

Education For All

A Case Study Of Out-Of-School Children In West And Central Africa: Policy Analysis Paper

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Abstract—In West and Central Africa (WCA), a critical educational crisis of out-of-school children threatens regional development goals. This policy proposal examines the increasing out-of-school rates from 2015-2021 across 24 nations, including Nigeria, to identify effective interventions.

Our 20-year Benefit and Cost Analysis categorizes interventions by educational level and aligns with UN Sustainable Development Goals to combat poverty, hunger, and educational inequality. In a region challenged by armed conflicts, this policy addresses critical educational disparities.

Analysis of WIDE and UNESCO data reveals 57 million out-of-school children across WCA nations with varying economic conditions. Our comprehensive cost assessment encompasses infrastructure, teacher recruitment, and skill acquisition programs, while benefit analysis projects significant socioeconomic advantages, particularly in poverty reduction.

Robust benefit-cost ratios demonstrate economic viability, with primary education programs showing greater resilience to variable discount rates than secondary education initiatives. Estimation strategies project substantial enrollment increases, especially among marginalized communities and female students.

Skill acquisition programs emerge as particularly promising alternatives with higher benefit-cost ratios, demonstrating strong economic viability and market relevance.

Despite data limitations, our findings recommend prioritizing primary education, exploring alternative funding models for secondary education, and emphasizing skill acquisition programs to support sustainable growth.

Investing in quality education for WCA children offers profound societal benefits. Implementing these recommended strategies will optimize outcomes for individuals and communities throughout the region.

Keywords—*Out-of-school children, West and Central Africa (WCA), Benefit-Cost Analysis (BCA), Sustainable Development Goals (SDGs), Marginalized communities, Sensitivity analysis.*

INTRODUCTION

In the core of West and Central Africa (WCA), a critical challenge casts a shadow over the region's developmental aspirations—the pervasive crisis of out-of-school children. The imperative of quality education for societal progress is unequivocal, yet WCA grapples with an alarming surge in the number of children denied this fundamental right, positioning it as a global epicenter for this educational challenge.

Spanning 24 nations, including the pivotal landscape of Nigeria, this region confronts a collective struggle against shared challenges, intensifying the gravity of the educational crisis. As we embark on this exploration, the central question looms large: What underlies the staggering surge in out-of-school rates among children in West and Central Africa (WCA) from 2015 to 2021, and how can effective policy measures serve as a beacon to address this pressing issue?

However, one alarming aspect looms large—a ticking time bomb threatening the social fabric and stability of these nations. It's not a mere blemish; it's an impending crisis in the form of a burgeoning population of out-of-school children. This is not just a challenge, it's a potential catalyst for various social issues, with the specter of terrorism hovering ominously on the horizon. The pressing question we confront is whether there exists a policy solution to defuse this time bomb, to pave the way for a brighter, more stable future in West and Central Africa.

POLICY BACKGROUND

In West and Central Africa (WCA), where the pursuit of education should be a beacon of hope, a formidable challenge appears large – the pressing crisis of out-of-school children. This policy emerges as a strategic response to this educational plight, aiming to unlock doors to learning for children from diverse backgrounds across the region. A meticulous 20-year Benefit and Cost Analysis (BCA) lays the groundwork, utilizing insights from UNESCO WIDE data to categorize education into distinct levels. The analysis

delves into two key areas: primary schools and combined junior and senior secondary schools, streamlining the focus for effective impact.

This is not merely about academic access; it is a commitment echoing through the United Nations' Sustainable Development Goals (SDGs). Goals 1, 2, 4, and 17—tackling poverty, and hunger, promoting quality education, and fostering partnerships—are at the core of this transformative policy. As we navigate this exploration, the backdrop reveals the stark reality faced by 24 WCA countries, with 8 labeled as less developed and 16 struggling with extreme poverty. In this volatile setting, armed conflicts disrupt education, creating a pressing need for intervention (see *Appendix figure 1*).

This policy is not just a bureaucratic response; it is a clarion call to address the educational disparities that threaten the very fabric of these nations. Explore with me how this well-thought-out initiative aims not just for educational enlightenment but also endeavors to lay the foundation for a West and Central Africa that is fairer and more robust.

