



Jacob Niyi Ogunode¹✉

¹Federal University Wukari, Nigeria

IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION LAW: PROBLEMS AND SOLUTIONS

Abstract. This paper discusses the challenges facing the implementation of universal basic education laws in Nigeria. The method used for the selection of literature for the paper was content analysis. In addition, secondary data were sourced online and through print materials. The selected literature was used to support the various points raised in the paper. The paper concludes that the challenges facing the implementation of UBE laws/policies in Nigeria include insufficient funding, inadequate number of professional teachers, poor infrastructural facilities, institutional corruption, lack of political will, insecurity, weak institutions, political instability and poor law formulation. To address these challenges, this paper recommends the following: providing sufficient funding for education and adequate infrastructural facilities, fighting institutional corruption, ensuring proper security in educational institutions, improving political will towards implementation of educational policies, employing more professional teachers, fostering a positive relationship between policy designers and policy implementers and strengthening the political will to continue educational policies.

Keywords: administration, implementation, universal basic education

INTRODUCTION

In realization of the role education plays in national development, the government of Nigeria has ventured into various educational policies and programmes with the great expectation to meet the felt socio-economic and political needs of the citizenry. For instance, universal primary education (UPE) was introduced nationwide by the Federal Government of Nigeria in September 1979 to take care of the educational demands of Nigerians. Citing Fafunwa (1986), Taiwo (2011) remarked that a decade after the introduction of UPE, the educational outcomes showed that the national educational objectives were not

implemented fully due to certain national issues such as financial problems, inadequate number of competent teachers, overcrowded classrooms, narrow curriculum content and high rate of dropouts. In response to the agitation for a more functional educational system, a new educational system known as the 6-3-34 was introduced nationwide in 1982 by the Federal Government of Nigeria. The educational system stressed that a child should spend six years in a primary school, three in a junior secondary school, another three in a senior secondary school and four in a tertiary education institution. However, a decade after introducing the 6-3-34 system of education, educational analysts observed a general lack of

✉ Jacob Niyi Ogunode, Federal University Wukari, Nigeria, e-mail: ogunodejacob@gmail.com.

consistency in Nigeria's educational policies, the system and national objectives.

Taiwo (2011) observed that the educational objectives of the 6-3-3-4 system of education were not fully realized partly because of the inherent problems of the UPE, which had not been tackled before the commencement of the new educational system. Furthermore, poor implementation strategy led to the non-attainment of the national objectives of the 6-3-3-4 system. This further led to the agitation for a more functional educational system that is more relevant to the socio-economic, political and cultural backgrounds of Nigerians. Therefore, as a positive reaction to the yearnings of Nigerians, the Federal Government under the leadership of President Olusegun Obasanjo introduced Universal Basic Education (UBE) in 1999.

Its fundamental aim was to eliminate all impediments to educational participation and extend the scope of basic education from the traditional primary level to include junior secondary education and good quality education for children and adults. The UBE programme received legal backing in 2004 when the bill was signed into law. However, the implementation of universal basic education laws or policies is faced with many challenges. This article aims to discuss the challenges facing the implementation of UBE laws or policies. UBE laws or policies to be discussed here include funding, teachers' qualification, student-to-teacher ratio, capacity development programme, infrastructural facilities, increased enrollment and instructional language (Taiwo, 2011).

THEORETICAL FRAMEWORK

This paper is centred on social demand theory which considers educational needs in terms of the current demand for education at the different levels and projects them based on population increase, age distribution, long-term national or social goals (inarticulate or defined) and what is known about state and consumer preferences for education. Among such goals and preferences are universal literacy, universal compulsory primary education and cultural objectives. The stress is upon education as a social infrastructure for development purposes and as an end in itself. The financial implications of these targets are then considered. The usual result is that the funds required for the educational expansion are larger than those available to launch or sustain it based on national income and revenue

projections. Therefore, a compromise is reached, and what is deemed to be a feasible plan emerges, cut down to the funds expected to be available. This is the traditional approach and may work satisfactorily in high-income countries. Although even in these, concern over flagging growth rates and ever-increasing competition in export markets is leading to increased emphasis on the contribution of education to technological progress and productive efficiency.

