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EDUCATION AND NATIONAL DEVELOPMENT IN NIGERIA: A CRITICAL APPRAISAL OF THE DISCONNECT BETWEEN POLICY RHETORIC AND IMPLEMENTATION

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Abstract

Education remains a cornerstone of sustainable national development, yet in Nigeria, a persistent disjuncture exists between policy rhetoric and practical implementation. This paper appraises how education is (mis)positioned in Nigeria's national development frameworks, revealing that while it is often rhetorically elevated as the "bedrock" of development, it is strategically and financially marginalized. Drawing on recent data, official policy documents, and global development benchmarks (2020-2025), the paper explores the structural challenges impeding education reform, including chronic underfunding, weak intergovernmental coordination, fragmented planning, and misalignment with labor market demands. Evidence indicates that education receives less than 8% of the national budget far below the UNESCO benchmark while governance bottlenecks and implementation inertia limit the realization of national education goals. To address these challenges, the paper recommends repositioning education as a central pillar in all national development plans, underpinned by increased and protected funding, effective monitoring and evaluation systems, and enhanced federal–state collaboration. It further advocates for alignment between educational outputs and national skills needs through curriculum reforms and revitalization of technical and vocational education. A binding, bipartisan education compact is proposed to ensure policy continuity and political commitment. The paper concludes that closing the rhetoric implementation gap is essential for Nigeria to harness its demographic dividend, drive inclusive growth, and secure long-term development outcomes.

Keywords: Education policy, National development, Implementation gap, Nigeria, Human capital, Planning, Governance, Education financing

Introduction

Education is universally acknowledged as a cornerstone of sustainable development, serving as both a driver and enabler of economic transformation, social mobility, and inclusive growth. Globally, education systems are expected to equip citizens with the knowledge, skills, and values necessary to thrive in a rapidly changing world. The United Nations Sustainable Development Goal 4 (SDG 4) explicitly underscores the centrality of education to development by aiming to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (United Nations, 2020). The Organisation for Economic Co-operation and Development (OECD, 2021) similarly highlights education as critical to building human capital, reducing inequalities, and fostering innovation and productivity in both advanced and emerging economies.

In African, education has historically been recognized as a fundamental pathway to post-colonial reconstruction, poverty eradication, and national sovereignty. However, despite multiple regional commitments including the Continental Education Strategy for Africa (CESA 16-25) and the African Union's Agenda 2063 many African nations continue to grapple with challenges of access, quality, equity, and financing. Sub-Saharan Africa is home to approximately 98 million out-of-school children, adolescents, and youth the highest globally (UNESCO, 2023). Alarmingly, learning outcomes are also among the lowest in the world. According to the World Bank (2022), over 87% of children in the region are in a state of "learning poverty," meaning they cannot read and understand a simple sentence by age 10. These sobering statistics underscore the dissonance between education policy aspirations and the reality of service delivery across the continent.

Nigeria, as Africa's most populous country and largest economy, plays a critical role in shaping regional development outcomes. With a population exceeding 220 million, of which more than 60% are under the age of 25, the country has a demographic advantage that could be harnessed through strategic investments in education (National Bureau of Statistics [NBS], 2023). Over the decades, Nigeria has formulated a series of ambitious education policies, including the National Policy on Education (FRN, 2020), the Universal Basic Education (UBE) Act, the Ministerial Strategic Plan (MSP) 2016-2019, and sector-specific reforms aimed at improving access, infrastructure, teacher quality, and curriculum relevance. These policies often articulate education as the "bedrock of national development" and commit to using it as a tool to achieve economic diversification, poverty reduction, technological advancement, and global competitiveness.

However, these well-crafted policy pronouncements frequently fall short at the point of execution. Nigeria continues to record some of the worst education indicators globally. As of 2023, the country had over 10.2 million out-of-school children the highest in the world (UNICEF, 2023). Moreover, only 25% of children from the poorest quintile complete primary school, compared to 90% from the richest quintile, revealing deep-seated inequalities (UNESCO, 2023). Public schools are often plagued by dilapidated infrastructure, large pupil-teacher ratios, poorly trained and underpaid teachers, and a lack of basic learning materials. While education policies emphasize innovation, digital literacy, and 21st-century skills, implementation remains hampered by poor financing, bureaucratic inertia, political interference, and weak accountability systems. In 2023, Nigeria allocated just 7.9% of its national budget to education, far below the 15-20% benchmark recommended by UNESCO (BudgIT, 2023). This chronic underinvestment has consistently undermined the country's ability to transform its education sector into a meaningful engine of development.