LITERATURE REVIEW

In the specific context of the WCA region, a staggering 57 million children and youth between the ages of 6 to 18 find themselves unable to access education. This represents approximately 24.1% of the global out-of-school population of 236 million (UNESCO). Despite efforts and progress in increasing school enrollments in the region since the early 2000s, a substantial portion of primary school-age children across these nations remain excluded from the educational sphere (*Central and West Africa Home to Almost a Quarter of Out-of-School Children Worldwide*, n.d.).

Given these challenges experienced in the educational sector in the WCA region, the belief in the principle of inclusive education is paramount (Asamoah et al., 2022). Inclusive education advocates that education should be accessible to every child (Drame & Kamphoff, 2014), regardless of gender, geographical location, economic status, or familial guidance. "Every child out of school, every day of learning lost, is one brick fewer to build peace and prosperity in the region," said Maureen Magee, Regional Director for the (Norwegian Refugee Council) NRC in Central and West Africa (*Central and West Africa Home to Almost a Quarter of Out-of-School Children Worldwide*, n.d.).

In the year 2021, there was a distressing 66% surge in school closures in the Central Sahel region alone (*WIDE Education Inequalities*, n.d.). The primary causes were the escalated attacks by non-state armed groups, inducing fear among students and resulting in deserted schools. The violence perpetrated also forced entire communities to flee, cutting off children and adolescents from their right to education.

Furthermore, Adeniyi et al., mentioned that the challenges in education access and quality are not uniform across the countries in the WCA region. Rural and remote areas are particularly disadvantaged, lacking proper infrastructure and resources compared to urban areas (Adeniyi et al., 2020). This educational inequity disproportionately affects the most vulnerable groups of children. These groups include children from low-income households, those residing in remote areas, girls, marginalized communities, children with disabilities, child laborers, orphans, nomads, refugees, and internally displaced persons (UNESCO, 2012) (Eleweke & Rodda, 2002).

The Nigerian scenario exemplifies the depth of the issue, with over 18.5 million children out of school. Among them, 10 million are nomadic children and over 7 million are girls (*WIDE Education Inequalities*, n.d.). The root causes can be traced back to religious and traditional beliefs. Nomadic children often miss out on formal education as they are taken to other states or neighboring countries to learn Arabic and beg for alms. This deprives them of the opportunity for a formal education. Similarly, early marriage robs many girls of their right to an education, curbing their personal growth and limiting their potential (Okoroma, n.d.).

One key candidate that drives this growth inclusiveness is the accumulation of skills and knowledge through education. Many developed countries built their growth on their human capacity advancement, particularly through the provision of quality education to their citizens. Thus, their growth created many opportunities that allowed people to contribute enormously to growth processes as well as increase economic prosperity accruing to the citizenry (Adeniyi et al., 2020).

DATA COLLECTION.

I analyzed data sourced from WIDE, a compilation by UNESCO, encompassing literacy levels, infrastructure, ethnicity, gender, location, and financial background. (see *Appendix figure 2*) summarizes the key variables of the overview of the educational landscape in West and Central Africa. There is no data available for Cabo Verde which leaves us with an analysis of 23 countries. With this data, I am examining the geographic distribution and economic demographics of the affected areas. It will utilize robust statistical analyses to discern regional trends, gender-based differences, and socio-economic patterns that hinder education accessibility. Based on the data we had 15,970 children out of school from 2000 to 2019 in WCA, with 8008 and 7962, female and male respectively, because the data end in 2019, we presently have 57 million out-of-school children.

The UNESCO data on out-of-school children in West and Central Africa is sobering, providing a comprehensive view of the educational crisis plaguing the region. It highlights a staggering number of over 57 million children deprived of access to education, indicating the severity of the issue. These out-of-

school children are distributed across numerous countries in the region, with particularly high percentages prevalent in countries like Chad, Nigeria, and the Central African Republic. The impact is felt distinctly across both urban and rural areas, emphasizing the wide-reaching nature of this crisis.

Furthermore, the data accentuates the connection between economic disparities and lack of education. The statistics categorize countries in West and Central Africa into less developed (8 countries) and least developed (16 countries) based on high poverty rates. This classification underscores how poverty exacerbates the absence of educational opportunities for children.

