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Nigeria's Foreign Policy and Educational Exchange Programmes: Analysis of Knowledge Transfer Bilateral Agreements

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Abstract
Undoubtedly, education plays a crucial role in a nation's swift progress, growth, and development. But no country has the right to claim sole possession or expertise in education. Nigeria's educational exchange programmes and wider knowledge transfer have always been shaped by its foreign policy.In particular, bilateral agreements between Nigeria and other countries are the focus of this research of how Nigeria's foreign policy affects attempt for educational exchange.This study illustrates how diplomatic relations have either facilitated or hindered access to international educational opportunities and the transfer of skills and information by looking at important agreements.The study also looks into the political and socio-economic factors that affect these initiatives and how they affect the growth of Nigeria's intellectual capital.To interrogate the issues critically,the study adopts Social Capital Theory to interrogate the discourse while relying on secondary sources to gather the needed information.The preliminary finding reveals a complex analysis of how well these bilateral educational exchanges support national development and recommends solutions for boosting Nigeria's participation in international knowledge sharing, by focusing on integration and collaboration.

Keywords: Bilateral Agreements, Educational Exchange, Foreign Policy, Intellectual Capital Development, Knowledge Transfer

1. Introduction

There exists a global consensus that the place of education and training in social, economic, political and technological development cannot be over-emphasised. Also in line of that, substantial evidence within the scholarly literature suggests that unless the citizens of a nation are well educated and appropriately trained, the achievements of rapid economic and social development of such a nation cannot be guaranteed (Odekunle & Okowa,2012).According to Adepoju and Fabuyi (2007), education acts as the tool for acquisition of skills, relevant knowledge and habits for surviving in the changing world.As such, in every society, the education sector stands as a medium through which positive transformation could be achieved. In fact, the importance of this fact is stressed in the opening statement of the National Policy of Education (2004) where it is stated that "education in Nigeria is an instrument 'par

excellence' for effecting national development".In other words, education is not just a medium of knowledge and skill acquisition, it is also a tool for nation building.

Thus,it was not uncommon in the 60s and 70s to find Nigeria's judges, teachers, and top civil servants assisting even in various neighbouring countries (Okonjo-Iweala, 2012).This appear to support the common belief that the ability of a nation to interact with other nations is a reflection of it's acceptance internationally and evaluation of it's level of civility in terms of behavioural conformity with international legal principles.This inter-play between a nation and the rest of the world is referred to as foreign policy.It borders on interactions and transactions among states and involving high level of diplomacy with the sole purpose of achieving certain national objectives. Adeniran (1983) advanced that, foreign policy should be perceived from the connection of the motive and benefits that underpin states relations and opined further that goals and means are basic ingredients of foreign policy.

Accordingly,Morgenthau (1973) links the goals of a nation's foreign policy to what he calls 'national interest'.He posits that, the objectives of a foreign policy must be elaborated in terms of the national interest and that every nation can be truly guided on what it must do and what it needs to do as regards foreign policy.Thus,Nigeria,as Africa's most populous country and one of its largest economies, has historically used foreign policy to engage with the global community, leveraging educational exchange programs as a vital tool in fostering diplomatic relations and facilitating knowledge transfer.Educational diplomacy, through bilateral agreements, provides Nigerians with opportunities to gain skills and knowledge from other countries while enhancing soft power.The connection between Nigeria's foreign policy and the dynamics of educational exchange and,how they shape intellectual capital development in the country require research attention.

Agreeably,the United Nations Educational,Scientific, and Cultural Organization (UNESCO),maintains that one of the most important mediums for fostering collaboration and promoting interaction among nations is the exchange of knowledge (UNESCO,2015).UNESCO ardently values education, seeing it as essential for the growth and enhancement of global understanding,international peace,and sustainable development.This is accomplished by upholding shared values while simultaneously increasing diversity across nations and cultures.Hence,in assessing Nigeria's bilateral agreement based on geographical location and engagement,the United States emerged as the dominant signatory of these crucial agreements, whereas other countries were conspicuously absent as partners in any formal agreement.In terms of the occurrence of specific events related to these exchanges, the United States took the lead in organizing School and Faculty Exchanges as well as training and research exchanges.