Compounding these challenges is the disconnect between education and national planning. Although the National Development Plan (2021-2025) highlights human capital development as a strategic priority, education sector reforms remain fragmented, inconsistently executed, and poorly integrated with labor market demands and industrial growth policies (Federal Ministry of Finance, Budget and National Planning [FMFBNP], 2021). For instance, while youth unemployment in Nigeria exceeds 40%, many graduates are deemed unemployable due to skill mismatches and the absence of functional Technical and Vocational Education and Training (TVET) systems (Adekunle & Mohammed, 2022). This situation reflects a fundamental contradiction between rhetorical policy goals and the realities of implementation, monitoring, and evaluation on the ground.

This paper maintains that Nigeria's education system suffers not from a lack of policy articulation, but from an enduring implementation crisis characterized by weak institutions, insufficient political will, and systemic inefficiencies. By critically appraising the disjuncture between education policy

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rhetoric and on-the-ground realities, this paper contributes to the global literature on education reform in low- and middle-income countries (LMICs). It adopts a multi-scalar appoach to interrogate the nature of Nigeria's education-development relationship, drawing on recent national data, policy documents, and secondary literature. Ultimately, the paper seeks to provoke reflection on how Nigeria and by extension, other African nations can transform policy intentions into measurable development outcomes through stronger governance, adequate financing, and results-based management.

Theoretical Framework

This paper draws upon two complementary theories to ground its examination of the persistent disconnect between education policy rhetoric and implementation in Nigeria. These theories are: Human Capital Theory and Policy Implementation Theory. Together, these theories offer a robust analytical lens for understanding both the normative justification for prioritizing education in national development and the structural and institutional limitations that have undermined education policy execution in the Nigerian context.

The Human Capital Theory, originally articulated by economists such as Gary Becker (1964) and Theodore Schultz (1961), posits that investment in education enhances individual productivity, national economic growth, and long-term social development. In contemporary discourse, this theory has evolved to encompass a broader understanding of education as a strategic instrument for building adaptive, innovative, and equitable societies. According to UNESCO (2023), countries that consistently invest in quality education systems demonstrate stronger performance in GDP growth, gender equity, health outcomes, and democratic governance. The theory aligns with Sustainable Development Goal 4, which situates education as a key enabler of all other development goals. Within this framework, education is not merely a social good, but a productive economic asset and a public investment in human capital formation.

Applied to Nigeria, Human Capital Theory underscores the paradox between the nation's ambitious education policies and its chronic underinvestment in the sector. Despite repeated declarations that education is the "bedrock of development," Nigeria allocated only 7.9% of its national budget to education in 2023 far below the UNESCO-recommended threshold of 15-20% (BudgIT, 2023). Additionally, the country has one of the highest rates of learning poverty globally, with over 70% of 10-year-olds unable to read and understand a simple text (World Bank, 2022). These figures highlight the country's failure to treat education as a catalytic investment for long-term growth, thereby weakening its capacity to harness the potential of its youthful population for inclusive development. Within the human capital framework, this situation reflects a structural misalignment between policy intent and national development practice.

While the Human Capital Theory explains why education is essential for development, it does not sufficiently explain how and why education policies often fail in practice. To understand the implementation gap in Nigeria's education sector, this paper integrates insights from Policy Implementation Theory. This theory, advanced by scholars such as Pressman and Wildavsky (1973), Sabatier (1986), and Mazmanian and Sabatier (1983), emphasizes that successful policy implementation is contingent not only on sound design but also on the political, institutional, and administrative contexts within which implementation occurs. Policy Implementation Theory identifies several key determinants of successful delivery, including adequate resources, effective coordination, clear objectives, stakeholder buy-in, and accountability mechanisms.

