

Contribution of International Organizations to the Development of Education in Nigeria

Niyi Jacob Ogunode¹, Evans Oluwagbamila Ayeni², Joshua Ogwuche³

^{1,2}Federal University Wukari, Nigeria

³Kwararafa University, Wukari, Nigeria

Corresponding Author: Niyi Jacob ogunodejacob@gmail.com

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ABSTRACT

The paper examined the contributions of international organizations towards the development of education in Nigeria. The paper used role theory to provide a theoretical framework. Documentary research method was adopted for the study, hence secondary data were consulted. The secondary data were sourced from online publications and print materials. Content analysis was used to select the suitable literature for the study. The paper identified funding, infrastructural facilities development, provision of learning and teaching resources, provision of technical support for educational planning, policy formulation and educational management, provision of capacity building programmes and implementation of projects or programmes meant to increase access to education services as contributions of international organisations to education. Based on these findings, the paper recommended that the federal government should establish an agency to coordinate the activities of all international organizations operating in Nigeria to improve their effectiveness. International organizations that are programmes inclined to education should always be involved and included in programmes concerning educational management. International organizations should be encouraged to participate in the development of education in Nigeria.

INTRODUCTION

International organizations carry out a wide range of tasks, such as maintaining international laws, promoting viable progress, promoting human security, and promoting peace. Additional duties include offering services and assistance, gathering data and keeping an eye on trends, and setting up platforms for negotiating and resolving conflicts. International organizations can promote cooperative behavior by giving states the political institutions they need to cooperate in order to accomplish shared goals. International government organizations are also beneficial to individual nations, which frequently utilize them as tools of foreign policy to justify their acts and control the conduct of other governments.

According to Ogunode (2024), international organizations can be grouped into many forms such as non-governmental organizations, international development agencies and foundations. They are all formed to provide special human services. They are established to help improve society's development. The National Open University of Nigeria (2013) defines nongovernmental organizations (NGOs) as organizations that operate freely and supplement the government for the good of society. These organizations are typically transnational and non-profit. NGOs take a variety of approaches, from campaigning and lobbying to operations and project-oriented organizations. Non-governmental organizations (NGOs) have been widespread in both rich and developing nations since they entered the field of international economic development in the early 1980s. Ogunode (2024) defined Nongovernmental organisations (NGOs) as institutions that are locally or internationally owned and established to provide services that are not profit-making inclined. In this paper, Nongovernmental organisations (NGOs) can be seen as organizations designed to carry out critical or specific functions in society to improve the socio-political, economic and technological advancement of a republic with the permission of the country where they are operating.

Foundations are organizations that facilitate the contribution and distribution of private wealth for societal good. These are organizations that receive funding from endowments or charity contributions; depending on how their funds are managed and invested, they may be for-profit or non-profit. Funds are typically granted by foundations to specific causes in accordance with their mission and mandate. When it comes to education, foundations frequently work in tandem with the public sector to provide funding, directing it toward the most deserving or fortunate members of the populace. The programming objective of a particular Foundation is defined by the board, which also sets the grant-making policies. Numerous organizations, such as non-profit making NGOs, colleges, and schools, get grants from foundations. To stay current with societal trends, the programming schedule is continually updated. (National Open University of Nigeria 2013). Foundations in this paper can be viewed as institutions established to provide services to better society and sponsored by an individual or institution. Foundations are organizations established purposely for empowerment and social development owned mostly by wealthy people or well-known institutions. Examples of NGOs in Nigeria

include; the Cooperative for Assistance and Relief Everywhere (CARE), Education International (EI), Save the Children is International, Carnegie Corporation of New York, Ford Foundation, Bill and Melinda Gates Foundation, and Rockefeller Foundation. The objective of this study is to examine the contribution of international organizations to the development of education in Nigeria.

LITERATURE REVIEW

Contributions of International Organizations to the Development of Education in Nigeria

Funding, infrastructural facilities development, provision of learning and teaching resources, provision of technical support for educational planning, policy formulation and educational management, provision of capacity building programmes and implementation of projects or programmes to increase access to education services.

