THE PARADOX OF EQUALITY OF EDUCATIONAL OPPORTUNITIES IN NIGERIA: A MAJOR FACTOR IN MANAGING EDUCATION FOR ATTAINMENT OF SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA

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Abstract
Education is regarded as instrument for affecting positive development of the society. This statement is not limited to education of male or female, state or geographical location of citizens but education of all. This is why one of the goals of education as stipulated in the National Policy on Education emphasizes that the country is a land of bright and full of opportunities for all her citizens. No society can succeed today in her sustainable development without giving equal educational opportunities to all her citizens based on the economic, cultural and social roles women and men play in the development of the society. This paper x-rayed the paradox of equality of educational opportunities in Nigeria: a major factor in managing education for attainment of sustainable development goals in Nigeria. It specifically looked at concept of education, equality of educational opportunities, principle of equality in education, obstacles towards providing equality of educational opportunities in Nigeria, concept of management and *Sustainable Development And Sustainable Development Goals (SDGS). The paper further looked at Efforts at providing equality of educational opportunities in Nigeria. It was recommended among others that the federal government should as much as possible find ways of addressing the issue of individual differences in terms of age, abilities, gender, ethnicity and sectionalism among others. The curriculum planners in this regard can draw school programmes that will effectively take care of such issues and grant all persons opportunity of going to school so that sustainable development will be enhanced.*

Keywords: Education, Equality Of Educational Opportunities, Managing Education, Attainment of Sustainable Development Goals

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Introduction

There is an inherent expectation in every society that education should equip an individual with skills that will make him not only useful to himself, but also to the society to which he belongs. As a process, education provides the young and even the aged with basic human needs of knowledge, skills and values that have proved useful for successful living in the society. Education provides essential skilled manpower for both the formal and informal sectors of the economy, provides the means of developing the knowledge, skills, and productive capacities of the labour force needed to sustain and accelerate overall development(Agarkar, 2013).

An important aspect of education in development lies in the fact that it helps to determine not only the income of the present generation but also the future distribution of income and employment. It must also be mentioned that education influences social welfare through its indirect effects on health, fertility, and life expectancy and helps to increase the profitability of other forms of social and physical investment. Education does not only serve as a custodian of the people's culture expressed in the language of the people, their mode of dressing, form of marriage, social organizations, political activities and technology but also, serves as a process through which the society transmits its culture to the young ones.

In virtually all nations, education has been recognized as an important determinant of living standards because of its immense contribution in the transformation of societies. This is through enhancement of the quality of life of the individual and building up such personality, thereby making him or her useful to himself and the society he/she belongs to. Whether formal or informal, education is capable of catalysing far reaching changes in the society. It's immense worth and contributions to the development of persons, institutions of public agencies and nations have become fully accepted. Nations of the world are therefore laying emphasis on education as a tool for the transformation of their societies. It is in the light of these issues that the National Education Policy in Nigeria is aimed at addressing female disprivilege by improving girl-child enrolment in schools in line with Millennium Development Goal targets. In addition, the National Gender Policy and its Strategic Implementation Framework stress the importance of mainstreaming gender perspectives within the education sector by ensuring adult women and girls gain access to education (Para-Mallam, 2010).

In recognition of the importance of education on enhancing sustainable development, the United Nation has declared 2005 – 2014 as the decade for education for sustainable development (Okebukola, 2007). The World Conference on Education for All (EFA) in Jomtien, Thailand (1990) set the target date at 2000 for the achievement of Universal Primary Education (UPE) which is the foundation for all other forms of subsequent education. However, the 1995 World Summit for social Development shifted the date to 2015.

The challenges posed by the 21st century expressed in the Millennium Development Goals (MDGs) have further heightened the need to use education as a tool for the attainment of these goals. Consequently the desire to improve educational outcomes, the teaching and learning process which produces educational outcomes (performance/achievement) must be reinforced. This undoubtedly will lead to the acquisition of knowledge, skills and attitudes needed for living a useful life in the society. Countries and individuals without access to the knowledge and skills provided by quality education will be left out from benefiting from the global economic progress that the world makes.

