

Management of Educational Policy Implementation for Attainment of Sustainable Development Goal4 (SDA4) in Secondary Schools in Rivers State

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Abstract

This paper examined the management of educational policy implementation for the attainment of SDG4 in Secondary schools in Rivers State. The basis for building sustainable development is through enhancing the quality of life and creating the right to an all-inclusive education that can assist and furnish citizens with the skills needed to build and develop new solutions to the world's biggest challenges. The old curriculum is still in use presently in the new system. Primary six certificate examinations are still being conducted by some states today. There is strong hesitation over the possibility of full execution of the UBE programme in Nigeria. The current school curriculum in Nigeria needs to be aggressively re-adapted and re-planned so that Nigeria can achieve SDG4 as well as other SDGs as predicted come in the year 2030. The implementation of the UBE programme will help learners at all levels of education to rediscover their gifts and talents, capabilities and abilities, and interests early in life and this will make them become useful, productive, enlightened, and better prepared. This will go a long way in achieving SDGs in the year 2030.

Keywords: Managing Education, Policy Implementation, Attainment, Sustainable, Development.

Introduction

Over the years, the gap between educational policies and goal attainment due to inadequate implementation has become of great concern to many observers. The efforts of Secondary school management as well as teaching and non-teaching staff, parents, and the students, are geared towards implementing the policies laid down by the Ministry of Education, the State Education Board, or the Local Government Service Commission. These policies are largely derived from the national objectives of education, which according to the National Policy on Education (2014) include:

- The inculcation of national consciousness and national unity.
- The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society.
- The training of the mind in understanding the world around us.
- The acquiring of appropriate skills, abilities, and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

The contribution of the United Nation General Assembly in 1979 was a turning point in the Nigerian Education system. But since then, the Nigerian government has pursued education policies aimed at shaping the individual into a sound, useful, and patriotic citizens of the country. The UN General Assembly proclaimed 1979 as the Year of the child, which among other things called for free and compulsory primary education, secondary education that is accessible to all, and the accessibility of higher education. This declaration considerably supported and encouraged the less developed countries of the world to embark on educational development in their countries through diverse educational programmes and policies (Ololube as cited in Ololube, Egbezor & Kpolovie 2008).

The SDGs Sustainable Development Goals (SDG) are at the forefront of government initiatives across the world and primarily concerned with promoting sustainable growth via ensuring wellbeing, economic growth, environmental legislation, and academic advancement. Education ambitions are fundamentally reflected in the 2030 SDG4 which is aimed to guarantee integrative and equal quality education and promote opportunities for lifelong

learning for all by 2030 (Demirbag, Sezgin & Shiohira cited in Saini, Sengupta, Singh, Singh, 2023).

Ukeje in Okoroma (2006) pointed out that Educational policy planning process is usually an action which succeeds in policy formulation but precedes implementation. Unfortunately, educational policies and goal attainment have been irreconcilable due to implementation constraints. The formulation of an educational policy sets the stage for implementation which, is perhaps the most important aspect of planning. The Management of education for sustainable development has recently been linked to UNESO's key educational objectives. According to Bush in Igwe and Amadi (2021), educational management is a field of study and practice concerned with the operation of educational organizations. While Education for Sustainable Development (ESD) practitioners are those whose practices are intentionally geared towards the realization of the UNESCO agenda for sustainable development, educational management should seek to address the underlying aim or objectives of education which gives education a sense of direction. Educational Policies are initiated mostly by the governments that determine the direction of an educational system, and for any policy to be qualified as an educational policy, it must be distinct from other policies. But is it worth noting that not all policies formulated in educational institutions can qualify as educational policies? So education Policies are part and parcel of educational institutions. All educational policies must be rational and purposeful to enable them to stand the test of time. From 1977 to 1980, Nigeria operated an educational policy inherited from Britain as far back as 1960.

The popular 6-3-3-4 System of National Policy in Education was introduced in 1977 and revised in 1981 and 1989 respectively (Federal Republic of Nigeria, 2014). That marked a radical departure from the British system of education that Nigeria inherited at independence in 1960. Nigeria adopted the American system of 6 years of primary education, 3 years of junior secondary school, 3 years of senior secondary school, and 4 years of university education the 6-3-3-4. This 6-3-3-4 system of education that was copied from the United States was adopted with the aims of achieving the following national goals:

- The inculcation of national consciousness and unity;

- The inculcation of the right type of values and attitude for the survival of the individual and Nigerian society;
- The training of the mind in the understanding of the world around it;
- The acquisition of appropriate skills, ability, and competencies, both mental and physical, to equip the individual to live in and contribute to the development of his society (FRN, 2014).

