

# Quality and Inclusive Education in the Context of Education for Sustainable Development in Nigeria

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## Introduction

Since the year 2000, considerable progress has been made everywhere at the global level, but the world has not achieved Education for All". At the international level, 2015 has been a year of evaluation of international agendas such as Education For All (EFA) and Millennium Development Goals (MDGs). This global assessment of the EFA is still quite true for Africa where the trend of the key monitoring indicators among six goals reflect significant achievements between 1999 and 2012: the pre-primary Gross Enrolment Ratio increased from 11% to 20%, the rate of annual enrollment at the primary level, from 50% to 79%, girls/boys parity at the primary school from 0.85 to 0.92 and at the secondary level from 0.82 to 0.84. It also shows the areas of stagnation: the illiteracy rate among the youth from 15 to 24 years increased just from 68% to 69% within the same period, while that of adults increased from 57% to 59% and the survival rate in the fifth grade in primary school remained stagnant at 58% and the Pupil/Teacher ratio stood at 42%. Most of the African countries are rather ranked among countries that are far from the target, even too far from the target. (ADEA, 2017)

In addition to the unmet expectations under the EFA and the MDGs, is the deterioration of threats to global peace, preservation of the planet, the well-being and survival of humanity. To address these vital challenges, the United Nations General Assembly, after very broad consultations globally over a period of two years, adopted the following resolution on 25 September 2015:" Transforming our World: 2030 Agenda for Sustainable Development". The 2030 Agenda is therefore the frameworks for repositioning and revitalizing education for sustainable development and structural transformation of Africa. Towards this end, the attainment of the set educational goals will certainly make it possible for Africa to increase its demographic dividends and to assert itself as the continent of the future since the youth constitute 70% of its current population.

In the current situation, however, the educational sector in Nigeria faces a lot of significant challenges which must absolutely be addressed in order to fulfill the mission devolved on it under these global and continental goals. Among these challenges, there is the need to highlight the lack of:

- Personnel and Infrastructure, both Qualitatively and Quantitatively;
- The Inequalities in the area of Access and Career paths
- Low Quality in Educational/Learning outcomes
- Lack of Relevance in the area of Curricula
- Outmoded Teaching Practices
- Lack of Teaching Materials including ICT
- Lack of Preparation of Children and the young people to enable them have access to the various stages of the Education System
- Particularly in the area of Pre-School Education
- Inadequate Financing
- Institutional Governance
- Insufficient Linkages between Learning and Economic, Social and;
- Environmental Development needs.

## Targets based on UN Agenda 2030

The following are the targets of Goal 4 of the SDGs which concerns education as a sector. **Goal 4 of the 2030 Global Agenda for Sustainable Development (SDG 4) is: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."** The need for quality science, mathematics and ICT education is implied in four of the seven targets of SDG 4. The four targets are listed below:

- **Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.**
- **Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.**

- **Target 4.6:** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.
- **Target 4.7:** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

#### Issues and Challenges Facing Nigeria in the Implementation of SDG 4

Nigeria and Africa Faces Huge Challenges in Achieving Objectives of the 2030 Programme and 2063 Agenda. This situation definitely explains the well-known and persistent challenges:

The inclusion of high numbers of out-of-school children: 50% of out-of-school children worldwide, that is 55 million out-of-school children, live in Africa, while the African population represents about one-tenth of the world's population;

- The inclusion of a considerable mass of young people (48,765,000) and illiterate adults (188,315,000);
- Eliminating the enormous waste of resources devoted to education: between 20 and 50% wasted because of repeating and especially drop-outs, which explain the low internal efficiency and particularly low completion rates in primary education (55%);
- Reversing the strong extraversion of education: linguistic and cultural heritage, endogenous development needs and problems are barely present in learning
- The substantial raising of low learning outcomes for students, including in basic literacy and mathematics

Similarly World Bank Report on Nigeria stated that low teacher competencies impede education quality .Most basic education teachers lack formal qualifications as well as required content knowledge and skills for effective teaching. In 2010, on average, 32 percent of teaching staff in pre-primary education, 40 percent in primary education, and 15 percent in junior secondary education lacked formal qualifications (UBEC 2012). In addition to being concentrated in the South qualified teachers tend to be in urban areas and private schools. As part of the 2013 SDI Survey in two northern and two southern states, teachers' skills were assessed. The average score on the English and mathematics assessments, among English and mathematics teachers, was 32.9 percent, with only 3.7 percent of the teachers obtaining a score of at least 80 percent. These findings indicate that the large majority of teachers in Nigeria do not have the subject knowledge to teach their subject matter. In addition, there is evidence of overcrowded classrooms in urban areas and

poorly staffed schools in rural areas, so that recruitment and deployment of teachers is a concern. (World Bank, 2017).

