

EDUCATION FOR SUSTAINABLE DEVELOPMENT (SDG 4.7): IT'S IMPLEMENTATION IN NIGERIA

Professor Mkpa Agu Mkpa (OFR)

Faculty of Education, Abia State University, Uturu, Abia State

ABSTRACT: *Sustainable Development Goals (SDGs) refer to the global initiatives that developed and developing nations have signed up to for the purpose of guaranteeing the best quality of life in 17 broad areas of human needs. SDG 4 is about quality education. SDG 4.7 focuses on education for sustainability, sustainable living/lifestyle, human right education, peace education gender inequality, global citizenship and how they should impact on quality education. These global educational contents are expected to be mainstreamed into the school curriculum at various educational levels. This paper clarifies each component of the SDG 4.7 and explains how best the new subject matters can be integrated into the Nigerian school curriculum as well as implemented in our daily living. Two ways whereby the new curriculum contents can be mainstreamed are either to create new school subjects or, to infuse the new contents into existing subjects in the curricula. This latter option is preferred and so recommended because the curricula of our schools are already too over-loaded to accommodate more subjects. The guidelines for the recommended infusion are made. The place of the teacher in implementing the new curriculum areas is emphasized. Recommendations are made for reorienting teachers towards more effective implementation of the new curricula through pre-service and in-service training. The pedagogical practices that will facilitate the attainment of Goal 4.7 are described, including appropriate teachers preparation, improved methods, resources, and facilitates. Also stressed is the need to accommodate all categories of children- the normal and disabled, boys and girls in the provision of furniture, play facilities and toilet facilities among others.*

KEY WORDS: Sustainable Development, Gender Inequality, Human rights, Peace Education, Global Citizenship.

EDUCATION FOR SUSTAINABLE DEVELOPMENT: SDG 4.7

Introduction

In the efforts of the United Nations Organization to guarantee a world that is free, decent, peaceful, orderly, safe, pleasant and habitable she came up with the “global goals for sustainable development” alternatively referred to as the “sustainable development goals’ (SDGs). These are a list of 17 goals with a total of 169 targets.

The Seventeen Goals Include:

- | Goal | Emphasis |
|-------------|--------------------------------------|
| i. | No Poverty |
| i. | Zero Hunger |
| i. | Good Health and Wellbeing for People |
| 7. | Equality Education |

- 7. Gender Equality
- i. Clean Water and Sanitation
- i. Affordable and Clean Energy
- i. Decent Work and Economic Growth
- 7. Industry, Innovation and Infrastructure
- 7. Reducing Inequalities
- i. Sustainable Cities and Communities
- i. Responsible Consumption and Production
- i. Climate Action
- 7. Life Below Water
- 7. Life On-land
- i. Peace, Justice and Strong Institutions
- i. Partnership of the Goals

All nations are expected to strive towards meeting the demands of these 17goals, and education is a resistible ventricle for achieving them.

The formal name for the SDGs is “Transforming Our World: the 2030 Agenda for Sustainable Development”. It could be shortened to “2030 Agenda”.

Whereas the Millennium Development Goals (MGDs) which preceded it and ended in 2015 focused largely on developing nations, the SDGs focuses on all nations of the world, both the rich and poor countries. The SDGs are a very broad range of somewhat interrelated goals that member states of the United Nations signed up to. It therefore becomes incumbent on all the signatories nations to pursue the Agenda as vigorously as possible because in the attainment of the goals lies the peace, wealth, health, comfort and prosperity of humanity.

For this paper, our focus is on target SDG 4.7, the thrust of which is learning to live together sustainably. More specifically, target 4.7 states categorically: 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 cultures’ contribution to sustainable development.*

UNESCO contributes to the measuring of progress made by nations towards this target 4.7. The global indicator established for target 4.7 by UNESCO measures the extent to which global citizenship education (GCED) and education for sustainable development (ESD) including gender equality and human rights are mainstreamed in national education policies, curricula, teacher education and student assessments. UNESCO receives and analyses county reports used as data for this indicator.

