

# Rise and Decline of a Community-Based School in Abuja: A Case Study of BEFEST International Nursery and Primary School

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**Abstract:** *This case study examined the rise, operation, and eventual regulatory-driven disruption of BEFEST International Nursery and Primary School in Lugbe, Abuja. It chronicles how a community-driven, low-cost education initiative emerged from a perceived need for early schooling, evolving from an informal Bukka to a registered private institution serving hundreds of children. The analysis highlights the dynamics of social entrepreneurship in a low-resource setting, where trust, local networks, and a benevolent pricing strategy facilitated rapid enrollment growth, while governance gaps, licensing challenges, and external shocks (notably urban development regulations) threatened long-term viability. Through qualitative narrative and stakeholder perspectives, the study interrogates the sustainability, succession, and governance considerations for small private educational enterprises operating at the intersection of community needs and formal regulatory environments. The paper also situates BEFEST within wider debates on out-of-school children in Nigeria and the role of community-based schools in contributing to inclusive educational access and local development. The study emphasises the need for deliberate pathways to formalization, robust governance mechanisms, and adaptive strategies that align entrepreneurial energy with regulatory and infrastructural realities.*

**Keywords:** Community schooling, entrepreneurship, private education, school governance, UNESCO

## 1. Case Study Background

A young man alighted from a car wearing a black suit over a brown trousers and brown shoes with a silk tie to match. He walked briskly with a smile to the Plaza hosting his law practice firm to start his day at work but behind the smile is a concern for his father's legacy. This young man is Stephen Yahaya. He is a graduate of law from a Malaysia University and currently a partner with Kelechi Ijeudo & Associates, a law firm practice based in Wuse Zone 4, Abuja as at the time of the study.

His father, Mr. Sule Yahaya who is now a tribal chief, retired from paid employment after 35 years of meritorious service as a driver with Kaduna State Broadcasting Services and later with the Nigerian Industrial Development Bank now Bank of Industry. While he was a bus driver with Kaduna State Broadcasting Services in the 1970s to 1980s, he was assigned to pick senior staff children to and fro school, from where he developed strong love for children and desire to have a school. His formal education was limited to primary school though he struggled to obtain through a correspondence programme, a certificate in commercial salesmanship from Trans-World College, New Jersey, USA. He got married in 1990 and had his first child (Steven) in December, 1990. He left the Kaduna State Broadcasting Services for the defunct Nigeria Industrial Development Bank (NIDB) now Bank of Industry (BOI) sometimes in 1991. The new job was secured shortly after the birth of his first child which required him to relocate with his young family to Abuja, FCT in early 1992. With his meagre salary and allowances, he could only afford a two-bedroom accommodation in one of the outskirt settlements in Abuja, precisely "Lugbe Village".

The village is located along the Abuja – Lokoja road now known as Airport Road. The village had no infrastructures of

any type including schools, electricity or pipe borne water facilities as at the time the family started living there. The only school in the vicinity of Lugbe at that time which was quite a far distance from where the family was living was an LEA Primary School located not far from where the Abuja City Gate and National Stadium, FCT is currently located. In fact, there was no other school from that point till the current location of the Nnamdi Azikiwe International Airport, Abuja, a stretch of over 30 kilometers. The only school was supposed to serve the various communities living along the airport road in Abuja.

The school however did not have adequate capacity to serve the communities in the near and remote neighbourhood that had none. The school classrooms which were few were usually over crowded with children. Hence, the poor parents who could not take their children out of the villages and outskirt settlement areas had to choose between putting their kids in overcrowded classrooms in that only school if they make it there. The alternative was to resort to fate by allowing their kids to stay at home till they were old enough to walk the long distance to the overcrowded LEA primary school. In the case of this family, the distance of the school from where the family resides was not trekkable for any child of Steven's age at the time and the family had no means of mobility. The only available choice was for Stephen to stay at home. This was the story of many people living in Lugbe at the time.