Additionally, the statistics reveal gender and demographic imbalances, with girls being significantly affected, especially in regions where cultural norms or safety concerns restrict female education. The data also sheds light on the hurdles faced by marginalized groups, such as children with disabilities, who encounter additional barriers in accessing education. Overall, the UNESCO figures underline the urgent need for policy initiatives to address these complex educational disparities.

Cost Analysis

The educational program entails a diverse range of costs, encompassing critical areas such as infrastructure development, teacher recruitment, and training, educational resources, lunch provision for students, [examination expenses at \\$10 per pupil](#), transportation, administrative salaries, awareness campaigns, maintenance, technology, special education services, and miscellaneous costs. Additionally, the program includes skill acquisition training for children, promoting activities like bead making, crocheting clothes, and craftwork to enhance their capabilities and provide practical skills. (see *Appendix figure 6*).

Benefit Analysis

This program for out-of-school children in WCA will significantly reduce poverty by providing quality education that fosters creativity and critical thinking. It empowers children to break the cycle of poverty, offering a brighter future and improved living standards. It will promote inclusivity and equitable access to education, benefiting all children, irrespective of their background or gender. This will foster social cohesion, enhance civic engagement, and contribute to long-term income generation as individuals remain employed. The space for innovation and development will expand, concurrently reducing crime and social vices. Overall, it will lead to improved civic engagement, environmental sustainability, and heightened awareness of health and well-being. The program builds a foundation for sustainable development and social cohesion in WCA by fostering these values and skills. (see *Appendix figure 7*)

Discount Rate

The discount rate is set at 10%, combining a 7% discount rate with an additional 3% inflation rate to ensure a comprehensive evaluation of the program's economic viability. With the 10% discounted rate applied to both primary and secondary schools, the program exhibits a total discounted net benefit of \$31,905,530 for primary schools, while for secondary schools, the discounted net benefit amounts to \$189,545,251, highlighting a favorable cost-benefit ratio. This investment in education promises significant economic, social, and health benefits for WCA. By providing education, the program can reduce unemployment, contribute to poverty reduction, and strengthen the WCA economy. Additionally, it emphasizes hygiene and environmental stewardship, fostering a healthier society, while also promoting gender and minority inclusivity, ensuring equal access to formal education and skills acquisition. This multifaceted approach underscores the program's holistic contribution to WCA's well-being and prosperity.

Benefit-Cost Ratio Calculation

In the analysis, the primary school program boasts a benefit ratio of 1.37, signifying that for each unit of investment, the program is projected to yield 1.37 units in benefits. This underscores a robust economic outlook, firmly supporting the primary school program's potential for substantial advantages in WCA.

The secondary school program, while featuring a slightly lower benefit ratio of 0.89, still maintains a favorable cost-benefit relationship. It is expected to provide 0.89 units in benefits for each unit of investment, indicating a promising outlook. Notably, both benefit ratios surpass the commonly recognized threshold of 0.75 used to assess program economic viability. Therefore, these findings strongly support both primary and secondary school programs, justifying their implementation and highlighting significant socio-economic benefits for the region.

Sensitivity Analysis

In the sensitivity analysis, a thorough examination of various discount rates, ranging from 8% to 12%, to comprehensively gauge their impact on the analysis. The results reveal distinct outcomes for primary and secondary school programs. In this assessment, it becomes apparent that secondary school programs, when subjected to these discount rates, prove to be economically unviable. Specifically, the analysis indicates potential losses of -\$363,488 and -\$38,173,649 at discount rates of 8% and 12%, respectively. (see *BCR analysis*)

Conversely, the primary school program exhibits a more positive outlook. At the same discount rates of 8% and 12%, the projected outcomes show a net benefit of \$44,492,867 and \$18,986,785, respectively. This underscores the primary school program's robust

cost-benefit ratio, indicating that the benefits substantially outweigh the costs within this range of discount rates. (see *BCR analysis*)

Impact Analysis.