We shall in this paper examine the key concepts implied in Target 4.7 including sustainable development, sustainable lifestyle, human rights, gender equality, peace and non-violence, global citizenship and cultural diversity. We shall then discuss how these key concepts may be mainstreamed in our national educational policies, school curricula teacher education curricula and assessment of students. More specifically, we would address the following curricula issues:

- What is Education for Sustainable development?

- Sustainable living/lifestyle
- Gender inequality
- Challenging unwholesome cultural practices
- Human rights and peace education
- Global citizenship
- Educational and pedagogical implication of SDG4.7
- Teacher quality for SDG 4.7
- Role of Assessment in SDG 4.7
- Conclusion

What Is Sustainable Development?

Sustainable development is the organization principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. The desired result is a state of society where living conditions and resources use continue to meet human needs without undermining the integrity and stability of the natural system. It is development that meets the needs of the present without compromising the ability of future generations.

Shaker (2015) suggests that the term “sustainable” should be viewed as humanity’s target goal of human- ecosystem equilibrium (homeostatis) while “sustainable development refers to the holistic approach and temporal processes that lead us to the end point of “sustainability”. On their own part; Lynn and Eda(2014) define sustainability as the practice of maintaining processes of productivity indefinitely-natural or humans made by replacing resources used with resources of equal or greater value without degrading or endangering nature biotic systems. Sustainability development Lies together, concern for the carrying capacity of natural systems with the social, political and economic challenges faced by humanity. An additional focus of sustainability is the responsibility of the present generations to regenerate, maintain and improve the resources of the planet for use by future generations (Finn 2009). The United Nations has this as the most widely used definition of sustainable development as a systems approach to growth and development and to manage nature produced and social capital for the welfare of their own and future generations. The term sustainable development as used by the United Nations incorporated both issues associated with land development and broader issues of human development such as educational health and standard of living.

Education for Sustainable Development (ESD)

Education for sustainable development (ESD) is defined as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and equitable society. ESD aims to empower and equip current and future generations to meet their needs using a balanced social and environmental dimension of sustainable development (UNESCO, 2018).

Our concern here in the attainment of goal 4.7. The key issues associated with this goal and its target are sustainable living or lifestyles , human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and the appreciation of contribution to sustainable development.

We shall proceed to explain the concepts and examine how they could be mainstreamed into the school curriculum and teacher education program. We have explained the meaning of

sustainable development. Let's us now examine what we mean by sustainable living or sustainable lifestyles/living.

Sustainable Lifestyles/Living

Sustainable living is the way we need to pattern our daily practices in order to comply with sustainable development. Wikipedia defines sustainable living as follows:

“Sustainable living is a lifestyle that attempts to reduce an individuals’ or society use of the earth’s resources and personal resources. Practitioners of sustainable living often attempt to reduce their carbon foot print by altering methods of transportation, energy consumption and diet. Proponents of sustainable living aim to conduct their lives in ways that are consistent with sustainability, in natural balance and respectful of humanity symbiotic relationship with the earth’s natural ecology and cycles. The practice and general philosophy of ecological living is highly interrelated with the overall principles of sustainable development”.

Sustainable Friends (2017) have tried to explain the concepts of sustainable living. In a simple language, sustainable living is taking no more than the environment can supply and renew. It is living in balance with nature in a symbiotic relationship without harm to the earth’s ecology. It is meeting one’s needs without compromising the needs of future generations.

One may use an herb plant as an analogy. If a recipe calls for a vegetable such as basil, you have a choice to pick off a few leaves from the top or rip the plant out of the ground, roots and all. The first choice provides you what you need without harm to the plant. This allows the basil to continue to grow and thrive, later producing leaves and offspring for the future. The second kills the plant. Living a sustainable lifestyle is making the first choice in everything you do, in everything aspect of your life, considering and choosing to leave behind resources for generations to follow.

