



## Official Development Assistance and Educational Infrastructure in Ogun State, Nigeria

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**Abstract.** Official Development Assistance (ODA) is a requirement for economic development that wealthier countries impose on less developed nations. Despite the flow of ODA to developing nations and the development assistance/aids provided to African countries for many years, there have been no appreciable improvements to their futures. Instead, the flows should originate from governmental organizations and go to the governments of developing countries. The majority of these nations still show modest rates of development. The literature on aid effectiveness is still debatable despite decades of empirical research on the link between help and growth and a significant flow of development assistance to developing countries. The study investigated the connection between ODA and the Ogun State educational system. The study adopted survey research design. The population of the study was 1,027. The sample of 288 was determined using Taro Yamane. Instrument for data collection was validated questionnaire. Respondents selected from three local governments in Ogun State, Nigeria, (Abeokuta South, Yewa South, and Ijebu Ode). Data were analysed using descriptive and inferential statistics. The study found that, Ogun State does not receive enough official development aid to meet its needs for educational infrastructure, and there are a number of obstacles that prevent ODA from being implemented effectively in the state's educational system. The development of the educational infrastructure in the state of Ogun State depends on the efficient application of official development aid in the educational sector. A significant amount of foreign aid is given to the educational sector in Ogun State through grants and loans, employing shared information, technical help, and experience. The study concluded that Ogun State's educational sector receives direct government development aid that is carefully monitored. The official development aid provided to Ogun State's educational sector is

generally goal- and project-driven, with adequate updates on the state's numerous educational infrastructure projects. The study recommended that Ogun State government should take the required actions to guarantee that official development support is appropriately utilized in the state's educational sector.

**Keywords:** Official Development Assistance, educational infrastructure, implementation.

### 1. Introduction

It is impossible to overstate the value of education to humanity as a whole. An essential human right is the right to education. Education is increasingly recognized globally as a crucial development indicator due to the documented link between education and development (UNDP, 2016). The international community and governments from all around the world have pledged to ensure that their populations have access to education in acknowledgment of its significance. According to the National Empowerment Development Strategy, the provision of education in Nigeria has been neglected for years, and this neglect has been made worse by a lack of attention to policy frameworks within the sector, appropriately captures the dismal state of education in Nigeria (Odukoya et al., 2018).

The Nigerian constitution includes the educational system on its concurrent list. There have been various adjustments made to the Nigerian educational system. Historical, sociological, economic, political, geographical, and international influences are some of the elements that have influenced the growth and development of the Nigerian educational system. All of these influenced the current situation of our educational sector in some beneficial and some bad ways (Okwuchukwu, 2019).

From daily contacts and ambitions of people on the streets to debate and government policies at all levels, development means a lot to many people throughout the world. The idea of development assistance is frequently used and understood to refer to the transfer of financial resources from developed to underdeveloped nations for the purpose of development. If a definition of what is meant by the term "Aid" is not attempted first, no study of economic help can progress very far. Development assistance has become a key tactic for reducing poverty in the third world over the past 50 years. Unsurprisingly, significant international organizations like the United Nations, World Bank, and International Monetary Fund rose to prominence in world economic politics during this century (Hjertholm and White, 2003). However, it appears that the world's LDCs are still experiencing economic suffering sixty years after gaining their independence, raising concerns about whether development assistance is a good and effective strategy for promoting growth and development in recipient nations. Conchesta (2008). The LDC development aid program's objective is to improve the public sector performance of these nations to the point where they can sustainably grow at an acceptable rate. Since it can help offset low savings rates, constrained export revenue, and thin tax bases, the majority of SSA countries, including Nigeria, primarily rely on development assistance as a source of funding (OECD, 2007).

As examples of the many economic issues these nations frequently confront, developing nations like Nigeria are in fact defined by low levels of income, high rates of unemployment, very poor industrial capacity utilization, and high rates of poverty. Development assistance has been proposed as a possible solution for boosting the inadequate domestic resources in order to address these issues. While some nations that have at one point or another benefited from foreign aid have developed to the point where they are now aid donors (South Korea, North Korea, China, etc.), the majority of African nations, like Nigeria, have stayed backward.

