

## PLANNING AND MANAGING INNOVATIVE EDUCATION STRATEGIES TO REDUCE INEQUALITY IN NIGERIA: TOWARDS ACHIEVING SUSTAINABLE DEVELOPMENT GOAL 10

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**ABSTRACT:** In Nigeria, inequality in the education system has persisted despite the concerted effort by various governments to curb the trend. There are considerable gaps in access to quality education and educational attainment among the citizens. This constitutes a serious challenge for the attainment of Sustainable Development Goals (SDG) No10, which concerns the reduction of inequality. This paper therefore examined effective planning and managing strategies of innovative education for reducing inequality in education for the attainment of Sustainable Development Goal No. 10 in Nigeria. The paper first reviewed the concepts of innovative education, inequality in education, and sustainable development. The paper highlighted seven effective planning measures and ten managing strategies for innovative education that can assist in reducing inequality in education for the attainment of SDG No. 10. The paper concluded that through effective planning and application of strategic management of innovative education will not only improve equality in education by reducing inequality to the barest minimum but will also enhance the attainment of SDG 10. It was suggested among others that the Nigeria government should formulate and effectively implement an inclusive strategic education plan with supporting capacity that will be geared towards drastic reduction of inequality in education, ensuring greater access to education as well as mitigating the social inequality barriers for the attainment of SDG No 10.

**Keywords:** Innovative Education, Inequality Reduction, Sustainable Development Goal 10 (SDG 10), Education Policy Nigeria.

Reference to this paper should be made as follows:

Elenwa, U. A. (2024). Planning and managing innovative education strategies to reduce inequality in Nigeria: towards achieving sustainable development goal 10. *International Journal of Leadership, Quality Education and African Development*, 1(2), 121-132.

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## INTRODUCTION

The none accomplishment of the Millennium Development Goals (MDGs) in many countries of the world like Nigeria, stimulated a paradigm shift in conceptualizing the meaning, principle and practice of development. As a follow up, the International Communities in 2012 met in Rio de Janeiro under the auspice of the United Nations Conference on Sustainable Development (UNCSD) to deliberate on another development agenda beyond the year 2015. The discussion in this remarkable meeting was centered on fashioning out global agenda that will ensure a just, equitable and inclusive world, where people are committed to work together to promote and sustain an inclusive economic growth, social development and environmental protection.

In its declaration of sustainable development goals, UNESCO (2017) identified seventeen carefully selected goals believed to have the capacity to move the world to a sustainable path as a working document. The goals are: no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation and infrastructure; reduced inequalities; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice and strong institutions; partnership for the goals. These goals referred to as the Sustainable Development Goals (SDGs) are to be attainable between 2016 and 2030. These sustainable development goals are goals that must be promoted and sustained to impact on long term development in the life of the people, especially children, youth and future generations of the world without discrimination of any sort.

Development in this sense concerns positive progress in the society and the desire to make life more better and meaningful for all. Conversely, innovative education for reduction in inequality for attainment of sustainable development goals should be commonly understood as education practices that encourages changes and innovations in knowledge, attitudes, values and skills to facilitate a more sustainable, just, equitable and inclusive society for all. This is so because education is perceived as one of the greatest contributor to national integration, technological and societal development. It is the primary means of meeting the needs and aspirations of the ever changing society.

Regrettably, since the 2012 Rio Conference and notwithstanding the laudable aims of SDGs, inequality in Nigeria education system has persisted with only little improvement. The irrefutable reality about inequality in education in Nigeria has continually growing wider instead of reducing especially between the Northern and the Southern regions in comparative term. Inequality in education within regions and among specific groups in Nigeria remains a problem. Those living in remote and rural areas, children involved in forced labor and armed conflict, crisis or economically displaced children and youths, and minorities who are discriminated against are some of the marginalized and vulnerable groups that do not have access to quality education and hence expanding inequality in Nigeria education system.

Indeed, concerted effort had been made by various governments in the past decades to curb the trend by designing and adopting various measures in Nigeria to correct educational imbalance, reduce inequalities in education, create greater educational opportunity and perhaps eliminate the widening gap between the educationally advantaged states and the educationally disadvantaged states. Among this various measures include provision of special fund for the establishment of remedial programs in universities and school of basic studies in the educationally disadvantaged states; differential funding of education to make fund available especially for educationally disadvantaged states; introduction of quota system of admission into universities; the launching of free Universal Primary Education (UPE) scheme in 1976 and the re-launching of the present Universal Basic Education (UBE) program in 1999; introduction of bursary/scholarship award scheme; state take-over of schools; launching of migrate fisher folk and nomadic education program; and provision of fee-free education from primary to senior secondary schools levels.

