



# GOVERNMENT AND INTERNATIONAL INTERVENTIONS IN PROMOTING SUSTAINABLE DEVELOPMENT GOAL 4: ENHANCING ENROLMENT, RETENTION, AND COMPLETION IN SECONDARY EDUCATION IN THE FEDERAL CAPITAL TERRITORY (FCT), NIGERIA

<sup>1</sup> Emmanuel C. Danbaki, <sup>2</sup> Abdullahi M. Yamma, <sup>3</sup>Eugene T. Aligba, & <sup>4</sup> Isa D. Samson  
\*Corresponding authors' email: [danbakiemmanuel67@gmail.com](mailto:danbakiemmanuel67@gmail.com)

<sup>1-4</sup>Department of Political Science, Nasarawa State University, Keffi, Nasarawa State - Nigeria

## ABSTRACT

*This study examines the role of government and international interventions in advancing Sustainable Development Goal 4 (SDG 4) by improving secondary school enrolment, retention, and completion in Nigeria's Federal Capital Territory (FCT). A descriptive research design was adopted, relying on secondary data from government reports, policy documents, academic literature, and development partner publications. The findings indicate that while these interventions have significantly increased enrolment, their impact on retention and completion remains uneven due to socio-economic constraints, weak stakeholder engagement, and gaps in implementation and monitoring. The study recommends stronger collaboration among stakeholders, targeted retention and completion strategies, and improved institutional frameworks to ensure sustainable progress in secondary education outcomes in the FCT.*

**Keywords:** Sustainable Development Goal 4; Secondary Education; Enrolment; Retention; Completion; Federal Capital Territory; Nigeria

**JEL Classification Code:** I21, I25, O15

## 1.0 Introduction

Education is widely recognized as a vital factor in the advancement of human talent, social change, and lasting economic progress. On a worldwide scale, the United Nations, through its Sustainable Development Goals, has highlighted the significance of education in Sustainable Development Goal 4 (SDG 4), which aspires to "provide inclusive and equitable quality education and support lifelong learning opportunities for everyone" by the year 2030 (United Nations, 2015). A crucial aspect of this aim is ensuring that primary and secondary education is free, fair, and of high quality, with a strong focus on enhancing enrolment, retention, and graduation rates. Although there has been some advancement globally, there are still millions of children out of school, especially in developing areas, revealing ongoing disparities in access to quality education (UNICEF, 2022).

In Sub-Saharan Africa, significant educational hurdles persist, such as high rates of students dropping out, low progression to secondary education, and gender inequalities. The United Nations Children's Fund (UNICEF, 2022) reports that this region has the largest number of children not attending school globally, a situation exacerbated by poverty, conflict, inadequate infrastructure, and socio-cultural obstacles. These issues have complicated the realization of SDG 4 in numerous African nations.

In Nigeria, despite constitutional guarantees and educational policies, there are ongoing issues regarding access to and the completion of secondary education. National statistics reveal enduring inequalities among different regions, genders, and socioeconomic groups (National Bureau of Statistics, 2023). While Nigeria has enacted various reforms, including the Universal Basic Education (UBE) programme, progress is inconsistent, particularly in both urban fringe and rural areas. The Federal Capital Territory (FCT), Abuja, despite being the national administrative hub, exhibits these disparities, notably among low-income families and marginalized groups (Federal Ministry of Education, 2021).

Historically, the obligation to provide education in Nigeria has mainly fallen to the federal, state, and local governments. However, financial limitations, rapid population increase, and systemic inefficiencies have restricted the government's ability to satisfy the growing educational needs. As a result, the nation has received support from multilateral organizations, bilateral agencies, and international non-governmental organizations (INGOs). These contributions offer financial aid, technical support, policy reforms, and targeted programs aimed at enhancing access, quality, and student retention in education (UNICEF, 2022). Government initiatives, such as the Universal Basic Education (UBE), conditional cash transfers, and school feeding schemes, have been supplemented by international endeavors from organizations like the Global Partnership for Education (GPE), World Bank, UNICEF, and UNESCO, all working to promote SDG 4 through better infrastructure, teacher development, and inclusive educational strategies.