Investment in education is the best alternative every country must undertake to secure its future. Many studies prove that there is a positive relationship between spending on education and human capital development. Miemie Winn Byrd (2000) concluded that despite many challenges, some countries, such as Singapore and South Korea, could make national education a priority. Their governments allocated resources towards educating their populations. By elevating human resources, these countries accumulated a high level of human capital, which fueled their attainment of NIE status. Less than fifty years after Singapore's independence, the country transformed its population from uneducated and unskilled, with very little English, into highly educated and skilled workers with English language capability. Obi et al. (2013) also examined government education spending and education outcome in Nigeria from 1970 to 2013. Employing the augmented Dickey-Fuller unit root test and OLS technique, the study revealed that public education spending has a positive and significant effect on education outcomes such as primary and secondary school enrolment in Nigeria. Accordingly, they recommended, among other things, that government should spend more on education. Ude and Ekesiobi (2014) carried out an empirical investigation of states' social spending and social outcomes with a specific emphasis on education in Nigeria. It employed panel data from 36 states of the federation. The panel data spanned from 2009 through 2013. The study applied fixed- and random-effects models. Each education outcome was modelled against states' spending on education and controlled for states' spending on health and per capita expenditure. Their results show that spending on education significantly impacts total primary enrolment, total secondary enrolment and adult literacy enrolment in Nigeria using fixed and random effects but significant using only fixed effects on total tertiary enrolment in Nigeria.

CONCEPTUAL DEFINITION

Implementation concept

Many authors have defined implementation in different ways. Manafa (2011) believes that policy implementation depends on some factors, including knowing what you want to do and the availability of the required resources. Implementation becomes possible when the resources are mapped out for the project. Ogunode et al. (2021) views implementation as the systematic way of carrying out planned documents or projects. It is the act of executing policies, programmes and projects. Implementation is a process of coordinating activities of carrying out drafted plans, policies and projects. In educational institutions, implementation is a must. We must implement planned educational policies and programmes to achieve the objectives of education. Implementation in education must follow a defined process and pattern to be successful. Ogunode et al. (2021) cited Franklin (1982), who defined implementation as activities that include amassing resources needed to mobilize and carry out responsibilities, planning specific programme designs, using legislation and translating them into specific regulations, organizing staff and creating or amending appropriate routines and providing the benefits and services to intended recipients.

Educational law concept

There are various definitions of educational laws by different authors. For example, education law has been defined as the portion of the law in a state, a city, an area or a country that directly deals with administering educational bodies such as public and private primary and secondary schools, tertiary and non-tertiary educational institutions. John (2017) views education law as a set of rules and regulations that guide the workings of an education system. Many regions have detailed educational law systems to create comprehensive educational policies for a specific nation. For example, education law may deal with the creation and funding of schools and school policies, teacher requirements and students' rights. Mike (2018) sees education law as the legal discipline covering all issues pertaining to schools, from kindergarten through higher education. Historically, attorneys practicing education law worked towards expanding access to high-quality education for all children and providing for greater access to higher education. However, this practice area has expanded to include

students' rights, teachers' rights, school safety, discrimination, conduct and discipline, special education, curriculum, and education options such as homeschooling and charter schools.

Educational law draws its power from the constitutions. Educational laws are formulated to provide a legal framework for the operation and management of education in a particular country. Educational laws differ from country to country and from state to state. The government makes laws for the educational system, which include basic education, senior secondary school education and higher institutions, and different commissions and agencies were established to ensure the implementation of these laws within a country. For instance, in Nigeria, the Federal Government in 2004 made law to implement the universal basic education programme launched in 1999.

The universal basic education law contains policies and guidelines for the implementation of the UBE programme in Nigeria. The laws show the direction of funding and administration at every level of government. The law spells out the teacher-student ratio, teachers' qualification, infrastructural facilities, age of entry, transition, instruction language, subjects to be offered at every form and instructional materials. The universal basic education law specifically defines the role of the three tiers of government in terms of administration, management, supervision, and funding (Abubakar, 2014).