In spite of these various measures, the Nigeria nation is still wallowing in widen gap of inequalities in education with great disparity in access to quality education, educational opportunity and educational attainment among her citizens in different region of the country. As no appreciable result have been achieved. This constitutes a serious challenge for the attainment of SDG No10, which concerns the reduction of inequality. This stimulates scholarly concern and

call for effective planning and management of innovative education for the reduction of inequality in education. The implication of this is that paying adequate attention to SDG No10 will give rise to reduction of inequality in the education system and the attainment and sustainability of the goal itself in Nigeria. Therefore, this paper focuses on effective planning and managing strategy of innovative education for reduction in inequality in Nigeria education system for the attainment of sustainable development goal No10.

## **CONCEPTUAL CLARIFICATION**

### **Innovative Education**

Innovative education as defined by Schwartz (2013) is an attempt to proffer new ways of fostering learning at the heart of which every educator desires to create an environment that will foster students' love of learning. Innovative education in the opinion of Schwartz (2013) hold that teachers should engage each student at their individual levels of the learning spectrum. In furtherance of his contention, Schwartz maintained that innovative learning brings out the best in learners with respect to applying learnt skill sets in real life situation. The primary features of innovative learning, according to Achuonye (2012) are active participation and problem detecting, problem perceiving and problem formulation and common understanding. She further explained that it is this participatory tendency of innovative learning that promotes active learning particularly in a collaborative manner leading to the development of interpersonal skills.

This implies that innovative education relates to the formulation of new ideas and the development of techniques, practices, materials, and technologies designed to improve the art of teaching and learning process. It further suggest that the aims of innovative education in formal school setting is to achieve effective and efficient utilization of educational resources, quality learning outcome and bring about positive transformation in the society. This is so because innovative education essentially involves modification or improvement or removal of the existing conditions or old pedagogical practices for more effective new better practices.

Innovations in education are intended to raise productivity and efficiency of learning and/or improve learning quality (Serdyukov, 2017). Also in educative teaching and learning process, innovation can take the form of a new teaching technique, pedagogic method and theory, instructional tool/aids, or methodological approach that when applied produces a significant change in teaching and learning, and probably leads to better student learning. In Nigeria, for instance, a lot of innovations have been evolved to improve the quality of teaching and learning activities in the education system. Among this innovations strategies are team teaching techniques., learner-centered teaching method, continuous assessment method, education television/radio teaching broadcast, mobile teaching schools for nomadic education, computer based ICT online studies, computer aided instruction, introduction of a well-structured open and distance education programs, programmed learning instruction, inductive and practical teaching method, individualized instruction, multi-media instruction, microteaching, interaction analysis, problem-based learning, etc.

The guiding principles of innovative education as identified by Schwartz (2013) include the following:

- Learners have to be at the centre of what happens in the classroom with activities focused on their cognition and growth.
- Learning is bound to occur more successfully if individuals interact with one another.
- Learners understand ideas better when there's interplay between emotions, motivation and cognition, so positive beliefs about oneself are a core part of reaching a more profound understanding.
- Learners are different and innovative learning environments reflect the various experiences and prior knowledge that each student brings to class.
- Students need to be stretched, but not too much, to enable them to meet up with the challenge of discovery.
- Assessments are important, but only to gauge how to structure the next lesson for maximum effectiveness.
- Learning can't be meaningful if students don't understand why the knowledge will be useful to them and how it can be applied in life.

In education, innovations are specific changes or alterations in education that are initiated to facilitate the achievement of some defined predetermined goals. The diagram below provides a representation of different stages in the innovation process from problem definition through to diffusion and wider adoption. Figure 1: The innovation process

Stage 1: —————> Stage 2: —————> Stage 3: —————> Stage 4: —————> Stage 5: —————> Stage 6:

Problem identification	Invention of an idea	Development of practical solution	Testing (M & E)	Scaling up	Diffusion a wider adoption
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The analysis of the above process indicates that after problem has been identified invention of ideas follow suit which automatically take us to focuses on the development and testing of practical solutions (stages 3 and 4 ), which will help to inform scaling up (stage 5) and lead to diffusion and wider adoption (stage 6).