In the context of the FCT, these combined efforts are focused on resolving structural issues such as poor school facilities, a lack of teachers, and socioeconomic disparities. The roles of government and international partners are crucial in advancing SDG 4 by broadening educational access, enhancing teaching quality, assisting vulnerable populations (particularly girls), and reinforcing institutional frameworks. Despite these initiatives, concerns persist regarding their effectiveness, coordination, and long-term viability (UNICEF, 2022; National Bureau of Statistics, 2023). Hence, this study aims to assess the effects of these initiatives on the enrolment, retention, and graduation rates in secondary education within the FCT, Abuja.

## 1.1 Statement of the Problem

The Federal Capital Territory (FCT) in Abuja is anticipated to serve as a benchmark for educational excellence in Nigeria, showcasing superior levels of accessibility, quality, and results that align with national development objectives. Ideally, the secondary education system in the FCT should reflect high enrolment figures, minimal dropout rates, and solid completion statistics that prepare students with the necessary skills for socio-economic progress (United Nations, 2015; National Bureau of Statistics, 2023). Nevertheless, the current situation does not fully meet these aspirations. Even with heightened government funding and support from donors, the rates of enrolment, retention, and completion in secondary schools within the FCT are still variable, and in some instances, considerably lower than anticipated (National Bureau of Statistics, 2023; UNICEF, 2022). This raises questions regarding the success of the current policies and programs aimed at tackling educational issues in the territory.

Numerous students, especially those residing in peri-urban and rural regions of the FCT, continue to encounter obstacles such as poverty, child labor, early marriage, insecurity, insufficient infrastructure, crowded classrooms, and a lack of qualified educators (National Bureau of Statistics, 2023; UNICEF, 2022). These difficulties lead to high rates of students leaving school, a poor transition from junior to senior secondary education, and incomplete learning achievements.

To tackle these challenges, the Nigerian government has rolled out various reforms that align with Sustainable Development Goal 4, such as policies for free basic education, school meal programs, teacher training initiatives, and conditional cash transfer schemes (United Nations, 2015). Likewise, international development organizations and Non-Governmental Organizations (INGOs) have initiated focused programs that emphasize girls' education, inclusive teaching, teacher training, and evaluation of learning outcomes (UNICEF, 2022). Although these initiatives are praiseworthy, concerns remain about their cohesion, durability, and measurable effectiveness in improving educational results within the FCT.

Current empirical research presents a range of outcomes. Some investigations indicate enhancements in access and enrolment attributed to government and donor initiatives (UNICEF, 2022; World Bank, 2021), while others point to ongoing inefficiencies, weak oversight mechanisms, limited community involvement, and an overreliance on donor support (National Bureau of Statistics, 2023). The simultaneous existence of numerous interventions without sufficient coordination raises worries about the redundancy of efforts and inconsistencies in policies.

Consequently, this study seeks to address this issue by thoroughly analyzing the effectiveness of both government and international efforts in advancing SDG 4 in the FCT, Abuja. Specifically, the research assesses how these initiatives influence enrolment, retention, and completion in secondary education, identifies challenges in their execution, and suggests methods to enhance sustainability and outcomes. The document comprises five parts: Section One provides the Introduction, Section Two examines pertinent literature (both Conceptual and Empirical Review), Section Three details the Research Methodology, Section Four presents the Results and Findings, and Section Five concludes with Recommendations.

## **2.0 Literature Review**

### **2.1 Conceptual Clarification**

#### **Sustainable Development Goal 4 (SDG 4)**

Sustainable Development Goal 4 (SDG 4) represents one of the 17 global objectives embraced by the United Nations in 2015, designed to provide accessible and fair quality education while promoting lifelong learning for everyone. It focuses on accessibility, fairness, quality, and the relevance of education at every level, particularly aiming to eliminate gender inequalities and enhance learning achievements (UN, 2015). UNESCO (2021) further states that SDG 4 encompasses more than just student enrolment; it also includes completion rates, the acquisition of applicable skills, and valuable learning achievements. Consequently, education serves as a key element for sustainable development, social inclusion, and economic progress.

#### **Secondary Education**

Secondary education is essential for a nation's development as it connects basic education to higher education or vocational training. It provides individuals with the knowledge, skills, and abilities necessary for active participation in society. Research indicates a correlation between secondary education and enhanced job prospects, reduced poverty levels, improved health outcomes, and greater civic involvement (World Bank, 2022).