In contrast,Canada emerged as the leader in the Outstanding Initiative, while Australia took charge of pursuing the Special Scholarship.When considering the concentrations of responses to the various programmes and agreements,it is clear that the United States also led the way in establishing and facilitating Professional Exchanges (Santeramo & Lamonaca,2022).Purposely,Nigeria and its foreign partners functioned for training,technical assistance,and the exchange of students and faculty through more than 3,000 unilateral agreements and international treaties from 1951 to 2001.The global South progresses by following the North in science, technology and other skills under a heavy flow of loans to accumulate the proper knowledge from the South as well (Ibhawoh,2020).Developing countries like Nigeria regard knowledge as the most comprehensive and effective method for encouraging economic development since it concentrates on connections between the

economic system,the political sphere,and socio-cultural affairs.Informed and capable individuals and organizations grow,as do institutions holding a wealth of information.

In critical sense,this study examines the impact of diplomatic relations on international educational opportunities,skill transfer and knowledge sharing in Nigeria.By analyzing key agreements and initiatives,the study reveals how diplomatic efforts have either facilitated or hindered access to global education and expertise. Additionally,it investigates the political and socio-economic factors influencing these initiatives and their effects on Nigeria's intellectual capital development.

2. Contextualizing Nigeria's Foreign Policy and Knowledge Transfer

Foreign policy refers to general objectives that direct relationship and activities of one country in it's relations with other countries.It is the authoritative actions taken by governments or those governments are committed to take in order to either maintain or amend the desirable aspects of the international environment.Foreign policy is a course of action or principles adopted by a nation's government to define it's relation with other countries or group of countries (Saleh,2003).Nigeria's foreign policy is usually formulated to meet the goals of national interest, which in a real sense relates to the interests that are basic to the all-round development, politically, economically, socio-culturally and psychologically of the particular country (Adeniran, 2007:339).Nigeria's foreign policy is structured within the context of Africa,with the overthrow of colonial regimes and the principle of non-interference in the domestic affairs of member nations of the Organization of African Unity,with Nigeria as a key member.One of the important components of Nigeria's foreign policy is the Educational Exchange Programme.Educational exchange agreements have provided an opening for Nigeria to overcome the damaging effects of long years of colonialism and slavery or keep pace with the ever-increasing demands of knowledge-based and technologically driven environment.

Clearly,Nigeria’s foreign policy has historically centered around African unity, decolonization and global cooperation,with a strong emphasis on fostering educational collaborations as a tool for development.The country’s educational diplomacy can be traced back to the early post-independence period when Nigeria sought to establish itself as a leader on the African continent by advocating for the intellectual empowerment of African nations.The 1960s and 1970s marked Nigeria's post-independence era,during which its foreign policy was grounded in Pan-Africanism and a commitment to self-reliance.Education became a key avenue through which Nigeria exercised soft power, particularly in the African context.One notable example is Nigeria’s establishment of scholarships for students from other African countries to study at Nigerian universities,promoting African unity and intellectual exchange (Ajayi & Fafunwa, 2020).

Nigeria’s membership in international organizations such as the United Nations (UN) and United Nations Educational,Scientific and Cultural Organization (UNESCO) also shaped its foreign policy in relation to education.The Technical Aid Corps (TAC) scheme,established in 1987 allowed Nigerian professionals, including educators, to offer technical assistance to other developing countries.This policy aimed to share Nigeria’s expertise and strengthen educational institutions across Africa and the Caribbean (Oyeleke, 2022).Although, in the 1980s and 1990s,Nigeria’s foreign policy faced challenges due to internal political instability and economic crises, which affected its educational outreach.Nevertheless,the Nigerian government maintained its focus on fostering educational collaborations through bilateral agreements and multilateral organizations.For instance,Nigeria signed educational exchange agreements with countries like the United States,Russia and China.These agreements enabled

Nigerian students to study abroad under scholarship programmes,furthering Nigeria's objectives of human capital development (Aina,2021).

However,in the 21st century,Nigeria has continued to prioritize education within its foreign policy framework.Educational exchange programmes,such as the Bilateral Education Agreement (BEA), allow Nigerian students to access quality education in countries like Hungary,Turkey and Morocco,fostering global knowledge sharing and international cooperation (Federal Ministry of Education,2021).These programmes not only equip Nigerian students with advanced skills but also enhances Nigeria's global standing in education.Apparently,Nigeria's partnerships with international development organizations,such as the World Bank and UNICEF, have reinforced its foreign policy objectives of improving educational standards.These collaborations have resulted in joint initiatives to address issues such as access to education, literacy rates, and vocational training (Adeoye & Salami, 2022).