On February 3, 1976, the General Muritala Mohammed administration split the former Western State into Ogun State. Its major city, Abeokuta, is situated in southwest Nigeria, and it serves as the country's capital. Ogun State is 16,762 square kilometers in size, bordered to the south by Lagos State, and to the north by Oyo and Osun States. With nine registered universities, both public and private, Ogun State has the most in Nigeria, surpassing Ondo

State to the east and the Republic of Benin to the west. The Egba, the Ijebu, the Remo, the Egbado, the Awori, and the Egun are the six ethnic groups that make up Ogun State. The bulk of the population in Ogun State speaks Yoruba, which is divided into scores of dialects. The state has twenty local governments.

Nigeria, on the other hand, is still struggling in the pits of underdevelopment, utter poverty, and sub-economic performance. Furthermore, official development assistance (ODA) flows have decreased over the past ten years, and the nation needs to become more efficient in utilizing aid inflows through the adoption of the appropriate policies and the pursuit of novel means of luring further help. Nigeria must overcome the formidable challenge of rebuilding a nation that has been severely harmed by years of military misrule and a precarious democracy (Odukoya, 2018). However, the country's educational system appears to be the most severely affected, as Nigeria has the unpleasant distinction of having the greatest percentage of children who are not in school and her educational infrastructure continues to be in poor shape.

Foreign aid's allegedly negligible impact on development has encouraged scholars and aid donor organizations to review prior debates on the efficacy of development aid. Major disagreements between Nigeria and the donor community have occasionally resulted in aid freezes. Since donors frequently find themselves unhappy with how the government implements aid conditionality financing to provide necessary developmental infrastructure, development assistance funds are frequently only disbursed for a brief period of time (Okon, 2018). The issue revolves around the idea that aid is improperly administered or that the government neglects to keep an eye on activity in crucial sectors, such as education, to advance the nation's economic development. This argument is predicated on the idea that if aid had been used effectively to build infrastructure for the Significant development would have been visible in the nation's educational sector.

This illustrates what appears to be a disconnect between the level of progress in Nigeria's educational sector and that of development aid.

Foreign inflow of development assistance refers to foreign aid provided by government of developed countries, multinational institutions and regional development banks to promote the educational development to foster economic development as well as the prosperity of developing nations (Akinbola and Nwosu, 2015). It comes directly to the government

and is seen as source of revenue which is used to finance various development educational projects capable of contributing to the growth of the recipient economy. Over the years, Nigeria has received reasonable amount of money as official development assistance (ODA). Official development assistance (ODA) was found to have a positive effect on Ethiopia's educational growth. Results of existing empirical studies in developed and developing economies has remained inconclusive and tends to depend on the period of study. The study investigated the impact of implementation of ODA on educational infrastructural development in Ogun State, Nigeria.

## 2. Literature Review

The concept of development is intricate and varied, and it has been researched and described in several ways. Development can be broadly defined as the process of enhancing economic, social, and environmental aspects of people's lives as well as the quality of life in communities and society. By investing in human and physical capital, lowering poverty and inequality, expanding access to health care and education, and fostering sustainable and inclusive growth, it involves boosting economic growth and enhancing living conditions (Walton, 2017). Development is currently most commonly understood to mean "the process of enhancing the capabilities of individuals, communities, and societies to manage their own development and improve the quality of their lives," (United Nations Development Programme, UNDP (2016). This definition acknowledges the necessity to focus on both the economic and social dimensions of development and emphasizes the importance of people's participation in the development process. It also acknowledges that development involves more than just economic growth and encompasses a wide range of social, environmental, and institutional dimensions. The UNDP definition has been widely accepted as the basis for understanding and measuring development.

To sum up, the idea of development has changed dramatically over the past few decades and is now recognized to encompass a variety of factors, including economic, social, and environmental considerations. People must be involved in the development process if it is to be successful as a means of increasing people's capabilities and enhancing their quality of life. It is widely understood that environmental conservation and management must go hand in hand with economic growth and development in order to achieve long-term improvements in people's lives (Alwyni, 2021).