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In the Nigerian context, these factors are persistently lacking. Numerous education policies ranging from the Universal Basic Education Act (2004) to the Ministerial Strategic Plan (2016-2019) have suffered from weak execution due to fragmented federal-state coordination, limited capacity of implementing agencies, political interference, and inconsistent monitoring and evaluation (Olanrewaju & Adeyemi, 2022; Olaniyan, 2024). For example, many state governments routinely fail to access federal Universal Basic Education Commission (UBEC) grants because they do not meet counterpart funding requirements. Additionally, systemic bottlenecks such as unqualified teachers, poor infrastructure, and unreliable data systems further constrain the effective translation of policy into practice.

Incorporating both theories allows for a better analysis of Nigeria's education-development nexus. Human Capital Theory provides the economic and social rationale for positioning education at the heart of development planning, while Policy Implementation Theory reveals why such policies often remain aspirational. The failure to fully embed education in national development reflects not only a lack of political will and strategic planning but also institutional weaknesses that hinder effective execution and policy continuity. By combining these theoretical perspectives, this paper demonstrates that Nigeria's education crisis is not simply a resource issue, but a deeper structural challenge requiring systemic reform, strategic alignment, and accountable leadership.

Theoretical and Global Perspectives on Education and Development

Globally, education is widely recognized as a critical enabler of economic development, social equity, and political stability. The human capital theory, first popularized by Schultz and Becker, continues to influence policy thinking by positing that investments in education enhance individual productivity and national economic performance. Contemporary research reinforces this proposition, linking educational attainment to GDP growth, innovation, and improved health outcomes (OECD, 2021). In line with this, SDG-4 emphasizes the transformative power of quality education in achieving sustainable development and reducing inequalities (United Nations, 2020).

Additionally, UNESCO (2023) notes that a 1% increase in the global average of years of schooling can raise a country's long-term economic growth by up to 3%. Additionally, data from the World Bank (2022) suggests that countries with high literacy and numeracy rates among their populations tend to have more diversified economies and resilient institutions. These findings justify why most national development frameworks including those in developing economies prioritize education as a catalyst for broader socioeconomic progress.

Education and Development in Africa: Trends, Challenges, and Policy Gaps

Across Africa, education has been positioned as a cornerstone of national transformation, with countries committing to ambitious regional frameworks such as the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) and the African Union's Agenda 2063. Despite these initiatives, progress remains uneven. According to UNESCO (2023), Sub-Saharan Africa accounts for 98 million out-of-school children, adolescents, and youth, while nearly 87% of ten-year-olds are in learning poverty unable to read and understand a simple sentence. The African Development Bank (AfDB, 2022) attributes this situation to weak governance, fragile education infrastructure, under-qualified teachers, and low public investment. For example, the average public expenditure on education in sub-Saharan Africa remains at about 4.4% of GDP, compared to the global average of 5.3% (UNESCO, 2023). Moreover, the COVID-19 pandemic exposed the fragility of the region's education systems, with learning losses and widened inequities resulting from prolonged school closures and limited access to digital learning platforms (World Bank, 2022). Scholars like Tade and Opoku (2021) argue

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that many African countries suffer not from a lack of policies, but from ineffective implementation mechanisms and political interference. They note that the gap between reform design and execution has undermined public trust in education systems and limited their capacity to promote national development.

The Nigerian Education Landscape: Aspirations versus Outcomes

Nigeria, Africa's most populous country, has developed a wide array of education policies over the decades, including the National Policy on Education (NPE), the Universal Basic Education Act (2004), the Ministerial Strategic Plan (2016-2019), and the National Development Plan (2021-2025). These policies affirm education as a driver of national development and outline ambitious goals for expanding access, improving quality, and aligning education with national priorities (FRN, 2020; FMFBNP, 2021). However, the implementation of these policies has been persistently weak and fragmented. For instance, as of 2023, Nigeria has the highest number of out-of-school children globally, estimated at 10.2 million (UNICEF, 2023). Regional disparities are particularly stark, with the North-East and North-West zones accounting for over 60% of these figures due to insecurity, poverty, and sociocultural barriers (UNESCO, 2023).

Furthermore, learning outcomes remain alarmingly poor. The World Bank (2022) reports that over 70% of 10-year-olds in Nigeria cannot read or understand a simple sentence, confirming that the country is grappling with a severe learning crisis. Teacher quality is also a concern: according to the Universal Basic Education Commission (UBEC, 2023), only 55% of primary school teachers in Nigeria are professionally qualified, and many work in overcrowded classrooms with inadequate teaching materials.