The SDG targets were designed to be implemented between 2015 and 2030. That means already 5 years or 33% of the policy timeframe has been utilized. However, Nigeria is still grappling with how to make significant successes in implementing the goals. Our analysis has revealed that issues like poor funding of education, lack of incentives for children of the poor/parental poverty to enhance school enrolment (one incentive can be the mass adoption of the home grown school feeding programme), poor learning environment as a result of poor funding and mismanagement of funds (causing poor availability of funds for education), location (urban/rural), rejection of western education by some religious groups which have led to the spawning of a large Almajiri population and increase the Nigerian burden of illiteracy, continuing security challenges especially in the northern parts of Nigeria will all contribute to frustrating the attainment of SDG 4.

Even the planned Basic Education (UBE) system of 9years since 2004, has not been properly implemented, so where do we go from here? The old curriculum is still in use presently in the new system. Therefore, educational policies are what keep institutions in check and offer a guideline for effective operation across the board. Since education policies are instrumental in the educational framework of the country, hence, is worthy to always review and update them on a regular basis for the purpose of meeting the needs and aspirations of the citizens and for the attainment of the Sustainable Developmental Goals of 2030 (SDGs).

Sustainable Development Goal (SDG 4): Quality Education

Sustainable Development Goal 4 (SDG 4) emphasizes on Inclusive and quality education for all and promote lifelong learning opportunity, it is all about continuous and proactive commitment in eliminating barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students irrespective of the status. This agenda focuses on the shifting of fundamental thoughts

and recognizing the dynamic interlinkage between three aspects i.e., economic, social and environmental, driving integrated and universal development in all the nations of the world.

Hornby cited in Amadi, and Igwe (2021), pointed out that inclusive education is the education that meets the educational needs of all. This includes the needs of the educationally marginalized such as the physically challenged, disabled persons, the girl child etc. Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences.

Sustainable Developmental Goals Agenda (SDGs)

The 2030 Agenda for Sustainable Development is an inter-governmental commitment and “a plan of action for people, planet and prosperity”. It comprises 17 Sustainable Development Goals (SDGs) that are “integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental”; and demonstrate the scale and ambition of the new universal Agenda. All Member States, the entire UN system, experts and a cross-section of civil society, business and, most importantly, millions of people from all corners of the globe, have committed themselves to this comprehensive agenda seeking to address globally-shared concerns and to promotion common good.

These seventeen Sustainable Development Goals otherwise known as Global Goals is a Universal call to action to end poverty, protect the planet and ensure that by 2030, all people can enjoy peace and prosperity. Out of these ‘new developmental goals’, ‘Education Sustainable Development Goal’ is listed as goal number 4, and is tagged, ‘quality education’. It comes after ‘No Poverty’, ‘Zero Hunger’ and ‘Good Health and Well-being’; in that order. Education is ‘the key that will allow many other Sustainable Development Goals (SDGs) to be achieved’ (UN, 2017). According to Adegami and Adesanmi(2018), when people are educated, they are not only freeing themselves from the shackle of poverty, but, are empowered to function effectively anywhere they find themselves, as well as, live a more healthy and sustainable lives. Besides, education goes a long way to foster tolerance among diverse people, and thereby, enhances more

peaceful societies. The Sustainable Development Goals (SDGs) were agreed upon by world leaders and set in motion in 2015 for accelerating all components of development by the year 2030. Since its establishment, many countries have struggled to set a motion for its implementation and achieve sustainable outcomes for the goals.

Agenda 2030 for Sustainable Development, or the SDGs, represents a significant shift in the UN's emphasis on education. "Quality education (Goal 4) aims not only to provide an inclusive and equitable education but also to promote learning opportunities". The author emphasized that Sustainable Development Goal 4 has direct effects on the other goals, including sustained, inclusive, and sustainable economic growth, full employment, productive and decent work for all (SDG 8), responsible consumption and production (SDG 12), partnerships, and implementation strategies (SDG 17), and largely on building resilient infrastructures, promoting inclusive industrialization and sustainable development, and fostering innovation (SDG 9), by promoting innovation more vigorously. In the creation of these global goals, SDG 4 was developed with a close focus on the educational sector. It highlights the significance of strengthening empirical and conceptual understanding of the role education sector plays in the achievement of SDGs (Avelar, Oliveira & Pereira 2019). Sustainable Development Goal 4 advocates for equal access to higher education and training, as a way of encouraging lifelong learning opportunities for all and improving human capital (Owens as cited in Avelar, Oliveira & Pereira 2019).