## 2.1 Official Development Assistance

According to Hayter (2013) development aid is a contemporary type of imperialism and could not have the positive effects on the economy that are expected. To the global economic downturn, developing nations frequently receive funds from industrialized nations in an effort to close the gap and solve their problems. The majority of help that developing countries, including Nigeria receive, has traditionally been bilateral, directly from one nation to another, although donors also send aid as multilateral assistance, which pools funds from several contributors. According to the popular perception, multilateral aid offers a more equitable distribution based on open standards free from national preferences (OECD/DAC, 2011). Its share of overall aid increased from around one-fifth in 1970 to roughly one-third in 2011 (OECD/DAC, 2011).

Foreign aid is described as both development assistance and technical aid by the Development Assistance Committee (DAC). Military aid and private investment are not included in development assistance flows since they must be used for development. Concessional means that the financial package's terms and conditions must be more lenient than those that are offered on a commercial basis (Andrew, 2019). Governmental institutions should direct the flows to the governments of developing nations.

Development aid + international flows that solely meet the first and third requirements are referred to as official development assistance. Although they may also be considered as aid, donations from non-profit organizations do not meet the third requirement. Due to the fact that it is based on foreign private investment, development assistance is not quite foreign aid. Considering that they are produced under commercial conditions.

According to Andrews (2019), after decades of development assistance, the futures of African nations have not significantly changed. The majority of these nations still show modest rates of development. The literature on aid effectiveness is still debatable despite decades of empirical research on the link between help and growth and a substantial flow of development assistance to developing countries.

### 2.1.1 Forms of Development Assistance

**Project Aid:** Although project aid has been declining since the mid-1990s, there is still development

support accessible to particular projects. Funds allocated to interventions in areas like health, education, rural development, including agriculture, transportation and power, housing, and water supply and sanitation make up the majority of project help. However, industrial, mining, trade, and cultural ventures only receive a modest portion of project funding (Riddell, 2007). By providing the resources, expertise, and systems the recipient nation requires, many development programs supported by development assistance attempt to achieve specified results (Alemu & Lee, 2015).

**Programme Aid:** According to the OECD (as mentioned in Riddell, 2007), program aid refers to financial contributions that are not tied to particular activity. The program's financial assistance is split into two categories: budget support and balance of payments (BOP) support. Aid money is given out as part of budget support in order to raise total revenue and boost overall spending. The phrase "general budget support" (GBS) for aid funds directed toward finance ministries is used interchangeably with the word "sector budget support" (SBS) for aid monies directed toward specific industries. According to the GBS, donors contribute money to help implement development and poverty-reduction plans while taking into account the ability of the recipient governments to effectively manage the funds (Dreher & Lohmann, 2015).

**Technical Assistance (TA):** TA entails the distribution of abilities, information, know-how, and guidance. Technical aid has long included teaching professionals, primarily in the form of basic and secondary education in developing nations. To meet their needs and accomplish their short-term goals, more specialist trainers have continued to carry out skills training tasks (Arndt & Jones, 2015). For instance, the London-based Overseas Development Institute (ODI) has been placing graduate economists in important ministries in developing nations through its fellowship program (Riddell, 2007). Despite the benefits of TA, there have been a number of issues with it. The high expenses of delivering the TA (particularly the consulting charges) are one of these issues.

## 2.2 Educational Infrastructure

Infrastructural development has been a major area of concern for most developing countries, due to their inability to mobilize the enormous resources that are required infrastructural development (Nwogwugwu, Ajayi & Iyanda 2015). Nigeria, as a developing country has been experiencing infrastructural deficit

in critical sectors, including the educational sector. For a number of decades, education has served as a social activity that contributes to the capacity creation and preservation of society; it is a tool for acquiring skills, pertinent knowledge, and habits essential to surviving in a changing world. (Adepoju,2007). The bedrock of development is education, but sadly, there are numerous problems with education in Nigeria, including inadequate funding, poor educational infrastructures, inadequate classrooms, teaching aids (such as projectors, computers, labs, and libraries), a shortage of qualified teachers, and a poor or polluted learning environment.

Nigeria had continually budgeted meagre amounts for the educational sector over the years, thereby limiting the funds that could be made available for educational infrastructural development. The political elite commonly referred to as the big men, prefer to loot public resources which are laundered to foreign bank accounts in Europe, America and Asia, instead of investing such in the educational sector (Nwogwugwu 2018). The equipment that supports teaching and learning activities in schools is known as educational infrastructure, and it consists of school buildings, lab equipment, computers, typewriters, and other technology (Koroye, 2016). The educational system is undoubtedly a system that needs people, money, and material resources to support its operation and improve educators' effectiveness (Mathase, 2020).

