

Implementation of Basic Education Programme for Sustainable National Development: Implications for Third World Countries

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ABSTRACT

Basic education serves as the foundation for human capital development, social transformation, economic productivity, and sustainable national development. In developing countries, particularly Third World nations, the effective implementation of basic education programmes remains a major policy concern due to persistent challenges associated with access, quality, equity, teacher availability, infrastructure deficits, inadequate funding, and socio-economic inequalities. This study examines the implementation of basic education programmes and their implications for sustainable national development in developing countries. The study adopts a descriptive research approach based on a review of recent educational policies, empirical studies, and international development reports relating to basic education implementation. Findings indicate that although many developing countries have recorded improvements in school enrolment and educational access, challenges relating to learning quality, teacher competence, curriculum relevance, educational technology integration, and resource allocation continue to limit the contribution of basic education to sustainable development. The study further reveals that effective basic education implementation contributes significantly to poverty reduction, employment creation, innovation capacity, social inclusion, and achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 on quality education. However, achieving sustainable national development requires comprehensive reforms involving improved education financing, professional teacher development, inclusive education policies, digital transformation, and stronger collaboration among governments, communities, and international development partners. The study concludes that basic education should be regarded as a strategic investment rather than merely a social service. Strengthening basic education systems in Third World countries will enhance human capabilities, promote economic resilience, and support long-term sustainable development.

1. Introduction

Education remains one of the most powerful instrument for achieving sustainable national development because it enhances human capabilities, improves economic productivity, promotes social inclusion, and strengthens democratic participation. In contemporary knowledge-based economies, countries with strong education systems are better positioned to develop technological capacity, reduce poverty, and achieve sustainable economic growth. Consequently, international development frameworks, including the Sustainable Development Goals (SDGs), recognize quality education as a fundamental requirement for achieving social, economic, and environmental

sustainability (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2023). Basic education represents the first structured stage of learning through which individuals acquire foundational literacy, numeracy, critical thinking, social values, and life skills necessary for personal and national advancement. In most developing countries, basic education programmes encompass primary and lower secondary education and are designed to provide universal access to essential knowledge and competencies. The effective implementation of these programmes is critical because weaknesses at the foundational level often affect learners' future academic achievement, employability, and participation in national development processes. For Third World countries, basic education has a strategic role in addressing persistent developmental challenges such as poverty, unemployment, inequality, and limited technological advancement. A well-functioning basic education system provides citizens with the skills required to participate effectively in economic activities and contribute to innovation and productivity. However, many developing nations continue to experience difficulties in translating educational policies into effective classroom outcomes due to inadequate funding, shortage of qualified teachers, poor infrastructure, weak governance structures, and socio-economic barriers affecting school participation (World Bank, 2023).

The implementation of basic education programmes in developing countries has expanded significantly over the last two decades. Governments and international organizations have invested in increasing school enrolment, reducing gender disparities, and improving educational access. However, increased access has not always resulted in improved learning outcomes. Recent global education reports indicate that millions of children in low- and middle-income countries attend school without acquiring basic literacy and numeracy skills, highlighting the continuing challenge of improving education quality alongside expansion of access (UNESCO, 2023).

Teacher quality remains one of the most important factors influencing the success of basic education programmes. Teachers serve as the primary agents responsible for translating curriculum objectives into meaningful learning experiences. In many Third World countries, however, teacher shortages, inadequate professional preparation, limited instructional resources, and insufficient opportunities for continuous development continue to affect the quality of education delivery. Improving teacher competence and working conditions has therefore become a central component of education reform strategies aimed at achieving sustainable development outcomes (World Bank, 2023). Furthermore, technological advancement has introduced new opportunities and challenges for basic education implementation. Digital learning platforms, artificial intelligence tools, and educational technologies have the potential to improve access to learning resources and support innovative teaching approaches. However, developing countries often face digital inequalities caused by inadequate infrastructure, limited internet access, high technology costs, and insufficient digital skills among teachers and learners. Without deliberate investment in digital inclusion, technology may further widen existing educational inequalities rather than reduce them (UNESCO, 2023).