Nigeria accounts for one-fifth of Africa's population and has the highest Gross National Production (GDP) and youth population in the continent. Our Nation's policy on education implementation must be geared towards achieving quality education at all levels of our secondary education for the attainment of the established goal by the year 2030. Against this backdrop, all hands must be on deck to ensure the proper implementation of this National calling for a better life. It is through Quality Education that national development is anchored, quality of education in Nigeria should be the main focus of our Educational planners, as well as School Administrators across all boards.

Specifically, this study seeks to address management of educational policy implementation for attainment of Sustainability Development Goal4 (SDA4) in Secondary Schools in Rivers State. Since the adoption of the national policy on education, it has become more important to understand how the management of the educational system is central to the

success of the SDGs. Perhaps more importantly, for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all SDG4.

Educational management involves organizing, coordinating, and administering the fundamental educational needs of the learner and wider institutional and environmental apparatuses that make teaching and learning possible. Educational management serves as a development apparatus and points out how the various goals and targets could be linked to practical knowledge with specific emphasis on implementation and attainment of the goals and targets against the narrow and superficial strands of the SDGs' normative foundations. Thus, implementing inclusive delivery of education and in particular, directing education to meet the educational needs of the learner could be beneficial to the poor countries that are in need of harmonized educational systems and 'lifelong learning opportunities'. Traditional approaches to providing development assistance for education have not been able to address both prevalent and emergent educational management challenges, which must be met should Goal 4 of the SDGs be attained. These challenges demand sustained policy response and intervention through a coordinated educational approach. Managing educational policy is key to the attainment of all-round educational objectives of Secondary Education in Nigeria. This suggests that educational planners as well as school administrators are very important tools useful in the attainment of Goal 4 of the Sustainable Development Goals.

Strategies for Educational Policy Implementation for Attainment of SDG4 in Secondary schools in Rivers State.

Quality education is predicated as being able to meet the unique needs of any given state, and it is thus vital that its management has the full support of a community's political leadership for the effective attainment of SDG4 in Secondary schools in Rivers State. As a result, the following strategies should be adopted for effective policy implementation:

- There is need for every secondary schools in each communities in Rivers State to be defined and targeted with a policy for sustainable development, the resourcing and accountability for their execution is also crucial to ensure that they translate from presentations to people's actions.
- All the relevant administrative bodies must be coordinated and held accountable for the development and implementation of the Educational Sustainable Development framework

while also creating networks of organizations in which to test initial learning and measurement. This notion of human capability is predicated on the idea that humans will be free if they have the capacity (in the form of skills, rights, knowledge, etc.) to fulfill the ends that meet their needs (Sen cited in Asita 2021).

- Also, through reviewing the existing national educational policies, increase in budgetary allocation to education, provision of adequate learning resources, promoting capacity building for teachers, modernizing instructional supervision, promoting quality assurance in schools, and encouraging public/private partnership in education (Olaleye & Oyewole in Asita 2021).

Role Education Plays in Sustainable Development

Education serves as a means of implementation (MOI) that cuts across all of the SDGs and will support the overall achievement of the post-2015 development agenda, for which education is recognised as having one of the highest long-term returns on investment of all development goals. (Nazar, Chaudhry, Ali & Faheem, 2018).

It is through education that knowledge can be inculcated into the people, especially, on how to protect and free themselves from hazards, poverty, labour, exploitation and disease. In addition, education is about acquiring necessary skills, as well as gaining confidence to reach ones full potential (Hepburn, cited in Adegami and Adesanmi 2018). Therefore, SDG4 is a call on the world to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. SDG4 which has ‘seven targets and three means of implementation’, came about through a thorough deliberation and consultation of Member-States, as well as input and participation from civil society, teachers, unions, bilateral agencies, regional organisations, the private sector as well as research institutes.

