, resulting in the education sector bearing the brunt of this indifference.

In 2009 Nwankwo, a director at the presidency, during an annual lecture delivered to the Nigerian Academy of Education in Abuja, expressed his deep concern over the fact that the Universal Basic Education Commission (UBEC) had accumulated a whopping #52 billion in funds that have not been accessed by Nigerian states to fund education. This is a concerning revelation, and it begs the question: why are the states not accessing these funds? The reasons for this are varied and complex, with some suggesting that it is due to a lack of political will to raise the counterpart fund, while others believe that the states are unable to retire the initial grant from the federal government. There are also concerns about poor inspection by the federal government on the utilization of the UBE fund, and a lack of involvement of other stakeholders such as Parents Teachers Association, towns, organizations, and private individuals and organizations. These issues have contributed to the underfunding of education in Nigeria, which is a pressing problem that needs to be addressed urgently.

According to Idoko (2008), it is irrefutably evident that all efforts made by the federal, state, and local governments to revamp the education system in the country will be rendered futile without first strengthening the foundation of basic education in the country. In other words, the government's efforts at improving the education system in the country will not yield the desired results unless the basic education structure is fortified. This implies that the government needs to prioritize the strengthening of the basic education structure in the country as a prerequisite for any effort aimed at reforming the education system.

In his analysis of the commission's challenges, the aforementioned author emphasized that one of the greatest obstacles it faces is the lack of political will on the part of some leaders to access the matching grant for the implementation of the Universal Basic Education (UBE) programmes in their respective states. Furthermore, he has expressed disappointment over the failure of some state governments to pay their counterpart fund. This fact is substantiated and justified by a recent

revelation by Idoko (2008) when he stated that Edo State had not accessed the third and fourth quarter intervention fund of 2005 as of the end of 2008. Additionally, four states, namely Bayelsa, Cross River, Delta, and Edo, have not accessed the third and fourth quarter's intervention fund, which is a matter of concern.

The study conducted by Okoroma in 2003 was aimed at evaluating the three aspects of the National Policy on Education and identify the challenges that the Universal Basic Education (UBE) programme in Nigeria faced. The study found that several factors have impeded the effective implementation of educational policies in Nigeria, including inadequately qualified staff, insufficient physical facilities and equipment, and inadequate funds (Okoroma, 2003). These factors have had a detrimental impact on the UBE programme and require urgent attention to reposition it effectively.

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According to the 2005 national school survey, the number of classrooms available for over 20 million pupils is only 284,650. Of this total, only 120,695 classrooms were found to be in good condition, while 83,506 classrooms were being shared by multiple classes due to insufficient space. The national average for class size was 109 (Tahir in Ibrahim, 2016).

According to a recent survey conducted, there were a total of 494,846 teachers in primary schools and 77,709 teachers in junior secondary schools. However, the survey also indicated a shortfall of 48,253 teachers for primary schools and 9,195 teachers for junior secondary schools. By the year 2012, an additional 222,373 teachers for primary schools and 48,000 teachers for junior secondary schools are required to meet the current requirement (Tahir in Ibrahim, 2016).

Nigerian public primary and junior secondary schools need approximately 26 million core subject textbooks by 2012, including English, Mathematics, Science, and Social Studies. According to Ibrahim (2016), upon a critical examination of the various aspects of the Universal Basic Education (UBE) programme, it becomes apparent that its successful implementation requires a substantial amount of resources that no single stakeholder can readily provide. As a result, the implementation of the UBE programme is a collaborative effort that involves the Federal, State, and local governments, as well as international donor agencies, commonly referred to as development partners

The National Education Policy had set specific goals, funds, and procedures for implementation. However, there was a lack of continuity between different governments, which resulted in a negative impact on commitment and consistency over the years. Various governments formulated educational policies, but political instability hindered or discouraged the political will to implement them. The quick succession of new governments and relative uncertainty led to a lack of continuity in policies, making it impossible to guarantee their implementation. This has adversely affected educational policy implementation in Nigeria, as every political player was in a hurry to help him or herself before being displaced by another group (Okoroma, 2006).

Amanze (2008) found out that government efforts to promote education and literacy in Nigeria were unsuccessful due to the lack of provision for school libraries in the implementation of these programmes. The successful execution of the UBE has important implications for school libraries. It indicates a broader perspective for school libraries that includes not just primary and secondary school libraries, but also libraries for early childhood education (in homes, communities, daycare centres, and nursery schools), skills centres for out-of-school youth, adult education centres, and schools for nomadic peoples. Some of these libraries may take unconventional forms compared to traditional school libraries.