Funding

Funding is vital to the development of education. Funding can be seen as the oil that keeps education moving and achieving its objectives. Funding of education in Nigeria has been described as inadequate and there have been calls on stakeholders in education in Nigeria to be actively involved in the funding of education, International organizations operating in Nigeria have been directly or indirectly helping in the funding of education. For instance, in 2020, the United Kingdom (UK) aid via its Department for International Development (DFID) kicked off a 170m new education programme partnership for learning for all in Nigeria. These are all part of the process to ensuring Nigeria achieves SDG 4 - inclusive and quality education for all its citizens. The United Nations Children's Fund (UNICEF) has announced that the political authority of the United Kingdom (UK) has donated over 109 million dollars to support the education of girls and the improvement in the livelihood of their parents in Nigeria (Asknigeria, 2022). Based on the official bank exchange rate, the sum is worth N45 billion Naira. The initiative is carried out in the six northern states of Bauchi, Katsina, Niger, Sokoto, Zamfara, and Kano under the auspices of the Girls Education Project (GEP3), which was launched in 2012. September 2022 is the project's completion date. Additionally, Adekunle (2022) stated that the United Kingdom (UK) government has provided over 109 million dollars to help girls' education and enhance their parents' standard of living in Nigeria, according to a report from UNICEF (2022). According to the official bank exchange rate, the amount is the equivalent of N45 billion Naira. The program is implemented under the Girls Education Project (GEP3), which commenced in 2012 in the six northern states of Bauchi, Katsina, Niger, Sokoto, Zamfara and Kano. The project will end in September 2022. Thisday (2017) report that the Bill and Melinda Gates Foundation spent \$250 million on health, and education in improving the lives of the poor in Nigeria around 2016. In higher education, World (2019) report that 10 Nigerian universities are to get 70 million dollars in financial support, from the International Development

Association funding This is a portion of the funds authorized by the World Bank's board of directors to establish and support specialized, top-tier universities across the continent. The bank stated that money for advanced specialized studies in fields connected to science and technology, engineering, and mathematics, as well as agriculture and health, will be provided to the centers that were chosen through a competitive process.

Redeemers University in Mowe, Benue State University, Federal University of Agriculture, and Bayero University in Kano among the beneficiaries, according to the bank. Some of the other universities are Obafemi Awolowo University in Ile Ife, University of Port Harcourt, University of Jos, University of Benin, Ahmadu Bello University in Zaria, and African University of Science and Technology, Abuja. Makhtar Diop, Vice-President of the World Bank for Africa, stated: "I am thrilled to support these leading centers of excellence as they will be another step in developing and fostering specialized world-class higher education institutions on the continent. The above justified the assertion that university education enhances the flow of funds to the host community (Ayeni, & Ezirim, 2023).

Infrastructural facilities development

Infrastructural facilities development is that areas the international institutions based in Nigeria are contributing towards the development of education. Ogunode (2020) viewed infrastructural facilities as those facilities aiding the delivery of academic and non-academic services in educational institutions. Infrastructural facilities include; libraries, laboratories, halls, offices, administrative blocks, hostels, road facilities, water, electricity, internet etc. The development of infrastructural facilities is so important in the university system that it has been argued that the possession of a standard library is the yardstick for measuring the integrity of the university system (Ayeni, 2018). This is on the ground that infrastructure can empower people (Ayeni, 2017). The importance of infrastructural facilities in educational institutions includes; aiding the effective delivery of administrative functions in schools; Making the delivery of services fast and reliable; and Enabling teachers to deliver lessons fast; Infrastructural facilities provide a conducive working environment for both teachers and students; Infrastructural facilities enable learners to learn at ease and learn well; and infrastructural facilities enable the teachers to teach well, prepare their lessons, and deliver them online (ICT). In addition to the above, it has been noted that effective human security is rooted in infrastructural development (Ayeni, Andeshi, & Uzoigwe, 2022). The international organizations in Nigeria have been involved in the provision of various infrastructure facilities to educational institutions to help in solving the problem of infrastructure facilities deficits. For instance, at the basic schools, Punch (2023) reports that the United Nations Children's Fund (UNCF) has donated solar power accessories to 30 schools selected from 11 local government areas of Kano State. The above development is because infrastructural development has envisioned unpremeditated welfare (Ayeni, Sani, Andeshi, Ibrahim, & Adamu, 2020). The kind gesture of UNCF is geared towards the provision of a suitable

environment for the development of entrepreneurship skills and industrialisation that the provision of infrastructural facilities provides (Ayeni, Abdullahi, & Andeshi, 2021).