This case study aims to analyze sustainability challenges and governance lessons in a community-based private school for entrepreneurship management especially for start-up enterprises. The study is expected to be benefits to policymakers and regulators in the educational sector and also entrepreneurship.

## 2. Methodology

This study involved a series of direct interviews with the chief promoter and his son, Steven. A study visit was also paid to the school premises where the family had a living quarter. Secondary data were also sourced from the school, UNESCO and other sources relating to Nigerian education system.

### The door of entrepreneurship opportunity

With the desire to expose his children to early education being threatened by the absence of schools within the immediate reach of residents of Lugbe Village, Sule persuaded the ward of a co-resident who had just finished secondary school to live with his uncle to keep Stephen in company and to teach him alphabets while he and his wife were away at work. The ward was on a weekly stipend.

Within few weeks of the arrangement, he made with the ward, other non-indigene residents started bringing their children to his house to be taught by the ward. He charged the residents between N3.00 and N4.00 daily per child. His living room became too small as the number of children grew. It suddenly dawned on him that his dream of owning a school might be coming to reality in a way. He approached some of the indigenes for a small piece of land in the community to build a *Bukka* (a makeshift with just a roof and no side walls or cover). One of the indigenes by name, James agreed to consider his request for a consideration. Due to his poor income, Sule could not afford to offer any monetary consideration for the small piece of land to build the *Bukka*, rather he offered to accommodate all James children in “the school” for free. James agreed to Sule’s counteroffer.

The *Bukka* was a one classroom kind of school where all the nursery and primary school age children that were enrolled were put together. The school had no formal teaching curriculum. The ward, who is the only teacher in the school taught the children any topic and anything at his discretion and at his own time. The parents were happy that the children were at least kept busy, gained some knowledge and were in safe hands.

Residents in the neighbouring villages heard about the school and enrollment increased. With now over 50 children enrolled in the school. He divided the *Bukka* into two parts to separate nursery school age children from those of primary school age. He engaged another teacher to handle one of the age groups in addition to the first “teacher”. Although Sule was not teaching in the school, he oversaw all activities in the school, managing the operational aspects of the school whenever he returned from work. He took daily reports from the two teachers.

As part of the effort to get more pupils into the school and also to get the support of the indigenes in the community, he proposed to the community that he would charge a concessionary fee of N2.50k per indigene child. In addition, any indigene family with more than two children enrolled in the school would have one of the children to attend the school for free while James who provided the land would continue to enjoy free enrollments for all his children.

The school which he eventually named *Yanpa Nursery and Primary School*'s sake was not registered with the government. The school operated without a license till 1994. After the birth of his 3<sup>rd</sup> son named Bege, he decided to formally register the school in 1994. The school was named BEFEST International Nursery and Primary School, derived from the first 2 letters of his 3 sons' names (Bege, Festus, and Steven). Between 1993 and 1996, *BEFEST International Nursery and Primary School* being the first and only registered school at that time in Lugbe continued to grow with increasing pupil enrollments and popularity among all the residents of the villages along the Airport Road.

### The 150-meter Challenge

In 1996, the Federal Government of Nigeria decided to expand the existing Abuja airport road to address the increasing vehicular movements and make it a world-class road to the city capital. The Honourable Minister of the Federal Capital Territory (FCT) at the time, Gen. Jeremiah Useni (rtd) acting on the Government’s policy directed that there should be a minimum distance of 150-meter between the highway and the closet structures along the highway. Unfortunately for the school, about 50% of the *Bukka* was within the 150-meter radius. The structure was marked for demolition by the Government with similar others that contravened the highway regulations. They were subsequently demolished.

The Federal Government at the time compensated the landowners affected by the law by allocating new parcel of land to them in another location within the Lugbe community known as CRD (Community Resettlement Development). Fortunately, for Mr. Yahaya’s good relationship with the indigenes, his name was listed by the villagers as among those that qualified for compensation by the Government even though he was not available during the period the structures were being marked and details of the owners were being compiled for compensation. Mr. Yahaya got compensated with a 3000 sq. m meter parcel of land, he did not relocate the school to the new land, rather he rebuilt the *Bukka(s)* in the same village but in a safer place away from Government wraths.