The Universal Basic Education programme in Nigeria is faced with a challenge due to the lack of coordination at the state level, according to UNESCO (2015). The primary section of UBE is handled by the SUBEB, while the junior secondary segment is managed by a Secondary Education Board. The chairperson of SUBEB is appointed directly by the state governor and holds the same position as the head of the education sector in the state - the education commissioner. This creates a situation in which a SUBEB is led by an 'executive chairman' who reports directly to the state governor. As per the Act establishing the SUBEBs, a large majority of the school organization is under the direct control of the SUBEBs, excluding the state ministries of education.

The acquisition of knowledge is not confined to the precincts of academic institutions. Therefore, it is imperative to broaden the horizons of school library services and facilities, to enable individuals to foster their learning beyond the boundaries of formal education. While libraries can be established in early education institutions such as nursery schools and primary schools, it is equally essential to focus on home libraries and services for community and daycare facilities, particularly in early childhood programmes. For the population that travels frequently, school library services should be mobile. Additionally, providing fundamental education to uneducated adults and youth will necessitate collaboration with public libraries and shared facilities that are accessible through school libraries.

It is crucial that we start thinking about school libraries in a new light. As expressed by Dike in Ihuoma (2023), if we truly want our children and citizens to acquire literacy, then it's essential that we provide them with an abundance of enjoyable reading materials that can be found in libraries. Furthermore, it's important that we offer learners opportunities to explore, enquire, search, and practice problem-solving skills, all of which can be found within the resources of a well-equipped library. By doing so, we can help learners develop the skills they need for lifelong learning. Additionally, a well-equipped library is essential for introducing students to the world of knowledge and teaching them how to handle information in many different forms. We must, therefore, invest in our school libraries to provide our learners with the tools they need to succeed (Ihuoma, & Nyewusira, 2024).

The Universal Basic Education (UBE) programme, which is aimed at providing quality education for all Nigerian children, has been marred by significant challenges. These include the under-utilisation of funds, insufficient consultation with states in the design and implementation of the programme, inadequate policy coordination across the three tiers of government, lack of capacity within states to use funds per the guidelines, complex conditions for accessing the funds, and the associated bureaucracy. Moreover, there is a dearth of capacity and political will at the federal level to amend guidelines in light of experience and to drive through disbursements. As a result, the UBE programme's implementation suffers from several issues that stunt its potential to achieve its objectives (UNESCO, 2015).

Conclusion

This paper has attempted to explain the origin, current state and the challenges facing the Universal Basic Education Programme in Nigeria. It reveals that Nigeria's basic education faces challenges such as inadequate funding, lack of qualified teachers, inadequate infrastructure, and lack of teaching materials, safety concerns, high teacher turnover, and lack of up-to-date information. Despite the Universal Basic Education Act of 2004, some schools still lack basic facilities. The Act aims to finance education through a combination of federal and local grants, with the State Universal Basic Education Board responsible for disbursing funds.

Public schools across the country face inadequate conditions with deteriorated buildings lacking crucial amenities for efficient education. This poses a major obstacle for educators in providing quality education. Despite government intervention and funds allocated through the Universal Basic Education scheme, the public education sector has not experienced significant transformation.

Revelations made from this research paper reveals that the Universal Basic Education Commission (UBEC) in Nigeria has accumulated 52 billion Naira in unaccessed funds for education due to a lack of political will, poor inspection by the federal government, and a lack of involvement of other stakeholders. This has led to underfunding of education in Nigeria, which needs urgent attention. The commission is facing obstacles in implementing the Universal Basic Education program, such as the lack of political will and the failure of state governments to pay their counterpart fund. Nigeria's public primary and junior secondary schools require additional teachers and core subject textbooks, including English, Mathematics, Science, and Social Studies.

Suggestions

The potential challenges to Universal Basic Education must be addressed in a timely and effective manner to ensure the success of the program and the education of the future generations of Nigeria. Nigeria's Universal Basic Education (UBE) programme also faces challenges such as under-utilisation of funds, insufficient consultation with states, inadequate policy coordination, lack of capacity, and bureaucracy. Moreover, school libraries provide opportunities for learners to acquire lifelong learning skills. However, there are coordination challenges at the state level due to the management of primary and junior secondary segments by different boards. Hence, it is therefore suggested that these potential challenges be addressed in an appropriate way to guarantee the attainment of the goals of the Universal Basic Education programme and the education of the future generations of Nigeria. It is suggested in the research that adequate utilization of funds, sufficient consultation with states, adequate policy coordination, provision of capacity, and access to the UBEC fund (the counterpart funding scheme) should be ensured by different states of the federation. To ensure the success of the

Universal Basic Education program and education of future generations in Nigeria, it is crucial to address these potential challenges.

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