This ex-post policy analysis focuses on the existing educational policy in WCA, acknowledging its limitations, particularly its adverse effects on marginalized communities characterized by poor socioeconomic conditions, predominantly residing in rural areas. Within this context, there is a prevailing societal expectation for females to remain at home, prioritizing eventual childbirth. This policy aims to rectify these inequities by fostering inclusivity, specifically targeting out-of-school children. By providing access to basic primary education, the policy endeavors to establish a robust educational foundation for these children. This foundational knowledge is crucial as students advance to secondary school or higher institutions. However, the benefit and cost ratio analysis reveals that secondary school education might not be cost-effective, leading to a strategic emphasis on primary school education. To address the challenge of limited opportunities for pursuing secondary education, an alternative pathway is proposed by enrolling in community education centers to prepare for nationwide exams for entry into tertiary institutions.

The anticipated impact of this policy is a substantial reduction in the number of out-of-school children, with a particular emphasis on those aged 4-10. Enrolling these children in primary schools becomes pivotal, providing them with fundamental skills such as reading, writing, communication, and STEM courses. This educational exposure is designed to enhance cognitive abilities, fostering quick thinking and problem-solving skills. Importantly, the policy operates under a principle of inclusivity, disregarding factors such as background, gender, religion, and geographical location. By prioritizing universal access to quality education, this policy aims to create a more equitable and educated society, breaking down barriers that have historically hindered the educational advancement of marginalized populations in West Central Africa.

This initiative aims to significantly decrease the current figure of over 57 million out-of-school children. It strives to ensure that nations invest in their children, fostering a brighter future and ultimately reducing poverty levels. By empowering more lives through education, individuals will have the knowledge and skills to thrive, contributing to the overall greatness of nations and diminishing gender disparities.

Estimation Strategy

This policy stands as a transformative initiative aimed at enhancing the educational landscape for children aged 4 to 10. Its primary objective is to elevate enrollment rates in primary education by integrating technological learning aids to enrich the overall learning experience. The anticipated impact is

twofold – quantitative, anticipating a substantial increase in enrolled students, and qualitative, seeking to provide a more enriched and effective education.

According to our data, the mean access to education for females is 348.17, and for males, it is 346.17, indicating our confidence that 96% of these children will have access to education. The T-test analysis demonstrates that 78% of children, regardless of their residence in rural or urban areas, will possess the ability to access education. (see *T-test table 2 below*)

In our research findings, we assert with 95% confidence a notable development on the horizon. Our data indicates an expected surge, projecting a 38% increase in the enrollment of children from marginalized areas into schools. (see *T-test tables 3 and 4 below*) This finding not only underscores the significance of our intervention but also emphasizes its tangible impact on educational accessibility for this demographic, portraying a quantifiable positive shift in enrollment figures through targeted efforts to address educational disparities in marginalized communities.

Anticipated outcomes encompass a substantial rise in female student enrollment. With a high level of confidence (95%), it is expected that over 90% of children in marginalized communities will have access to basic education, triumphing over socioeconomic barriers. The overarching goal is to establish a robust foundation through increased primary education enrollment, providing a promising trajectory for students and contributing positively to the future development of the nations involved.

t-Test: Two-Sample Assuming Equal Variances for Location

	Rural	Urban
Mean	184.608696	177.7826087
Variance	7727.06719	7169.632411
Observations	23	23
Pooled Variance	7448.3498	
Hypothesized Mean Difference	0	
df	44	
t Stat	0.26821972	
P(T<=t) one-tail	0.39489186	
t Critical one-tail	1.68022998	
P(T<=t) two-tail	0.78978371	
t Critical two-tail	2.01536757	

t-Test: Two-Sample Assuming Equal Variances for Gender.

	<i>Female</i>	<i>Male</i>
Mean	348.173913	346.1739
Variance	29670.96838	29591.42
Observations	23	23
Pooled Variance	29631.19565	
Hypothesized Mean Difference	0	
df	44	
t Stat	0.039400735	
P(T<=t) one-tail	0.484374565	
t Critical one-tail	1.680229977	
P(T<=t) two-tail	0.96874913	
t Critical two-tail	2.015367574	

t-Test: Two-Sample Assuming Equal Variances literacy and sum.