Concept of Education

Education is generally seen by different scholars to be a continuous process of learning stretching from the birth of an individual to his death. This is because; it starts from a child's home and continues even after school to adulthood. Education in the opinions of Edward (2008) is the process of learning in order to develop physically, socially, emotionally, intellectually and economically. Agbe (2010) defines education as the process by which society through colleges, universities and other institutions transmit its cultural heritage and its accumulated knowledge from one generation to the other. Education according to Denga (1999) is any ongoing process that facilitates the learning and acquisition of theoretical and practical skills that equip mankind to utilize his environment effectively for personal success in life as well as for the development of the society. In another perspective, Obiabo and Alache (2003) define education as a process by which a community seeks to open its life to all individuals within it and enables them to take part of it.

Concept of Equality of Educational Opportunity

Equity simply means equal treatment and equal gains (Obayan, 2009). The mathematical concept of equality refers to sameness in size, amount, number, degree, value among others even though, it is difficult to discuss with certainty and apply this concept to human beings. Human beings are the same because of certain things they have in common, viz: they are rational, if human beings are amused, they laugh, if injured, they cry. They need to eat and need protection. They may also become sick. From the biblical point of view, God made man before woman and indeed He made woman out of man. This is another source of inequality. Biologically, the so called identical twins are not after all the same or equal. Ofoha (2010) also argues that the idea of equality means that all persons are born equal and are treated equally irrespective of their social status. The author however adds that nature itself initiates inequality and therefore, not every inequality is unjust. Ofoha further states that educational inequality arising from differences in choice, ability and virtues are just, while educational inequality promoted by sex, social class, race, state of origin, disability and religion are unjust.

The concept of opportunity is equally a different one. Opportunity for 'A' may not be opportunity for 'B'. This concept together with the concept of equality becomes difficult and unimaginable when applied to human beings. In another perspective, Opportunity can be seen as "a favorable or advantageous combination of circumstances". In this light, educational opportunity can be seen as a combination of educational circumstances whereby the individual is enabled to engage in a process of developing his/her capabilities through acquisition of skills, attitudes and values both for his/her own benefit and for the benefit of his society (Bua, & Ada, 2015). In a nutshell, equality of educational opportunity is all about educational distribution and how education ought to be made available to individuals in any society.

Paradox of Equality and Opportunity:

First, from the egalitarian point of view, equality of educational opportunity may mean giving equal amount of education for everyone. This view implies that both human and material resources should be equally provided. This is not feasible because resources are not evenly distributed and the quantities of teachers produced for the system are not adequate to be distributed equally. For example, while

university graduates are teachers in some schools, N.C.E holders are found as principals in other schools. In recent past, Grade II teachers were found teaching in schools. It is therefore impossible to attain equality of educational opportunities via this view.

Secondly, equality of educational opportunities may mean providing qualityeducation that will bring everybody to a certain level. Typical example here could be, if the minimum standard in Nigeria is for everybody to obtain at least the West African School Certificate (WASC) or now the Senior Secondary School Certificate (SSSC), then r SSSC is the certain standard and equal opportunities should be provided to enable everybody reach or attain this standard. Again, in the words of Denga (1990), "nuisance variables such as ability, intelligence, financial constraints, location etc. would not permit equality of educational opportunities through this strategy. Permit everybody to reach his endowed potentials. This view thus sets both minimum and maximum limits. The present 6-3-3-4 system is a typical example as an attempt to provide equal educational opportunities for all citizens. Children given opportunities and nurtured through scholarships to improve on their talents can reach their maximum potentials. This again is impracticable

The third view considers equal educational opportunities to mean, giving education sufficient to because of differences in the level of intelligence and creative potentials among individuals.

The fourth and final notion of equality of educational opportunities take a look at providing every person with education to make everybody equally competitive in the job market. This view again apparently is unmanageable. This is because interest and ability are diffused. Availability of various courses at various levels vis-a-vis the National philosophy of a free and democratic society makes this notion rather a difficult one.

Principle of Equality in Education
        The following are the principles of equality in education according to Ojulari (2011, p.2).
i.   Education should be free, universal and compulsory to some extent.
ii.   No one should be excluded for one reason or the other from opportunities of education and of fund in public education
iii.   Equal social benefits – benefits of access to higher education, finance, influence, position, amenities and other social needs.
iv.   Equal educational benefits–learning outcomes, knowledge, and skills - knowledge and skill achievable in private schools should also be available in public schools.
v.   Equal educational treatment – procedure and practices should be equal in all educational institutions, be it private or public and at all levels.
vi.   Equal distribution of resources and facilities – particularly teaching and learning facilities – chairs, desks, classrooms, machines tools, workshop, laboratories, equipment libraries, books, etc.
vii.   Equal opportunity to a large number of people for earnings through education – job opportunity for a large number of educated people.