Regenerative Corporation (2017) gives 17 quick and easy suggestions to live a sustainable life. The advice is as follows:

- a. **Create gardens to have green fields;** and the garden wastes can be mulched and returned to support healthy soil. Green spaces help offset carbon emission.
- b. **Practice “minimalism”** by putting to maximum purpose everything you own and use including waste materials. Recycle more and more.
- c. **Change the lights in your house** from the traditional bulbs to the energy saving types.
- d. **Cut down on irrelevant trips** that consume fuel.
- e. **Start using natural cleaners;** Research on homemade natural cleaners that can reduce the amount of chemicals introduced into water.
- f. **Walk, bike or carpool to work;** in order to reduce pollution and consumption of natural resources. Moreover walking and biking are exercises that improve one’s health care; increases social outlet that improves the quality of life.
- g. **Spend more time reading and playing games;** this reduces the reliance on entertainment that requires energy and natural resources.
- h. **Try to get on a more natural sleep schedule;** It means becoming more attuned to the natural light in the day. This is better for your health. It will also begin to lessen the amount of power that you use while you are up.

- i. **Reduce, reuse and recycle;** Reduce your need to buy new products. If there is less waste, then there is less to recycle or reuse. Learning to reuse items or repurpose them for different use than what they are intended for is essential in waste hierarchy. Recycle old glass bottles or aluminum cans.
- j. **Unplug device when not in use:** Most of the electronic devices keep on drawing electricity even when they are off. To reduce energy usage, simply pull off the plug when not in use. It will help you to save energy and reduce your electric bill monthly.
- k. **Buy right sized house:** Practitioners of sustainable living would advise us to build or buy smaller than bigger houses. Smaller houses would involve less on lighting, furniture and overall furnishing.
- l. **Use daylight as much as possible:** Sunlight is free. Using sunlight during the day helps reduce dependence on fossil fuels to produce electricity and your bulbs will last longer.
- m. **Stop unwanted mail:** Opt out of the uncountable numbers of unwanted mailings and simplify your life. Sites like www.catalogchioce.org offer free services to opt out of catalogues, coupons, credit cards offers, phone books, circulars etc.
- n. **Change your washing habit:** Instead of washing a few items of clothing in the washing machine every other day, it is more economical to assemble a good number of the items of clothing when they are many and launder them at once. This saves power/electricity, time and water including detergent.
- o. **Choose renewable energy:** Choosing renewable energy over fossil fuel is a great way to stop climate change. Solar or energy use or energy from wind and water is clearly safer for the environment than the use of fossil fuel.
- p. **Buy products with less packaging:** When you go for shopping, it is advisable to buy item with less packaging because most of the packaging material eventually end up in dust bins and from there to landfills. It not only further contaminates the environment but also poses serious health effects to both humans and animals.
- q. **Ditch the plastic:** Plastics take millions of years to decompose. They float on ocean surfaces and badly affect marine life. Every year, large numbers of animals, seals and sea birds are killed after ingesting plastic or getting entangled with it. It is time for us to switch over to reusable bags when we shop.

Gender Inequality

The concept of gender inequality refers to the belief in the superiority of one gender (usually the male) over the other. The belief is influenced by variations in cultures and religions. In most parts of Nigeria, women are considered subordinate to their male counterparts especially in the northern parts of the country (Babalola2014). It is generally believed that women are best suited for home keeping.

The truth of this became incontrovertible when the Nigerian President, Muhammadu Buhari stated in Germany that the role of women including his wife did not go beyond the kitchen and “the other room”.

This Day Live (2017) observed that although women have the same intrinsic worth as men, they are discriminated against at every level. Woman and girls have limited access to education, ownership of land and assets in Nigeria. And they are denied equal treatment in inheritance rights, human resources development and sustainable economic growth. Realizing that gender equality is not just a human rights issue, but that it is essential for the achievement of sustainable development and a peaceful prosperous world, the Supreme Court of Nigeria took a stand in it.

In a landmark judgment in 2014, the Supreme Court held that the Igbo customary law which bars the female child irrespective of the circumstances of her birth, from inheriting or participating in the sharing of the property and estate for her father, is a violation of the right to freedom from discrimination enshrined in section 42 (1) (2) of the Constitution of the Federal Republic of Nigeria. According to the Supreme Court, any culture that disinherits a daughter from her father's estate, or wife from her husband property by reason of God. Instituted gender differential should be punitively dealt with.

The problem of gender inequality would seem to be a lot more apparent in the northern parts of Nigeria where women are considered to be of a lower status than men. That's why we have more female children out of school in the north than in the southern part of the country. We also see greater evidence of child marriage (children of 13 years of age) and such other abuses as female genital mutilation and prevention from active participation in politics. .