Nigeria and other developing countries have implemented various basic education reforms aimed at achieving universal access and improving educational quality. In Nigeria, the Universal Basic Education (UBE) Programme was introduced to provide free, compulsory, and universal basic education for all children of school age. Similar programmes exist across many developing countries with the objective of improving literacy, reducing inequality, and developing human capital. Nevertheless, challenges related to implementation effectiveness remain significant, requiring continuous policy evaluation and strategic intervention. Despite substantial investment in basic education, many Third World countries still struggle to maximize the contribution of education to sustainable national development. This situation raises important questions regarding the effectiveness of existing implementation strategies, the adequacy of educational resources, and the alignment between educational objectives and national development priorities. Therefore, examining the implementation of basic education programmes provides valuable insights into how developing countries can strengthen education systems to achieve sustainable development.

This study examines the implementation of basic education programmes and their implications for sustainable national development in Third World countries. Specifically, it explores the relationship between basic education implementation and human capital development, identifies major challenges affecting effective implementation, and proposes strategies for strengthening basic education systems as instruments for sustainable development.

2. Literature Review

2.1 Conceptual Review

2.1.1 Concept of Basic Education Programme

Basic education represents the foundational stage of an individual's formal learning experience, providing essential knowledge, skills, attitudes, and values required for personal development and effective participation in society. It generally includes primary education and the first level of secondary education, although the specific structure differs among countries. The central objective of basic education is to ensure that every child acquires fundamental competencies in literacy, numeracy, communication, problem-solving, social responsibility, and lifelong learning skills. In developing countries, basic education programmes are designed not only to expand access to schooling but also to address broader socio-economic challenges such as poverty reduction, social inequality, unemployment, and limited human capital development. Effective implementation of basic education is therefore considered a critical pathway toward achieving sustainable national development because it creates the foundation upon which higher education, vocational training, entrepreneurship, and technological advancement depend (UNESCO, 2023). The success of basic education programmes depends on several interconnected factors, including adequate funding, qualified teachers, relevant curriculum, learning resources, school infrastructure, effective governance, and community participation. Weaknesses in any of these areas can negatively affect educational quality and limit the contribution of education to national development outcomes (World Bank, 2023).

2.1.2 Sustainable National Development and the Role of Education

Sustainable national development refers to a development process that satisfies present societal needs while preserving economic, social, and environmental resources for future generations. It involves balanced advancement in economic growth, social welfare, environmental protection, technological innovation, and institutional development. Education occupies a central position in sustainable development because it enhances human capabilities, improves productivity, promotes social inclusion, and encourages responsible citizenship. The United Nations Sustainable Development Goal 4 (SDG 4) specifically emphasizes inclusive and equitable quality education and lifelong learning opportunities for all as a foundation for achieving sustainable development globally (UNESCO, 2023). Basic education contributes to sustainable development by improving literacy levels, empowering individuals, reducing social inequalities, and increasing participation in economic activities. Countries with stronger basic education systems generally experience better health outcomes, higher productivity, improved governance, and greater innovation capacity. Consequently, investment in basic education is increasingly viewed as an investment in national development rather than merely an educational responsibility.

2.1.3 Basic Education Implementation in Third World Countries

The implementation of basic education programmes in Third World countries has experienced significant progress over recent decades, particularly in expanding school enrolment and improving educational access. International initiatives such as Education for All (EFA) and the Sustainable Development Goals have encouraged governments to develop policies aimed at achieving universal basic education. However, despite improvements in access, many developing countries continue to experience challenges in translating educational policies into effective learning outcomes. The expansion of enrolment has often occurred without corresponding improvements in teacher availability, instructional quality, infrastructure, and learning resources. As a result, many children complete primary education without acquiring essential literacy and numeracy skills required for personal and economic advancement (World Bank, 2023). In Sub-Saharan Africa, basic education implementation is affected by multiple factors, including rapid population growth, poverty, political instability, insecurity, inadequate financing, and limited educational planning capacity. Rural communities are particularly disadvantaged due to shortages of qualified teachers, inadequate classrooms, and limited access to educational technology.