In Nigeria, secondary education consists of both junior and senior secondary stages aimed at delivering academic and technical skills. Nevertheless, access to secondary education is inconsistent due to economic barriers, inadequate infrastructure, and cultural challenges. Within the Federal Capital Territory (FCT), there are ongoing differences in resources between

urban and rural schools, underscoring the need for targeted, context-aware solutions (Adebayo & Sule, 2021).

## **Government and International Interventions in Education**

Government actions in the educational sector generally focus on creating policies, securing funding, developing infrastructure, hiring teachers, and regulating curricula. These initiatives are intended to enhance accessibility, quality, and fairness within the education framework. Additionally, international efforts support these aims by offering financial resources, expert guidance, capacity building, and pilot projects designed to tackle specific educational issues (UNICEF, 2022). However, such initiatives have played a major role in broadening educational access and enhancing the capacity of institutions. Their effectiveness tends to improve when there is effective coordination, involvement of stakeholders, and harmony with national development goals.

### **Overview of Government Education Interventions in the FCT**

In the Federal Capital Territory (FCT), government initiatives in education largely aim to enhance access and elevate the quality of teaching as well as learning results. A primary initiative is the Universal Basic Education (UBE) program, launched by Nigeria's Federal Government to offer free, mandatory, and universal primary education for kids aged 6 to 15 (Federal Government of Nigeria, n.d.). In the FCT, the program is executed by the FCT Universal Basic Education Board (FCT-UBEB) and is nationally overseen by the Universal Basic Education Commission (UBEC). Its goals include decreasing the number of children not in school, boosting retention and graduation rates, and tackling disparities stemming from economic and geographical issues.

The FCT Administration has allocated UBE funds for developing infrastructure, such as building new classrooms, renovating current schools, and providing resources like laboratories, libraries, and sanitation services (Federal Capital Territory Administration, 2025). These developments have significantly alleviated overcrowding, especially in expanding semi-urban areas. Educator training is another important aspect, featuring regular training sessions, workshops for curriculum updates, and ongoing professional growth initiatives aimed at enhancing teaching standards (The Abuja Inquirer, 2025). Additionally, financial aid programs like scholarships and reduced fees have been launched to assist children from low-income families and boost school attendance.

### **Overview of International Education Interventions in the FCT**

International development organizations significantly contribute to improving education in the FCT by offering technical know-how, funding, and best practices from around the world. A prominent example is the Better Education Service Delivery for All (BESDA) program, supported by the World Bank, which aims to enhance access for children not enrolled in school while refining education planning and service execution (World Bank, 2025). BESDA encourages decisions based on data, fosters community involvement, and builds organizational capacity, allowing education authorities to more effectively track enrolment trends and assess school performance. UNICEF partners with the FCT Administration to assist at-risk and underprivileged children, including those impacted by displacement, violence, and poverty (UNICEF Nigeria, n.d.). Its efforts encompass creating temporary learning environments, supplying educational materials, offering psychosocial support for students, and providing teacher training in inclusive education practices.

The Global Partnership for Education (GPE) also backs systemic changes like enhancing governance, developing curricula, monitoring outcomes, and promoting gender equality

through targeted scholarships for girls (Federal Government of Nigeria, n.d.). However, together, these international initiatives bolster sustainability by enhancing local capabilities and ensuring that successful programs become part of enduring government systems instead of remaining reliant on external donors (World Bank, 2025; World Bank, 2023).

### **Collective Contributions of Government and International Interventions**

The synergistic efforts of government and international entities in the FCT exemplify a united strategy for attaining Sustainable Development Goal 4 (SDG 4), which advocates for inclusive and equitable quality education for everyone (Wikipedia, n.d.). Government involvement creates the necessary framework of institutions, laws, and policies for the advancement of sustainable education. Through initiatives like UBE and region-specific projects in the FCT, the government guarantees that there is national engagement and that efforts correspond with local needs (Federal Government of Nigeria, n.d.). These actions tackle issues on both the supply side, including infrastructure and teacher quality, as well as demand side problems like poverty and unequal access.