Obstacles towards Providing Equality of Educational Opportunities in Nigeria

From the time of the Missionaries to date, efforts have always been made to provide equal educational opportunities for all citizens. However, these efforts have always been hampered by a number of obstacles. Some natural, others however purely artificial or human creation. These, obstacles are highlighted below

Individual Differences

The first view of equal amount of education for everybody does not take into account the ramification of individual differences existing among the learners. Learners differ in age, ability and other forms of development. The existing practice where everybody is put together in the same class makes the task of providing equal educational opportunities for all citizens a myth. While bright ones are delayed, the slow learners face in difficulties. This is because when all the pupils or students receive the same instruction, there is injustice because, the two individuals are not supposed to be treated equally (Ojulari, 2011).

Religious Factor

Religion was a major barrier between the North and the South because of Christianity and Islam. Religion consequently brought about differences to educational opportunities. The Northerners who showed resistance to Western education were deprived of access to education and thus had less access to it against the southerners who embraced it. Apart from the efforts of the missionaries, the late Awolowo, introduced Free Primary Education in 1955 in the West as an attempt to provide equal educational opportunities. Zik's efforts in the same direction in the East collapsed (Ojulari, 2011).

Sociological consideration

Sociologically, equality of educational opportunities is difficult to contemplate. In a capitalist country like Nigeria, where individuals differ in social status, rich people send their children to the so called "model' schools while the poor have no option than to send their children to ill-equipped schools. Some communities discourage their girls from schooling. This situation inhibits the attempt to provide equal educational opportunities. There is therefore an uneven distribution of resources, establishment of schools, posting of teachers to schools (Ojulari, 2011).

At present, there are over 160 universities owned by the Federal, Government, State Governments and private individuals or Organizations .The universities are spread across the 36 States of the Federation and the Federal Capital Territory Abuja .The prerogative of appointment of vice-chancellors for these universities is that of the federal government. The prerogative of appointment of lecturers in these universities is that of the vice-chancellors, consequently, this set up sets in motion what can be termed social drift as students' admissions into universities are greatly influenced by their "brothers". This development therefore negates any meaningful attempt to provide equality of educational opportunities. As mentioned earlier, the introduction of the quota system of admission helps in inequality of educational opportunities (Ojulari, 2011).

A cursory look at the distribution of universities across the country is quite revealing. Whatever factor(s) that have been responsible for such a distribution cannot be far from resources and political strength. The question therefore is, can

students from other States without State Universities find enough places in the Federal Universities? If the answer is no, can these States compete with those States with State owned Universities in terms of enrolment strength of students in Universities? The answer is certainly no. Therefore, the concept of equality of equal educational opportunities is still a mythology of our present time.

Economic Constraint

Economic constraint, according to Holbrook (2009), is yet another important factor militating against equality of educational opportunities. The effect of this factor is two—fold. While education is commercialized, poor parents and poor students are finding it increasingly difficult to cope with the demands for the education system. Commercialization of education is manifested in different aspects such as: education levies, various forms of school fees, establishment of schools for purpose of making money, e.g. the present proliferation of nursery schools by different names, expensive textbooks, exploitation of students in higher institutions through handouts, compulsory sale of 'yahoo-yahoo' publications, special fees for examinations, statements of results and certificates, etc. This development points to the fact that education is a commodity which can be bought with money in the market. The social ills of commercialization of education are obvious viz: low standards, frustration of students, increased drop—out rates students' protests among others (Holbrook, 2009)

Political Factor

Politically, equality of educational opportunities is a myth because political emphasis at different times may be different.

In a socialist set up, education is used as a tool of equality while in a capitalist system, deliberate efforts are made to control the level to which an individual can obtain education. This is deliberately done to create inequality.