Current analysis of the universal basic education programme in Nigeria by different researchers indicates problems linked to its implementation (UNICEF, 2017). For instance, the World Bank (2017) submitted that the quality of basic education, measured in terms of student learning outcomes, is low in Nigeria. According to international standards, children who have completed grade 3 are expected to be fully literate. Yet in Nigeria, only 66 per cent of public school students can read at least one of three words and 78 per cent can add single digits after completing grade 4 (NEDS, 2015). Over 10.4 million out of school children in Nigeria make Nigeria the country with the highest number of out of school children in the world (UNICEF, 2017).

CHALLENGES FACING THE IMPLEMENTATION OF UNIVERSAL BASIC EDUCATION LAWS IN NIGERIA

There are many challenges facing the implementation of universal basic education laws in Nigeria, especially

universal basic education. Some of the challenges include insufficient funding, inadequate number of professional teachers, poor infrastructural facilities, institutional corruption, lack of political will, insecurity, weak institutions, political instability and poor law formulation.

Insufficient funding

Sufficient funding is key to the implementation of UBE laws and policies. The act establishing the UBE programme states that the government shall provide sufficient funding for implementing the UBE programme, that is, the counterpart funding. It is unfortunate that Ogunode (2020) identified insufficient funding as one of the major problems facing the implementation of educational policies in Nigeria. The budgetary allocation for the administration and implementation of universal basic education laws is so poor that it cannot support implementing the various educational laws of the programme. Inadequate funding is one of the greatest challenges facing the Ministry of Education in Nigeria. A breakdown of budgetary allocation for the Ministry of Education for one decade shows that the budgetary allocation for the entire ministry is below the recommended by UNESCO 20% of the total annual budget for a year. A breakdown of the Nigerian education budget for decade revealed the following:

Ogunode (2020) and Ibrahim (2018) observed that other developing countries, e.g. Ghana, have never spent

Table 1. Educational Budget for one decade in Nigeria

Years	Education Budget	%	Naira
2010	N234.8billion	5.10	N4.6trillion
2011	N306.3billion	6.20	N4.972trillion
2012	N400.15billion	8.43	N4.749trillion
2013	N426.53billion	8.60	N4.987trillion
2014	N493billion	10.70	N4.69trillion
2015	N392.2billion	8.91	N4.4trillion
2016	N369.6billion	6.01	N6.1trillion
2017	N448.01billion	6.00	N7.3trillion
2018	N605.8billion	7.04	N8.3trillion
2019	N620.5bn	7.05	8.83 trillion-
2020	N652.94bn	6.9	N10.50 trillion.

Source: Ogunode and Oluseun (2020).

less than 20 per cent of their budget on education in the last 10 years. Such countries also include South Africa, Egypt, among others. This implication is that most agencies and commissions that depend on the Ministry of Education are also underfunded. All evaluating agencies and commissions operate directly under the Ministry of Education. The poor funding of all these institutions, directly and indirectly, affects the programme and activities of the agencies, reducing the impact of evaluation in the country. Insufficient financing of evaluating agencies in the country affects the programmes and activities of the agencies. The poor funding of education in Nigeria is responsible for the poor implementation of universal basic education laws in Nigeria.

Inadequate number of professional teachers

The inadequate number of professional teachers is another problem facing the implementation of universal basic education laws/policies in Nigeria. The UBEC law states that the government shall employ professional teachers in all basic education. Independent (2019a) reports a deficit of 135,319 teachers at the early childhood care development education, 139,772 deficit in primary schools, and 2,446 shortage in junior secondary schools across the nation. Implementation of policies on professional teachers in primary schools in Nigeria is poor. Ogunode (2020) observed that many teachers in Nigerian primary schools are not professional teachers. Evidence from teachers' needs surveys across Nigeria shows alarmingly low pedagogical skills and subject content knowledge of primary school teachers. Only approximately 20 per cent of primary school teachers possess the minimum requisite professional knowledge and skills. Only about 1 in 10 teachers have adequate competency to teach primary English. Although most of these teachers have Nigerian certificates of education qualifications, they still do not have sufficient knowledge and skills to support student learning (UNICEF, 2017). The reasons for the shortage of professional teachers in Nigerian primary schools include poor motivation of teachers, brain drain, inadequate teacher training institutes, poor workforce development programmes, corruption, political influence and poor funding.