## 2.3. Theoretical Framework

The study selected as its theoretical construct, The Chenery and Strout two-gap model, and the Harrod-Domar model. Evsey Domar and Roy F. Harrod, two economists, created the Harrod-Domar model in the 1930s. The model's central thesis is that savings and investment are the two fundamental determinants of economic development. The premise of the model is that there is a certain level of savings and investment that, when reached, will produce the greatest rate of economic development. The "savings-investment gap," or the difference between the desired level of savings and the actual level of investment, determines this optimal rate.

Economic growth will be impeded if the disparity is too wide, and it will be accelerated if the discrepancy is too small. According to the model, if the gap is too big, government intervention—such as foreign aid—is required to close it and encourage economic growth. Hollis B. Chenery and Theodore W. Strout, two economists, created the Chenery and Strout two-gap model in the 1960s.

The model's central thesis is that the interaction between two gaps—the savings-investment gap and the foreign exchange gap—determines economic development. Similar to the Harrod-Domar model, the savings-investment gap measures the discrepancy between targeted savings and actual investment. The disparity between desired and actual foreign exchange reserves is known as the foreign exchange gap. The concept contends that in order to reduce the gap and foster economic growth, government action, such as foreign aid, is required if the savings-investment or foreign exchange imbalance is too great.

To evaluate how foreign aid affects economic growth, development economists frequently employ the Harrod-Domar and Chenery and Strout two-gap models. In this paper, we addressed both models' implementation and criticism as well as their applicability to the relationship between ODA and Ogun State's educational infrastructure in Nigeria. We also talked about the limitations of the models and the need for more sophisticated methods of analyzing how foreign aid affects Ogun State's educational infrastructure. The models should be used in conjunction with other approaches to provide a more thorough understanding of the connection that exists between foreign aid and the educational

infrastructure in Ogun State as they have a number of limitations, despite the fact that they are useful for assessing the potential impact of foreign aid on economic growth.

**3. Methodology**

The study adopted survey research design. The population of the study was 1027 teaching and non-teaching staff members from secondary schools in 20 local governments in Ogun State, Nigeria, as well as employees from the state ministry of education and the Universal Primary Education Board (SUBEB). All secondary schools in Ogun State, Nigeria, which invest in educational infrastructure and get Official Development Assistance (ODA), were included in the study. The sample size of 288 was calculated using the Taro Yamane formula. 288 respondents were selected using a non-probability sample approach called "purposive sampling." Validated questionnaire was utilized for collecting primary data for this study.

Descriptive and inferential analyses were used for the study's data analysis. Multiple regression analysis was also used in this study to determine the link between the independent and dependent variables.

**4. Results, Data Analysis, and Discussion of Findings**

**4.1. Test of Hypothesis**

Ho1: Official development assistance has no significant effect on infrastructural development in Ogun State.

ANOVA <sup>b</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.189	1	32.189	23.074	.000 <sup>a</sup>
	Residual	284.588	204	1.395		
	Total	316.777	205			
a. Predictors: (Constant), Official development assistance						
b. Dependent Variable: Infrastructural development in Ogun State						
R = .319; R Square = .102; Adjusted R Square = .097						

Source: SPSS Regression Result, (2023)

From the regression analysis carried out in table above, the significance value of 0.000 ( $p < 0.05$ ) revealed that there is a significant relationship between official development assistance and infrastructural development in Ogun State. The adjusted R square value which is at 0.097 shows the real explanatory power of the relationship is 9.7% when errors and discrepancies are taken into account. Therefore, a change in official development assistance will cause a 9.7% change on infrastructural development in Ogun State.

**5. Discussion of Findings**

How does implementation of Official Development Assistance impact educational infrastructural development in Ogun state?

The current level of educational infrastructural development in Ogun state, Nigeria and how development assistance has impacted this development. It will also investigate how funds from

development assistance have been allocated to educational infrastructural development in Ogun state and the primary outcomes of this allocation. Ogun state is located in the southwest of Nigeria and has a population of over six million people (World Bank, 2019). It is one of the 36 states in Nigeria and has a total area of 16,423 km<sup>2</sup> (World Bank, 2019). Education is a fundamental right of citizens and is a prerequisite for the development of any society. In Ogun state, education is seen as a major priority and the state government has committed considerable resources to its development.