In many fields of endeavor there are professions which until recently were taken to be male dominated. Thanks to Providence that females are catching up and even trying to overtake the males in those thitherto exclusive field of medicine, engineering, and law etc.

Aitch (2007) observes that in most religious cultures, the females are very much discriminated against in terms of holding leadership positions or even playing some active administrative roles. Certain biblical passages both in the New and Old Testaments tend to consign females to a secondary position compared to their male counterparts. The Bible in 1 Timothy 2:12 states "but I suffer not a women to teach or to usurp authority over a man, but to be silent. In 1 Corinthians 14:3 Paul directs that women should keep silence in the churches for they are not permitted to speak, but should be in submission as the law also says so. Several other passages reiterate the supremacy of the man over the woman. In the Old Testament when a male child is born, the mother of keeps away from the house of God for a total of 40 days, but if it is a female child that is born, the mother remain unclean for 80 days. (Leviticus12:1-5). This clearly distinguishes one gender from the other.

Today some police stations do not allow women to take someone on bail. It has to be done by a man, no matter how highly placed or educated the woman may be. Some traditional cultures prohibit women from taking as meat certain parts of an animal. For examples the gizzard is said to be exclusive for men. The right to possess as inheritance the estate of a deceased parent is sometimes denied the girl child in some cultures here in Nigeria.

Parents and guardians start early in the lives of children to orientate them towards their anticipated gender roles. That is why the girl child is often bought toys of babies, and the child demonstrates how to feed and care for the baby toy, thereby suggesting to the child that she should begin to play the role of a care giver. The boy on the other hand receives toys of trucks or other types of cars to be fixed when they goes bad, thus suggesting that the boy should be oriented towards engineering. The mother usually take the girl child to join her in the kitchen to learn how to cook while the boys are playing football or doing other activities that are masculine in nature. Hardly are females allowed to climb trees as to climb is perceived as a task for the boys. The boy child is usually meant to follow his father to the occupation of his choice possibly to the farmland or workshop depending on the family occupational orientation.

The traditional Igbo society would not permit women to “see” the kolanut when it is presented in any gathering no matter how trivial the meeting. The women may have bought the kolanut, washed and prepared it for presentation, but the kolanut ritual prohibits women from formally “seeing” or receiving it. Even when the kolanut is being shared, the males, however young, are served before the females however old and exalted.

Carolina (2018) List Ten Important Examples of Gender Inequality Hampering the Development of Females Today to Include:

- i.** Infant life expectancy- In India and China, more female children die before age five than males.
- ii.** Access to prenatal care and maternal mortality-
- iii.** Education- males enjoy freer access than females generally
- iv.** Literacy- There are more female illiterates than males worldwide.
- v.** Economic independence -males are favored in employment over females
- vi.** Violence against women, sexual assault and rape.
- vii.** Female genital mutilation- Peculiar to females
- viii.** Child marriage- Peculiar to females
- ix.** Human trafficking- More females are victims
- x.** Representation in government fewer women involved.

These examples exist to greater or lesser extents in most countries of the world and many communities have found it difficult to expunge completely. In the light of the inherent biological, social-cultural and religious factors that underpin the concept of gender inequality they may take some time to be completely eliminated from our sociological dictionary.

Addressing Gender Inequality

Advocacy: All possible media must be mobilized to orchestrate the mantra of equality of the sexes, even though a veritable challenge would be the dogmatism of most religions that hold tenaciously to the injunctions in their scriptures. The laity would be challenge to choose between the inspired directives of God and the teachings/traditions of men which the concept of gender equality would appear to espouse.

I believe that a mid-way between the two extreme positions is for us to realize and respect the uniqueness of each gender and to agree that each has biological and sociological roles to play in order to guarantee a happy, just, free and enjoyable world to live in. Such advocacy would call for mutual respect for each gender and the recognition of the fact that none can be successful in isolation of the other. Each has a unique and peculiar role to play for the stability of the home/family, society and the world at large. Each must be given the opportunity and a level playing ground to actualize its utmost potentials.