The school continued operations until 2003 when Mallam Nasir El-Rufai was appointed as the Minister of the Federal Capital Territory. The new Minister, who was bent on ensuring that the original urban master plan of FCT was implemented, directed that all buildings and structures not in the original master plan must be demolished. The regulations affected the rebuilt school, and this meant that the school had to be demolished as it was not in the urban master plan. The Chief promoter moved the school to another expanse of land in Lugbe area (the other side of the expressway) that he had earlier bought during the initial resettlement *brouhaha* of the previous FCT Minister (Jeremiah Useni, *Rtd*). The land which was about 4000 sq. m was different from the 3000 sq. m land resettlement compensation given to the school by the Government.

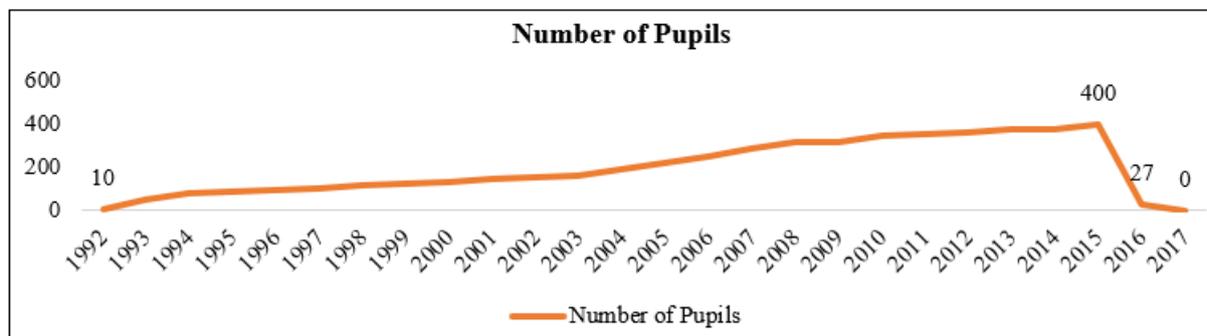
### The New Facilities

Mr. Yahaya bought the 4000 sq. m parcel of land from the proceeds of personal and staff cooperative loans he took over the years from his workplace and from the savings he made

from tips from his generous bosses especially those that he chauffeured during their visits to Abuja. He eventually relocated the school to the new place. The new site comprised of three blocks of classrooms and two staff living quarters. There were also staff rooms and one administrative office.

Two of the blocks have five (5) classrooms and the last block had four (4) classrooms. Altogether, there were 14 classrooms.

### *Growth of the School*



The chart above shows how the school grew from just the ten children that were taking home lessons in his living room at Lugbe. The school reached its peak in 2015 with 400 pupils. The school experienced a sudden decline in the student population in 2016 and it was eventually shut down in 2017 academic session.

### **The Proprietor Fell Sick**

Mr. Yahaya, the proprietor of the school was involved in a ghastly accident on the 27<sup>th</sup> of February 2015. He almost lost his life. Following the mishap which made him bedridden, he couldn't monitor activities in the school like before. The wife who was partially providing oversight monitoring of the school along with her other businesses could not concentrate on the school anymore. Her focus shifted to saving the life of her dear husband. The family decided that for Sule to receive the required treatments for the injuries sustained from the accident he had to be relocated to another state outside Abuja. As it would be expected, the wife relocated with him. The Headmistress became the sole manager of the school. The moral hazards set in as there were no checks and balances on the activities of the headmistress and the rest of the staff.

Sule however did not get fully recovered until towards the end of 2016 which was when he returned to Abuja to realize that activities and student enrollment in the school had reduced significantly. According to him, as at the time he returned, he only met 27 pupils compared to over 400 pupils in the school prior to his accident. The school eventually shut down in 2017, as he could no longer sustain its operations.