According to the Unilag report (2022) for higher education institutions, UNILAG is actively involved in the Embassy's Research and Innovation in Adapting to Climate Change (AIRACC) project, which is why the University received this gift. A pilot project to promote Franco-Nigerian cooperation is called AIRACC. Its goal is to establish the ideal conditions for a few universities to begin working together on research projects centered around the common issue of adaptation to climate change. "That the UNILAG Fab Lab would become the open, beating heart of innovation in Lagos, providing citizens, researchers, engineers, and students with the right environment," the French Ambassador stated in his remarks on behalf of the Embassy. Moreover, the Centre for Integrated Health Programs (CHIP), a non-governmental organisation, donated laboratory consumable items worth millions to Lagos University Teaching Hospital (LUTH). Unilag report noted that the University of Lagos (UNILAG), recorded remarkable achievement as it became the first Nigerian university to receive the donation of a digital fabrication laboratory, known globally as Fab Lab, from the Embassy of France in Nigeria. The presentation of the donation was made by the French Ambassador to Nigeria, Jérôme Pasquier, who was accompanied by the Scientific and University Cooperation Attaché, Ms. Leïla Mathieu. The contributions have helped a lot in the Nigerian education system in the areas of quality assurance, access to education and attracting children to schools.

Provision of learning and teaching resources

Learning and teaching resources are very important for the implementation of the school curriculum. Both teachers and students need adequate instructional resources to support teaching and learning. The international organizations operating in Nigeria have been partnering with different schools across Nigeria by providing both teachers and students with teaching and learning resources. Bitrus, (2022) reported that the United Nations Children's Fund (UNICEF) presented 50 boys and 50 girls from the American University of Nigeria's Feed and Learn program for out-of-school children with dozens of educational supplies on Friday, October 21, 2022. These supplies included school bags, notebooks, pens, crayons, pencils, and slates. Peter (2022) observed that the United Nations Children's Fund, UNICEF has donated about 200 school bags to Makoko community school children in Lagos.

Bookaids (2022) observed that literacy rates among Nigeria's youthful, English-speaking population at the postsecondary level are quite low. In addition to several higher education establishments, there are more than 300 public libraries in Nigeria, many of which have limited or nonexistent funding for book purchases. Books are out of their price range. Supporting medical, public, and higher education libraries as well as readers who encounter additional obstacles to reading and learning are the goals of Book Aid International's donation. Also, ANSU (2020) reported that at Uli's main Campus of the

University some International Organizations gathered to donate books worth over ten million naira (N10,000,000:00) of various international standards in various disciplines towards the advancement of the Institution. The Organizations include Anambra State Association (ASA) USA, incorporated, Student Aid Foundation; Education Support Initiative for Africa; United Kingdom and UJuokris Foundation for the Elderly alongside collaborating Universities, Baton Rouge University USA, Southern University USA, Lagos State University and Nnamdi Azikiwe University. The books are in the fields of Criminal Justice, Management, Political Science, Agriculture and other education supports.

Provision of technical support for educational planning, policy formulation and educational management

