

## ABSTRACT

**Background of Study:** The pursuit of quality education, as enshrined in Goal 4 of the United Nations Sustainable Development Goals (SDGs), remains a critical benchmark for national development and social equity. In Ghana, successive governments have initiated various educational policies and infrastructure projects aimed at expanding access and improving learning outcomes across all levels of education. However, a persistent trend of abandoned or incomplete projects has emerged, raising pressing concerns about governance, planning, accountability, and long-term policy execution. Existing research also highlights the widespread abandonment of significant educational projects across various countries, including Ghana, resulting in *unfinished agendas and missed opportunities* for socio-economic development. This study explores the root causes, institutional shortcomings, and policy gaps contributing to project abandonment. It further examines the broader implications of these failures on Ghana's progress toward achieving SDG 4.

**Methods:** Employing an exploratory cross-sectional design with a qualitative approach, the study draws on documentary analysis, key informant interviews, and case studies from selected regions to assess the extent, drivers, and consequences of educational project abandonment on quality education in the Sustainable Development Goal framework. Data collection was conducted between March and June 2025 across two districts, each in four regions from two administrative belts (sixteen administrative regions), namely, the Middle and Northern Belts. The regions are Ashanti, Ahafo (Middle Belt), Upper East, and Northern Region (Northern Belt). The study was analysed using thematic analysis.

**Results:** Findings reveal a complicated relationship among political transitions, funding irregularities, bureaucratic inertia, weak stakeholder engagement, and insufficient monitoring mechanisms. These challenges not only compromise the sustainability of educational investments but also deepen spatial and socio-economic disparities in access to quality education. The study reveals that government-led educational initiatives have direct implications for the realisation of Quality Education (SDG 4) within the framework of the Sustainable Development Goals in Ghana.

**Conclusion:** The study revealed that the abandonment of educational infrastructure projects significantly undermines efforts to achieve quality education, inclusive learning environments, and lifelong learning opportunities in Ghana.

**Recommendation:** The study concludes that effectively addressing the issue of abandoned educational projects is critical to unlocking the full potential of Ghana's education sector and achieving its SDG targets. It recommends the creation of a cross-party framework for education infrastructure continuity, strengthening public accountability systems, and implementing institutional reforms to ensure the planning and execution of current and future educational initiatives. This research contributes to the broader discourse on sustainable educational planning in developing contexts and underscores the essential roles of policy continuity, governance integrity, and inclusive development in achieving international educational goals.