According to Mishra (2017), Education is significant factor in progress and status of any nation, so a human life cannot be completed without education. Quality education is an essential tool for achieving more sustainable development in a nation, this was emphasized at the world summit at Johannesburg in 2002 where the orientation of the current education system was outlined as key to the sustainable development of knowledge, skills, understanding, values, and actions required to create a sustainable world, which ensures environmental protection and conservation, economic sustainability.

According to Asita (2021), UNESCO definition reads: “Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behavior and take action for sustainable development. Sustainable development depends not only on an awareness of technological and ecological advancements but also on “rediscovery of our ways of being with the earth that nourishes us physically, spiritually, and mentally” (Cock in Asita 2021). It is because of the relevance of education to the accomplishment of the SDGs programmes vis-à-vis goals on health; growth and employment; sustainable consumption and production; and climate change among others, that the UN placed on the UNESCO power to lead; and coordinate the Education 2030 Agenda.

Sustainable Development Goal 4 and its targets:

Sustainable Development Goal 4 has seven targets which are expected outcomes and three targets which are means of achieving these targets.

There are also education elements in the targets of several of the other 17 Sustainable Development Goals.

Seven Outcome Targets

4.1 Universal primary and secondary education

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.2 Early childhood development and universal pre-primary education

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

4.3 Equal access to technical/vocational and higher education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

4.4 Relevant skills for decent work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

4.5 Gender equality and inclusion

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

4.6 Universal youth literacy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7 Education for sustainable development and global citizenship

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.

Three means of implementation

4.a Effective learning environments

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b Scholarships

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries

4.c Teachers and educators

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States. (UNESCO, 2021).

Factors Affecting proper Implementation of Educational Policies in Nigeria: Some of the challenges affecting implementation of educational policies in Nigeria Schools include but not limited to the following:

1. **Inadequate skilled manpower:** Conditions of service for teachers are very poor and the resulting effect is a highly demotivated teaching force, qualified teachers are not encouraged

to take up teaching jobs any longer. As at the time the 6-3-3-4 policy on education was introduced, the country lacked and still lacks enough skilled manpower to train the students in various vocations as envisaged by the policy-makers. The end result of this is that the vocational aspect of the policy did not succeed as expected.

2. **Lack of necessary instructional and infrastructural facilities:** Learning and instructional Materials are in terrible short supply and measures of internal efficiency such as transition, completion and pass rates are also very disturbing. According to Mathew Lawrence, Ihebuzor and Lawrence (2020), equally noted that Nigeria has a number of challenges that are militating against effective achievement of the SDG 4 goal: inadequate funding; poor infrastructural facilities and poor administration of schools. The latest SDG Ranking by UN assessed Nigeria as the 159 out of 162 nations and it is important that effort is put in place to improve (Global index ranking in Lawrence, Ihebuzor & Lawrence 2020). These realities are symptomatic of an educational system under stress, and the sources of these stresses are several. Vocational training cannot be possible where there is dearth of instructional and infrastructural facilities such as well-equipped laboratories and workshops, and vocational equipment. Since the 6-3-3-4 policy on education emphasizes vocational training, there is no way the policy would have succeeded in an environment with inadequate or total lack of the necessary equipment needed for such vocational training.
3. **Epileptic power supply:** This is also another major challenge of the 6-3-3-4 policy on education. Issue of power has been a recurring challenge in Nigeria since the inception of the Nigerian state. Nigeria over the years has been experiencing epileptic power supply. Even in places where there is the availability of equipment, epileptic power supply serves as impediment to efficient and effective use of the available equipment.
4. **Lack of adequate funding:** It is very obvious that the education sector is not properly funded. One of the major issues noted is that only 1.6% of GDP is devoted to education. According to UBEC cited in Lawrence, Ihebuzor and Lawrence (2020) “there are about 10.2 million children out of school children in Nigeria with the states in the northern parts of Nigeria contributing a larger percentage of this case load of out of schoolchildren”. The 6-3-3-4 policy on education requires proper funding to make it to succeed and the budgetary provision for education over the years has been very poor and nothing to write home about.

There is no way the 6-3-3-4 educational policy would achieve its goals in the midst of poor funding.

5. **Improper utilization of available funds:** Despite the fact that there have been some arithmetic increases in the budget provision for education, such funding has failed to keep pace with the exponential increase in the population of school aged children being experienced in the country.
6. **Lack of proper planning.** Dimock et al in Egugbo and Salami (2021), argued that, in its broadest sense: “Planning is thinking before acting, establishing goals before setting out, and appreciating the limitations of planning as well as the essential need for it”. The abysmal failure of the 6-3-3-4 educational policy shows that proper planning was not done before the formulation of the policy.