Poor infrastructural facilities

Infrastructural facilities are required for the implementation of educational programmes such as teaching, learning and research programmes. Infrastructural

facilities include classrooms, laboratories, workshops, staff offices and libraries. Others include hostels (in residential institutions), staff quarters, recreational facilities for students and staff, sports and games facilities. They also include roads, electricity and water supplies. Infrastructural facilities constitute a major problem preventing the effective implementation of educational policies in Nigeria because no meaningful teaching and learning can take place without adequate infrastructural facilities available. It was observed by many researchers that inadequate infrastructural facilities are a common problem affecting the entire educational system in Nigeria (Ogunode, 2020). Federal Republic of Nigeria (2013), the recommended pupil-teacher ratio (PTR) is 35:1 for primary school. The teacher-student ratio 1:35 policy is one of the policies poorly implemented in Nigerian primary schools. The British Council (2014) cited the UBEC report (2010) that notes that the ratio of pupils to “good” classrooms is grossly inadequate across Nigeria. It is not uncommon in some locations to see pupils learning outside because of a lack of classrooms. The average pupil-classroom ratio at the primary level is 49:1 and at JSS – 62:1. However, for classrooms classified as “good” by UBEC, for which the expected ratio would be 35:1 at both levels, the actual situation is much worse. In primary schools, the ratio is over one third higher in the North East and North West than the South West and three times higher than the UBEC standard. It was also noted that the variation between the highest ratios in the North West, where the pupil-qualified teacher ratio at primary schools is a staggering 132:1 compared to the South West, which has the lowest ratio for primary and JSS of 34:1 and 30:1. In some rural areas of northern Nigeria, ratios exceed 100:1. Ratios over 40:1 in primary schools are considered a measure of poor quality education. Nigeria needs many more qualified teachers to improve upon this measure of quality teaching and learning.

Institutional corruption

Institutional corruption is another problem preventing the full implementation of educational policies in Nigeria. Funds allocated for implementing educational policies and programmes are diverted by some officials in the ministries of education into a private pocket (Ogunode, 2020). Ripplesnigeria (2021) reported that Socio-Economic Rights and Accountability Project (SERAP) has urged President Muhammadu Buhari “to direct the

Attorney General of the Federation and Minister of Justice Mr Abubakar Malami, SAN, to work with appropriate anti-corruption agencies to promptly probe allegations of corruption in the Universal Basic Education Commission (UBEC) and State Universal Basic Education Boards (SUBEBs) between 2004 and 2020, including missing N3.8 billion documented in the 2017 Annual Report by the Auditor-General of the Federation.” The organization also urged him to “direct Mr Malami and the anti-corruption agencies to make public the outcome of any investigation, and to prosecute suspected perpetrators if there is relevant admissible evidence, as well as fully recover any missing public funds.” In the open letter dated 20 February 2021 and signed by SERAP deputy director Kolawole Oluwadare, the organization said: “Allegations of corruption in UBEC and SUBEBs violate the right to education of millions of Nigerian children who continue to face unsuitable learning conditions, as shown by the poor learning and boarding facilities at the Government Science College, Kagara, Niger State where dozens of schoolchildren, teachers and their relatives were abducted by gunmen.” SERAP said: “Investigating the allegations of corruption and mismanagement in UBEC and SUBEBs, prosecuting suspected perpetrators and recovering any missing public funds would contribute to addressing the education crisis in the country, which has disproportionately affected the most vulnerable and marginalized, and entrenched inequality.” SERAP also urged President Buhari to “ensure prompt investigation into the spending of money budgeted for the Safe School Initiative since 2014, including N3.2 billion from the Federal Government and private donors meant to ensure a safer school environment for children, and to clean up an apparently entrenched system of corruption in the education sector.” According to SERAP: “Many years of unresolved allegations of corruption and mismanagement in UBEC and SUBEBs have resulted in decreasing quality of education for poor children while many politicians send their own children to the best private schools in the country and abroad, and thereby leaving behind generations of poor children.” The UNESCO (2014) report on *Teaching and Learning: Achieving Quality for All* indicates that Nigeria is among the 37 countries losing money spent on education because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. Osunyikanmi (2018) opined that Nigeria experienced underwhelming development amidst overwhelming