## **Inequality in Education**

Inequalities in our society are inescapable facts. Longman Dictionary of Contemporary English (2005) defined inequalities as unfair situation in which some groups in the society have more money, opportunities, power etc than others. Inequalities in education as describes by Wali (2007), are those disparities in the society which inhibit one from equal opportunities to education. Inequality in education can also be conceive as unequal distribution of education resources and imbalance in attainment of certain level of education due to certain factors between one individual and another or between one geographical area and the other.

The issue of inequalities in education and educational attainment in Nigeria is still a quagmire in the wheel of progress. Wokocha and Okujagu (1999) blamed inequalities in education on the society, when they contend that society provides inequality in educational opportunity in terms of quantitative and qualitative points view. Quantitatively, there is difference in expenditure on favored and unfavored areas in terms of pre-schooling, regular

schooling and amount consumed by individuals in higher education. While, qualitatively, there is variation in children's chances of school attendance and content of learning. For example, in Nigeria some of the designated special schools or federal colleges or prestigious private schools that are well provided with qualified teaching manpower and adequate facilities for effective teaching and learning activities is not accessible to children of low class citizen. But easily accessible by children of the upper class citizen.

In confirmation of the above undisputable fact, Nwaenyi and Egbezor (2001) classified educational inequality in Nigeria as:

- Unequal access to educational facilities,
- Unequal abilities in academics performance amongst school children, and
- Unequal access to certain schools.

However, several factors have been pointed out to have contributed to inequalities in education in Nigeria. Expressing his opinion about factors responsible for inequalities in education, Wali (2007) identified seven factors such as environmental factors, home factors, factors originating from traditional social institution, biological and genetic factors, teacher-pupil ratio, differential funding, and differences in cognitive skills.

In fact, the reasons for inequalities in education in Nigeria which also account for differential in educational attainment can be summarize as the continuous existing differences in opportunities which manifest in children socio-economic background, disparities in funding, unequal access to better schools, parental educational background, differences in parental income, lack of educational institutions, unfavorable environment, and wide socio-economic disparity between rural and urban areas. Besides, difference in ethnological conditions such as religion principles and practices, customs and the disparity in accepting western education as the case of northern and southern Nigeria are all issues to reckon with. The implication of this is that inequality in education leads to major differences in the educational achievement or efficiency of many individuals and eventually stifles their socio-economic upward mobility.

## **Sustainable Development**

Sustainability itself is the ability to nurture, sustain and maintain something for long period of time without damaging or depleting it. While development as defined by Todaro (1992) is a multi-dimensional process involving changes in structures, attitudes and institutions as well as the acceleration of economic growth, the reduction of inequality and eradication of absolute poverty. The core values of development as advocated by Prof. Goulet, are life sustenance, self-esteem and freedom from servitude. Therefore, in a simple term the goal of development is to provide, improve and sustain the welfare and ultimate happiness of the people.

The concept of sustainable development as defined by the Brundtland Commission Report, in her publication "our common future" in 1987, is "development that meets the needs of the present without compromising the ability of the future generation to meet their own needs". In like manner, the Organization for Economic Cooperation and Development (OECD, 2001) describes sustainable development as the development path along which maximization of human well-being for today's generation does not lead to the decline in the well-being of the future generation. The Food and Agricultural Organization (FAO, 1988) entered the debate with the

following definition, that sustainable development is the management and conservation of the natural resources base and the orientation of technological and institutional change in such a manner as to ensure the attainment and continued satisfaction of human needs for present and future generations.

Informed by the above definitions, Sustainable Development can be referred to as a multi-dimensional approach to development that takes into cognisance the symbiotic relationship between man and his environment in creating and satisfying needs of present generation without compromising the resources base to meet the needs of the future generations. In consideration of the above definitions, one thing that stands clear is the fact that while development may be crucial to meet human needs and improve the quality of life, it must occur without diminishing the capacity of the natural environment to meet present and future needs of the people. It also implies that sustainable development is strongly entrenched in the pursuit of economic, social and environmental progress which translates to equity, well-being and welfare of the people. This involves the protection of natural environment, the maintenance of economic vitality and observance of specific social considerations about human development. The definitions further prescribe the building up of the ability to maintain a balance between resources exploitation or utilization and resources conservation to save the future of the resources that will aid the development process of the future generations.