The sexes should not be seen to be in competition but must exist in an inescapable complementarily of mutual support and oneness. Each should acknowledge that what the other can do, it cannot easily accomplish and so each should be respected on account of its exclusiveness. A man is biologically not configured to and cannot bear children. But without the man, the woman cannot be pregnant, no matter how she tries to do it without the man. So each should respect the uniqueness of the other and accord the needed respected accordingly.

Challenging Unwholesome Socio-Cultural Traditions

We know that it has all along been the man's world, and so men had built into their tradition, cultural practices that have stood the test of time in order to protect their interest. We believed that those traditions that are antithetical to the tenants of justice and fair play should be jettisoned. Those traditions that deny the girl child or females the right to inherit their husbands or parents estate or property, own land, do business on equal terms with their male counterparts, receive their due shares in the cultural settings, participate actively in politics, acquire education on equal terms with their male counterparts, fit into elective or appointive positions, eat any part of the meat of their choice, pick up kola-nuts as their male counterparts must be abrogated.

All obnoxious widowhood practices that dehumanize female must be summarily discarded. The girl child must not only be taught her rights but also how to assert and insist on those rights in a most civilized manner. The rights of the child are already being infused in the curricula of our schools at various levels. The knowledge is very necessary so that they can detect any infringement and learn how to assert these rights in non-violent forms.

The legislature has a great role to play in this matter in that we expect not only the enshrinement of the human rights into our laws but also prescriptions of the sanctions against non-compliance.

Human Rights and Peace Education

The United Nations General Assembly (1993) acknowledged human rights and peace education as deeply interrelated. The abuse of human rights leads to crisis and threatens the peace of any environment. *Peace education* guides us in handling cases of *human rights* abuse using non-violent approaches. The two concepts are aspect of SDGs 4.7

What are Human Rights?

Human rights are the basic rights and freedoms that belong to every person in the world, from birth to death. They apply regardless of one's location, gender, belief system or any other characteristics. They can never be taken away from you although sometimes they can be restricted, For example if one breaks the law or one is considered a national risk. These basic rights are based on shared values like dignity, fairness, equality, respect and independence.

The Human Rights Act (The National Archives 1998) lists the following as the fundamental human rights.

- Rights to life
- Freedom from torture and inhuman treatment
- Freedom from slavery and forced labour
- Rights to liberty and security
- Right to fair trial
- No punishments without law
- Respect for your private and family life, home and correspondence.
- Freedom of thought, belief and religion
- Freedom of expression
- Freedom of assembly and association
- Right to marry and start a family
- Protection from discrimination in respect of these rights and freedoms.

Protocol 1: Article 1: Right to peaceful enjoyment of your property.

Protocol 1 Article 3: Rights to participate in free elections

Protocol 13: article 3:1 Abolition of death penalty.

All the countries of the United Nations Organization that signed up to the above stated rights are bound to abide by them. How has Nigeria performed in human rights assessment?

Daily Trust (2019) recently published Nigeria's standing with respect of human rights adherence. The report quoted the United States country report that the findings were uncomplimentary in many regards. It spoke of worsening abuses of rights of Nigerians. According to the report, constituted authorities and the political leadership have failed to effectively bring under control armed state and non-state actors accused of performing human right abuses. Striking in the report were

Issues about extrajudicial and arbitrary killings disappearances and arbitrary detentions, torture, particularly in detention facilities, including sexual exploitation and about, looting and destruction of property, civilian detention in military facilities, often based on flimsy evidence, denial of fair public trial, executive influence on the judiciary, infringement on citizens' privacy rights, restrictions on freedoms of speech press, assembly and movement; official corruption and lack of accountability in cases involving violence against women and children including female genital mutilation, human trafficking, early and forced marriage forced and bonded labour.

Nigeria's ranking in the continental assessment of human rights performance is 33rd out of 54 countries in the 2018 assessments. Her quantitative score is 47.9 in overall governance. This score is lower than the African average of 54.3 (Vanguard, 2018). As a result, there is really nothing to celebrate with that level of performance. The question is how do we improve on our good governance human rights performances as a nation? We shall return to that when we examine the related issue of peace education.

What is Peace Education?

Lan Harris and John Synott (2002) describe peace education as a series of teaching encounters that draw from people:

- Their desire for peace.
- Non-violent alternatives for managing conflict and
- Skills for critical analysis of structural arrangements that produce and legitimize injustice and inequality.