**Though there are out-of-school children throughout Nigeria, most out-of-school children in the North never attended school, while in the South most dropped out of school. At the same time, there is variation in the composition of the out-of-school population across different geographic zones, with relatively higher out-of-school rates among girls in the North; children of nomadic pastoralists throughout the country; boys who drop out in the South East and South South zones; the so-called area boys (loosely organized gangs of mostly male street children and teenagers) in the South West; children of migrant fishermen in the South South; and the children in the North East displaced by the Boko Haram insurgency. With regard to the North East, displaced children are adding to the ranks of the existing out-of-school population. Boko Haram has targeted and killed teachers, education workers, and students. At least over 1000 teachers have been killed, and more thousands of people have been abducted by the group, many from their schools, since the beginning of the conflict. Many have migrated to the south and permanently displaced from their homes up till now.**

The large number of out-of-school children is the result of a wide range of demand and supply-side factors that vary by state and geographic location. On the demand side, household poverty prevents children from enrolling in school as families face many direct and indirect costs, including the opportunity cost of child labor. Perceived low benefits of education, especially for girls, and inappropriateness of formal education are also important contributing factors. In the conflict-affected areas of the North East, given Boko Haram's and other terrorist groups targeting of the education system, demand-side constraints have become particularly severe. On the supply side, school facilities can be distant, classrooms overcrowded and ill-equipped, and in the conflict affected North East, North Central and other parts of Nigeria schools may be completely destroyed or in dire need of repairs. Demand and supply side barriers preventing children entering and staying in school can be categorized into three broad categories:

**Demand Side Constraints:** a series of social, cultural and economic constraints that stop many children attending school: dominant social norms, attitudes and behavior such as perceptions of the value of educating girls, the cost of schooling for the poorest households and the need for children to work to supplement household income.

- **Supply Side Constraints:** the poor quality of education provided in public schools in Nigeria is a major constraint to children attending or staying in school
- Poor Teaching,
- Poor School Management,

- Language of Education,
- Inadequate Classroom and
- Water and Sanitation Facilities and Distance to Schools.

Non state providers of education, such as private schools, faith schools and community schools provide trusted and accessible alternative to state schools in many communities, and these schools often provide important access to education for otherwise excluded children ,nomadic communities and low fee paying schools . Whilst accessible, these schools encountered many of the same limitations as State schools, for example, poor infrastructure and poor teaching and management.

**Table 1 Supply-side and Demand-side Obstacles to Education**

Demand	Supply
<p>A. Socioeconomic factors</p> <ul style="list-style-type: none"> <li>• Poverty</li> <li>• High costs (fees, uniforms, transportation, levies)</li> <li>• High opportunity costs/low rates of return</li> <li>• Children needed for household/agricultural/petty trading tasks</li> <li>• Residence in remote, sparsely populated areas</li> <li>• Limited employment opportunities for school leavers</li> </ul> <p>B. Cultural factors</p> <ul style="list-style-type: none"> <li>• Parents’ low level of education</li> <li>• Western’ education perceived as incompatible with traditional/cultural beliefs and practices</li> <li>• Skeptical attitudes toward the benefits and outcomes from education</li> </ul>	<p>C. Political/institutional factors</p> <ul style="list-style-type: none"> <li>• Budget constraints</li> <li>• Insufficient public support for the poor</li> <li>• Political instability</li> <li>• Inconsistency in educational policies</li> <li>• Poor quality of educational programs</li> <li>• Ill-adaptation of educational systems to local learning needs</li> </ul> <p>D. Factors linked to the school</p> <ul style="list-style-type: none"> <li>• Limited school/classroom space</li> <li>• High school fees</li> <li>• School curricula and school organization in conflict with traditional culture</li> <li>• School calendar incompatible with farming cycle</li> <li>• Lack of school canteens or school feeding facilities</li> </ul>

Source: UBEC. October 2015. *UBE Programme 5-Year (2015-2020) Road Map*, page 25.