Education Financing and Infrastructure Deficits

Inadequate funding remains one of the most significant impediments to education sector development in Nigeria. While the UNESCO-recommended benchmark is 15-20% of national budget allocation, Nigeria allocated only 7.9% to education in 2023, down from 10.7% in 2021 (BudgIT, 2023). This chronic underfunding limit the government's ability to build and maintain infrastructure, employ and train qualified teachers, and expand access to disadvantaged populations. Infrastructural deficits are pervasive. A nationwide audit by the Federal Ministry of Education (2022) found that over 70% of public primary schools in Nigeria lack access to basic facilities such as potable water, electricity, and functional toilets. These conditions particularly affect rural learners and girls, contributing to high dropout rates and reduced enrollment in post-basic education.

Policy-Implementation Gaps and Systemic Bottlenecks

Despite the policy-rich environment, the disconnect between education rhetoric and implementation is evident in the weak coordination between federal, state, and local governments. For example, although the UBE Act mandates counterpart funding from state governments to access federal grants, many states fail to meet the matching fund requirement, leading to unutilized allocations and stalled projects (Olanrewaju & Adeyemi, 2022).

Additionally, teacher recruitment, training, and deployment are politicized, with many states employing unqualified individuals based on patronage rather than merit. Monitoring and Evaluation (M&E) frameworks are also underdeveloped. The National Monitoring Learning Achievement report (FME, 2023) noted that less than 30% of schools are regularly inspected, and data collection systems remain fragmented and unreliable.

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According to Olaniyan (2024), these systemic issues reflect a broader failure of political accountability and institutional capacity, where ambitious plans often serve symbolic purposes without tangible impact. He describes Nigerian education reforms as "rhetorical rituals," where policy documents are abundant but disconnected from financial, administrative, and stakeholder realities.

Relevance to National Development and Labour Market Needs

Another key area of disjunction is the limited alignment between education and national development priorities, especially with respect to job creation and industrial competitiveness. Nigeria's unemployment rate stood at 33.3% in 2021, with youth unemployment exceeding 42.5%, a trend closely linked to the inability of the education system to equip learners with relevant skills (NBS, 2023). Despite policy efforts to revamp Technical and Vocational Education and Training (TVET), the sector remains underdeveloped, poorly funded, and stigmatized. This skills mismatch also affects higher education. Employers frequently report that graduates lack essential soft skills, digital competencies, and practical experience (Adekunle & Mohammed, 2022). The curriculum reform efforts initiated under the Nigerian Universities Commission's Benchmark Minimum Academic Standards (BMAS) have yet to fully address these gaps, in part due to resistance to change and lack of adequate implementation frameworks.

The reviewed literature above exposes a consistent theme: Nigeria's education system is characterized by robust policy formulations that fail to translate into meaningful developmental outcomes due to systemic, financial, and institutional barriers. While the global and African perspectives emphasize education as a strategic investment in human capital, the Nigerian experience highlights the fragility of education reforms in the absence of political commitment, effective governance, and adequate financing. Addressing these gaps is essential not only for national development but also for regional and global education targets.

Education in Nigeria's Development Planning: Mispositioned and Underprioritized

Despite global consensus that education is a fundamental driver of inclusive growth, social transformation, and national competitiveness, Nigeria's development planning has often treated the education sector as a peripheral rather than foundational priority. This misalignment is evident in both the strategic framing of development plans and the allocation of financial and political capital to education relative to other sectors.

A close examination of Nigeria's recent national development frameworks such as the Economic Recovery and Growth Plan (ERGP) 2017-2020 and the more recent National Development Plan (NDP) 2021-2025 reveals a rhetorical acknowledgment of education's importance, but without commensurate strategic investment or integration across sectors (Federal Ministry of Finance, Budget and National Planning [FMFBNP], 2021). For instance, while the NDP 2021–2025 identifies human capital development as one of six thematic areas, the education sector is allocated only N1.49 trillion out of a total N348.1 trillion investment projection, representing less than 0.5% of the total plan outlay (FMFBNP, 2021). This is alarmingly low for a country aiming to harness its youthful population for national development and economic diversification.