Interestingly,since gaining independence in 1960,Nigeria has signed over 30 bilateral agreements on education with various countries,aimed at enhancing educational collaboration and opportunities for Nigerian students.These agreements have been with countries such as the United States,the United Kingdom,China,Russia,France, and Germany,and they primarily focus on scholarships,educational exchanges, and collaborative research.The agreements have played a key role in improving Nigeria's access to global educational resources and fostering international academic partnerships.

3. Theoretical Framework

The theoretical position of this study is based on Social Capital Theory (SCT). The proponent of the theory is Bourdieu(1986:87).The theory is a sociological concept that emphasises and explains the role and importance of social relationships and networks in generating valuable resources and influencing individuals and collective outcomes.

The theory posits that, social capital is embedded within social networks and can facilitate the flow of information, resources, and support (Bourdieu,1986:88).The major tenets of Social Capital Theory revolves around the idea that social connections have inherent value and can contribute to positive outcomes.It clearly suggests that,social capital can be seen as a form of capital that individuals and groups can accumulate,invest and benefits from.Also,the theory assumes that social capital can enhance trust,cooperation,and reciprocity among individuals,leading to collective action and better economic and social development (Putnam,2000:21).

The theory is appropriately adopted to interrogate the discourse because the national interest serves as a capital drive of a nation dictates and invariably dictate the nature of the nation's long -term goals in foreign policy projection.

4. Historicizing Nigerian Educational Exchange Programmes

Educational exchange programmes are structured initiatives that provide a framework for students,educators or professionals (in most cases) from one country to work,study or conduct research at institutions in different countries.These programmes are intended to increase cross-cultural awareness, the sharing of knowledge and skills, and international coalition.They provide students with the possibility to study in a different academic system, culture and way of teaching, which encourages people to acknowledge diversity and become global citizens (Bhandari & Blumenthal,2018).This, of course, can be by way of short-term academic

engagements, scholarships for full degree courses,internships or professional training placements.Given that well-known programmes such as the Fulbright programme or Erasmus allow for participants to experience variety cultural and academic surroundings,which will provide global perspective in their respective academic fields of study.

Essentially,educational exchange programmes are important towards bridging cultural gaps.Participants get to work together with various nationalities,fostering a friendship and inter-regional network.Consequently, when people know and respect different traditions,opinions and philosophies resulting from diverse heritages,all can lead to tolerance,empathy and cooperation and can become the vital catalysts in peaceful international interaction.For instance, studies have demonstrated that students who are part of these programmes are more understanding about cultural differences and less prejudicial (Peterson & Helms, 2019).Also,in a world where everything is becoming interrelated,these programmes addresses international cooperation.While studying or teaching abroad, participants have the tendency to exchange new ideas,technologies,research with their home country which could profit them in variety of dimensions.For example,a student from Nigeria who is involved in an exchange programmes in the US may share useful agricultural practices that can be easily integrated into home-country agriculture,thereby leading to better farming methods (Jones et al., 2020).

Nigeria's foreign policy has increasingly recognized the significance of educational exchange programmes as a mechanism for knowledge transfer and bilateral agreements.These programmes are pivotal in fostering international collaboration, enhancing educational standards, and addressing socio-economic challenges within the country.By engaging in educational exchanges, Nigeria aims to cultivate a scientifically literate populace capable of navigating the complexities of a globalized economy, as highlighted and emphasizes the role of science education in driving socio-economic development through holistic educational reforms and international partnerships (Olofin, 2023).The challenges and opportunities presented by inclusive education in Nigeria further underscore the importance of educational exchange programs.In fact,it places and discusses Nigeria's commitment to international treaties aimed at promoting inclusive education, which aligns with the country's efforts to improve educational access and quality through bilateral agreements (Angwaomaodoko,2023).These treaties not only facilitate knowledge transfer but also encourage the adoption of best practices from other nations, thereby enhancing Nigeria's educational landscape.