The findings from the data on school enrolment show that, compared to other regions of the world, Africa is performing poorly. It still has a long way to go before achieving target 4.1 of SDG4: "all girls and boys go through a full cycle of free and quality primary and secondary education on an equal footing". **Net primary enrolment rates (80%) and primary completion rates (55%) are below the average for developing countries (90% and 73%).** They are similar to average countries affected by conflict (81% and 62%) and low-*IJELICT Vol. 1 No. 1*

income countries (81% and 48%). Despite this low completion rate, the actual transition from primary to secondary is only 85%. The completion rate of secondary 1 (60%) is lower than that of primary and secondary 2 (39%). **Thus, a strong selection-elimination pyramid is established in Africa. The net primary school enrolment rate of 80% drops to 66% in secondary 1, that is, 16 points below the average for developing countries (82%) and 10 points below countries affected by conflict (76%). It still falls even further to 43% in secondary 2 compared with 59% for developing countries, 54% for conflict-affected countries and 40% for**

low-income countries. Finally, the gross enrolment rate in higher education drops to 8%, while stands at 29% for

developing countries, 26% for countries affected by conflict and 8% for low-income countries.

**Table .2 Percentage of Households That Think that a Boy Should Always Receive an Education Before a Girl if Funds are Limited**

Zone	% of households
North West	44
North East	40
North Central	28
South West	23
South South	13
South East	18
<b>TOTAL</b>	29

Source: Afrobarometer 2012

Okojie (2008: 13) noted: ‘Increasing female access to education should not be at the expense of boys dropping out of school.’ In addition, Chege *et al.* (2008: 36) warned: ‘The risk of sidelining the boys in the process of promoting girls and women’s education may reverse gains made in overall enrolment and participation,’ on account of ‘possible backlashes that may

manifest [themselves] in hostile gender relations between boys’ and girls’. The issue of out of-school children in Nigeria will, therefore, require concerted efforts over a longer period of time, and this Programme can be considered a first phase for additional interventions, either targeting them same states or expanding the geographic scope or both.

**Table 3 Projection for the Reduction of Out of Schools Children in Nigeria**

2018		2018	2019	2020	2021	2022	Total
North East	Adamawa	19,387	17,720	16,196	14,803	13,529	81,634
North East	Bauchi	80,721	74,067	67,961	62,359	57,219	342,327
North East	Borno	96,208	88,277	81,000	74,323	68,196	408,003
North East	Gombe	35,940	32,925	30,164	27,634	25,317	151,980
North East	Taraba	23,126	21,137	19,319	17,658	16,139	97,379
North East	Yobe	51,194	47,010	43,169	39,641	36,402	217,417

North West	Jigawa	61,876	56,554	51,690	47,244	43,180	260,544
North West	Kaduna	58,511	53,520	48,955	44,779	40,960	246,726
North West	Kano	102,992	94,429	86,577	79,378	72,778	436,153
North West	Katsina	91,283	83,496	76,374	69,860	63,901	384,914
North West	Kebbi	65,087	59,582	54,542	49,929	45,706	274,844
North West	Sokoto	74,419	68,071	62,264	56,953	52,095	313,803
North West	Zamafara	63,628	58,292	53,403	48,924	44,821	269,067
North Central	Niger	40,199	36,885	33,844	31,054	28,495	170,477
South East	Ebonyi	4,297	3,925	3,584	3,274	2,990	18,070
South South	Rivers	8,659	7,945	7,290	6,689	6,138	36,722
South West	Oyo	21,351	19,591	17,976	16,494	15,135	90,548
Total	898,878	823,426	754,310	690,996	632,999	3,800,6	

Action AID, Poverty and Corruption in Nigeria, 2015.