Retrospectively, a look at the manifestoes of the only two registered political parties in 1992, the Socialist Democratic Party (SDP) and the National Republican Convention (NRC) reveals two fundamental differences in their pursuit of education, these were:

  i.   SDP shall ultimately provide free, functional education at all levels, NRC shall: provide free and compulsory education at the primary and secondary school levels arid make tuition free at university level.
  ii. SDP shall integrate in the formal education system the political education of the citizenry, with emphasis on the provision of the constitution and democratic principles, NRC shall establish special schools for gifted children for self-actualization.

An analysis of these two differences reveals that, the attainment of the National aspiration is still in far sight as none of this pursuit will in anyway lead to immediate provision of equality of educational opportunities for all citizens.

Concept of Management

Management is also seen as a process demanding performance of a specific function (Akpakwu, 2013). Oluwole (2017) sees management as planning, initiating action, designing and monitoring activities to produce results out of allocated resources. This activity involves formulation, control and monitoring. Cole (2012) maintains that

management is an art of removing blocks to achievement of goals of a group by optimizing efficiency and effectiveness in reaching such goals. In this definition, management is seen as the process of decision-making and control over the action of human, material and financial resources for the express purposes of achieving predetermined objectives.

Idoko (2005) defines management as the utilization of physical and human resources through cooperative efforts that are accomplished by performing the functions of planning, organizing, directing and controlling. Adesina (1990) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identifiable objectives. Management may compose primarily of persons, materials, ideas, concepts, symbols, forms, rules, principles or more, or a combination of these. It is an agency by which the desired objectives of education are achieved (Ezeocha, 2005).

Sustainable Development and Sustainable Development Goals (SDGS)

The concept of sustainable development has been defined in many ways, but the most frequently quoted definition is from "our common future" also known as the Brundtland report which defines sustainability development as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustained development according to Holbrook (2009) isthe development that meets ones needs of the present without compromising the ability of future generation to meet their own needs. Sustainable development is regarded as the will to follow the national approach to economic, administration and the creation of economic policy to manage public matters efficiently and periodically. It is also to show respect and progress to be endured towards democracy, that full participation of all concerned actors while taking into account specific local circumstances (Barboza, 2000),

Sustainable Development Goals (SDGs)

SDGs seek not only to eradicate extreme poverty, but also to integrate and balance the three dimensions of sustainable development, economic, social and environmental in a comprehensive global vision. It is vital that we begin implementation with a sense of opportunity and purpose based on an accurate evaluation of where the world stands now.

This section of the paper presents an overview of the 17 Goals using data currently available to highlight the most significant gaps and challenges. The latest data show that about one in eight people still lived in extreme poverty. Nearly 800 million people suffered from hunger, the births of nearly a quarter of children under 5 had not been recorded, 1.1 billion people were living without electricity and water scarcity.

These statistics show how important coordinated global data-generation efforts will be in supplying reliable and timely data for systematic follow-up and progress reviews. The Goals apply to all societies. Even the wealthiest countries are yet to fully empower women or eliminate discrimination. All nations will need to build the Sustainable Development Goals into their national policies and plans if they are to be achieved. With collective global action, we can seize the opportunities before us and, together, fulfil the pledge of the 2030 Agenda to leave no one behind". (**Ban Ki-moon** Secretary-General, United Nations, 2017).

Synopsis of the Sustainable Development Goals
The following presents a synopsis of SDGs
Goal 1: End Poverty in all its form everywhere
i.   Poverty remains wide spread in 2015, 10% of the world's workers and their families were living on less than 1.90 US dollars per day.

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
ii.   Nearly 800million still suffer from hunger / malnutrition
iii.   Aim to achieve sustainable food production
iv.   Promotion of sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages
v.   End epidemic of major communicable diseases
vi.   Ensure access to affordable medicine and vaccines (estimated 5.9million children died in 2015)

Goal 4: Ensure inclusive and equitable quality education and promote life- long learning opportunities for allAreas of Emphasis
vii.   Acquisition of skills
viii.   Access to technical and vocational education
ix.   Knowledge skills and values needed to function in the society
x.   In 2013, more than 757million adults were still unable to read and write of whom two-third were women

Goal 5: Achieve Gender Equality and empower all women and girls
xi.   Elimination of all forms of discrimination and violence against women in politics, economic and public life. Men spend 89% on unpaid jobs while women spend 19%. There were 23 percent of women in parliament in 2016