In Moro (2008) opinion, sustainable development contains within it two key concepts: the concept of need, in particular the essential needs of the world's poor; and the idea of limitation imposed by the state of technology and social organization on the environmental ability to meet present and future needs. He incisively contends that the sustainable development requires meeting the basic needs of all and extending to all, the opportunity to satisfy their aspirations for a better life. Emphasizing on the critical aims of sustainable development, Eke (2008) stated that sustainable development has to do with purposeful and planned positive change, lasting progress and internally generated growth over time in line with some sets of prescribed economic, democratic and other indices which clearly manifest in better quality of life for all. Also rendering their positive voice, Itari and Ugbe (2018) stated that sustainable development is about achieving the sustained economic growth needed to meet human needs, sustainable human institutions, improve living standards, and provide the financial resources that make environmental protection possible. Generally, it is pertinent to note that the objective of sustainable development is to create sustainable improvements in the quality of life for all people as the principal goal of development policy.

On the strategies of ensuring sustainable development, the Brundtland Commission Report (1987, pp.44-46) put forward the following general propositions:

- Sustainable development clearly requires economic growth where the needs are not being met.
- Sustainable development requires that societies meet human needs both by increasing productive potential and by ensuring equitable opportunities for all.
- Sustainable development can only be pursued if demographic developments are in harmony with the changing productive potential of the ecosystem.
- Land should not be degraded beyond reasonable recovery.
- Employ economy of use, which should ensure that the resource does not run out before acceptable substitutes are available.

- The rate of depletion of non-renewable resource should foreclose as few future options as possible.
- Adverse impacts on the quality of air, water, and other natural elements are minimized so as to sustain the ecosystems overall integrity.

From all indication it could be deduce that sustainable development is inherently a value-laden concept, as its responsibility cut across the needs of both present and future generations. It is therefore concerned with the creation and sustenance of the conditions for development with self-regenerating and self-sustaining capacity. From the discussion above, six basic elements of sustainable development can be identified, as follows: It is self-sustaining; It meets the needs of present and future generations; It is stable, enduring, and consistent; It guarantees protection of the environment and resources for today and tomorrow; It is lasting and does not crumble in the face of formidable problems; and It does not roll back or recede, even in the face of threatening reversal waves.

## **TOWARDS THE REDUCTION OF INEQUALITIES IN EDUCATION FOR THE ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOAL NO 10**

This section discuss the effective planning and managing strategy of innovative education for reduction in inequalities in education for the attainment of sustainable development goal No10. It has been established that inequalities in education in Ngeria is a major problem in the growth and development of education and attainment of massive literacy. And consequently demand urgent attention to either eliminate or reduce it at all geographical scales.

Innovative education and attainment of sustainable development goal No 10 are highly related. This relationship is justify on the fact that while development is directed towards creating something new and more improvement for the society, innovative education is the instrument which can facilitate the desired sustainable development agenda. This conspicuous relationship perhaps explained the reason why this paper lay much emphasize on the need for effective planning and strategic managing of innovative education for the purpose of achieving the desired sustainable development goals.

The main target of the SDG No 10 is to reduce inequality within and among countries. The SDGs depend on education to succeed. UNESCO (2017, p.7) affirmed that “education is the foundation for sustainable development”. It is correct to say that innovative education is a sine qua non both in reduction in inequality and for the attainment of the SDGs. It therefore follow that the attainment of SDG No 10 (i.e. reduction of inequalities in education) through innovative education should not be seen as an option but a necessity that is required by the society for both the present and the future generation. This calls for effective planning and managing strategy of innovative education in all levels of the education system in Nigeria, in order to actualize this goal.

Effective planning and managing strategy of innovative education become necessary because innovative education equips people with knowledge, values, competencies, attitudes, and skills that make them to function effectively in the society. The knowledge, competencies, and skills so acquired are subsequently applied to sustain present and future generation in their daily existence. As averred by Abiodun (2002) it is the proper nurturing, transmission and application of such skills and knowledge that guarantees development and sustainability of the

society. This implies that relevant and quality innovative education is an essential tool for achieving a more sustainable society. This was emphasized at the UN World Summit in Johannesburg in 2002 where the reorientation of current education systems was outlined as means to sustainable development.

Innovative education opens more avenues for greater educational opportunity. Example is the various innovations introduced in formal, adult literacy, nomadic and distances education in order to reach out to the concerned learners, especially the education television/radio teaching broadcast, mobile teaching schools for nomadic education, computer based ICT online studies, open and distance education programs etc. In this instance, it is pertinent that effective planning and strategic management of innovative education for the reduction in inequality in Nigeria education system in order to attain appreciable progress of SDG No 10 by 2030, must be given all deserve attention and seriousness. Thus, the importance and introduction of innovative education program should be directed to sufficiency and improvement of the quality of life, greater educational opportunity, and reducing inequalities of any kind in the education enterprise.