### Inadequate Financing

The lack of equitable and adequate financing is one of the principal causes of the failure of the objectives of education for all between 2000 and 2015. Yet, no target of the SDG4 specifically treated the financing of the education sector. At the world level, the mean public expenditures on education have crossed the two-third threshold proposed in the 2030 Education. **At least 35 countries, however, are not respecting the minimum GDP share recommendation (4%) and total public expenditures (15%) that should be devoted to education.**

The meeting of educational needs poses first of all and above all the question of necessary financing for the acquisition of personnel, the infrastructures and other in-inputs in sufficient quality and quantity. The Global Monitoring of Education Report 2016 indicated that: ‘in order to achieve the SDG’s between now and 2030, it will be necessary for both the public and private sectors to invest each year an additional amount corresponding to one part of the GDP included in 1.5 and 2.5%. Low income or lower middle income countries would have to

increase their expenditures to higher level than 4% of the expected GDP (Schmid and Traub, 2015)’

**The situation in Nigeria is different from the rest of Africa as the total public spending on basic education at all government levels hovered around 1.7 percent of GDP, well below the average for South Africa of 4.6 percent of GDP.** Spending increased marginally from 10.2 to 12.5 percent of total public spending over the 2009–2013 period (compared to SSA average of 17 percent). When considering total public as well as private spending on education, household out-of-pocket private payments made up the largest share (40 percent); Federal Government spending amounts to 21 percent; state government to 13 percent; and local governments to 25 percent. Public basic education finance depends to a large extent on federal revenues: salaries account for more than 80 percent of total spending in the sub-sector, and are sourced directly through statutory transfers from the Federal Government to the Local Government Area (LGA) accounts. Federal spending includes fiscal transfers to the states for basic education managed by UBEC, the UBE Intervention Fund, which is allocated annually at least 2 percent (guaranteed) of the Federal

Government budget under the 2004 UBE Act. This means that public spending on basic education, including the allocation to the UBE Intervention Fund is procyclical and dependent on execution of the Federal Government Budget. Low executions rates of federal and state budgets and of fiscal transfers reduce already scarce resource allocations. Since 2014 budget performance in Nigeria has deteriorated further as a result of the fiscal crisis and several states have reported delays in paying teachers' salaries as a result. (World Bank, 2017) Currently the Academic Staff Union of Universities has been on Nationwide Strike since February, 2022.

In addition, state governments in Nigeria are heavily dependent on federal transfers, about 85 percent of which is oil revenue distributed from the Federation Account. Between March 2014 and December 2016, federal transfers to states declined by 33 percent. Overall government revenue has decreased from 10.5 percent of GDP in 2014 to 5.7 percent in 2016. Due to this sharp

Fifty percent (50%) of the 2% CRF fund is released on yearly basis in the form of Matching Grants to States. The total amount released to the Commission as Matching Grant yearly from 2005 to 30<sup>th</sup> June 2014, is N 367,876,115.05. This fund is further discussed to the 36 States and FCT. The breakdown of releases of the Matching Grant by the Commission from 2005-30<sup>th</sup> June, 2017 are stated below:

Table 4 UBEC Intervention for Basic Education in Nigeria

Year	Amount
2005/2006	N38,346,000,000.00
2007/2008	N 55,509,999,952.00
2009/2010	N 42,694,432,728.68
2011/2012	N 63,842,168,872.94
2013/2014	N73,374,500,000.12
2015/2016	N 70,995,000,000.12
2017	N23,114,014,011.06
<b>Total</b>	<b>367,876,115,455.05</b>

Source (UBEC ,2017)

The cumulative disbursement of the FGN-UBE Matching Grant to States from 2005 -30<sup>th</sup> June, 2017 stood at N293,912,868.647.47 while the total un-accessed Matching Grant is N73,963,246,807.58 as at 30<sup>th</sup> June, 2017. The breakdown of the disbursements and the un- accessed funds is given below:

Table 5

Year	Amount
2005/2006	N38,345,999,949.38
2007/2008	N 55,509,995,087.00
2009/2010	N 42,694,432,728.68
2011/2012	N 63,810,208,561.66
2013/2014	N65,548,645,182.98
2015/2016	N 28,003,547,138.45
2017	-
<b>Total</b>	<b>N293,912,868,647.47</b>

Source (UBEC ,2017)

In the implementation of the Universal Basic Education Programme, 2% of the FGN-UBE intervention fund was allocated to support the funding of the education of children with special Need. Though the UBE program is guaranteed at least 2 percent of the Federal Government revenue annually, *IJELICT Vol. 1 No. 1*

drop in revenue, most states have been accumulating salary and other contractual arrears.