	<i>Count of literacy_1524_m</i>	<i>Sum of literacy_1524_no</i>
Mean	763.8333333	425444.8333
Variance	1444398.145	4.8835E+11
Observations	24	24
Pooled Variance	2.44176E+11	
Hypothesized Mean Difference	0	
df	46	
t Stat	-2.977160773	
P(T<=t) one-tail	0.002314228	
t Critical one-tail	2.193022591	
P(T<=t) two-tail	0.004628456	
t Critical two-tail	2.483882045	

t-Test: Two-Sample Assuming Equal Variances

	<i>Sum of literacy_1524_n</i>	<i>Sum of eduout_prim_no</i>
Mean	425444.8333	656831.84
Variance	4.8835E+11	1.13751E+12
Observations	24	25
Pooled Variance	8.19835E+11	
Hypothesized Mean Difference	0	
df	47	
t Stat	-0.894238516	
P(T<=t) one-tail	0.187875431	
t Critical one-tail	2.19158248	
P(T<=t) two-tail	0.375750861	
t Critical two-tail	2.48188673	

Limitations on the Data

The complexities in understanding the data collection process, particularly the intricacies of the coding used for educational enrollment indicators, posed a challenge. The lack of clear documentation on the coding schema introduced ambiguity. This

uncertainty may have influenced the interpretation and analysis, as there wasn't a precise understanding of how certain variables were coded in the UNESCO dataset.

Limitations Due to Statistical Assumptions:

The statistical analyses depended on certain assumptions about the distribution and characteristics of the data. Challenges arose when these assumptions were not fully met. Whether it was normality, homogeneity of variances, or independence of observations, deviations impacted the reliability of statistical results. Acknowledging these deviations is crucial for maintaining transparency and rigor in the analysis.

Limitations Due to Lack of Causal Analysis:

The absence of causal analysis restricts the depth of understanding regarding the cause-and-effect relationships between policy interventions and changes in enrollment rates. While the analysis identifies trends, it doesn't establish a clear link between specific policy measures and their impact on enrollment. This limitation underscores the need for caution when attributing changes solely to the implemented policies, as other unexplored factors may contribute to the observed outcomes.

Limitations Related to Timeliness:

A critical limitation is the potential lack of the most recent data updates on children out of school in West and Central Africa. If the dataset used in the analysis does not reflect the current educational landscape, it limits the timeliness and applicability of the findings to the present situation. Changes in educational policies, socioeconomic conditions, or other relevant factors may not be adequately captured.

These limitations collectively highlight the need for a cautious interpretation of the analysis results and underscore areas for improvement in future research or data collection efforts.

Policy Alternatives

Several alternative initiatives stand in comparison to this policy, encompassing options such as home lessons, community learning centers, skill acquisitions, self-study, and homeschooling. However, each of these alternatives presents its own set of challenges. For instance, home lessons may be hindered by parents lacking the expertise to teach or having the expertise but lacking the time. Affordability becomes an issue for some families considering home lessons. Meanwhile, self-study may be constrained by the prerequisite of basic literacy, limiting its applicability to secondary school students.

In light of these considerations, I advocate for a large-scale skill acquisition program, offering more than 10 diverse skill opportunities. This approach not only addresses the limitations of other initiatives but also ensures economic viability, as the acquired skills are marketable with high turnover potential. By

focusing on a broad range of economically viable skills, this initiative not only equips individuals with practical expertise but also contributes to poverty eradication over time. It aligns with the notion that a nation engaged in productive activities is one that flourishes and experiences sustainable growth. (See Excel file for the BCR for the skills acquisition initiative).

For various reasons, the second alternative approach, focusing on community learning centers, is an attractive option. For starters, it has the potential for lower costs because these centers frequently share resources and infrastructure. This cost-effectiveness may be useful in locations with low financial resources, making it a practical implementation option. Furthermore, if the community learning center model can produce equivalent educational achievements at a lower per-child cost, it may be judged more cost-effective. This efficiency in resource consumption is critical, particularly in circumstances where budgetary restrictions are a major concern.

Furthermore, the strategy of community learning centers has the potential for a wider impact, particularly in remote or underprivileged areas. It serves the demands of a larger population by giving access to learning opportunities for a greater spectrum of pupils. This scalability is a fundamental feature, implying that the community learning center approach might have a larger and more widespread impact across West and Central Africa. The emphasis on underrepresented communities fits with the need to address specific educational obstacles experienced by these groups.