2.2 Theoretical Framework

2.2.1 Human Capital Theory

This study is anchored on Human Capital Theory, originally developed by Becker (1964). The theory argues that education and training represent investments that enhance individuals' knowledge, skills, productivity, and economic

value. According to this perspective, societies that invest in education develop a more skilled workforce capable of contributing to economic growth and innovation. The relevance of Human Capital Theory to this study lies in its explanation of the relationship between basic education implementation and sustainable national development. Effective basic education programmes provide individuals with foundational skills that improve employment opportunities, entrepreneurial capacity, and participation in economic activities. Therefore, strengthening basic education systems in Third World countries can contribute significantly to poverty reduction and sustainable economic transformation.

2.2.2 Sustainable Development Theory

The Sustainable Development Theory emphasizes the integration of economic growth, social equity, and environmental responsibility to achieve long-term societal progress. Within the education context, the theory recognizes education as a mechanism for developing individuals who can address complex social, economic, and environmental challenges. Basic education contributes to sustainable development by promoting knowledge, values, attitudes, and competencies necessary for responsible decision-making. Through quality education, individuals develop awareness of social responsibility, environmental sustainability, innovation, and community development.

2.3 Empirical Review

Recent studies have examined the relationship between education implementation and sustainable development outcomes in developing countries. Evidence indicates that countries making consistent investments in teacher development, curriculum improvement, and educational infrastructure achieve better learning outcomes and stronger human capital development. The World Bank (2023) reported that improving learning outcomes in developing countries requires a shift from focusing only on school enrolment toward ensuring that learners acquire meaningful skills. The report emphasized teacher effectiveness, education financing, accountability systems, and evidence-based policy implementation as major determinants of successful education systems. Similarly, UNESCO (2023) highlighted that technology integration, inclusive education practices, and teacher professional development are increasingly important for improving education quality. However, many developing countries face challenges related to digital inequality, limited infrastructure, and insufficient teacher preparedness.

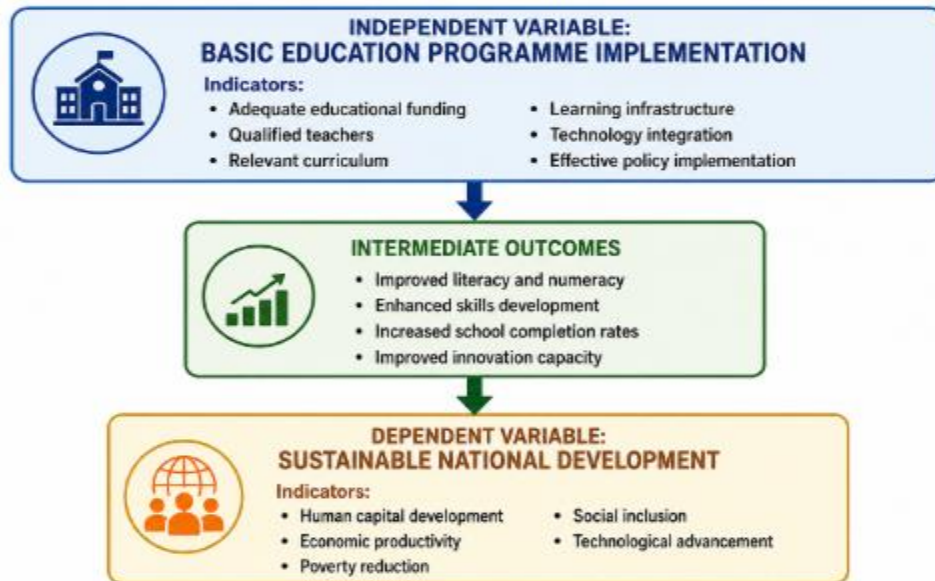
Studies on educational reforms in developing countries have also shown that inadequate funding remains one of the greatest barriers to effective implementation of basic education programmes. Insufficient financial resources affect teacher recruitment, infrastructure development, instructional materials provision, and monitoring systems. Consequently, many education programmes achieve partial success in improving access but struggle to improve quality. Research conducted in African education systems indicates that teacher-related factors remain among the strongest predictors of educational effectiveness. Shortages of qualified teachers, poor working conditions, and limited professional development opportunities negatively influence curriculum implementation and student achievement.