Educational Policy Implication for Attainment of Sustainable Development Goals:

Education is a process of modifying the character and behavior of an individual, it is also known as an instrument for social change, and that is to say, through education one’s status can be transformed from poverty and ignorance to improved living hood and knowledge. Educational policies are made and implemented to satisfy the needs of the citizens. Policies in education can as well contribute to a very large extent in the achievement of sustainable development which is highly desirable by virtually all countries of the world because of its capability of resulting to the well-being of present and future generations.

Education is an investment in people’s lives that pay untold dividends to society, but when such investments were not carefully made, the achievement of sustainable development might be a mirage for Rivers State Secondary Schools and Nigeria at large. So, the importance of education as an agent for the attainment of Sustainable Development is no longer in doubt. The main issue to worry about now is the issue of implementation of the policies on Education for the delivery of Quality Education. The National Policy on Education (NPE) is as much a policy statement as it is a curriculum document. It sets out the goals and aims of Nigerian society, from which are derived the goals of education and subsequently the objective of each level of schooling (Akpe, as cited in, Ololube Egbezor & Kpolovie 2008). The policy document addresses the issues of imbalance in the provision of education in different parts of the country with regard to access, quality of resources, and girls’ education.

The 6-3-3-4 policy on education if well implemented can lead to the achievement of sustainable development. This explains why Oladeji in Egugbo, Salami, (2021), stressed that “sustainable development has, no doubt, become an expressed objective of public policy. It is pursued with a view to improving people’s overall well-being and surrounding without destroying the life supporting systems on which current and future generations of human beings depend”. The high level of poverty, unemployment and insecurity ravaging Nigeria presently would not have been the order of the day if the 6-3-3-4 educational policy was effectively implemented. One thing is to make policy; the other is to get the policy effectively implemented. Public policies can only achieve their intended goals when they are efficiently and effectively implemented. Nigeria has been noted to be a country not in short of policies but her problem has been that of poor policies implementation.

The initiators of the 6-3-3-4 educational policy believed that through that system of education, Nigeria would be able to compete with any country anywhere in the world in virtually every area of human endeavour. This is because the policy was intended to make Nigerian youths inculcate the spirit of hard work early in life by exposing them to vocational training which would enable them to be self-reliant and not depend much on white collar jobs. With this, virtually every school leaver at any level would have had himself or herself equipped to fend for themselves. When this is the order of the day as envisaged by the 6-3-3-4 educational policymakers, there would not be unemployment problem as well as high level of poverty and this condition would make it difficult if not impossible for the country to witness high level of insecurity as the country is experiencing today.

This condition together with poverty and unemployment has made the country to be in dire straits. The fabric of the country’s existence is being threatened by Terrorism, kidnapping and armed banditry these factors. Every sector of the country is adversely affected by them. In the area of poverty, over 50percent of Nigerians live in extreme poverty, while over 7million Nigerians are in urgent need of life-saving assistance. No wonder Nigeria has been said to be the poverty capital of the world by the world poverty clock.

Employment in the country is nothing to write home about. Many graduates and non-graduates in Nigeria now roam the streets without job. According to the report published by Nigeria’s Bureau of Statistics, more than 27% of Nigerians are unemployed. One in every two Nigerians is either unemployed or under employed. It was in order to avoid this situation

that the 6-3-3-4 policy on education was made but failure to put all necessary machineries in place to ensure its effective and efficient implementation made the policy not to achieve its intended results and this has resulted to what the country is witnessing today.

This paper has both practical and conceptual implications that would facilitate a broad understanding of the issues surrounding education policies in line with meeting the SDG 4. This study also has implications for government, administrators, and policymakers as well as Instructors and other entities that are involved in the effectiveness, quality improvement, and development of education in Nigeria in particular and Africa in general. In closing, a successful inclusion of proactive decisions and policy implementation of education can make an important contribution to achieving the SDGs, by establishing sustainable positive incentives for educational policy production in developing countries more importantly in Secondary schools in Rivers State.