While the Federal and State Ministries of Education are formally responsible for providing oversight to UBEC and SUBEB, in practice this is problematic because their funding is earmarked and routed outside of the budget of these Ministries of Education (World Bank, 2015). As such, there is often tension between the Ministry and its parastatal counterpart due to overlapping mandates and unclear oversight arrangements. This has meant that basic education is mainly financed through the three tiers of UBE institutions. The role of Ministries of Education in Basic Education is reduced only to policy formulation, data collection and inspectorate services (Jones et al, 2014).

### Matching Grant Releases

Table 6 Un-accessed Matching Grant

Year	Amount
2005/2006	N 50.57
2007/2008	N 4,865.00
2009/2010	N 0.68
2011/2012	N 31,190,201.28
2013/2014	N 7,825,854,817.22
2015/2016	N 42,991,412,861.67
2017	N 23,114,014,011.06
<b>Total</b>	<b>N 73,963,246,807.58</b>

Source (UBEC ,2017)

this means that its allocation varies from year to year and is procyclical. In addition, state governments in Nigeria are heavily dependent on Federal transfers, about 85 percent of which is oil revenue distributed from the Federation Account. Between March 2014 and December 2016, federal transfers to states

declined by 33 percent. Overall government revenue has decreased from 10.5 percent of GDP in 2014 to 5.7 percent in 2016. Due to this sharp drop in revenue, most states have been accumulating salary and other contractual arrears.

Table 6 and 7 Projected UBE Intervention Fund Allocation (2016–2022, showed that roughly 71 percent of the UBE Intervention Fund was for capital expenditures, followed by 27 percent on goods and services, and 2 percent on personnel. Several 2016 Intervention Fund allocations, including, instructional materials. Apart from personnel expenditures, which were fully disbursed in 2016, the two 2016 Intervention Fund allocations that disbursed in 2016 were the ‘educational imbalance’ and ‘UBE monitoring’ allocations. The first represents spending on construction and rehabilitation of schools; *almajiri* education projects; girl child projects; as well as boy-child projects. The second represents spending on special programmes in addition to monitoring interventions, such as advocacy visits to states and quality assurance practices in basic education institutions. In other words, the spending in 2016 focused on interventions addressing out-of-school children as well as quality of education.

Year	Current U.S. Dollars	2005 U.S. Dollars
2005	295,053,207	295,053,207
2006	295,053,207	295,053,207
2007	454,340,601	483,294,215
2008	454,340,601	483,294,215
2009	285,390,816	247,929,649
2010	285,390,816	247,929,649
2011	410,084,511	342,340,932
2012	410,084,511	342,340,932
2013	464,595,718	382,318,205
2014	464,595,718	382,318,205
2015	337,143,126	227,686,618
2016 approved budget	391,421,320	258,224,817

**Table 7 UBEC Approved Budget**

**Table 8 UBEC Project Budget for BESDA project**

Naira	Naira/U.S. Dollars Exchange Rate	U.S. Dollars	Naira
n2016 approved budget	77,110,000,000	197	391,421,320
2017 proposed budget	83,518,764,939	305	273,832,016
2018 projected budget	93,281,395,523	305	305,840,641
2019 projected budget	108,885,950,729	305	357,003,117
2020 estimated budget	95,228,703,730	305	312,225,258
2021 estimated budget	95,228,703,730	305	312,225,258
2022 estimated budget	95,228,703,730	305	312,225,258
Total 2018-2022 budget	487,853,457,443	1,599,519,53	

Source UBEC (2017)

Projections using the medium-term expenditure framework (MTEF) of available funds for the UBE program over the lifetime of the Operation average US\$320 million annually for all states, resulting in a total of US\$1.60 billion over the five million.

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years of the Operation. Using a share of 47.6 percent of the UBE Intervention Fund, government financing amounts to a total of US\$760

Several development partners are active in basic education in Nigeria and have interventions such as USAID and the U.K. Department for International Development (DFID) in support of improved literacy and teaching quality. USAID has a five-year programme, the Nigeria Northern Education Initiative, which supports Bauchi and Sokoto States in improving children's reading skills. DFID's intervention aims to improve the skills, including language teaching, of 66,000 teachers in six states (Jigawa, Kaduna, Kano, Katsina, Niger, and Zamfara) over 2013–2019. USAID is also active in supporting Bauchi and Sokoto States in producing state education budgets

### **The Way Forward for the Implementation of SDG in Nigeria.**

The following are needed for the effective implementation of SDG in Nigeria and Africa.