2.4 Research Gap

Although numerous studies have examined education access, quality improvement, and sustainable development, limited research has comprehensively examined the implementation mechanisms of basic education programmes and their broader implications for sustainable national development across Third World countries. Existing studies often focus separately on specific issues such as teacher shortages, educational financing, infrastructure, or learning outcomes. However, there is limited integration of these factors into a comprehensive framework explaining how basic education implementation influences sustainable development outcomes. This study addresses this gap by examining basic education implementation from a broader perspective, considering human capital development, educational quality, resource availability, policy implementation, and technological advancement as interconnected factors influencing sustainable national development.

2.5 Conceptual Framework

The conceptual framework of this study assumes that effective implementation of basic education programmes influences sustainable national development through several pathways.



3. Materials and Methods

3.1 Research Design

This study adopted a descriptive research design using a survey approach. The design was considered appropriate because the study examined the implementation of basic education programmes and their implications for sustainable national development in Third World countries. A descriptive survey design enables researchers to collect information about existing educational practices, challenges, policies, and perceptions without manipulating the variables under investigation. The design is suitable for educational policy studies because it provides empirical evidence regarding the effectiveness of programme implementation, resource availability, teacher-related factors, and institutional challenges affecting educational outcomes. Similar approaches have been widely applied in education research to assess programme effectiveness, educational reforms, and sustainable development initiatives.

3.2 Scope and Context of the Study

The study focused on the implementation of basic education programmes within the context of Third World countries, with particular emphasis on developing nations in Sub-Saharan Africa. The study considered common challenges affecting basic education systems, including Nigeria and other comparable developing countries where governments have implemented universal basic education policies.

The study examined key implementation factors, including:

- i. Availability and quality of teachers;
- ii. Educational infrastructure;
- iii. Curriculum relevance;
- iv. Government funding;
- v. Educational technology adoption;
- vi. Policy implementation mechanisms; and
- vii. Community participation.

These factors were examined based on their implications for sustainable national development through human capital formation, economic productivity, social inclusion, and technological advancement.

3.3 Population of the Study

The population of the study consisted of stakeholders involved in the implementation and management of basic education programmes. These included:

- i. Basic education teachers;
- ii. School administrators;
- iii. Education officers;
- iv. Policy implementation personnel; and
- v. Educational researchers familiar with basic education systems in developing countries.

The selection of these groups was based on their direct involvement in educational planning, implementation, monitoring, and evaluation.

3.4 Sample Size and Sampling Technique

A multi-stage sampling technique was adopted for selecting respondents. In the first stage, educational stakeholders were categorized based on their roles in basic education implementation. In the second stage, respondents were selected using purposive and simple random sampling techniques to ensure adequate representation of different stakeholder groups.

A sample size of 250 respondents was considered adequate for the study. The sample consisted of:

Respondent Category	Number
Basic Education Teachers	150
School Administrators	50
Education Officers	30
Education Researchers	20
Total	250

The sampling strategy ensured that participants provided information from both classroom and policy implementation perspectives.

3.5 Instrument for Data Collection

Data were collected using a structured questionnaire titled:

Basic Education Programme Implementation and Sustainable Development Questionnaire (BEPI-SDQ)

The instrument consisted of five sections:

Section A: Demographic Information

This section collected information about respondents' characteristics, including professional background, years of experience, and institutional affiliation.

Section B: Availability of Educational Resources

This section examined:

- i. Teacher availability;
- ii. Classroom facilities;
- iii. Learning materials;
- iv. Technology infrastructure.

Section C: Implementation of Basic Education Policies

Items assessed:

- i. Policy effectiveness;
- ii. Monitoring mechanisms;
- iii. Funding adequacy;
- iv. Curriculum implementation.

Section D: Challenges Affecting Basic Education Implementation

This section focused on:

- i. Inadequate funding;
- ii. Teacher shortages;
- iii. Infrastructure challenges;
- iv. Digital inequality;
- v. Socio-economic barriers.