International collaborators enhance these efforts by providing funding, expert assistance, and creative program designs. Programs such as BESDA, reforms supported by GPE, and initiatives from UNICEF improve institutional abilities, foster teacher development, and bolster planning systems based on data (World Bank, 2025; UNICEF Nigeria, n.d.). Several of these measures also function as trial programs that could be expanded nationally if they prove effective. The collaboration between these two groups aids in overcoming fundamental problems such as insufficient teachers, lack of equal access, and inadequate learning results. Nonetheless, effective coordination is crucial, as any mismatch between initiatives driven by donors and national strategies could jeopardize sustainability (Federal Capital Territory Administration, 2025).

### **2.2 Empirical Review**

Research has shown a significant influence of educational funding and interventions on boosting access and outcomes in secondary education. For example, Adebayo and Sule (2021) reported that focused government funding and infrastructure improvements in the FCT resulted in increases in enrolment and retention rates at public secondary schools. Likewise, reports from the World Bank (2022) suggest that nations consistently investing in secondary education see heightened human capital development and economic growth.

UNICEF (2022) noted that international support initiatives, especially those centered on teacher development and education for girls, have helped lessen gender disparities and enhance learning results in developing areas. In Nigeria, programs like conditional cash transfers and school meal schemes have been shown to improve student attendance and graduation rates. Moreover, Psacharopoulos (1994) found that investments in secondary education yield significant returns, especially in developing nations where skills training directly affect productivity and job opportunities. These findings collectively highlight the necessity for ongoing investment and targeted interventions to meet the aims of SDG 4.

### **2.3 Research Gap**

Despite the increasing amount of research on educational advancement and SDG 4, there is still a lack of empirical investigation into how government and international efforts jointly impact secondary education results, specifically in the Federal Capital Territory (FCT), Abuja. Most current research mainly focuses on educational efforts at the national level, neglecting localized inequalities such as differences between urban and rural areas, variations in institutional capacity, and specific implementation challenges present in the FCT.

Furthermore, there is an absence of detailed analysis that connects these efforts to SDG 4 goals like quality, equity, and educational outcomes in secondary schools. Consequently, this study aims to address this gap by exploring how government and international initiatives aid in fulfilling SDG 4 in secondary institutions within the FCT, offering insights that are relevant to the local context for policy-making and practice.

## 2.4 Theoretical Framework

This study is based on Human Capital Theory, which suggests that investing in education improves people's skills, productivity, and ability to contribute to both economic and social development. This theory was developed by Theodore Schultz in 1961 and Gary Becker in 1964, who viewed education, training, and health as types of capital that yield benefits over time.

Human Capital Theory serves as a solid basis for understanding the significance of education in achieving Sustainable Development Goal 4. It clarifies why both governments and international organizations emphasize investing in secondary education to cultivate a skilled and effective workforce.

In the context of the Federal Capital Territory (FCT), initiatives aimed at increasing enrolment, retention, and graduation rates in secondary schools can be regarded as strategic investments in the development of human capital. Such initiatives enhance the abilities of young individuals, boost their chances of employment, and support national development goals. The theory also informs policy-making by directing resources toward educational initiatives that promise the greatest social and economic benefits. Through its focus on skill development, productivity, and long-term advantages, Human Capital Theory continues to hold significant relevance in illustrating the role of education in driving sustainable development.

## 3.0 Research Methodology

This research centers on the Federal Capital Territory (FCT) of Nigeria, which acts as the nation's administrative hub and is made up of six Area Councils: Abaji, Abuja Municipal, Bwari, Gwagwalada, Kuje, and Kwali. The FCT showcases a distinct combination of urban and rural demographics, with major differences in availability of educational resources. Although the urban center is relatively well-equipped, various peri-urban and rural areas struggle with issues like poor infrastructure, a shortage of teachers, poverty, and cultural barriers that hinder secondary school enrolment, retention, and completion rates. This variation renders the FCT an important subject for investigating educational disparities and the effectiveness of interventions.

This investigation utilized a descriptive methodology that incorporated secondary data to explore the elements influencing secondary school enrolment, retention, and completion, in addition to evaluating strategies aimed at enhancing educational results. The study did not gather primary data; instead, it focused on a systematic review and analysis of available data sources. These included governmental reports (like those from the Federal Ministry of Education and the FCT Education Secretariat), policy documents, official statistics from organizations such as the National Bureau of Statistics, academic journal articles, and materials from development agencies like UNESCO and UNICEF.