Despite several prospects for education in Nigeria, particularly since the adoption of the national policy on education, it has become very critical to understand how the management of the educational policy is central to the success of the Sustainable Development Goals. The present study is on the management of Educational Policies implementation in secondary schools for the attainment of Sustainable Development Goals and how the management of education could help meet SDG4. The argument in the present study points out that the prevailing educational system in use in Nigeria does not prepare the citizens adequately to meet its basic educational needs by 2030. The attainment of the basic educational needs of developing societies remains at issue, arguably one of the most influential explanations of the distinct challenge of educational management and SDGs is reinforced in the UNESCO (2016) report, which emphasized the need for education for sustainable development.

Similarly, Edet in Amadi , and Igwe, (2021) provided a theoretical account of both the prospects and challenges of education and why it is necessary to manage education for the attainment of the SDG4. Thus, managing education to meet sustainable development goals is a new research agenda, which seeks to transform the knowledge economy and link Goal 4 of the SDGs to a wider educational discourse specifically in inclusive and equitable education contexts. The structural interconnections between the attainment of the SDG4 and educational management in developing societies and Nigeria in particular make managing education for

sustainability a trending concept and transformative. This notion has provided further empirical and theoretical substance to the general developmental stance of education beyond the classroom by explicating “the underlying principles of education” which shape the manner of managing the educational sector, formation of relevant educational policies and implementation of same to meet national education objectives and in particular, stimulate the attainment of SDG4. The basis is for transformation and sustainable development.

People based educational model is necessary: Considering the sustainability basis of education and viewed from a long term perspective, the various connections between educational management and inclusive education as well as the complex challenges could be identified. While the SDGs partly failed due to some level hesitant relationship between goals, targets and implementation to the politics and ideas of inclusive education as it was largely aid based, the SDGs will face greater challenges or suffers similar fate if the core educational challenges are not addressed with direct involvement of the relevant stakeholders. Thus, a people based educational model is suggested which will put the people and their educational needs first. Such hesitant exemplified in the failure of the SDGs is avoidable. The emphasis on educational management stems from the fact that a knowledge based economy is integral to development, thus such initiatives could be attained with experts in managing education for sustainable development.

Reducing high illiteracy rate: In the entire low income societies, high illiteracy rate and out of school children remain at issue. This recurrent phenomenon has largely accounted for poverty, which is as a consequence of the uneven educational development in addition to the nature and character of governance in most poor societies such as Nigeria. How educational management could reshape the conduct and attainment of the SDGs in Nigeria is an important scholarly agenda, which challenges dominant development strategies and assumptions about the attainment of the Sustainable Development Goals.

Conclusion

In conclusion, organizing education for the attainment of goal 4 should look at various programs of action and policies and how such policies are structured to facilitate the attainment of the SDGs. In organizations where round pegs are fixed in round holes are unraveled to fully maximize efficiency Distinctively, educational organization goes beyond “adoption” or identification phases of the SDGs. Rather provide some insights into

arrangements that are suitable for the actualization of SDG4, it emphasizes who does what and how it could be done. Educational control emphasizes how certain concerns in educations should be guided. This could take the forms of monitoring or evaluation or providing educational schemes where programmes could be regulated or adjusted. Thus, regulatory policies and schemes for the Attainment of Sustainable Goal 4 are needed. Educational management in essence challenges the extent institutional apparatus necessary for effective teaching and learning are provided and tailored to meet the educational needs of the learner. Educational inequality remains central challenge to the attainment of sustainable education in Nigeria. This will provide viable insights for relevant stakeholders and particularly women in order to address their educational needs. UNESCO has helped to change the development paradigm by introducing a new concept of education such as the universal basic education. One that is not based solely on achieving domestic self-reliance but on sustained international support as well.” UBE thus created a mechanism of inclusive education.

Recommendations:

It is therefore necessary to highlight the following recommendations which will go a long way to enhance management of educational policies implementation for attainment of SDG4 in secondary schools in Rivers state.

1. Ministry of education should create a more effective educational system with continuous monitoring and evaluating of educational needs of the *impoverished* and indigents children in the state. This will include mobilization of relevant stakeholders including civil society groups. However, it is important to note that the impact of equitable and inclusive response to education will help to bridge educational gaps between the educationally advantaged and the educationally less privileged and ultimately to wider social justice and educational equality.
2. There is need to assess and harmonize success of the SDG 4 with expected outcomes, this will help to advance the cause of results based approach to implementing the other SDGs. Both the Goals and Targets should be in line with recent and ongoing educational needs of the learner and the wider society.
3. Strengthening Educational Supervision: Policies to promote educational supervision takes various forms including periodic observation of the process of implementing policies to determine how such implementation are in line with the overall educational objectives. In

supervision certain standards are set and expectations towards attaining such standards are essential to effective supervision or otherwise. Effective supervision is needed in Goal 4 to strategically examine how the Goal is meeting the educational needs of the people and how to redress identified policy gaps.