Prior to his transfer back to Kaduna in 2004, he was involved in the day to day running of the school. At least he was getting daily briefs and feedback from the teachers and the headmistress. While in Kaduna, he ensured he comes to Abuja every Friday to take weekly reports, monitor performance, address the problems confronting the school, meet with parents of the children when necessary and plan for the week ahead.

Also integral to the success of the school was the staff welfare package he introduced. He brought the positive insights of what he experienced in the places he had work to bear on the school. He called it experiences from "my little corner as a driver". For instance, he introduced incentives like end-of-

the year productivity package, commission for new pupil enrollments, staff loans, etc. All these incentives boosted productivity from pupils' enrollment, staff commitment, cost savings and loyalty.

There was also the general ownership and sense of belonging that he built among the community residents. The community residents saw the school as theirs and made it the first choice of enrollment for their children/ wards against competitors that started springing up. In fact, the school was like a community school, and it earned the loyalty of the residents regardless of the infrastructures and incentive new schools that sprang up to cater for the increasing number of new settlers in the community and environs offered.

It is worthy of note that the pupils of the school set enviable academic records, won several awards, excelled in secondary school entrance examinations and post-primary school examinations. This academic standard attracted more positive goodwill and attractions from people within and outside the community. Parents were eager to enroll their kids in the school.

### **The Sloppy Terrain**

In 1996, the Chief Promoter in his benevolence and bid to maintain good rapport and show support, used his personal money to obtain a license for another individual to establish a school within the community. The school, Giepani Primary Foundation school, became the first biggest competitor to BEFEST International Nursery and Primary School few years after it was registered. The school remains operational at the time of this study.

The turnover of headteachers was high. The first headteacher left on the account of misappropriating proceeds of school fees for personal use. There was no proper corporate governance, as the proprietor solely managed all activities though occasional support from his wife. There was also over dependence on just the headteacher in driving most of the activities of the school, therefore creating a lag when the headteacher leaves and another takes over. The school growth could had been faster if the proprietor had not only depended on his personal savings to fund the school. He refused to raise debt and/or equity or any form of partnership that could have resulted in a faster growth and development of the school.

There were backlog of unpaid school fees, though it was not unusual in businesses especially in school business to have debtors.

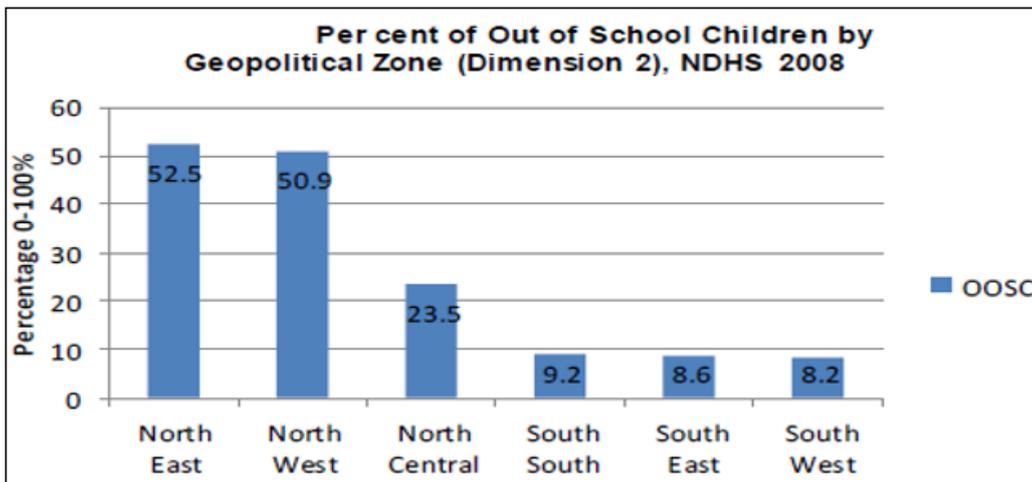
**Increasing number of out-of-school children in Nigeria**