Section E: Implications for Sustainable National Development

This section examined the contribution of basic education to:

- i. Human capital development;
- ii. Employment opportunities;
- iii. Poverty reduction;
- iv. Innovation and technological development.

The questionnaire items were structured using a four-point Likert scale:

Response Option	Score
Very High Extent (VHE)	4
High Extent (HE)	3
Low Extent (LE)	2
Very Low Extent (VLE)	1

3.6 Validity of the Instrument

The instrument was subjected to expert validation by specialists in:

1. Educational Planning and Administration;
2. Curriculum Studies;
3. Sustainable Development Studies; and
4. Measurement and Evaluation.

The experts examined the instrument to determine the relevance, clarity, adequacy, and appropriateness of the items in relation to the objectives of the study. Their recommendations were incorporated before final administration.

3.7 Reliability of the Instrument

A pilot study was conducted among selected educational stakeholders outside the main study sample. The reliability of the instrument was determined using Cronbach's Alpha reliability coefficient. The reliability coefficient obtained was 0.86, indicating a high level of internal consistency and confirming that the instrument was suitable for data collection.

3.8 Data Collection Procedure

The researchers administered the questionnaire directly to selected respondents through both physical and electronic approaches. Participants were informed about the purpose of the research, and confidentiality of responses was assured. Respondents were given adequate time to complete the instrument, after which completed questionnaires were retrieved and prepared for analysis.

3.9 Method of Data Analysis

Data collected were analyzed using descriptive and inferential statistical techniques. The following statistical tools were used:

- i. Frequency and percentage: To analyze demographic characteristics of respondents.
- ii. Mean and standard deviation: To answer research questions relating to implementation factors and challenges.
- iii. Pearson Product Moment Correlation (PPMC): To examine the relationship between basic education implementation and sustainable national development indicators.

The decision criterion for interpreting mean scores was:

- i. Mean score ≥ 2.50 = Accepted/High extent
- ii. Mean score < 2.50 = Rejected/Low extent

Results were presented using tables and interpreted according to the objectives of the study.

4. Results and Findings

This section presents the results obtained from the analysis of data collected on the implementation of basic education programmes for sustainable national development in Third World countries. The findings are presented according to the objectives of the study, focusing on the level of basic education programme implementation, availability of educational resources, challenges affecting implementation, and the contribution of basic education to sustainable national development.

4.1 Demographic Characteristics of Respondents

A total of 250 questionnaires were administered to educational stakeholders. Out of this number, 238 questionnaires were properly completed and used for analysis, representing a response rate of 95.2%.

Table 1: Demographic Characteristics of Respondents

Variable	Category	Frequency (n=238)	Percentage (%)
Gender	Male	142	59.7
	Female	96	40.3
Professional Category	Teachers	142	59.7
	School Administrators	48	20.2
	Education Officers	30	12.6
	Researchers	18	7.5
Years of Experience	1–5 years	52	21.8
	6–10 years	74	31.1
	11–15 years	61	25.6
	Above 15 years	51	21.5
Educational Level	Diploma/NCE	72	30.3
	Bachelor's Degree	126	52.9
	Postgraduate Degree	40	16.8

The demographic results indicate that respondents possessed adequate professional experience and educational backgrounds to provide reliable information regarding basic education programme implementation.

4.2 Level of Basic Education Programme Implementation

Table 2: Extent of Basic Education Programme Implementation

Implementation Indicators	Mean ($\bar{X}$)	Standard Deviation	Decision
Government commitment to universal access to basic education	3.21	0.71	High Extent
Availability of qualified teachers	2.74	0.82	High Extent
Implementation of relevant curriculum	3.08	0.65	High Extent
Provision of learning infrastructure	2.56	0.91	High Extent
Integration of educational technology	2.43	0.88	Low Extent
Effective monitoring and evaluation systems	2.69	0.76	High Extent
Grand Mean	2.79	0.79	High Extent

Decision Rule: Mean $\geq$ 2.50 = High Extent

The results in Table 2 show that basic education programmes are implemented to a relatively high extent in developing countries. However, technology integration recorded the lowest mean score (2.43), indicating that digital transformation remains a major challenge in many Third World education systems.