Moreover,the impact of educational exchange programmes extends to addressing the internal displacement of populations,which has been shown to disrupt educational attainment and hinder socio-economic development.The need for alternative funding sources for university education and highlights by the potential for international collaborations to provide financial support and resources necessary for sustaining educational initiatives (Udoh,2008).Such partnerships also facilitates staff exchange programmes and scholarships, which are vital for enhancing the quality of education in Nigeria.Hence,the role of Public-Private Partnerships (PPP) in supporting educational institutions is another critical aspect of Nigeria's educational policy.Significantly,the Public-Private Partnership can contribute to the financial sustainability of tertiary education,thereby enabling institutions to better serve their communities and contribute to national development (Olalekan, et al.,2022).This aligns with the broader objectives of Nigeria's foreign policy, which seeks to leverage international cooperation for educational advancements.

5. Nigerian Foreign Policy and Bilateral Education Agreements (BEA)

The Post-independent era saw the formation of a truly indigenous foreign policy that can truly be called Nigerian Foreign Policy.Nigeria's foreign policy is shaped by its commitment to Pan-Africanism and its desire for leadership within the African continent.Adefuye (2010) highlights that one of the goals of Nigeria's foreign policy has been to position itself as a leader in Africa by leveraging educational cooperation. This approach is evident in the signing of bilateral agreements with countries outside the continent.Clearly, foreign policy, when tied to educational exchange, becomes a significant avenue for fostering international relations and developing a country's human resources.According to Nye (2004), educational exchange programmes can be a form of soft power, enabling countries to influence others by sharing knowledge and culture.In Nigeria,scholars such as Adefuye (2010) have discussed how the country has historically sought regional leadership by fostering diplomatic relations through various educational initiatives.

The Bilateral Education Agreement (BEA) Division of the Federal Scholarship Board (FSB) is primarily charged with the responsibility of implementing scholarship Awards between the Federal Government of Nigeria and the Governments of Countries that have signed Bilateral Education Agreement (BEA) with Nigeria. Prominent countries with active Bilateral Education Agreements (BEA) with Nigeria includes Algeria, China, Cuba, Egypt, Hungary, Japan, Mexico, Morocco, Romania, Russia, Serbia, South Korea, Tunisia, Turkey and Ukraine. The educational exchange programmes are designed to foster knowledge transfer, enabling participants to return with skills and knowledge that can benefit Nigeria's economy.According to Abidde (2020),returning scholars contribute significantly to Nigeria's educational and technological sectors,especially in academia and industry.However,there are limitations to the extent of knowledge transfer.Poor infrastructure,lack of government support,and limited employment opportunities for returnees often hamper the ability of scholars to apply their new skills effectively (Adeola,2019).This, disturbingly make the issue of brain drain continues to be a significant challenge, with many scholars opting to remain abroad due to better opportunities (Oyerinde, 2020).

Education has remained the bedrock for development in every society.Modern societies accept that science and technology are the key indicators for bridging the increasingly complex global divide in terms of socio-economic development.To this end, influential agencies have considered the importance of international assistance in developing the capacity of least developed countries in the educational sector to attract students and skilled personnel from developed countries to further their education or carry out learning activities in a particular sector of their economy. (UNESCO Institute for Statistics,2021).In other words,bilateral educational exchanges have the potential to significantly contribute to Nigeria's national development.They can enhance human capital by improving educational standards, fostering research and innovation,and addressing skills gaps in the workforce.For instance,partnerships with foreign institutions can lead to the introduction of advanced curricula,teaching methodologies,and research collaborations that are vital for economic growth (Adeniran, 2022).

However,the success of these exchanges in fostering national development is contingent upon overcoming the challenges outlined above.Effective knowledge transfer can help build a skilled workforce,promote entrepreneurship,and enhance global competitiveness, aligning with Nigeria's Vision 2030 development goals.The under-researched issue in the delivery of

international assistance through education is the actual performance of educational exchange agreements.In the case of foreign students,the absence of reverse running with the home countries of the developing world is often quoted (Tella, 2021).But the disparity between the level of resources put into educational transfer and the scale of the shortfall in the contribution of knowledge transfer implies that the issue goes far beyond student numbers or the cost of training the elite(Jacob et al., 2020).It gives the impression that knowledge transfer in a narrow sense is not an important consideration in international assistance and presents evidence which strongly suggests that educational exchange agreements are not being delivered to maximum efficiency (Nwozor & Olanrewaju,2020).