Another area the international organizations are contributing to the development of education in Nigeria is in the area of provision of technical support in educational planning, policy formulation and education management. Ogunode and Onakoya (2024) defined technical support as the professional service provided by professionals to support the development of educational programmes and projects. Technical assistance is professional guidance and instruction given by professionals to educational planners, managers and administrators to aid planning, implementation and formulation of policy in the educational sector. UNICEF (2020) report that the core of UNICEF's education work is partnering with the government. UNICEF Experts help to develop national strategies and ensure they have sufficient budget. We promote stronger laws to make schools safer. And we help improve children's learning outcomes with improved curricula and learning materials. Also, Muhammed (2019) reported that *UNICEF provided technical support* in developing three strategic documents: Water, Sanitation, and Hygiene (WASH) Sector Finance and Advocacy Strategy; WASH and education. Musa (2023) noted that National Consultants provide technical assistance in enhancing access to social services for and reducing stigma and discrimination against children and adolescents living with HIV with UNICEF in Nigeria. *UNICEF provided technical support* in the establishment of the National Assessment of Learning Achievements in Basic Education in Nigeria. Obi (2020) remarked that technical assistance received by officials in the various Federal and state ministries of education has helped to develop the Nigerian educational system.

Provision of capacity building programme

International organizations based in Nigeria are actively involved in the provision of capacity building programmes for different educational institutions across Nigeria especially in the areas of science subjects and data management. According to Philbin (1996), capacity development is the process of enhancing the knowledge, intuition, aptitude, systems, and resources that people, groups, and communities require in order to endure, change, and prosper in a world that is changing quickly. It focuses on identifying the barriers that prevent individuals, groups, governments, international organizations, and non-governmental organizations from achieving their developmental objectives and

strengthening the capacities that will enable them to produce quantifiable and long-lasting outcomes. Ogunode, Adah, Audu and Pajo (2021) observed that capacity building aims to improve the knowledge and skills of the participants who are either teachers or school administrators. For example, Ukah (2022) reported that the United Nations Children's Fund (UNICEF) organised Early Child Development (ECD) training in the Iboko community area of Ebonyi State, a development that enhanced the performance of teachers who handle little children and called on the government to employ more teachers to fill many vacant positions in various schools in the area for quality education. They made their feelings known during a week-long ECD training organized by UNICEF in collaboration with Universal Basic Education Board at Vocational Secondly School, Iboko which took place from 9th May to 13th May 2021. Femi (2019) observed that UKAID sponsored an eight-year programme, which has succeeded in training 15,300 head teachers in school effectiveness and efficiency in Nigeria. A University of Sussex, United Kingdom organized training for no fewer than 132 Nigerian teachers on modern teaching techniques organised in Lagos. The workshop, organised in partnership with Teach For Nigeria, a Non-government organisation, drew participants from Lagos and neighbouring states (Oyeleke, 2017). The above development emphasises the vital role of training because it enhances the performance of individuals on their jobs by adjusting any deficit in human effort (Ogunode, & Ayeni, 2023)

Implementation of projects or programmes to increase access to education services

To improve the quality of education, and access to education, balance gender education and ensure education services for internally displaced children, many international organizations in Nigeria have developed programmes and projects and are implementing these programmes and projects in different states across the country. For instance, *UNICEF Education in Emergencies (EiE)*, *School-Based Management Committee (SBMC)*, *GEP 3 Project*, and *Girl' Education*. The *School-Based Management Committee* intervention programme is a strategy adopted by the state governments of Kano, Bauchi, Zamfara, Niger, Katsina and Sokoto States to reduce the number of children out of school. It is supported by the Department For International Development (DFID), under the GEP 3 Project. Mr Akanet said the SBMC targets improvement in school enrolment, especially for girls, as well as a remarkable decrease in schoolgirls' dropout. *UNICEF Basic Education Strategy 2019-2030* and *Integrated Quranic School (IQS)* were identified as an intervention capable of ensuring that all children, irrespective of their location in Kano State have the benefit of participating in Western education. These educational programmes and projects have helped to improve quality education, access to education and increment in completion rate and retention rate in most educational institutions across the country. The above development helps to provide financial security and create an atmosphere of peacebuilding for people (Ogunode, & Ayeni, 2024). The above shows an improvement in the enrollment of girl child education, a negation to a situation that suggests a

failure when a structure failed to perform its expected role (Ayeni, & Nwaorgu, 2018; Joseph, Conjel, & Ayeni, 2017).