4.3 Availability of Basic Education Resources

Table 3: Availability of Educational Resources for Effective Basic Education Implementation

Resource Indicators	Mean ($\bar{X}$)	Standard Deviation	Decision
Adequate number of qualified teachers	2.61	0.83	Available
Adequate classrooms and school facilities	2.58	0.86	Available
Availability of instructional materials	2.47	0.92	Not Adequate
Access to digital learning resources	2.32	0.95	Not Adequate
Availability of teacher professional development programmes	2.73	0.74	Available
Adequate education funding	2.39	0.89	Not Adequate
Grand Mean	2.52	0.86	Moderately Available

The findings indicate that while some educational resources are available, major gaps remain in funding, instructional materials, and digital learning facilities. These limitations affect the ability of basic education programmes to produce sustainable development outcomes.

4.4 Challenges Affecting Implementation of Basic Education Programmes

Table 4: Challenges Affecting Effective Implementation of Basic Education Programmes

Challenges	Mean ($\bar{X}$)	Standard Deviation	Rank
Inadequate educational funding	3.72	0.54	1
Shortage of qualified teachers	3.61	0.63	2
Poor educational infrastructure	3.55	0.68	3
Digital technology inequality	3.48	0.72	4
Weak policy implementation mechanisms	3.41	0.76	5
Socio-economic barriers affecting school participation	3.35	0.81	6
Political instability and insecurity	3.29	0.85	7
Grand Mean	3.49	0.71	

The results indicate that inadequate funding, teacher shortages, infrastructure deficits, and technology inequality are the most significant barriers affecting basic education implementation in Third World countries.

4.5 Contribution of Basic Education to Sustainable National Development

Table 5: Relationship between Basic Education Implementation and Sustainable National Development Outcomes

Sustainable Development Indicators	Mean ($\bar{X}$)	Standard Deviation	Decision
Human capital development	3.68	0.49	Significant
Improved economic productivity	3.52	0.62	Significant
Poverty reduction	3.44	0.71	Significant
Social inclusion and equality	3.59	0.57	Significant
Technological advancement	3.31	0.79	Significant
Grand Mean	3.51	0.64	Significant Contribution

The findings demonstrate that effective implementation of basic education programmes contributes significantly to sustainable national development. Human capital development recorded the highest mean score, suggesting that education plays a central role in improving individual capabilities and national productivity.

4.6 The Major Findings

The major findings of the study are summarized as follows:

- I. Basic education programmes are implemented to a considerable extent in Third World countries; however, technology integration remains inadequate.
- II. Educational resources are moderately available, but funding, instructional materials, and digital facilities remain major limitations.
- III. The most significant challenges affecting implementation are inadequate funding, teacher shortages, infrastructure deficits, and digital inequality.
- IV. Effective basic education implementation contributes significantly to sustainable national development through:
 - i. Human capital development;
 - ii. Economic productivity;
 - iii. Poverty reduction;
 - iv. Social inclusion; and
 - v. Technological advancement.

5. Conclusion and Recommendations

5.1 Conclusion

This study examined the implementation of basic education programmes and their implications for sustainable national development in Third World countries. The study established that basic education remains a critical foundation for human capital development, economic advancement, social transformation, and technological progress. Effective implementation of basic education programmes provides individuals with essential knowledge, skills, values, and competencies required to participate meaningfully in national development processes. The findings revealed that although developing countries have made considerable progress in expanding access to basic education, significant challenges continue to affect the effectiveness and sustainability of educational outcomes. These challenges include inadequate educational funding, shortage of qualified teachers, insufficient learning infrastructure, limited access to instructional materials, weak policy implementation mechanisms, and unequal access to digital technologies. The study further demonstrated that basic education contributes significantly to sustainable national development through improved literacy and numeracy, enhanced skills development, increased school completion rates, and improved innovation capacity. These outcomes translate into broader developmental benefits, including improved human capital formation, increased economic productivity, poverty reduction, social inclusion, and technological advancement.