Reporting

Following the completion of the Benefit and Cost Ratio analysis for Entrepreneurship training, the aggregated discounted benefit amounts to \$153,937,616, surpassing the corresponding total discounted benefit for primary education, which

stands at \$114,536,081. This comparison underscores the superior efficacy of skill acquisitions over the educational policy, implying a potential elevation in income levels.

The benefit-cost ratio for skill acquisition training registers at 2.81, outpacing the ratio of 1.37 associated with the primary education policy. This signifies that the entrepreneurial training program is anticipated to yield greater returns relative to the investment when contrasted with the primary education initiative.

Furthermore, during the sensitivity analysis conducted at discount rates of 8% and 12%, the outcomes for skill acquisition training were \$133,096,647 and \$86,654,634, respectively. These figures notably surpass the results obtained from the sensitivity analysis of primary school education, reinforcing the economic viability and attractiveness of the entrepreneurship training program.

Recommendations

I will propose the following recommendations. First, there is a clear advantage in prioritizing primary education over secondary school programs, as highlighted by the sensitivity analysis. Focusing resources on expanding primary school access and quality improvement is essential, ensuring that the benefits continue to exceed the costs. This means building a solid educational background for the children. To address economic challenges associated with secondary school programs, exploring alternative funding models, partnerships, or program adjustments is advised to ensure long-term sustainability, as SDG 17 which is part of the program focus.

In conclusion, investing in quality education for West and Central African children offers significant individual, societal, and economic advancement. Implementing these recommendations will optimize the program for lasting success and broader positive outcomes.

Appendix.

Figure 1.

Country	Region	Sub-region	Development Regions
Benin	SSA	WCA	Least Developed
Burkina Faso	SSA	WCA	Least Developed
Cabo Verde	SSA	WCA	Less Developed
Cameroon	SSA	WCA	Less Developed
Central African Republic	SSA	WCA	Least Developed
Chad	SSA	WCA	Least Developed
Congo	SSA	WCA	Less Developed
Côte d'Ivoire	SSA	WCA	Less Developed
DRC	SSA	WCA	Least Developed
Equatorial Guinea	SSA	WCA	Less Developed
Gabon	SSA	WCA	Less Developed
Gambia	SSA	WCA	Least Developed
Ghana	SSA	WCA	Less Developed
Guinea	SSA	WCA	Least Developed
Guinea-Bissau	SSA	WCA	Least Developed
Liberia	SSA	WCA	Least Developed
Mali	SSA	WCA	Least Developed
Mauritania	SSA	WCA	Least Developed
Niger	SSA	WCA	Least Developed
Nigeria	SSA	WCA	Less Developed
Sao Tome and Principe	SSA	WCA	Least Developed
Senegal	SSA	WCA	Least Developed
Sierra Leone	SSA	WCA	Least Developed
Togo	SSA	WCA	Least Developed

Figure 2.

Countries	Rural	Urban	Female	Male	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
Benin	269	262	479	475	198	202	202	208	199
Burkina Faso	231	206	444	442	197	196	208	201	178
C. A. R.	141	140	391	384	186	188	192	188	149
Cameroon	328	313	600	596	205	259	275	286	267
Chad	198	182	483	491	203	222	217	224	228
Congo	189	190	266	265	112	128	120	112	93
Côte d'Ivoire	274	262	516	505	216	224	235	228	205
D. R. Congo	128	129	362	361	156	164	164	177	156
Equat. Guinea	21	21	42	42	24	24	19	25	19
Gabon	78	85	136	137	56	61	59	54	41
Gambia	221	233	342	337	163	168	173	174	131
Ghana	314	320	573	564	237	256	255	254	209
Guinea	159	153	196	199	86	91	93	96	81
Guinea-Bissau	92	95	204	193	91	97	101	105	75
Liberia	66	64	126	126	48	48	51	51	41
Mali	215	191	393	392	135	134	147	159	159
Mauritania	140	143	314	308	142	158	173	178	128
Niger	111	81	220	223	90	94	95	112	113
Nigeria	265	261	728	736	297	356	375	361	333
S. Tome/Principe	66	65	118	118	55	60	58	60	50
Senegal	264	256	383	378	185	189	191	182	160
Sierra Leone	181	175	286	285	121	121	135	138	136
Togo	295	262	406	405	167	182	193	201	177
Total	4246	4089	8008	7962	3370	3622	3731	3774	3328