Goal 6: Ensure availability and sustainability management of water and Sanitation for all
xii.   In 2000, 82% of world population use unimproved sources of water. 2.4 billion worldwide affected by water stress

Goal 7:Ensure access to affordable, reliable, sustainable and modern energy for all
xiii.   Promotion of production of energy, electricity supply, expand infrastructure and technology for clean energy
xiv. 1.1 billion people lacked access to electricity in 2012
xv.   Modern renewable energy accessible to all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
xvi. Full employment opportunities
xvii. Decent work for all
xviii. Eradication of forced labour, human trafficking and child labour
xix. Low GDP Per Capita in least developed countries

xx.   In 2015, about 6.7% unemployed rate for women
xxi.   Some 2 billion people had no bank account

Goal 9:   Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

xxii.   Promotion of infrastructure development
xxiii.   Promote innovation/research
xxiv.   Support technological development
xxv.   Increased access to information and communication technology
xxvi.   There is Low investment in R & D in most locations.

Goal 10:   Reduce inequality within and among countries

xxvii.   Reduce inequality in income
xxviii.   Reduce inequality based on sex, age, disability and religion
xxix.   Ensure safe and regular migration
xxx.   Ensure fair representation of developing countries in global decision-making and development assistance

Goal 11:   Make cities and human settlements inclusive, safe, resilient and sustainable

xxxi.   Renew and plan cities to ensure cohesion and personal security
xxxii.   Minimize air pollution
xxxiii.   Clear urban policies

Goal 12:   Ensure Sustainable Consumption and Production Pattern

xxxiv.   Enunciation of international policies on management of materials that are toxic to the environment

Goal 13:   Take urgent action to combat climate change and its impact

xxxv.   Minimize climate change hazards and natural disasters

Goal 14:   Conserve and sustainably use of oceans, seas and marine resources for Sustainable Development

xxxvi.   Conserve ecosystem
xxxvii.   Prevent destruction of marine lives through pollution
xxxviii.   Help people living in coastal areas

Goal 15:   Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation and halt biodiversity loss.

xxxix.   All these are aimed at preserving livelihood, both human and other animal species (stop extinction)

Goal 16:   Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

xl.   Peaceful societies
xli.   Reduce arm conflicts

xlii.   Ensure human rights
xliii. Promote rule of law
xliv.   Good governance
xlv.   Transparency
xlvi.   Accountability

Goal 17:   Strengthen the means of implementation and revitalize the global partnership for Sustainable Development
xlvii. 2030 Agenda requires total mobilization for enhanced partnership participation
It is clear from this summary that attainment of SDGs requires massive mobilization of manpower on a continuous basis.
xlviii. Ensuring that no one is left out.

Efforts at providing Equality of Educational Opportunities in Nigeria
The following are steps taken to Equality of Educational Opportunities in Nigeria by the Federal Government

Introduction of Universal Primary Education
Universal Primary Education (UPE) was launched in 1976 by the Gowon/Obasanjo administration. This was an effort to provide equal educational opportunity for all at least up to the primary school level, during this time; Schools of Basic Studies were established in what is popularly known as educationally disadvantaged States in an attempt to bridge the gap of educational inequality. Furthermore, the quota system was introduced in the admission of students to universities. This effort thus is in direct conflict with individual's freedom.

Although access to primary and secondary schooling is required by law to be open, free, mandatory, and universal to all children irrespective of religious affiliation, de facto discrimination and inequalities on the basis of gender, socioeconomic status, and religion have continued due to poor implementation of the law. Hence, so far according to Ojulari (2011), the major achievement of national policies on education in Nigeria is the unprecedented increase in enrolment since independence which at the same time is accompanied by wide gender, regional, and socioeconomic inequalities. Women, poor children, and children from the northern parts of the country are still more likely to be victims of out-of-school, grade repetitions, school drop-outs, and over-aged grade entry. As quality of public education further dwindled, it create the need for private provision of education. The rise in private school education in Nigeria is a major reflection of the failures of the public education system in the country. This increasing private takeover of education is also viewed by scholars and policy makers as contributing to the poor-rich divide. Hence, marginalization that results from school type has now become part of the debate on educational stratification. The major focus is how different types of schools reinforce wealth and gender disparity in education (Ojulari, 2011).