corruption. Education is not insulated from this malaise. Corruption allows a high percentage of the funds allocated to the sector to get diverted into the private accounts of public officials. Hence, the amount spent on education is much lower than the figure in the budget. The Corruption Perception Index 2016 revealed that Nigeria had a score of 28. The score ranges from 0 for the highly corrupt to 100 for the least corrupt. The country occupied the 136th position among the 176 countries ranked. Concerted efforts are required to tackle corruption so that development does not elude Nigeria.

Lack of political will

Lack of political will to implement the educational laws in Nigeria is another problem facing the implementation of educational policies in Nigeria. The Child's Rights Act bill signed and passed into law by the Federal Government of Nigeria has not been signed by many states' governments because they do not have to sign the bill for implementation in their various states. Independent (2019b) revealed that twelve states in the northern part of Nigeria are yet to pass the Child's Rights Act despite its apparent benefits for children. UNICEF Child Protection Specialist stated this during a two-day media dialogue on the Convention on the Rights of the Child (CRC). She identified the states as Bauchi, Yobe, Kano, Sokoto, Adamawa, Borno, Zamfara, Gombe, Katsina, Kebbi, Jigawa and Kaduna. These states show the inability of the state governor to sign the bill that covers every aspect of the lives of children and adolescents. The rights are broken down into the following: survival rights, development rights, participation rights, and protection rights. The lack of political will to implement or sign the bills into law is affecting the implementation of educational policies in Nigeria.

Insecurity

Insecurity is another major challenge facing the implementation of educational policies in Nigeria. The universal basic education law states that basic education is compulsory, and schools should be built to provide education for children in a healthy and safe environment. Today, most basic schools do not have a security fence. Ogunode (2020) and Ogunode and Ahaotu (2020) observed that many educational policies designed and formulated to improve access to education and improve the quality of education had been frustrated due to the insecurity problem in the country. Many educational

programmes like the safe school initiative, girls' education, women's education and universal basic programmes have been slowed down by the various forms of insecurity problems facing the country (Ogunode, 2020). The United Nations Educational, Scientific and Cultural Organization (UNESCO) says Boko Haram has killed 2,300 teachers in Nigeria's northeast since the start of the insurgency in 2009. In the 2018 UNESCO Global Education Monitoring Report (GEM), the UN agency said 19,000 teachers had been displaced in the region, affecting access to education. "In north-eastern Nigeria, as of late 2017, there were 1.6 million IDPs, including an estimated 700,000 school-age children, as a result of violent attacks on civilians by Boko Haram, which began in 2009" the report read in part. "Boko Haram has destroyed nearly 1,000 schools and displaced 19,000 teachers". The reports indicated it had killed almost 2,300 teachers by 2017 (Tijani, 2018). "The latest education needs assessment found that out of 260 school sites, 28% had been damaged by bullets, shells or shrapnel, 20% had been deliberately set on fire, 32% had been looted and 29% had armed groups or military in close proximity." The insecurity challenges are preventing effective monitoring and evaluation of educational institutions across the country. Osunyikanmi (2018) observed that the insurgency masterminded by Boko Haram has persistently taken peace away from north-eastern Nigeria. The problem singly accounts for over 60 per cent of 10.5 million out-of-school children in Nigeria. The majority of the affected children live in the hotbed of the crisis.