*“10.5 million children are out of school in Nigeria, which is the highest rate in the world. The figure indicates that one-third of Nigerian children are not in school, and one in five out-of-school children in the world is a Nigerian....., “Millions of Nigerian children have never set foot in a classroom – and this is a travesty” – UNICEF (2022)*

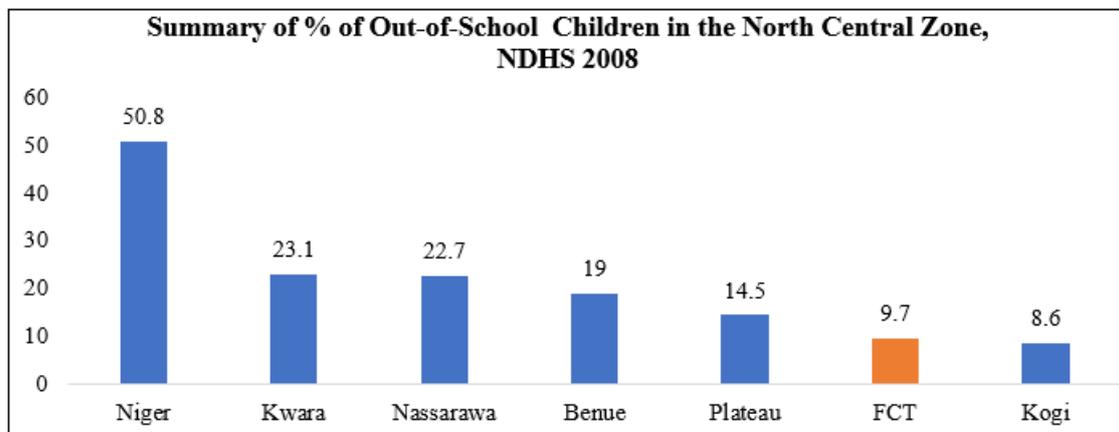
There is a general perception that education is a tool for poverty eradication, enlightenment of the citizens, building a productive labour force and personal liberty from ignorance. In spite, of the various government policies such as daily feeding, conditional cash Transfer to parents of out-of-school children, Almajiri Schools by the Government (State and Federal) and NGOs to encourage enrollment for school age children, the population of children-out-of-school remains very alarming. According to the United Nations Global Initiative on Out-Of-School Children report of 2014, over 8.6 million children were old enough, but they were excluded from primary school education (UNICEF, 2014). The

UNESCO Institute for Statistics (UNICEF, 2012) report on “Global Initiative on Out-of-School Children – Nigeria Country Study – Conducted within the conceptual and Methodology Framework (CMF)” also showed that:

- 1) As of 2008 the estimated population of pre-primary aged children (age 5) was 4.5 million, of which nearly 45 per cent or 2 million children were classified as out of school. Of the total population of five-year-olds, only about 12 per cent were enrolled in a pre-primary school programme of some kind, which highlights the need for expanded pre-primary study opportunities.
- 2) The 2008 estimated primary age population (6-11 years) in Nigeria was 24.7 million. Out of these, some 7.3 million constituting 29.6% of the total were out of school.
- 3) The junior secondary age population (12-14 years) was about 10.9 million children in 2008, and of this group about 26%, or 2.8 million were classified as out of school.
- 4) On the aggregate, about 10.1 million children who are supposed to be in basic education were not in school [ii and iii above]. In other words, almost one out of every three primary age children is out of school, and roughly one out of four junior secondary age children is out of school.



Source: NDHS, 2008 and UNESCO, 2012



Source: NDHS, 2008 and UNESCO, 2012

The two charts above show that there was a huge number of children that were out of school. For instance, the 9.7% shown for FCT represents 24,171 children that were out-of-school. This was a huge market for school opening in the suburbs of

the FCT as the children and their parents and guardians reside mostly in the suburbs. In fact, the security challenges in the North-East, North-West, and extending to Niger State (North Central) would likely cause increased migration to FCT and

with the attendant increasing number of school age children in need of school enrollments.