The introduction of the UPE also saw the emergence of emergency students, as cooks, stewards, call girls, aged women and a diversity of students were enrolled for what was popularly called "crash programme", no wonder the UPE crashed. Educational opportunities tremendously increased with reckless expansion of schools without corresponding human and material resources to match the expansion. The resultant

effects were manifested in increase rate of drop-outs. A new vocabulary of temporary shades found its way into educational dictionary. The spillover effects of UPE is still much with us in our institutions of higher learning as most students (products of UPE) can neither write nor speak properly. This has created unequal education opportunities (Ojulari, 2011).

Establishment of National Commission for Nomadic Education

The Federal Government has also taken this bold step at equalizing educational opportunities across Nigeria through the establishment of the National Commission for Nomadic Education. This is basically to take care of the education of the children of nomads and migrant fishermen and Fulani herdsmen. This giant step if actualized will also help in minimizing conflict among farmers and herdsmen (Ojulari, 2011).

Establishment of Schools of Remedial Programmes

Government efforts at equalizing educational opportunities in Nigeria is also demonstrated in the area of establishment of schools of remedial programmes in some higher institutions located in the Northern states that are educationally backward. This has helped in individuals from those educationally backward states to improve and secure admission to tertiary institutions (Ojulari, 2011).

Establishment of National Open University and Opening Distance Learning Programmes (ODL)

Another area is the establishment of the National Open University and the Opening Distance Learning programmes (ODL) in Nigeria who are also important steps taken towards 'lifelong education' as contained in the National Policy on Education (FRN, 2004:p.9). The Nigeria Open University, according to Ofoha, (2010) has been up to its mandate throughout the country. It has given both female and male citizens and all tribes, ethnic groups, states, geo-political zones this great opportunity of attending school.

Establishment of Universities across Nigeria

The Federal government has also taken step in equalizing educational opportunities in Nigeria by establishing many universities across all states. There has also been an increase in the number of states and private universities in the country. Such opportunities have made it easier for the all persons in their various geographical locations to have access to education without any biasness (Ofoha, 2010).

Conclusion

In other to effectively manage our educational for sustainable development, there is every need to provide equal educational opportunities in Nigeria by recognizing the multi-cultural and multi-ethnic formation of the people. Education should be provided to individuals and the communities at their door step and should address their diverse needs. This should be given serious attention. Education must be made to reflect the cultural diversities of various ethnic groups. It is only when this is fully implemented, that a favourable society that will be capable of producing individuals who would be more functional and productive to the society would be achieved for sustainable development.

Recommendations

The following recommendations are made in order to ensure that equal educational opportunities are given to all citizens in Nigeria.

1. The Federal government should as matter of urgency find ways of addressing the issue of individual differences in terms of age and abilities. The curriculum planners in this regard can draw school programmes that will effectively take care of such issues and grant all persons opportunity of going to school so that sustainable development will be sustained and enhanced.

2. Religious barrier to educational opportunities should be well tackled. Government should find a way of orienting her citizens to know that all persons in the country are the same irrespective of religious dichotomy. Religion should be separated from governance as well as the issue of educational opportunities.

3. Government should as much as possible try to boast her economy by taping and harnessing her mineral and natural resources in a way that they can convert such resources into money and better her economy. This will help in the area of financing of education especially by establishing more universities across the country so that every child irrespective of state of origin and geo-graphical location will have access to quality education.

4. There should be elimination of politics in providing education to citizens. Educational opportunities should be given to all citizens in their various states, geo-political zone without necessarily having someone in government who would front such for them. Political leaders should not concentrate on the development of education to their places of origin but make available to all citizens especially as it pertain the establishment of universities, colleges and polytechnics.

5. The governments at various levels should consider the implementation of the 26% allocation of their annual budget to education as recommended by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

6. The provision of education should not only be made available to children of the rich especially sponsoring some citizens to undertake educational programmes abroad but also for the poor. This is because, the less priviledeged ones are always denied of such opportunities. Scholarships and admission should be given to students on merit and not because of their parents' financial status of connection. If this is addressed, the country will experience sustainable development.

7. Government should also as much as possible increase allocation of funds to education so that the positive effect of such improved funding can trickle down to all the levels of the system. This will equally help in establishing more educational institutions as proper management will also be enhanced.

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