- **Mobilization of the Political Will.**

The mobilization of the political will is a key condition. It can be achieved through the commitment of the political leadership at the highest level, which must be translated by:

1. Wider national consensus building based on the reforms to be effected
2. Decision-making for the adoption of reform policies and the setting up of corresponding legislations
3. The effectiveness of difficult but indispensable budgetary arbitration for the achievement of new objectives
4. The mobilization of the administration for necessary inter-sectorial collaborations meant for bringing about change
5. The mobilization of the different sectors of society based on partnerships among stakeholders and the participation of the grass-root players in favour of changes
6. Strategic monitoring for the maintenance of the transformation process and the commitments made within adequate time frame for the attainment of these set targets. The differences in performances between countries that have similar realities, resources and constraints, most often, explicitly show the impact of such a level of commitment

- **Systematic Strategic and Operational, Inter-sectorial Planning of Targeted Transformation**

The commitment of leadership at the highest political level that can therefore give a strong boost to the development of education, but on condition that it is founded on well-defined political and strategic options, rigorously evaluated, relevant and efficient. Now, the latter come first of all from a good sectorial analysis allowing for the diagnosis of the strength and the weaknesses as well as factors explaining

performances and counter-performances of the educational system in question in order to identify precisely the specific challenges to take up and the levers on which to rest the dynamics of transformation.

- **Availability of Technical and Strong Institutional Capacities**

The needs for capacities and capabilities in the educational sector are vast. As for the teachers, the question is a top priority. Here, emphasis is placed on the governance capacities of the systems. The vertical coordination of implementation of policies require that the central services of the Ministries of Education, the devolved services, local authorities and the schools, should at every level of the ascending and the descending chain; conveniently play the roles and responsibilities attributed to them. The inter-sectorial approach of education involved in the interaction of the new objectives equally requires them, at every level, the capacity to build a horizontal coordination with the other sectors of development in order to design and implement the integrated interventions. The capacities in question are, notably, the following:

- The collection, analysis, the development and management of a knowledge bank on the educational system;
- The preparation, strategic planning as well as the monitoring and evaluation of the policies and programmes;
- The planning and management of human resources;
- The planning and management of financial resources, including budgetary and administrative processes, procurement;
- The planning and management of the educational system infrastructure;
- The planning and management of decentralization and decongestion in the educational system;
- The planning and management of the integrated multi-sectorial interventions;
- Good Governance and the use of ICT in all the areas of education.

Now, in the majority of states in Nigeria, the number and quality of technical capacities tend to be reduced, thus weakening at once the institutions.

### **CONCLUSION**

As policy makers, academics and civil society practitioners, we must display greater courage and more commitment in order to chart a better course for the educational advancement of Nigeria. The Government should ensure broad-based support of society in the change process, particularly through the active



involvement of all stakeholders of civil society and the private sector in policy formulation, monitoring and implementation.

Government should promote ownership of the goals and targets of the 2030 Agenda and Africa's Agenda 2063 in the education and training sector as outlined by the African countries in the 2030 and 2063 Agenda with the aim of implementing them successfully while capitalizing on the achievements and lessons learned from the evaluations of the successive decades of education in Africa (AU), the EFA programmes and the MDGs, in particular for a holistic approach to quality education, lifelong learning opportunities for all (such as formal, non-formal, informal, general, technical, vocational at all levels of pre-school to higher education).

**The increase in educational financing coupled with a better definition of the implementation priorities and strengthening of effectiveness and equity in educational expenditure are needed to ensure a result oriented planning is put in place to track progress. The availability of strong technical and institutional capacities, including strategic planning and operational planning, requires planned programmes for the development of capacity within the period and going forward. There is also the need for exchanges between countries and learning with peers for the purpose of bench marking with other countries that have innovative and promising practices. The implementation of the SDG involves all stakeholders and partners in the transformation, with mutual accountability espoused by the participatory approach adopted. The roadmap will help measure the results obtained by the countries and by the continent, according to the comparative indicators for political dialogue and decision-making, as well as the technical preparations, which the adjustments need for continuous progress. The roadmap enhances the chances of Nigeria to attain the goals of the 2030 and 2063 agendas through the pooling of resources, brainstorming, learning and development of skills, and mutualisation, which makes impossibility a possibility for each one taken individually.**

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