To meet the research aims, the study was organized into three main phases. Initially, quantitative data was assessed to pinpoint trends and patterns in enrolment, retention, and completion rates throughout various Area Councils and over different timeframes. This analysis established the scope of the issues and revealed inequalities within the FCT. Next, qualitative data from policy documents and literature were scrutinized to uncover the factors

influencing access to education and progression, including financial issues, gender inequality, cultural norms, and infrastructural challenges. Finally, the study reviewed current intervention strategies by analyzing program reports and impact evaluations to gauge their effectiveness, reach, and sustainability in enhancing secondary education results.

By combining both quantitative and qualitative secondary data, this methodology offered a thorough and evidence-supported insight into the difficulties and advancements in secondary education within the FCT. This approach guaranteed that the results were based on trustworthy and authoritative sources while closely aligning with the study's aims of analyzing educational trends, identifying significant factors, and evaluating the effectiveness of interventions in the context of achieving Sustainable Development Goal 4 (SDG 4), which seeks to provide inclusive and equitable quality education for everyone.

#### 4.0 Results and Discussion

The results of this research were obtained through a structured evaluation of secondary information gathered from governmental publications, policy documents, official data, and reports from development organizations. The analysis involved evaluating quantitative data on enrolment, retention, and graduation rates to uncover trends over time, while qualitative insights from policy and program reports were explored to grasp the factors at play behind these trends. By integrating these different data sources, the research identified reliable patterns and made valid conclusions about the influence of governmental and international efforts on secondary education in the Federal Capital Territory (FCT).

The analysis indicates that both governmental and international efforts have greatly enhanced enrolment in secondary education within the FCT. Data from official statistics and program reports reveal a steady rise in student enrolment, primarily due to improvements in school facilities, the implementation of fee waivers, scholarship programs, and initiatives supported by donors such as the Universal Basic Education (UBE), Better Education Service Delivery for All (BESDA), and UNICEF-led projects. These insights align with prior studies that demonstrate the crucial role of financial aid schemes and upgraded school infrastructure in boosting school attendance, especially among children from impoverished and marginalized communities.

On the other hand, the results also show that the effects of these initiatives on student retention and graduation rates are inconsistent and relatively weak. Transition and completion rate data suggest that a considerable number of students struggle to advance from junior to senior secondary education or to complete their education altogether. This trend is consistent with earlier research, indicating that improved access does not guarantee ongoing participation or successful graduation. Socio-economic challenges such as poverty, child labor, early marriage, transportation expenses, and household obligations continue to lead to elevated dropout rates. Additionally, institutional barriers—such as inadequate monitoring and evaluation processes, low teacher morale, and overcrowded classrooms—reduce the efficacy of interventions aimed at sustaining student involvement. This implies that while strategies focusing on access have been successful in bringing students into schools, they have not adequately tackled the essential conditions needed for retention and completion.

Moreover, the research reveals that governmental and international organizations pursue complementary yet somewhat disjointed strategies in promoting the attainment of Sustainable Development Goal 4 (SDG 4) in the FCT. Government initiatives mainly concentrate on developing policies, securing funding, building infrastructure, hiring teachers, and regulatory oversight. In contrast, international partners prioritize providing technical support, capacity enhancement, data-informed planning, and focused efforts to assist

vulnerable groups, including girls and internally displaced youths. Similar trends have been seen in other research, where collaboration between governments and development partners has produced beneficial outcomes, though often limited by challenges in coordination.

Although these collective efforts have resulted in substantial improvements—especially in expanding infrastructure, training teachers, and initiatives aimed at gender equality—their overall success is hindered by poor institutional cooperation, minimal community involvement, and concerns about sustainability. Program evaluations indicate that many donor-supported projects function independently rather than being seamlessly integrated into government frameworks, leading to uncertainties about their longevity after funding ceases. This insight aligns with previous research that highlights the necessity of integrating policies and fostering local ownership to maintain educational programs. Moreover, limited participation from parents, school management committees, and local residents diminishes accountability and diminishes the effectiveness of programs. These findings suggest that to achieve SDG 4 in the Federal Capital Territory, it is essential to implement a mix of strategies while also enhancing collaboration among stakeholders, improving governance, and planning specifically for long-term sustainability.