Weak institutions

Weak institutions are another problem preventing the full implementation of universal basic education laws or policies in Nigeria. Many commissions and agencies established to supervise the implementation of the policies, including instruction language, teacher-student ratio and quality, are weak and cannot deliver them. Many argue that the country's institutional framework lacks a clearly defined structure with this array of organizations. A study published in 2015, which reviewed a decade of the UBE programme, concluded that "Nigeria does not possess the required executive capacity to effectively implement the UBE programme because of the overlapping functions of bureaucratic agencies. The Nigerian education sector suffers from weak capacity at the institutional, organizational and individual levels". They observed that a weak institutional framework that has

multiple agencies with overlapping roles and responsibilities remains unreformed.

Political instability

Political instability is another major problem preventing the effective implementation of educational policies in Nigeria. Political instability is one of the features of third world countries like Nigeria. Many educational policies have been put to hold due to changes in government or administration from one political party to another political (Ogunode, 2020). Manafa (2011) submits that constant changes in power or system of government in the past have contributed to the ineffective implementation of the policy statement of Education For All (EFA). Variation in non-uniformity in the primary education system and instability that characterized the Nigerian political scene have always led to changes in educational policies, particularly at the primary school level. Each government rationalized the policy on education on its own accord. Odukoya (2011) observed that politics and frequent government changes tend to affect the implementation of the National Policy on Education negatively. He opined that the instability in the system of governance, coupled with constant changes in ministers and commissioners, led to the level of the crises the national education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices.

Poor law formulation

Poor law articulation or formulation is another problem responsible for the poor implementation of educational laws/policies in Nigeria. Due to the poor capacity of educational policy designers and lack of exposure to new approaches and methods of formulating policies. Kuka (2020) observed that Federal Government is poor in articulating its educational policies. If the educational policies are not formulated or articulated properly, their implementation is challenging.

Previous studies

There are many investigations on Nigerian educational policy implementation in Nigeria. Manafa (2011) discovered the following hindrances: over-ambitious policy goals, inadequate personnel in some areas, lack of physical plant, record-keeping problems, inadequate funding by the government, lack of continuity of policy, lack of amenities (electricity), poor monitoring and supervision

of schools, bribery and corruption in the system, incessant political changes, pressure on politicians to satisfy their constituencies in return for continued political support, quota system making qualified students unable to get admission, educationally advantaged and disadvantaged states denying students admission into schools, complete neglect of teaching profession, overpopulation of students in the Federal Government College, lack of commitment to duty among teachers, inadequate provision of instructional materials, mismanagement of funds, inadequate provision of science laboratories equipment and facilities and lack of adequate motivation of teachers.

The study by UNESCO (2014) showed the following gaps:

- UBEC programme implementation has been hindered by poor project supervision, poor funding and lack of capacity and, in some cases, lack of commitment from state governments and insufficient community involvement.
- The complex institutional framework comprising federal, state and local governments has hampered coordination.
- Accountability mechanisms along the service delivery chain are inadequate. Existing monitoring and evaluation systems are incomplete and unreliable. Based on this report, this article aimed to discuss the various challenges militating against the effective evaluation of educational programmes in Nigeria and to suggest some ways forward for the sustainability of evaluation programmes in Nigeria.

WAY FORWARD

Addressing these challenges as recommended by the researchers includes providing sufficient funding for education, providing adequate infrastructural facilities, fighting institutional corruption, ensuring adequate security in educational institutions, improving political will towards implementation of educational policies, employing more professional teachers, fostering a positive relationship between policy designers and policy implementers and strengthening the political will to continue educational policies.

Sufficient funding of education

The government should increase the funding of universal basic education. The amount allocated to the

education sector should at least conform with the recommendation of UNESCO of allocating at least 26% of a country's budget to education. Not only this, the personnel responsible for utilizing such funds should be trained to have fiscal discipline so that the funds are not be misappropriated.