In spite of increasing number of schools especially that sprung up in urban centres especially Abuja there were still many out-of-school children because government schools were far away from their settlement areas while private schools in the neighbourhoods were unaffordable. This implies that low fee charging schools, especially in satellite communities like Lugbe and its environs would still have a market for school children in need of its services.

#### Competitions in the Neighbourhood

New schools arrived Lugbe and its neighborhood. The schools were better equipped with modern structures and were well staffed. The dynamics that particularly favoured the Befest International Nursery and Primary School at inception had also changed. There were more schools along the airport road, improved transportation made school children movement easier and cheaper. Parents could easily afford to put their kids in distanced schools from the community. Also, there were more schools with boarding house facilities, making things more convenient both parents that can afford them and their children. The competitors in the neighbourhood include Peach Potters Nursery and Primary School, Premier Academy Nursery and Primary School, Baby Love Nursery and Primary School, Lugbe International, Giepani Primary Foundation School, and Ambassador for Christ School.

#### The Burden to Resuscitate the School

Stephen is burdened with what would continue to be the fate of the school. How could a school where he was the first pupil and that laid the solid foundation for what he became today as a partner in a law firm collapsed so abruptly? The school was the foundation of his education life, and he was part of the school's life and how could tell the story of his life without the school? The school was an important part of his beloved father's legacies. All his siblings graduated from that school. These were the burdensome thoughts on his mind as he walked to his law firm that afternoon. He felt there was a responsibility on his shoulders both as the first child and the first pupil to preserve the legacy of his father who without much education had provided primary educations to hundreds of people who today are making positive impacts in almost every facet of life.

Talking to no one in particular he said, "I owe him this debt". In addition to preserving the father's legacy, he wished to see his children starting off from the school just like himself and prayed the legacy is forever preserved. Another reason while he felt that it was his responsibility to bring the school back to life was that though he received scholarships from Kaduna State Government to study law in Malaysia, some of his needs while over there in Malaysia were met through the incomes his parents earned from the school.

If his plans to resuscitate the schools ever materialized, he thought of recalling some of the old staff who had proven themselves above board. He was sure they would be glad to return to the school. He proposed September 2022 as the new start date to coincide with the beginning of the new academic year in Nigeria.

Sule now relatively advanced in age and not strong as he was before the accident believed in his son, Stephen's plan to resuscitate the school. They thought of raising the initial funds needed for the resuscitation from personal savings. The cost of renovation of the classrooms, administrative office and staff quarters and overgrown premises to meet up with competition would be substantial and whether the personal savings from the two of them would be sufficient for such is uncertain.

#### Reflective thoughts

Stephen did not stop to reflect to know exactly why the school failed after over 28 years of existence? Could it be due to the entrance of competitors, absence of corporate governance or inability of his dad to have full and/ or relevant education to run a school? How would this legacy that produced him, an aspiring young and cerebral lawyer aiming at being conferred with the prestigious title of the Senior Advocate of Nigeria in the nearest future fade away like that? These are some of the many questions that are bothering Stephen the oldest child and the first pupil of Befest International Nursery and Primary School.

Festus, the younger brother and a first-class economic graduate from a Cyprus university with a very quiet mien is in his own world of agribusiness and innovative techs where he hopes to make a headway. He appeared not to be really bothered about the school where he too graduated at least not for now. The third child that made part of the school's name passed on.