## 5.0 Conclusion and Recommendations

Government and global initiatives have significantly contributed to the progress of SDG 4 in the Federal Capital Territory by widening access to secondary education, upgrading school facilities, offering financial assistance, and bolstering system capabilities. Evidence from this research shows that these initiatives have increased enrolment and expanded educational prospects for students from various socio-economic backgrounds. Nonetheless, ongoing challenges persist concerning student retention, completion rates, and the sustainability of these interventions. Economic obstacles, ineffective monitoring, low levels of community involvement, and factors affecting teacher motivation continue to challenge the long-term success of these programs. These results support the notion in existing literature that simply providing access is not enough to achieve substantial educational results.

To truly attain SDG 4 in the FCT, it is vital to adopt more integrated, inclusive, and community-oriented methods that link educational policies with broader social support networks. This means enhancing coordination among government bodies and development partners, promoting greater community involvement, and ensuring that interventions are embedded within the local educational framework. Ongoing political dedication, effective collaboration across all governance levels, and consistent investment in quality education and equity are crucial for transforming increased access into better learning outcomes and ensuring successful secondary education completion for every student.

Taking these findings into account, the following suggestions can be made:

1. The government should make it a priority to build and upgrade schools, especially in rural regions that lack resources, to help alleviate access issues.
2. There should be policies aimed at attracting qualified educators and offering incentives to keep them in rural and hard-to-access areas.
3. Expanding scholarship programs and conditional cash transfers can mitigate the effects of poverty on school attendance and completion rates.
4. Specific programs should be developed to tackle cultural and socio-economic factors that hinder girls' education, including awareness campaigns and the provision of menstrual hygiene facilities.
5. A more effective tracking system is needed to evaluate the success, reach, and longevity of educational interventions.

6. Greater participation from local communities and stakeholders can help tackle socio-cultural challenges and enhance accountability in education services.

## REFERENCE

- Abumere, S. I. (2019). *Infrastructure development and national growth in Nigeria*. Ibadan: Spectrum Books Ltd.
- Adebayo, A. A., & Sule, K. A. (2021). Educational inequality and access to secondary education in Nigeria. *African Journal of Educational Studies*, 14(2), 45–62.
- Adeniran, A. O., & Ogundipe, A. A. (2020). Public sector reforms and service delivery in Nigeria. *Journal of Public Administration and Policy*, 12(1), 33–49.
- Agyemang, E. (2024). Infrastructure maintenance and public safety in developing economies. *International Journal of Development Studies*, 18(1), 61–78.
- Federal Ministry of Education. (2021). *National education sector analysis report*. Abuja: Federal Government of Nigeria.
- Federal Capital Territory Administration. (2025). FCTA commits N1b to improve education infrastructure. *Guardian Nigeria*. Retrieved on 4th February 2026, from [https://guardian.ng/education/fcta-commits-1b-to-improve-education-infrastructure-wike/?utm\\_source=chatgpt.com](https://guardian.ng/education/fcta-commits-1b-to-improve-education-infrastructure-wike/?utm_source=chatgpt.com)
- Federal Government of Nigeria. (n.d.). About Universal Basic Education Commission (UBEC).UBEC. Retrieved on 4th February 2026, from [https://ubec.gov.ng/about-us/?utm\\_source=chatgpt.com](https://ubec.gov.ng/about-us/?utm_source=chatgpt.com)
- Federal Capital Territory Administration. (2025). *FCTA education infrastructure development report*. Abuja: FCTA Press.
- Federal Government of Nigeria. (1999). *Universal Basic Education Act*. Abuja: Government Printer.
- Federal Ministry of Education. (2021). *Education sector analysis and policy report*. Abuja: Federal Ministry of Education.
- Global Partnership for Education. (2020). *Nigeria education sector support programme results report*. Washington, DC: GPE.
- National Bureau of Statistics. (2023). *Education statistics in Nigeria*. Abuja: NBS.Nigeria234. (2025, August 26). *The Nigerian education system: Achievements, systemic challenges, and pathways for sustainable reform*. Retrieved on 4th February 2026, from [https://nigeria234.com/2025/08/26/the-nigerian-education-system-a-comprehensive-analysis-of-achievements-systemic-challenges-and-pathways-for-sustainable-reform/?utm\\_source=chatgpt.com](https://nigeria234.com/2025/08/26/the-nigerian-education-system-a-comprehensive-analysis-of-achievements-systemic-challenges-and-pathways-for-sustainable-reform/?utm_source=chatgpt.com)
- National Bureau of Statistics (NBS).(2023). *Nigeria education statistical report*. Abuja: NBS.
- Schultz, T. W. (1961). Investment in human capital. *The American Economic Review*, 51(1), 1–17.