Adequate infrastructural facilities

The government should provide more infrastructural facilities in all the universal basic education in the country.

Fighting institutional corruption

There should be effective monitoring of the management of funds allocated for the administration of universal basic education. A reliable accounting system should be established in each Nigerian university to guarantee accountability, honesty and transparency.

Adequate security in educational institutions

The government should provide adequate security to all the educational institutions in the country to enable a peaceful teaching and learning environment.

Political will towards implementation of educational policies

The political officeholders in the country should develop the attitudes of implementing the various educational policies in the country.

Employment of professional teachers

For effective management of education in Nigeria, the government should employ more professional teachers and post them to all educational institutions where is a shortage of teachers.

Positive relationship between policy designers and policy implementers

The government should ensure educational policy designers and policy implementers work together in designing plan action documents. This will lead to a smooth implementation of educational policies by the implementers.

Political will to continue with educational policies

The government and especially the political officeholders should develop positive attitudes towards the policies continuity and implementation in the country.

CONCLUSIONS

This paper examined the challenges facing the implementation of universal basic education laws/policies in Nigeria. It concludes that insufficient funding, inadequate number of professional teachers, poor infrastructural facilities, institutional corruption, lack of political will, insecurity, weak institutions, political instability and poor law formulation are challenges facing the implementation of universal basic education law or policies in Nigeria. These problems imply that the objective of universal basic education will not be realized as planned. To address these challenges, the paper recommends the following: adequate funding of education, providing adequate infrastructural facilities, fighting institutional corruption, ensuring adequate security in educational institutions, improving political will towards implementation of educational policies, employing more professional teachers, fostering a positive relationship between policy designers and policy implementers and strengthening the political will to continue educational policies.

REFERENCES

- Abubakar, A.F. (2014). Universal Basic Education in Nigeria. Problems and Prospects. *Educ., Rev.*, 79(2), 46–51.
- Byrd, M.W. (2000). Education, Economic Growth, and Social Stability: Why the Three Are Inseparable. In: FINAL The Dakar Framework for Action Education For All (p. 102–113). Meeting our Collective Commitments Revised Final Draft World Education Forum Dakar, Senegal, 26–28 April 2000. The Dakar Framework.
- Federal Republic of Nigeria (2013). National policy on education (6th Edi.) Lagos: Federal Ministry of Education/NERDC.
- Ibrahim, Y. (2018). Education Policy Development in Nigeria: Challenges and way forward. *Int. J. Adv. Stud. Soc. Sci. Innov.*, 2(1). <http://dx.doi.org/10.30690/ijassi.21.12>.
- Independent (2019a). Teaching Gap In Basic Education System Hits 277,537 – UBEC 9. Retrieved from: <https://www.independent.ng/teaching-gap/>.
- Independent (2019b). Twelve States Yet To Pass Child Rights Law In Nigeria. Retrieved from: <https://www.independent.ng/twelve-states-yet-to-pass-child-rights-in-nigeria-full-list/>.
- John, F. (2017). Educational law in Nigeria. Abuja: Max.
- Manafa, I.F. (2011). The administrative constraints to policy implementation in federal government colleges in south east Nigeria. Thesis, University of Nigeria, Nsukka.
- Mike, T. (2018). Educational Law: Perspective. Lagos: Kex.