For Page (2008) peace education implies

Encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace, as informing the student on the consequences of war and social injustice, as informing the student of the value of peaceful and just social structures and working to uphold or develop such social structures, as encouraging the student to have the world and imagine a peaceful future and as caring for the student and encouraging the student to care for others.

What should be taught in peace education? Various views exist on this question and have reflected the peculiar interest of various environments. Since the 20th century such fields have tended to be the focus: anti-nuclearism, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution, skills and techniques, democracy among others (Grottand Smaker, 1996) An aggregate of the conception on peace education tends to isolate three key areas of focus namely: conflict resolution training, democracy education and human rights education

Global Citizenship

As the world continues to shrink into a global village such that the challenges of one nation quickly becomes the problems of all other countries, events in one part of the country quickly spread to and affect other nations, it becomes not only desirable but in fact imperative that education cultivates for us citizens of the entire world. By this, we mean someone who understands the interconnectedness of development across the nations of the world, respects cultural and values diversity has the duality to challenge injustice and takes action in personally meaningful ways.

Today's education for global citizenship empowers students to understand and exercise their human rights in ways that demand state solidarity with human beings everywhere and make positive impact on the world (UNESCO 2013). The global citizen:

- Feels responsible for helping others in one's community and distant places;
- Respects rights of others in one's own country and elsewhere;
- Is open-minded and interested in learning new things about the world;
- Has empathy for others, and understands and shows concern for others' feelings both in one's place and other places;
- Demonstrates concern for the environment locally and globally;
- Believes in fair treatment of others at home and abroad; and
- Is able to solve problems or disagreements with others including compromising and finding solutions together.

Education Tours (2018) lists five qualities of global citizenship to include:

Critical thinking: Using inductive and deductive reasoning to analyze how various elements interact with each other in the bid to find solutions to global problems.

Community and collaboration: Using the sense of community to improve the world around us. Through travels and social media people collaborate with new people from different backgrounds, cultures and languages to cultivate solutions.

Technology Skills: Using the ICT skills around and available to us to foster global change by either travelling or use of social media. Young people appreciate what life is in other parts of the world and so can make contribution to solving world problems.

Adoptability: Being ready to adapt or adjust to changes situations and circumstances that one may encounter as one visits places for the first time and engages people one had never met before.

Cross Cultural Awareness: Learning how to communicate with people from different cultures by being tolerant are showing empathy, understanding and appreciation of the uniqueness of different cultural settings yet belonging to one world family.

Educational Implications Of SDG 4.7

We have examined the elements that constitute sustainable development Goal 4.7 to include sustainable development, sustainable lifestyle, human rights, gender equality, peace education and global citizenship. The question arises as to what we must do to domesticate these concepts, theories and practices in our educational system?.

Do we need to create new school subjects to accommodate all these emerging global themes? We must realize that the school curriculum is already over loaded with ever-expanding fields of study. It therefore becomes more acceptable to undertake “*curriculum infusion*”, that is, infusing the new areas of study into the already existing school subjects as curriculum designers would deem appropriate. It is the duty of our curriculum experts to identify the entire gamut of the new fields, contents or subject matters and bearing in mind the principles of “developmental task”. By this principle they should determine the following important issues:

- The school subjects that relate more intimately with the new ideas/subjects matters or content;
- The topics in the school subjects that would best accommodate the new fields of learning;
- The class levels that are best suited to study the subject matters, so that we do not over burden tender minds;
- The class levels along which the learning should be reiterated vertically in order to achieve continuity as the learner progresses from one grade level to another and from one school level to the next; and horizontally in order to relate what is being learned in one subject to the contents of other subjects in the same grade level.
- The most essential aspects of the subject matters that can be accommodated within the time frame allowed by the school timetable.

The point being emphasized here that we need to infuse the relevant ideas into the already existing subjects, along the grade levels from the pre-primary up to the tertiary level of education. In doing so, we need to consider developmental status of the learners in order to prescribe for them just the appropriate level of content within the range of their intellectual ability.