Generally, innovative education is indispensable due to changing environmental conditions of the dynamic society. This rare circumstance should drive the educational planners to focus more in novel ideas and effective planning of innovations in our education system. And also required the school administrators, educational managers and educational institutional leadership to focus more in devising novel ideas and strategically managing an existing innovative education program.

It is appointed therefore, that if Nigeria must be counted among nations that will made appreciable progress for the attainment of SDG No 10 by 2030, then the planning of innovative education for reducing inequalities in education should take more relevant effective measures as summarize herein:

- Planning innovative education should first of all diagnose the current reality in the school system regarding the need for a particular innovation and also conduct user assessment to ascertain the willingness of school personnel on such intended innovation.
- Planning innovative education should take cognizance of how motivating the school environment and the larger society are to accommodate the expected change. And innovative education should be planned in such a way that it will be stable, sustainable and flexible, including appropriate information dissemination techniques.
- Planning innovative education should assess the innovation program itself in line with certain fundamental questions, such as: what is its relative advantage over an existing status quo?, how simple and observable are the benefits of the proposed innovation?, how compatible and complex is the proposed innovation?, is the innovation oriented to the needs of learners, teachers and the society?, what does it cost to implement the intended innovation?, and what will be the consequences if the innovation eventually fails after the introduction?
- Innovative education should be plan in a manner that its objectives and effect will be explicitly defined and stated in attainable and measurable terms targeting strictly on identified problem(s) that the intended innovation seeks to change or ameliorate in the school system.
- Planning innovative education must be proactive as to design appropriate and suitable innovative course of action in an anticipation of changes in the society or relevant



environment that may affect the school system. It should encompass comprehensive appropriate strategies for implementing, monitoring and evaluating the innovation program on periodic basis.

- Planning innovative education should be directed to societal needs and aspirations and should capture all category of citizen interested in schooling without discrimination or unnecessary denial of any sort through institutionalization of adequate educational incentive. Such inclusivity will enhance high rate of school attendance, participation and more equal educational opportunity.
- Innovative education should be plan in such a manner that it will help to establishing more equalizing educational opportunity, preventing or minimizing wasteful imbalances within the education system, ensuring socio-economic justice, and ensuring the availability and adequacy of manpower resource and school facilities within easy accessibilty of every Nigeria child of school going age.

Likewise, the following summarize management strategies of innovative education that can help in reducing inequalities in education for the attainment of SDG No 10:

- Target base supervisory and monitoring strategy.

That is the total process of innovative education in the school system must be constantly, cautiously and efficiently supervised, monitored, coordinated and evaluated in cognizance with the innovation vision and objectives. Therefore, in managing innovative education, it is the duty of the educational managers and school administrators to supervise, monitor and evaluate innovative education in terms of measuring performance using both qualitative and quantitative indicators. This will help to guide and direct the innovative effort. And in understanding the rate at which the innovation is yielding positive result in order to ensure continuity and further improvement.

- Quality assurance management strategy.

Managing innovative education demands the application and practice of quality assurance and quality control mechanism in every aspect of the innovation program for sustainability and goal achievement. In doing this, school administrator plays the role of a mediator between the ministry of education, school board, parents, community and adoption of any sound renewal innovation. They should neither facilitate the adoption process or suggesting an innovation program for a more viable alternative option.

- Inclusive participatory strategy.

In managing innovative education, the educational managers and school administrators should adopt inclusive participatory principle in decision-making. Both the teaching, non-teaching and student personnel including other stakeholders as the case may be should be allowed to participate in decision-making as it affects them. By so doing you create sense of ownerships, confidence, quick understanding and acceptability. To an extent, this in turn will reduce

resistance to change, facilitate adoption and makes success the implementation and achievement of the innovation goals.

- Responsive and patriotic managerial leadership strategy.

It is expected that in managing innovative education, the educational managers and school administrators should be patriotic, accountable, responsive and dynamic in leadership. They should minimise any act of corrupt attitude, religious sectionalism and ethnic favouritism capable of undermining the good intent of the innovation and as well indulge in effective school administration. For this reason, it is important that the school administrators create values in the responsibility of each school personnel to ensure a holistic reformative school system.

- Non-discriminatory inclusive education strategy.

With social justice at the international forefront of educational agenda, the educational managers and school administrators should develop the capacity to manage innovative education effectively in relation to the inclusion of learner with exceptionalities or disabilities in the conventional education classrooms setting.

- Competencies empowerment base strategy.