### 3. Summary and Conclusion

The BEFEST International Nursery and Primary School case provides a vivid, ground-level lens on how entrepreneurship, social welfare, and governance intersect in a low-resource setting. The school's origins highlight how personal motivation, community needs, and opportunistic thinking can transform a precarious environment into a sustainable educational venture. The founder's intimate understanding of local constraints enabled rapid, context-appropriate decisions that propelled growth. The transition from a makeshift Bukka to a registered institution demonstrates the critical role that community-based schooling can play in expanding access to early childhood and primary education where public provision is limited. Such initiatives can reduce immediate learning gaps, foster social capital, and empower families. The case underscores governance challenges associated with informal operations, licensing, pricing, and expansion. While informal models may lower barriers to entry and attract beneficiaries, they can also expose the venture to regulatory risk, quality assurance concerns, and long-term sustainability issues. A formalization pathway that balances acceleration with compliance appears essential for resilience and scalability. Government policies (e.g., highway setbacks) can disrupt informal schooling but can also create opportunities for formalization and relocation. This tension reveals the need for adaptive strategies and proactive engagement with regulators to preserve educational continuity while supporting orderly urban development.

Pricing strategies and concession policies in the contexts of Lugbe, Abuja environment illustrate how entrepreneurs must

navigate equity, affordability, and cross-subsidization. Effective stakeholder management including indigenous-community relations and land-partner collaboration proved pivotal for initial scale but calls for clearer governance frameworks to ensure fairness and long-term viability. For policymakers, the BEFEST narrative reinforces the importance of enabling inclusive private education ecosystems, offering licensure pathways that do not unduly stifle social enterprises, and investing in formal metrics for educational quality in niche private schools. For entrepreneurs and educators, the case emphasizes the value of phased growth, robust governance structures, succession planning, and risk-mitigation strategies aligned with local development trajectories.

In a nutshell, the BEFEST case contributes to a nuanced understanding of how entrepreneurial ventures can address critical access gaps in education, while also highlighting the governance, regulatory, and sustainability challenges that must be navigated to transform a community initiative into a durable, high-quality educational institution. On the other hand, Chief Sule Yahaya remains a lovable and highly regarded community leader with an inherent desire to revive the school. However, age is not on his side coupled with the aftermath of his automobile accident. Stephen, the first child, the first pupil and graduate of the school, one of the foremost custodian of the history of the school and today a successful barrister at law carries the heavy burden of preserving the legacy of his father and his alma mater for the family yet to be born.