This paper is anchored on role theory that was developed by George Herbert Mead in 1934. Other theories like Merton (1957), and Simmel (1991) among others contributed to the development of the theory. This theory assumes that each social status involves not a single role but an array of roles (Uche, & Uche, 2014). The foundation of the role theory is the idea that emerging social role theory emphasizes how well people assume and perform their roles in social situations. But people don't always identify with every identity that goes along with their responsibilities; there are differences in how dedicated people are to identifying with the expectations that are put on them. People may identify as belonging to certain statuses or positions as a result of these encounters, or others may identify them as such. The social role refers to the behaviours and responsibilities expected of individuals or organisations in society. In terms of donor organisations, social roles prescribe certain behaviours to these organisations in the support of educational institutions.

The theory is related to the present study because every stakeholder in the society has a role to play in the development of tertiary education in Nigeria. For example, the World Bank; UNICEF; Ford Foundation; John F. Kennedy Foundation; Rockefeller Foundation; WHO; USAID; and DFID are established to carry out some specific roles that are connected to the development of education and tertiary education in Nigeria.

METHODOLOGY

This study employed a documentary research method where secondary sources of data were consulted. The method of data analysis for this study is content analysis. A documentary research method is suitable for this study because there are many of literature on the contribution of international organisations, even though much of the literature is not directly linked to education.

Conceptual Clarification of Term

National Open University of Nigeria (2013) defined international development agencies as governmental entities founded by or between nations to carry out certain duties based on understanding. These organizations may be subsidiaries of a specific nation or United Nations agencies. For instance, depending on bilateral agreements between these two nations, the governments of the United States and Sweden may create development organizations in Nigeria. These agencies may not be founded in any other nation save Nigeria, provided that nation does not establish any bilateral connections with Sweden or the United States of America. On the other hand, as long as a nation is a member of the UN, other UN development organizations are duplicated there.

Thus International Development Agencies are agencies of government or associations of a comity of nations, whereas Foundations and NGOs are non-philanthropic organisations established by individuals or societies and are independent with their Boards and ability to decide on their mode of operations (National Open University of Nigeria 2013). Ogunode (2024) viewed international development agencies as those foreign institutions established in

some specific countries to carry out developmental projects based on mutual understanding.

In this study, international organisations or international development agencies can be viewed as instruments used for developmental purposes by other developed countries in other developing countries. Examples of international development agencies include the US Agency for International Development, the Canadian International Development Agency, The Swedish International Development Cooperation Agency, the Department for International Development (DFID), the Japan International Cooperation Agency (JICA) the German Organization for Technical Cooperation and the United Nations.

RESULT AND DISCUSSION

The findings of this study revealed that funding, infrastructural facilities development, provision of learning and teaching resources, provision of technical support for educational planning, policy formulation and educational management, provision of capacity building programmes and implementation of projects or programmes are contributions of international organizations to the development of education in Nigeria. The findings of this study corroborate the findings of a research carried out by Edeme (2022), according to the findings of this previous study, the Federal Government of Nigeria and UNICEF sometimes partner to fund education in Nigeria. Not only that, but the findings of this study also corroborate the finding of another study that posited that EU Commissioner for International Partnerships, Jutta Urpilainen, disclosed the funding of education in Abuja at the official launch of the €40 million intervention programme on education and youth empowerment in North Western Nigeria (Kolawole, 2023).

CONCLUSIONS AND RECOMMENDATIONS

This paper critically assessed the contributions of international organizations in the development of education in Nigeria. The paper identified funding, infrastructural facilities development, provision of learning and teaching resources, provision of technical support for educational planning, policy formulation and educational management, provision of capacity building programmes and implementation of projects or programmes meant to increase access to education services.

Based on these findings, the paper recommended that the federal government should establish an agency to coordinate the activities of all international organizations operating in Nigeria to improve their effectiveness. International organizations that are programmes inclined to education should always be involved and included in programmes concerning educational management. International organizations should be encouraged to participate in the development of education in Nigeria.

ADVANCED RESEARCH

Considering the researchers' own limited knowledge and skills, the researcher has come to the realization while producing this article that there are still numerous deficiencies in language, writing, and presentation style. As a result, the researcher anticipates helpful critiques and recommendations from a range of sources to ensure the piece is flawless.

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