5.1 Case Studies of Successful Knowledge Transfer Bilateral Agreements

Nigeria's bilateral agreements with countries such as the United States, the United Kingdom and China have resulted in significant educational exchange programmes:

1. Russia

Nigeria has long-standing educational agreements with Russia, focusing on science, engineering,and medicine (Waliyullahi,2016).Russian universities,especially renowned for technical education,offer undergraduate and postgraduate programmes.The Nigerian government collaborates with the Russian Federation to select eligible students for fully funded scholarships,which cover tuition, accommodation, and living expenses.Many Nigerian students benefit from the rich technical and scientific resources that Russian institutions provide.Nigerian students attending Moscow State University and St. Petersburg University focus on fields such as aeronautical engineering and computer science,contributing to Nigeria's technological development upon their return (Ogbu, 2021).

2. China

The educational partnership with China has been expanding in recent years. China offers scholarships across various fields,including medicine,business,and international relations.The Bilateral Education Agreement (BEA) programme with China aims to foster stronger political and economic ties while giving Nigerian students access to China's rapidly advancing educational infrastructure.The programme also includes Mandarin language training, offering students not just academic knowledge but linguistic and cultural exposure. At the bilateral level, Nigeria has reaped benefits of Chinese's "Belt and Road Initiative" through scholarships for Nigerian students to be educated in technical fields that are critical like engineering,medicine,and also deepening its diplomatic ties as a result(Alden & Large, 2011).According to a report by the Federal Ministry of Education (2019), hundreds of Nigerian students have taken advantage of Chinese scholarship opportunities in fields like civil engineering and information technology.

3. Turkey

Nigeria's BEA agreement with Turkey has been steadily growing, with Turkey offering scholarships through the Türkiye Scholarships Programme.This initiative covers diverse fields,including health sciences, social sciences, and engineering.Turkish universities have gained international recognition for quality education, and the BEA scholarships help facilitate exchanges in research and learning.The Turkish Ministry of National Education (2020) has highlighted that Nigerian students benefit particularly from programmes in medicine and agricultural sciences, which are crucial for addressing challenges in Nigeria's healthcare and agricultural sectors.

4. Hungary

Nigeria's partnership with Hungary focuses heavily on agricultural sciences, information technology,and engineering.The Stipendium Hungaricum scholarship programme under the BEA provides full scholarships,covering tuition fees,living allowances,and accommodation.Hungary's educational focus aligns with Nigeria's developmental

needs,particularly in agriculture and technology.Nigerian students who graduate from Hungarian institutions often return with the knowledge needed to innovate within Nigeria's agricultural and tech sectors.In 2020,a report by the National University Commission (NUC) indicated that about 150 Nigerian students were studying in Hungary under BEA scholarships, with many specializing in food sciences and biotechnology.

5. Morocco

Nigeria's BEA agreement with Morocco reflects the growing diplomatic and economic ties between the two nations.Moroccan universities,such as Mohammed V University and Al Akhawayn University,offer scholarships for Nigerian students in fields such as renewable energy,engineering, and business administration. Morocco's focus on sustainable development and renewable energy has made it a key partner for Nigeria,particularly in training students who can contribute to addressing Nigeria's energy crisis.A study conducted by Abubakar and Ahmed (2021) reveals that the Moroccan BEA programme also strengthens cultural exchanges between the two countries,with Nigerian students actively involved in research on solar energy and sustainable urban development.

6. **United States & United Kingdom**

The Fulbright programme as part of the Nigeria-U.S. bilateral relationship, has been instrumental in allowing Nigerian scholars to pursue advanced studies abroad and bring their knowledge back to local industries (Abidde,2020).Also,the Nigeria-UK partnership is presented as providing Nigerians the opportunity to access one of Britain's elite universities that they would attend,learn globally recognised tier high education and utilizes this that could be brought back (Adeola, 2019).This cooperation not only enhances diplomatic ties but is also providing Nigerian students with technical skills in highly important fields such as engineering and medicine.The Nigeria-UK partnership facilitates access to prestigious British universities,allowing Nigerians to gain international education that could be applied upon their return (Adeola, 2019).

5.2 Critical Issues in Implementing Knowledge Transfer Bilateral Agreements

Bilateral agreements for knowledge transfer, particularly in education, play a pivotal role in enhancing skills and fostering innovation in countries like Nigeria.As a rapidly developing nation,Nigeria's pursuit of educational exchanges can significantly impact its national development.However, various challenges affect the successful implementation of these agreements,limiting their effectiveness.Numerous challenges exists in the sector as assessed by scholars, notable perennial issues bedeviling the implementation of knowledge transfer foreign policies includes:

1. Institutional Disparities: One of the primary challenges in Nigeria is the disparity between educational institutions involved in bilateral agreements.Differences in academic standards,governance structures, and curricular frameworks can create significant obstacles (Adeyemi,2020).For example,partnerships between Nigerian universities and foreign institutions often highlight gaps in quality,affecting the credibility and acceptance of programmes.