Figure 3

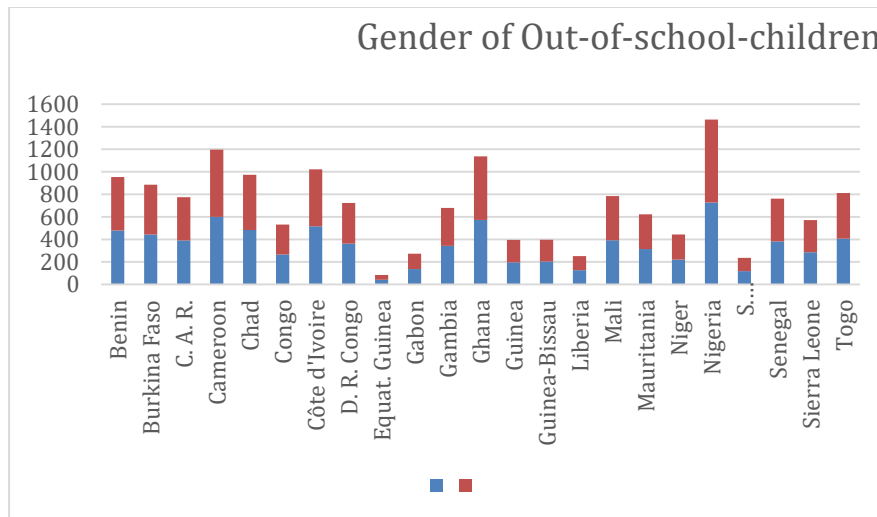


Figure 4.

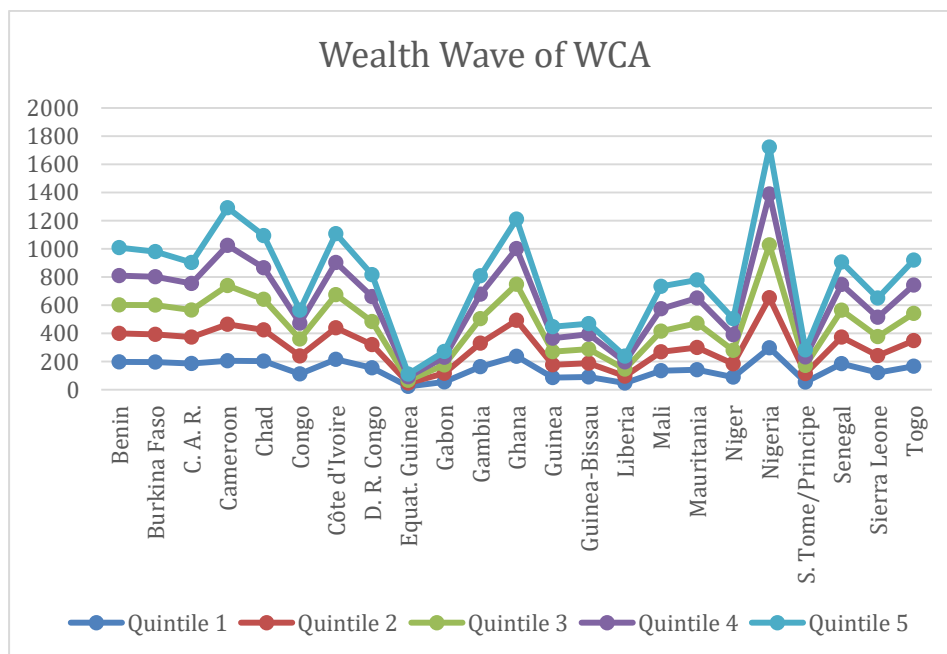


Figure 5.