Pedagogical Implications of SDGS 4.7

What teaching approaches do we need to apply as we work towards implementing SDGs 4.7? The issues involved in the content of the components of the SDG 4.7 call for pedagogical strategies that are multifaceted. They go beyond the chalk –and –talk approach. They call for the 21st century approach which involves profuse utilization of multimedia.

Students need to be actively involved in practical task execution. Field work is inevitable as a good deal of tasks involve practical interaction with communities. Projects involving studies in conflict resolution, how communities resolve inequalities or achieve peaceful co-existence and the like are not going to be effectively taught through the lecture method.

A combination of methods such as field work, excursion, debate, discussion, dramatization, role play, library work, etc. would certainly be involved. The learner-centered approach becomes very useful here; that is, the approach that has the focus on activities, and the learners; with the teacher functioning as a guide, a director and an assistant.

Facilities for Teaching and Learning, Recreation And Convenience

The 21st century facilities for the quality education that we advocate are those that are child/learner friendly. By this we mean that the needs of all learners irrespective of sex, age, and health status should be accommodated. There should be provision of appropriate sized furniture, interactive white boards, and internet connectivity to facilitate effective ICT utilization. Both the able and disabled children's interests must be accommodated in the construction of school facilities so that every learner will feel at home and be able to study comfortably. Children with disabilities should in no way feel uncomfortable on account of discriminatory provision of learning facilities. Nor should male or female children feel inadequately provided for. The conveniences /toilet facilities should be provided separately for both male and female students without bias for any gender. Thus, all school facilities should be learner friendly and gender sensitive.

Teacher Quality for ESD 4.7

The quality of teachers is the major determinant of the extent to which we hope to achieve the goal and targets of SDG 4.7. It is obvious that teachers who know little or nothing about sustainable development, suitable living, gender equality, human rights, peace education and global citizenship cannot be expected to encourage such ideas in the learners. As a result the question arises as to what we should do to ensure that our teachers are very much at home with these relatively new arrears of learning. Many of our teachers were not taught these content/subject matters in their teacher training days.

Two possibilities for getting our teachers to be able to impart the new knowledge to learners are– including these topics in the curriculum of our pre-service teachers so that while in training, they learn the knowledge, skills and values associated with the topics so that they can effectively teach them to their students. To this end, we call on these responsible for curriculum development at the National Council for Colleges of Education to revisit the teacher education curriculum and ensure that the new arrears are included. The second thing is to re-orientate the serving teachers who did not learn these new ideals while they were in training through in-service programmes. We must stress that unless the teachers are very well acquainted with the needed information, they are unlikely to be able to teach them effectively.

Teachers need to be innovative, creative and transformative in order to be able to cope with the demands of the times. They must learn to get learners actively involved in the class activities. They could provide social issues in a neutral and grade- appropriate way for students to understand (O' Sullivan, Michael and Pashby 2008).

Teachers remain key to all we may wish to achieve in the educational sector with respect to gender issues in the classrooms. We therefore expect our teachers to be gender sensitive in the implementation of the curriculum. In doing so, they should be mindful of some unconscious gender biases such as:

- Assigning roles to boys and girls during class activities in ways that tend to suggest differences in intellectual capabilities; for example roles of doctors and engineers to males and roles of nurses and teachers to girls;
- Giving differential sitting arrangements to boys and girls;
- Appointing only males as class captains or prefects for tasking duties and females for weaker or less-challenging duties;

- Appointing males to substantive positions and females as their deputies; and
- Giving either males or females preferential treatment over the other.

Role of Assessment in Achieving SDG 4.7

It is a known fact that teachers are more enthusiastic to teach, and students more eager to learn the subject matters that are examinable. Teachers are not likely to show interest in teaching any content that will not be examined either by external or internal assessment. They are likely to consider such subject matters a waste of their time and those of their students. In fact, when examinations are approaching, students often resort to revising their lessons using past questions papers.

The implication of this fact for the SDG 4.7 is that unless the subject matters implied in the goal 4.7 are not only incorporated in the national curricula, but also subjected to internal and external examinations, we may not succeed in achieving the goals. We therefore call on the various bodies involved in the task of curriculum development at all levels of the educational system to take steps to include the relevant content in the curricula and provide for the examination of the performance of students in the various internal and external examinations.