4. **Building New Educational Collaboration:** The new post-2015 educational management agenda together with the trajectories of the SDGs consciously aimed at establishing a “transformed educational community”. This could be possible with collaborative efforts. While giving both individual and institutional educational developments primacy, educational management, accounts nonetheless the involvement of relevant stakeholders such as civil society as the space where the ideological basis of sustainable development could be achieved .Beyond this, it is a social construction, poised and consolidated with the inevitable aim of collaborative education. Moreover, both CSOs and educational management leaders should focus on the need for more practicable criteria in attaining to Goal 4. In these ways, CSOs and proponents of educational management largely converge around the idea that the attainment of Goal4 is desirable where requisite institutional policy provisions are made. Thus, the clamor for Goal 4 forces both social actors and educationists to consolidate on educational management as a strand of overall development of the society.
5. **Prioritizing the role of educational managers:** There is need for policy response that could prioritize the role of educational managers. Since the central focus of educational management is human and institutional development, the SDGs and its overall targets could be successful with prioritization of roles for educational managers. Educational management gives particular attention to how and why educational policies and practices are adopted. In essence, as alternative conceptions of SDGs, which calls into question the basis for a more effective and inclusive educational model it is useful. It could be achieved by identifying the core educational needs, the structural and institutional composite nature of education as well as individual and institutional apparatuses that could facilitate the educational process. This not only demonstrates the modalities to counter several obstacles to education but also puts the idea of “management” frontal in educational pursuit. Thus, educational management plays both administrative role in the sense that it is a fundamental guide to teaching and learning and also institutional guide

and apparatus which is a sense of direction in the overall educational enterprise. Therefore, the idea of managing education is a conundrum at the top administrative level beyond the class room but also trickles down to the regulation of the processes of teaching and learning meaning that it is a mutually reinforcing model of impacting on both the learner and the teacher.

6. Awareness-raising campaigns and activities should be systematically carried out to promote inclusive education among all education stakeholders, eliminate barriers (notably attitudinal barriers), improve inclusive education practices and promote children with disabilities starting school at the appropriate time with their peers.
7. Ensure that students with disabilities learn in safe and inclusive environments, free from violence and discrimination based on their impairment or language.
8. Recognize the right of students to access support measures (including additional teaching support) and assistive technology, which contribute to inclusive learning.
9. Ensure the provision of reasonable accommodation to examinations or assessments, to enable students with disabilities to participate.
10. Ensure that students who need individual education plans (with learning objectives and strategies tailored to their requirements) have them, which include individualized assessments.
11. Ensure that students with disabilities have access to educational materials in multiple communication formats, according to their individual requirements.
12. Ensure that students with disabilities receive a certification of completion for all education levels, at an equal value to others, especially certification of completion of secondary education that allows the pursuit of higher education.
13. Never deny students with disabilities valid certification upon the completion of their studies, nor restrict their access to higher levels of education (e.g. certification of lesser value, on the basis of curricular adaptation)
14. Training:
 - a. Support teachers in using inclusive and flexible teaching strategies which maximise the participation and learning of all students including those with disabilities
 - b. Prepare all teachers to educate students with disabilities in their classes.
 - c. Engage support staff to work with teachers, as needed, to facilitate inclusive classrooms.

- d. Participation: Ensure that measures to enable the participation extend to the extracurricular and social activities connected to the school and the community.
15. The 6-3-3-4 policy on education could have been the best way of achieving SDG4 but unfortunately; the necessary factors that could have made the policy to succeed were not made adequately available leading to the failure of the policy. It is very important for policy-makers to consider necessary factors that can make the policy to succeed before formulating them, because if the factors are not considered and made available, the policies to be made would not succeed. Government should as much as possible take a critical look at the 6-3-3-4 educational policy and make provision for those factors that can make it succeed. When this is done it will go a long way in making the country to be among the technologically developed countries with massive industrialization and employment generation which eventually could make the country achieve sustainable development.

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