However, the findings indicate that access expansion alone is insufficient for achieving sustainable development. Third World countries must shift from focusing primarily on enrolment numbers toward improving the quality, relevance, and effectiveness of education delivery. This requires strategic investment in teachers, curriculum reforms, educational technology, infrastructure development, and stronger governance systems. The study concludes that basic

education should be regarded as a strategic national investment rather than merely a social service. Sustainable development cannot be achieved without a strong foundation of quality education capable of developing skilled, innovative, and socially responsible citizens.

5.2 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Increased and Sustainable Education Financing

Governments of Third World countries should increase investment in basic education through sustainable financing mechanisms. Adequate funding is essential for improving school infrastructure, recruiting teachers, providing instructional materials, and integrating modern educational technologies. Education budgets should prioritize learning quality rather than focusing only on expanding enrolment. Transparent financial management systems should also be established to ensure that educational resources are effectively utilized.

2. Improvement of Teacher Recruitment and Professional Development

Qualified teachers are central to successful basic education implementation. Governments should develop comprehensive teacher management strategies that include:

- i. Recruitment of sufficient qualified teachers;
- ii. Improved teacher welfare and motivation;
- iii. Continuous professional development programmes;
- iv. Digital skills training;
- v. Improved career progression opportunities.

Teacher preparation institutions should also align training programmes with emerging educational needs, including technology integration, innovation, and sustainable development education.

3. Strengthening Educational Infrastructure

Developing countries should prioritize the construction and maintenance of safe, inclusive, and conducive learning environments. Adequate classrooms, laboratories, libraries, sanitation facilities, and learning resources are necessary for effective curriculum implementation. Special attention should be given to rural and disadvantaged communities where infrastructure deficits are often more severe.

4. Integration of Technology in Basic Education

Governments should promote digital transformation in basic education through:

- i. Improved internet connectivity;
- ii. Provision of digital learning devices;
- iii. Development of digital educational resources;
- iv. Training of teachers in educational technology.

Technology integration should be implemented in ways that reduce rather than increase educational inequality. Policies should consider the realities of rural communities and economically disadvantaged learners.

5. Strengthening Policy Implementation and Monitoring

Effective education policies require strong implementation frameworks. Governments should establish reliable monitoring and evaluation systems to assess:

- i. Teacher availability;
- ii. Learning outcomes;
- iii. Resource utilization;
- iv. Curriculum effectiveness;
- v. Equity in education access.

Evidence-based decision-making should guide educational reforms to ensure that policies produce measurable improvements.

6. Promoting Inclusive and Equitable Education

Basic education programmes should prioritize inclusion by addressing barriers related to poverty, gender inequality, disability, geographical location, and social disadvantages. Governments should strengthen policies that ensure vulnerable groups have equal opportunities to access and complete quality basic education.

7. Encouraging International and Regional Collaboration

Third World countries should strengthen partnerships with international organizations, regional bodies, private institutions, and non-governmental organizations to support educational development. Collaborative initiatives can provide technical support, research capacity, funding opportunities, and innovative solutions for improving basic education systems.

5.3 Contribution to Knowledge

This study contributes to educational development literature by providing an integrated perspective on how basic education programme implementation influences sustainable national development in Third World countries. Unlike studies that focus exclusively on access, teacher shortages, or educational financing, this study presents basic education implementation as a multidimensional process involving:

- i. Educational resources;
- ii. Teacher quality;
- iii. Curriculum relevance;
- iv. Technology adoption;
- v. Policy effectiveness.

The study demonstrates that sustainable development outcomes are strongly influenced by the effectiveness of foundational education systems. Therefore, strengthening basic education provides a pathway for developing countries to build skilled human capital, promote innovation, and achieve long-term economic and social progress.

5.4 Suggestions for Further Studies

Future studies may focus on:

1. Comparative analysis of basic education implementation strategies across different developing countries.
2. The relationship between basic education quality and economic development indicators.
3. The impact of digital education initiatives on learning outcomes in rural communities.
4. The role of teachers' professional development in improving curriculum implementation.
5. Development of predictive models for assessing education system sustainability.
6. The influence of political stability and governance quality on basic education outcomes.

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