- Tikly, L. (2020). Education for sustainable development in developing countries. *Comparative Education Review*, 64(4), 557–580.
- The Abuja Inquirer. (2025, April 7). FG disburses N24b to train 224,000 teachers, fund SBMC, SIP. The Abuja Inquirer. Retrieved on 4th February 2026, from [https://theabujainquirer.com/2025/04/07/fg-disburses-n24b-to-train-224000-teachers-fund-sbmc-sip/?utm\\_source=chatgpt.com](https://theabujainquirer.com/2025/04/07/fg-disburses-n24b-to-train-224000-teachers-fund-sbmc-sip/?utm_source=chatgpt.com)
- UNICEF Nigeria. (n.d.). Partners and programmes in the FCT. FCT Education Secretariat. Retrieved on 4th February 2026, from [https://fctedusec.gov.ng/partners.html?utm\\_source=chatgpt.com](https://fctedusec.gov.ng/partners.html?utm_source=chatgpt.com)
- UNESCO. (2021). *Global education monitoring report 2021/2022: Non-state actors in education*. Paris: United Nations Educational, Scientific and Cultural Organization.
- UNICEF. (2022). *Education for every child: Programme effectiveness and impact report*. New York: United Nations Children’s Fund.
- UNICEF Nigeria. (2022). *Education programme annual report*. Abuja: United Nations Children’s Fund.
- UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris: UNESCO Publishing.
- UNICEF. (2022). *Education programme strategy for Nigeria*. Abuja: UNICEF Nigeria Country Office.
- United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. New York: United Nations.
- World Bank. (2022). *Secondary education and skills development in Sub-Saharan Africa*. Washington, DC: World Bank Publications.
- Wikipedia. (n.d.). Sustainable Development Goals and Nigeria. Retrieved on 4th February 2026, from [https://en.wikipedia.org/wiki/Sustainable\\_Development\\_Goals\\_and\\_Nigeria?utm\\_source=chatgpt.com](https://en.wikipedia.org/wiki/Sustainable_Development_Goals_and_Nigeria?utm_source=chatgpt.com)
- World Bank. (2025). Nigeria: Better Education Service Delivery for All (BESDA) project. World Bank Documents. Retrieved on 4th February 2026, from [https://documents1.worldbank.org/curated/en/099021025171039560/pdf/P160430-0ba8fe9e-b13e-4f98-8f6b-e950945b827a.pdf?utm\\_source=chatgpt.com](https://documents1.worldbank.org/curated/en/099021025171039560/pdf/P160430-0ba8fe9e-b13e-4f98-8f6b-e950945b827a.pdf?utm_source=chatgpt.com)
- World Bank. (2023, September 12). Nigeria: A financial incentive scheme is bringing girls back to school. World Bank News. Retrieved on 4th February 2026, from [https://www.worldbank.org/en/news/feature/2023/09/12/nigeria-a-financial-incentive-scheme-is-bringing-girls-back-to-school?utm\\_source=chatgpt.com](https://www.worldbank.org/en/news/feature/2023/09/12/nigeria-a-financial-incentive-scheme-is-bringing-girls-back-to-school?utm_source=chatgpt.com)
- World Bank. (2022). *World development report: Education and learning recovery*. Washington, DC: World Bank.

World Bank. (2025). Better Education Service Delivery for All (BESDA) implementation report. Washington, DC: World Bank.

Yamane, T. (1967). Statistics: An introductory analysis (2nd ed.). New York: Harper & Row.