Moreover, education is frequently treated as a standalone social service sector, isolated from broader macroeconomic and industrial policy. In contrast, successful development models in countries like Singapore, South Korea, and Rwanda demonstrate that positioning education at the center of national development planning as a catalyst for innovation, productivity, and citizen empowerment is critical for sustained economic growth (OECD, 2021; UNESCO, 2023). In these

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countries, educational investments are integrated with industrialization strategies, labor market reforms, and technological advancement policies. Nigeria, however, continues to conceptualize education primarily as a consumption good rather than a productive investment, leading to weak alignment between educational outputs and national development outcomes (Olaniyan, 2024).

This marginalization is further reinforced by inadequate and inconsistent budgetary allocations. Although successive Nigerian governments have proclaimed education as the "bedrock of development," annual budget allocations to the sector have remained well below the UNESCO-recommended threshold of 15-20% of total public expenditure. In 2023, education received only 7.9% of the national budget, down from 10.7% in 2021 (BudgIT, 2023). Comparatively, defense and debt servicing often receive a significantly larger share, indicating twisted national priorities that undermine long-term human capital development.

Another indicator of mispositioning is the fragmentation of education policies and weak intersectoral linkages. For instance, Nigeria's agricultural, industrial, and digital economy policies rarely include robust strategies for workforce education, skills training, or lifelong learning. The disconnect is particularly pronounced in the neglect of Technical and Vocational Education and Training (TVET), which is vital for building a skilled and employable labor force. The TVET sector remains underfunded, poorly coordinated, and socially stigmatized, despite its centrality to job creation and economic diversification (Adekunle & Mohammed, 2022). This reveals a broader failure to embed education into the national development ecosystem.

Furthermore, education is rarely prioritized in political discourse, electoral campaigns, or governance reforms. Ministers of education are frequently rotated, and education policies are inconsistently implemented across administrations. These discontinuities hinder policy sustainability and institutional memory, making it difficult to evaluate long-term outcomes or build a coherent national education strategy (Olanrewaju & Adeyemi, 2022).

At the subnational level, the failure to treat education as a foundational development pillar is equally apparent. Many state governments fail to access Universal Basic Education Commission (UBEC) matching grants due to non-payment of counterpart funding, thereby forfeiting billions of naira meant for basic education infrastructure and quality improvement (UBEC, 2023). This apathy reflects a deeper structural flaw in the federation's education governance model, where decentralization has not been matched with capacity-building or accountability mechanisms. Critically, this mispositioning undermines Nigeria's ability to leverage its demographic dividend. With over 60% of the population under the age of 25, Nigeria's youth bulge could be a transformative asset if adequately educated and skilled (NBS, 2023). Instead, the country faces a rising tide of youth unemployment, social discontent, and insecurity, all of which are symptomatic of a failing education-development nexus.

In essence, Nigeria's education sector has suffered from rhetorical centrality but practical marginalization in national development planning. While national policies often declare bold ambitions, these are seldom supported by strategic planning, integrated programmeming, or adequate resource commitment. Treating education as a foundational sector would require not only increased investment but also a paradigmatic shift in how education is linked to other sectors-economic, industrial, technological, and governance.

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Benchmarking Nigeria's Education Policy Implementation: Insights from India, South Africa, and Brazil

To enhance the relevance and practical value of comparative insights, this study adopts a focused review of countries with federal or quasi-federal governance systems and complex socio-economic diversity akin to Nigeria specifically India, South Africa, and Brazil. These nations share Nigeria's challenges of intergovernmental coordination, regional inequality, and implementation bottlenecks in education policy delivery. India, for example, navigates the complexities of its vast and diverse federal structure through the National Education Policy (NEP 2020), which emphasizes cooperative federalism by integrating central oversight with state-level autonomy. The significant implementation tools include the DIKSHA digital infrastructure, targeted capacity-building programmes, and performance-linked fiscal transfers that incentivize compliance and innovation at the state level.

In South Africa, while provincial governments hold significant responsibility for education delivery, the national government ensures alignment through outcome-based performance agreements, standardized assessments (e.g., ANA), and equity-driven school funding norms. These mechanisms aim to mitigate historical disparities and promote consistency in learning outcomes across provinces. Brazil, similarly, offers instructive lessons through its decentralized yet financially coordinated system. The FUNDEB mechanism ensures equitable allocation of resources across municipalities, linking funds to enrolment and socio-economic indicators, thereby promoting inclusiveness and accountability. Moreover, Brazil's strategic use of conditional grants fosters adherence to national education goals despite local variations. Collectively, these examples illuminate how structurally similar federal systems have leveraged governance innovations such as performance management frameworks, digital learning platforms, and conditional financing to bridge the gap between policy rhetoric and implementation realities. Such insights are more applicable to Nigeria's decentralized context than models derived from smaller or unitary states, offering valuable direction for adapting education reforms to local political and administrative conditions.