2. Financial Constraints: Funding remains a major issue in Nigeria, where public education is underfunded.Many bilateral agreements require substantial financial resources for student scholarships,faculty exchanges,and collaborative research projects.The lack of adequate funding limits the scope and sustainability of these initiatives (Ogunyemi, 2021).Reports indicate that inadequate budgets often lead to programme cutbacks, impacting the quality of education delivered through these agreements.

3. Bureaucratic Barriers: Nigeria's complex bureaucratic landscape can hinder the swift implementation of educational exchanges.Administrative processes, including visa acquisition, accreditation, and funding disbursement,can be cumbersome and time-consuming (Okebukola,2022).These bureaucratic hurdles not only delay the initiation of programs but can also discourage international partners from engaging with Nigerian institutions.

4. Language and Communication Issues: While English is the official language of Nigeria,varying levels of proficiency among students and educators can pose challenges in communication during exchanges.Misunderstandings arising from language barriers can lead to ineffective collaboration and a diminished learning experience (Adegoke, 2020).Moreover,some international partners may not be adequately prepared to accommodate students from diverse linguistic backgrounds.

5. Cultural Differences: Cultural misunderstandings can significantly impact knowledge transfer.Nigerian students and faculty may struggle to adapt to different educational cultures and expectations,which can hinder effective participation in bilateral programmes (Okwuashi, 2023).The mismatch in educational philosophies can lead to frustrations and impede collaborative efforts.

6. Lack of Clear Framework and Metrics: Many bilateral agreements lack a clear framework and measurable outcomes,making it challenging to assess their effectiveness.Without well-defined objectives and success metrics,institutions may fail to align their efforts or demonstrate the impact of these initiatives on national development (Obi, 2021).

5.3 Recommendations for Sustainable Bilateral Education Agreement

1. Strengthening Institutional Partnerships: To address institutional disparities, Nigerian universities should focus on building strong partnerships with foreign institutions based on mutual understanding and respect for differing educational practices.Establishing joint committees to oversee program implementation can facilitate better alignment and resource sharing (Adeyemi, 2020).

2. Enhancing Funding Mechanisms: To mitigate financial constraints,the Nigerian government,in collaboration with international donors, should explore innovative funding mechanisms.This could include establishing scholarship programmes, creating endowments for research collaborations,and leveraging private sector partnerships to support educational initiatives (Ogunyemi, 2021).

3. Streamlining Bureaucratic Processes: The Nigerian government must work towards reducing bureaucratic barriers that hinder educational exchanges. Simplifying visa application processes,accreditation requirements,and funding allocations will encourage more efficient collaboration between institutions (Okebukola, 2022).

4. Language and Cultural Training: Implementing language support programmes and cultural orientation for both Nigerian students and their international counterparts can help bridge communication gaps.Such programs can enhance understanding and foster smoother interactions during exchanges (Adegoke, 2020).

5. Establishing Clear Frameworks and Metrics: Developing a comprehensive framework with clear objectives and measurable outcomes is crucial for the success of bilateral agreements. Institutions should establish performance indicators that align with Nigeria's national development goals to ensure accountability and assess impact effectively (Obi, 2021).

6. Promoting Continuous Feedback Mechanisms: Creating a system for continuous feedback among participating institutions can help identify challenges and areas for improvement.Regular evaluations can lead to timely adjustments and enhance the effectiveness of knowledge transfer initiatives (Okwuashi, 2023).

6. Concluding Remarks

The study clearly establishes the fact that, foreign policy is a means of instrument used by states in the international system to achieve in every broad term both their domestic and external goals. Hence, a nation's foreign policies are the specific goals and objectives they intend to pursue in the international system.

However,the focus and emphasis of the study borders on the impact of Nigeria's foreign policy on educational exchange programmes and knowledge transfer. This is significant, though the results are mixed. Bilateral agreements have opened up opportunities for Nigerians to access global education and skills, but economic, political, and infrastructural challenges hinder the full realization of these benefits. For Nigeria to fully capitalize on its educational exchange programmes,greater investment in infrastructure and better reintegration policies for returnees are essential.

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