Table 1

| Magnitude and categories of OOSC in Dimension 3 by Geo-political Zone and States |               |             |                                       |                         |          |                              |                             |                         |
|--|---------------|-------------|---------------------------------------|-------------------------|----------|------------------------------|-----------------------------|-------------------------|
| State number   | ZONE          | STATE       | Total Population Junior Secondary Age | Out of School Children: |          | School Exposure of OOSC (%): |                             |                         |
|  |               |             |                                       | Number                  | Per Cent | Dropped Out                  | Expected to enter at age 17 | Expected to never Enter |
| 1  | North Central | Benue       | 343,803                               | 40,365                  | 11.7     | 74.6                         | 0.8                         | 24.6                    |
| 2  |               | Kogi        | 260,083                               | 17,935                  | 6.9      | 49.6                         | 3.5                         | 46.9                    |
| 3  |               | Kwara       | 183,772                               | 53,651                  | 29.2     | 14.4                         | 0.0                         | 85.6                    |
| 4  |               | Nassarawa   | 144,952                               | 26,216                  | 18.1     | 46.2                         | 0.0                         | 53.8                    |
| 5  |               | Niger       | 305,799                               | 159,926                 | 52.3     | 4.8                          | 0.0                         | 95.2                    |
| 6  | North East    | Plateau     | 253,420                               | 38,728                  | 15.3     | 59.1                         | 0.0                         | 40.9                    |
| 7  |               | Adamawa     | 247,544                               | 74,228                  | 30.0     | 16.0                         | 4.1                         | 79.9                    |
| 8  |               | Bauchi      | 375,085                               | 245,469                 | 65.4     | 14.1                         | 0.9                         | 85.0                    |
| 9  |               | Borno       | 323,090                               | 224,067                 | 69.4     | 6.7                          | 0.0                         | 93.3                    |
| 10   |               | Gombe       | 196,216                               | 81,094                  | 41.3     | 10.6                         | 0.0                         | 89.4                    |
| 11   | North West    | Taraba      | 178,271                               | 48,449                  | 27.2     | 47.8                         | 0.0                         | 52.2                    |
| 12   |               | Yobe        | 187,109                               | 120,260                 | 64.3     | 2.1                          | 0.0                         | 97.9                    |
| 13   |               | Jigawa      | 325,656                               | 210,065                 | 64.5     | 18.2                         | 0.0                         | 81.8                    |
| 14   |               | Kaduna      | 476,873                               | 106,366                 | 22.3     | 27.6                         | 0.0                         | 72.4                    |
| 15   |               | Kano        | 754,115                               | 333,736                 | 44.3     | 24.4                         | 0.0                         | 75.6                    |
| 16   | South East    | Katsina     | 447,534                               | 285,843                 | 63.9     | 17.2                         | 0.0                         | 82.8                    |
| 17   |               | Kebbi       | 250,438                               | 169,412                 | 67.6     | 4.0                          | 1.7                         | 94.3                    |
| 18   |               | Sokoto      | 278,391                               | 191,886                 | 68.9     | 7.6                          | 0.0                         | 92.4                    |
| 19   |               | Zamfara     | 249,589                               | 168,512                 | 67.5     | 3.4                          | 0.0                         | 96.6                    |
| 20   |               | Abia        | 226,203                               | 6,079                   | 2.7      | 79.6                         | 0.0                         | 20.4                    |
| 21   | South South   | Anambra     | 334,133                               | 12,337                  | 3.7      | 72.6                         | 0.0                         | 27.4                    |
| 22   |               | Ebonyi      | 176,130                               | 8,233                   | 4.7      | 93.0                         | 0.0                         | 7.0                     |
| 23   |               | Enugu       | 259,730                               | 20,498                  | 7.9      | 83.8                         | 0.0                         | 16.2                    |
| 24   |               | Imo         | 315,567                               | 10,109                  | 3.2      | 100.0                        | 0.0                         | 0.0                     |
| 25   |               | Akwa Ibom   | 318,341                               | 20,574                  | 6.5      | 88.4                         | 6.0                         | 5.6                     |
| 26   | South West    | Bayelsa     | 137,332                               | 4,657                   | 3.4      | 73.0                         | 0.0                         | 27.0                    |
| 27   |               | Cross River | 230,439                               | 19,211                  | 8.3      | 83.7                         | 11.2                        | 5.1                     |
| 28   |               | Delta       | 325,569                               | 21,121                  | 6.5      | 89.2                         | 0.0                         | 10.8                    |
| 29   |               | Edo         | 245,923                               | 10,814                  | 4.4      | 62.9                         | 0.0                         | 37.1                    |
| 30   |               | Rivers      | 413,547                               | 29,672                  | 7.2      | 64.9                         | 21.4                        | 13.7                    |
| 31   | South West    | Ekiti       | 205,100                               | 5,853                   | 2.9      | 100.0                        | 0.0                         | 0.0                     |
| 32   |               | Lagos       | 577,199                               | 36,494                  | 6.3      | 83.6                         | 0.0                         | 16.4                    |
| 33   |               | Ogun        | 270,535                               | 16,997                  | 6.3      | 83.1                         | 0.0                         | 16.9                    |
| 34   |               | Ondo        | 276,443                               | 6,682                   | 2.4      | 32.8                         | 0.0                         | 67.2                    |
| 35   |               | Osun        | 277,972                               | 9,201                   | 3.3      | 72.5                         | 0.0                         | 27.5                    |
| 36   |               | Oyo         | 433,609                               | 78,829                  | 18.2     | 31.2                         | 0.0                         | 68.8                    |
| 37   |               | FCT         | 249,176                               | 24,171                  | 9.7      | 9.1                          | 73.1                        | 17.8                    |

Source: National Population Commission (2009)  
Notes: Shading refers to highest proportion (percentage) among OOSC population within each state

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Author Profile

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