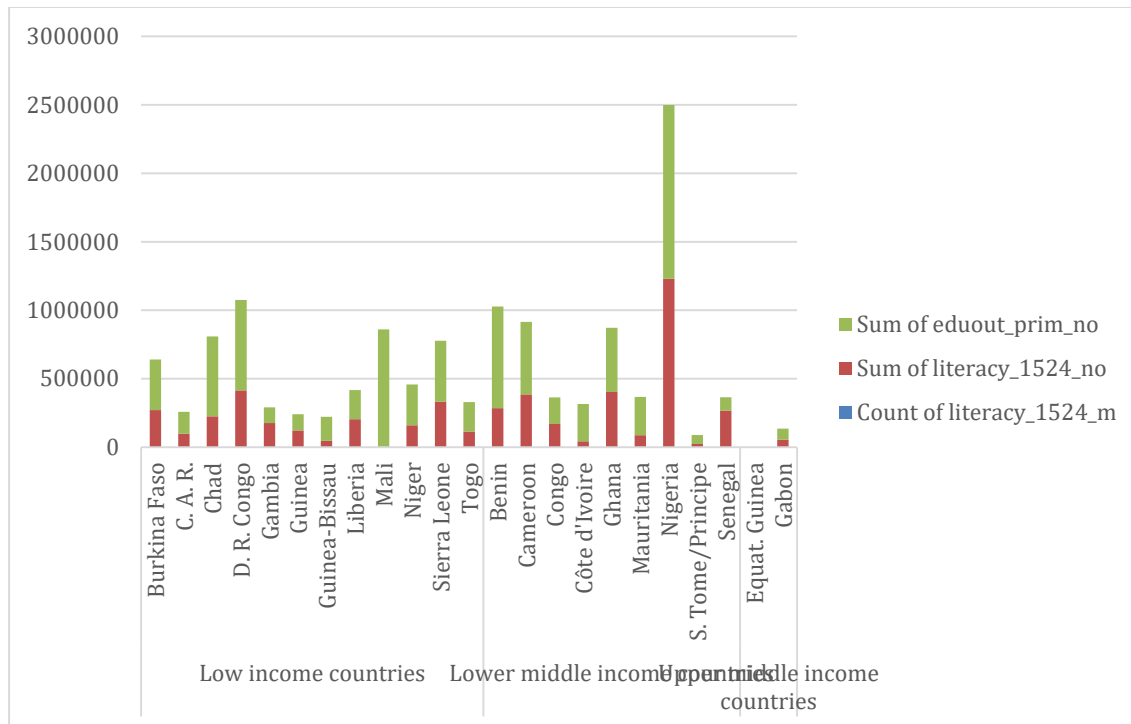


Figure 6.

Costs	
Infrastructure Development	Construction of schools, restrooms, playgrounds, and cafeterias
	Procurement of desks, chairs, library resources, and bookshelves.
Teacher Training, Recruitment, Salaries	Recruitment process and onboarding, Training for educators
Educational Materials and Resources	Acquisition of books and learning aids
Lunch Feeding	Food items, caterers, payment for services rendered.
Primary Schools Leaving Certificate @ \$10 pers pupils	Payment made to the government examination board
Transportation	School buses, fueling, repair, oil change.
Administrative Costs	School bursar, principal, Secretary, receptionists.
Awareness and Outreach	Local campaign, door-to-door campaign, social media campaign
Maintenance and Operations	Properties, equipment, buses, etc.
Technology and Innovation	Computers, internet, electronic devices for teaching.
Special Education Services	Reading aids, wheelchairs, correction glasses, hearing aids
Miscellaneous Costs	Other unaccountable expenses.

Figure 7.

Benefits	
Reduced Poverty	With education comes enlightenment and courses great change in mindset and give people the opportunity to be creative and come up with great ideas that take them out of poverty
Empowerment and Gender Equality	Equal right to education without any gender bias
Reduction in Crime and Social Issues	Education also helps to groom more cultured and civil citizens
Innovation and Development	Access to good and constant internet gives pupils to see and learn from what other children in developing countries are doing and they can also mirror that.
Environmental Sustainability	They are taught how to be responsible for their environments by disposable thrash properly
Demographic Dividend	Equal access to education without leaving minority groups behind.
Health and Well-being	With a clean environment, the health crisis and diseases will be reduced.
Income Generation	Employed teachers get a monthly income which make life more stable for them and their family.
Social Cohesion	
Improved Civic Engagement	More participation of the pupils to start sharing ideas about their community to build leadership and public speaking skills in them.

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