In managing innovative education, the educational managers and school administrators can employ this strategy to encourage and provides professional development and technical competencies of core skills in teachers. This can be effected by providing counseling and support for those affected by the innovations, providing core skills training in teacher creativity, technical competencies, problem-solving skill, and providing the enabling environmental conditions that will promote innovative critical thinking among the school personnel to successfully execute the innovations. Core competencies are crucial in the success of innovative education as it helps the school organization to create value through the implementation of new ideas, knowledge and skills.

- Efficient communication strategy.

Efficient communication between the educational managers or school administrators and their subordinates is very crucial in managing innovative education. It is necessary that the school managers provide advance information on the plan and aims concerning the envisage innovation to those that will be affected by it. As no school personnel should be kept in doubt as to what is required of him to effect the required change. By so doing, through their feedback, the educational manager or school administrator determines what should be done at a particular point in time in realizing the objectives of a given innovation.

- Motivational incentives strategy.

In managing innovative education, incentives to motivate school staff towards acceptances of innovation will be a welcome development. These incentives include adequate and timely

remunerations, allowances, and fringe benefits which will stimulate their interests in achieving the goals and objectives of the innovative education for the attainment of SDG No 10. This demands educational manager or school administrator to be proactive and deeply committed to the course of innovative change. This will go a long way in eliminating obstacles to innovative changes.

- Intensive and extensive public enlightenment strategy.

With the challenges of religion and socio-cultural practice aiding and abetting inequalities in education. Makes sensitization of the general public an essential tool in this regard. Thus, in managing innovative education, the educational manager or school administrator can embark on public enlightenment campaigns on the need for every child of school age to be in school as a right irrespective of religion, social affiliation, gender and culture. This should take the form of aggressive re-orientation of parents and communities through the Parents-Teachers Association, the media, community forum discussion session, and conferences/workshop on the need to modify religion belief and socio-cultural practices that promote inequality and gender biased.

- Innovative cultural base strategy.

In managing innovative education, the educational managers and school administrators are expected to continually engage in developing, stimulating, inculcating and sustaining a culture of innovation among the school personnel. The establishment of a culture of continuous improving is one way of building the spirit of innovative adoption in an organization. This is because changes in the organization become relatively permanent when it becomes a way of life of its members. This in turn will enhance the smooth realization of change and innovative effort. Therefore, the school personnel and education practitioners should be encourage to adopting innovations of proven value.

## **CONCLUSION**

Within the framework of this analysis, the paper highlighted and discussed seven effective planning measures and ten managing strategies of innovative education that can assist in reducing inequalities in education for the attainment of SDG No10. In the light of this, major conclusion of this paper is that through effective planning and application of strategic management of innovative education will guarantee not only improved equality in education by reducing inequality to the barest minimum but will enhance the attainment of SDG No10. For this reason, the paper is of the opinion that as a matter of priority and urgency innovative education should be constantly initiated to improve on every practice in the school system as well as addressing the issue of SDG No 10.

## **Suggestions**

Consequent upon the foregoing conclusions, the following suggestions are deemed pertinent:

- Nigeria government should formulate and effectively implement an inclusive strategic education plan in supporting capacity that will be geared towards drastic reduction of inequality in education, ensuring greater access to education as well as mitigating the social inequality barriers for the attainment of SDG No 10. This demand provision of necessary and adequate infrastructure, facilities, equipment, and manpower resources that will drive the innovative education in the school system.
- For proper functioning of the education system, respective governments in Nigeria should ensure that innovative education is adequately funded. This implies that the minimum stipulated fund of 26% of the annual budget by UNESCO should be strictly adhered to by the government to enable the education system function effectively for the attainment of the SDG agenda.
- Introduction of any innovation in education system should first start with drastic intensive, extensive and sustained advocacy, sensitization and mobilization of all stakeholders in order to create public awareness and full understanding of the new innovation package. This will ensure free discussion of issues, problems and plans of action towards ensuring and maintaining quality strategic management and implementation of innovative education. And avoiding the misunderstanding and misinterpretations of innovation plan which could lead to ineffective implementation.
- Teaching manpower in schools and even the school administrators should be professionally and skillfully trained in line with the desired intention of an innovation for goal achievement. This requires regular and compulsory in-service training and retraining of the school staff.
- Planning innovative education should be carried out from time to time to keep abreast with current changes according to the new demands and needs of the society.
- There should be regular supervision, coordination, monitoring and effective evaluation of the implementation of a given innovative education program by educational managers and school administrators to ensure that the intention of the innovation is strictly followed for objectives realization.

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