- Odukoya, D. (2011) Formulation and Implementation of Educational Policies in Nigeria. Presentation Transcript University of Lagos. Lagos: University of Lagos.
- Ogunode, J.N. (2020). Administration of Primary School Education in Nigeria: Challenges and the Ways forward. *Intercathedra*, 4(45), 197–205. Retrieved from: <http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00108>
- Ogunode, N.J, Ahaotu, G.N. (2020). Educational Strategic Plans in Nigeria: Challenges of Implementation and Ways Forwards. *Int. J. Integr. Edu.*, 3(IX), 211–217. Retrieved from: <https://doi.org/10.31149/ijie.v3i9.622>.
- Ogunode, N.J, Jegede, D., Ajape, T.S (2021) Education policies of early child education Programme in Nigeria: Challenges of implementation and the way forward. *Eur. J. Human. Educ. Adv. (EJHEA)*, 2(3), 1–10. Retrieved from: <https://www.scholarzest.com>.
- Ogunode, N.J., Oluseun, D.J. (2020). Administration of professional development programme in Nigerian higher institutions: challenges and way forward. *Intercathedra*, 3(44), 147–155. <http://dx.doi.org/10.17306/J.INTERCATHEDRA.2020.00102>.
- Osunyanmi, A.F. (2018). Prioritizing Quality Education in Nigeria: a Commitment to Sustainable Development Goals. *Int. J. Adv. Stud. Econ. Pub. Sect. Manag.*, 6(2), 215–224.
- Ripplesnigeria (2021). Kagara: SERAP Asks Buhari To Probe, Recover 'Billions Missing From UBEC, SUBEBs. Retrieved from: https://www.ripplesnigeria.com/?print-my-blog=1&post-type=post&status%5B0%5D=publish&rendering_wait=0&columns=1&font_size=normal&im.
- Taiwo, O.O. (2011). Challenges of Implementing Universal Basic Education (UBE) in Nigeria Especially as it Affects Teachers Preparation. *Multidiscip. J. Res. Dev.*, 17(4), 1–11.
- Tijani, M. (2018). UNESCO: Boko Haram Killed 2,300 Teachers, Destroyed 1,000 Schools. Retrieved from <https://www.thisdaylive.com/index.php/2018/11/22/unesco-boko-haram-killed-2300-teachers-destroyed-1000-schools/>.
- Ude, D., Ekesiobi, S. (2014). Panel investigation of states social spending and social outcome: Perspective of education in Nigeria. *Int. J. Econ. Finance Manag.*, 3(5), 244–255.
- UNESCO (2010) EFA Global Monitoring Report: Reaching the Marginalized. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0018/001865/186525e.pdf>.
- UNICEF (2017). Government of Nigeria Programme of Cooperation, 2018–2022.
- WENR (2017). Education in Nigeria. Retrieved from: <https://wenr.wes.org/2017/03/education-in-nigeria>
- World Bank (2017). Federal Republic of Nigeria World Bank Program-for-Results Financing Better Education Service Delivery for all (BESDA) (P160430) Environment and Social Systems Assessment (ESSA).

WDRAŻANIE USTAWY O POWSZECHNEJ EDUKACJI PODSTAWOWEJ: PROBLEMY I ROZWIĄZANIA

Abstrakt. Celem artykułu jest omówienie wyzwań stojących przed ustawą dotyczącą powszechnej edukacji podstawowej w Nigerii. Dane pozyskano z sieci internetowej oraz publikacji drukowanych. Literaturę wykorzystaną w artykule wybrano na podstawie analizy treści. Publikacje posłużyły do poparcia różnych punktów poruszonych w artykule. W artykule stwierdzono, że do największych problemów, których rozwiązanie umożliwi wdrażana ustawa, należą: niedofinansowanie, zbyt mała liczba wykwalifikowanych nauczycieli, niedostateczne zaplecze infrastrukturalne, korupcja instytucjonalna, brak woli politycznej, brak bezpieczeństwa, niekompetencja instytucji, niestabilność polityczna i źle formułowane przepisy prawa. W artykule zaproponowano następujące sposoby na sprostanie tym wyzwaniom: zapewnienie odpowiednich funduszy na edukację oraz odpowiedniej infrastruktury, zwalczanie korupcji instytucjonalnej, a także zagwarantowanie odpowiedniego bezpieczeństwa w instytucjach edukacyjnych. Poza tym urzędnicy i politycy powinni z większym zaangażowaniem wdrażać reformy edukacji. Ważne jest także zatrudnienie większej liczby nauczycieli i budowanie pozytywne relacje prawodawcami a urzędnikami, którzy wdrażają w życie politykę edukacyjną.

Słowa kluczowe: administracja, wdrażanie, powszechna edukacja podstawowa