Conclusion

This paper examined the enduring disconnect between Nigeria's education policy rhetoric and the realities of its implementation within the broader context of national development. Despite decades of comprehensive policy frameworks, strategic plans, and international commitments, the Nigerian education system remains underperforming, underfunded, and structurally disconnected from the country's development agenda. While the centrality of education to national transformation is routinely acknowledged in official documents, in practice it is mispositioned both in terms of budgetary priority and cross-sectoral integration.

Nigeria's failure to treat education as a foundational sector has compromised its ability to achieve inclusive economic growth, reduce poverty, and build a competitive human capital base. The consequences are far-reaching: high out-of-school rates, pervasive learning poverty, youth unemployment, and social discontent. These outcomes are not merely the result of resource constraints but also reflect deeper governance and accountability challenges, including weak coordination between federal and subnational actors, politicization of implementation, and institutional inertia.

To reverse this trend and reposition education as the engine of national development, Nigeria must move beyond rhetoric to implement deliberate, well-financed, and accountable education reforms. The success of any national development strategy is contingent on the strength of its education

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system. Therefore, the time has come to elevate education from a policy afterthought to a national development imperative.

Recommendations

To bridge the persistent gap between education policy rhetoric and implementation in Nigeria, a multifaceted and system-wide reform approach is urgently required. First and foremost, there is a critical need to reposition education as the foundational pillar of national development planning. Education should no longer be treated as an isolated social sector but rather as a strategic driver of economic diversification, technological advancement, poverty reduction, and social inclusion. Future national development plans must embed education at the center of cross-sectoral strategies, ensuring its integration into macroeconomic, industrial, and labor market frameworks.

A key prerequisite for such repositioning is the substantial increase in public financing for the education sector. The Nigerian government at both federal and subnational levels should commit to progressively raising education expenditure to meet the international benchmark of 15-20% of the annual budget as recommended by UNESCO. This must be complemented by ring-fencing critical funds for infrastructure renewal, teacher recruitment and training, curriculum digitization, and inclusive access, particularly for marginalized groups. Additionally, a results-based financing model should be adopted to incentivize performance and improve accountability across education institutions.

Furthermore, strengthening policy implementation requires a more coordinated and coherent governance structure. The National Council on Education (NCE) should be revitalized to serve as an effective platform for aligning federal, state, and local government actions. Mechanisms for monitoring compliance with national education goals and the disbursement of matching grants such as those under the Universal Basic Education Commission (UBEC) must be reformed to ensure timely access and utilization. Equally important is the institutionalization of robust monitoring and evaluation (M&E) systems that track not just inputs and outputs but actual learning outcomes and policy impact. These systems should be data-driven, transparent, and linked to national development indicators.

Another essential strategy is the alignment of education with labor market demands and national skills needs. The current mismatch between graduates' competencies and employment opportunities must be addressed through curriculum reform, strengthened technical and vocational education and training (TVET), and enhanced collaboration between education institutions and the private sector. Government should also invest in emerging sectors such as the digital economy, green technologies, and creative industries, using education as the platform for workforce transformation.

Ensuring inclusive and equitable access to quality education must remain a central policy priority. This entails addressing the structural barriers that exclude children from school, especially in northern Nigeria and rural areas, and expanding targeted interventions such as school feeding programmes, scholarship schemes, and safe school infrastructure. Efforts to eliminate gender disparities and promote inclusive education for learners with disabilities must also be scaled up and backed with measurable commitments.

Finally, sustaining education reform requires a strong foundation of political commitment and policy continuity. The frequent changes in leadership, policy reversals, and lack of bipartisan support for education priorities have hindered long-term progress. To remedy this, a national education compact

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endorsed by political actors across party lines could help guarantee continuity and insulate core education reforms from political cycles. Ultimately, Nigeria must move from symbolic commitments to transformative action, anchored on the conviction that education is not just a sectoral concern but the very foundation of national prosperity and resilience.

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