The current level of educational infrastructural development in Ogun state is generally inadequate. The state has a total of 1,744 primary schools, 787 secondary schools and 27 tertiary institutions (Ogun State Ministry of Education, 2018). This indicates that there is a ratio of 1:2.2 primary to secondary schools and 1:3.4 primary to tertiary institutions. This ratio is lower than the national average of 1:3 primary to secondary schools and 1:5 primary to tertiary institutions (Nigeria Education Data Portal, 2019). This implies that the number of secondary and tertiary institutions in Ogun state is lower than the national average.

In terms of educational infrastructure, Ogun state is lagging behind many other states in Nigeria. According to the Nigerian Education Data Portal (2019), Ogun state has the lowest number of classrooms per student in the country, with only 0.3 classrooms per student. This is significantly lower than the national average of 0.8 classrooms per student. Furthermore, the state has the second-lowest ratio of teachers to students in Nigeria, with only 1.3 teachers per student (Nigeria Education Data Portal, 2019). This is far lower than the national average of 1.5 teachers per student.

In terms of educational quality, the state has also been found to lag behind many other states in Nigeria. According to the 2018 Nigerian National Examination Council (NECO) results, Ogun state had the second-lowest pass rate in the country, with only 38.6% of students passing the examinations (Nigeria Education Data Portal, 2019). This is significantly lower than the national average of 57.2%. Furthermore, the state has the lowest literacy rate in the country, with only 54.1% of the population being literate (Nigeria Education Data Portal, 2019). This is far lower than the national average of 70.7%.

According to a participant stated that development assistance has had a positive impact on educational infrastructural development in Ogun state.

Development assistance has enabled the state government to fund the construction of more classrooms and the hiring of more teachers. This has resulted in an increase in the number of classrooms and teachers in the state. Furthermore, development assistance has enabled the state government to provide more resources to schools, such as textbooks, computers and other learning materials. This has improved the quality of education in the state.

Another participant stated that development assistance has also enabled the state government to fund the construction of new schools and the renovation of existing schools. This has enabled more children in the state to access education. Furthermore, development assistance has enabled the state government to construct new facilities, such as libraries, laboratories and sports facilities. This has improved the learning environment in the state and has enabled students to have access to better educational opportunities.

Funds from development assistance have been allocated to a variety of educational infrastructural development projects in Ogun state. The state government has used funds from development assistance to construct new classrooms, hire more teachers and buy more resources for schools. Furthermore, the state government has used funds from development assistance to construct new schools, renovate existing schools and construct new facilities, such as libraries, laboratories and sports facilities.

The state government has also used funds from development assistance to fund various educational programs. These programs include the provision of scholarships to students, the development of special needs education centers and the improvement of teacher training programs. The state government has also allocated funds from development assistance to fund research projects and the development of new educational technologies.

## 6. Conclusion

Official development aid made a major contribution to the improvement of the educational infrastructure in Ogun State after its introduction. The difficulties the donors encountered in Nigeria had an impact on how well the official development aid for Ogun State's educational infrastructure performed. Additionally, the expansion of Ogun State's educational infrastructure was favorably impacted by official development assistance.

Ogun State does not attract sufficient official development assistance to meet its needs for educational infrastructure, while there are numerous obstacles preventing the proper implementation of ODA in the state's educational sector. The development of the educational infrastructure in the state of Ogun State depends on the efficient application of official development assistance in the educational sector. Therefore, the Ogun State government should take the required actions to guarantee that official development support is appropriately utilized in the state's educational sector.

### 7. Recommendations

On the basis of the study's findings, the following suggestions are put forth:

- To make sure that sufficient funds are available for the development of educational facilities in the state, the Ogun State government should raise the budget allocation it makes for the educational sector.
- The Ogun State government has to raise public awareness and educate people about the need of properly implementing official development assistance in the educational sector.
- The Ogun State administration should create structures and procedures to guarantee accountability and transparency in the state's educational sector's use of official development assistance.
- In order to ensure that official development assistance is implemented effectively in the educational sector, the Ogun State government should create models for public-private partnerships.

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