The Universal Basic Education Commission, National Board for Technical Education, the Nigerian Educational Research and Development Council, the National Commission for Colleges of Education, the National Universities Commission are the bodies that have special roles to play in mainstreaming the SDG 4.7 into the curricula of our school system and for planning the teaching and assessment of the content. We must not forget that much of the curriculum content or subject matters necessary for the primary and secondary levels of education are also vital for the adult and non-formal sector of the educational of system. We therefore include the Nigeria National, Council for Adult and Non-formal Education and charge the Council to also incorporate the content of SDG 4.7 into the adult education programmes in order for us to ensure completeness of the cycle of stakeholders who should promote the ideals implied in the goal.

Conclusion

As a member of the United Nations and a signatory to the SDG protocol, Nigeria must do all that it takes to actualize the SDGs in general and not lag behind or drag her feet. As we have seen above, quality education is the key to the attainment of Goal 4.7. More importantly, we need effective learning environments. We need to build and upgrade educational facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive and effective learning environments for all.

Teachers are the main drivers of Goal 4.7 and so we need to invest in the qualitative training and retraining of our teachers. We have made reference to the need to update the curricula of all teacher education programmes to accommodate the demands of the SDG 4.7. But how ready are we, as a nation to invest in the education sector? And how do we stand compared to other nations in implementing the SDG 4.7?

The data on the budget allocation to the educational sector over the past decade do not sound optimistic at all, given the UNESCO advice that for developing nations, not less than 26% of the annual budget should go to the education sector.

Table 1: Fig. Budget Allocations to Education (2010-2018)

Year	Budget (Trillion ₦)	Education Allocation (Billion ₦)	% of the budget
2010	5.160	249.09	4.83
2011	4.972	306.3	6.16
2012	4.877	400.15	8.2
2013	4987	426.53	8.55
2014	4.962	493.53	9.94
2015	5.068	392.2	7.74
2016	6.061	369.6	6.10
2017	7.444	550.0	7.38
2018	8.612	605.8	7.03
TOTAL	52.141	3.7 Trillion	8.2

The disturbing scenario may explain even if only in part why we as a nation are among the worst in performance in the implementation of the SDGs.

Performances of Nations in Implementing the SDGs

According to the SDGs index which measured performances of 149 nations the best performing, and worst performing nations are listed below with their percentage success in implementing the SDGs as at 2017.

Table 2: Twenty Best and The position of Nigeria among The 20 Least Performers in the SDG Index

Twenty Best Countries

Rank	Country	Score
1	Sweden	84.5
2	Denmark	83.9
3	Norway	82.3
4	Finland	81.0
5	Switzerland	80.9
6	Germany	80.5
7	Austria	79.1
8	Netherlands	78.9
9	Iceland	78.9
10	United Kingdom	78.1
11	France	77.9
12	Belgium	77.4
13	Canada	76.8
14	Ireland	76.7
15	Czech Republic	76.7
16	Luxembourg	76.7
17	Slovenia	76.6
18	Japan	75.0
19	Singapore	74.6
20	Australia	74.5

Twenty Least Countries

Rank	Country	Score
130	Benin	40.0
131	Malawi	39.8
132	Mauritania	39.6
133	Mozambique	39.5
134	Zambia	38.4
135	Mali	38.2
136	Gambia	37.8
137	Yemen rep	37.3
138	Sierra Leone	36.9
139	Afghanistan	36.5
140	Madagascar	36.5
141	Nigeria	36.1
142	Guninea	35.9
143	Burkina Faso	35.9
143	Haiti	34.4
145	Chad	31.8
146	Niger	31.4
147	Congo Dem rep	31.3
148	Liberia	30.5
149	Central African rep	26.1

Where do we go from here? I believe that as educators, we need to do our best to accomplish those SDG 4.7 tasks that do not have substantial financial implications. Imparting appropriate knowledge, skills and attitudes, using locally available or improvised resources, advocacy to governments and stake holders, conferences and passing on the communiqué to government and other stake holders, practically demonstrating the import of such aspect of the Goal 4.7 as sustainable living, peace and non-violent resolution of crises, etc. As we demonstrate and advocate those ideals, we prayerfully hope that the Nigerian government will do its own bit in terms of improving the financial allocation to the education sector of the economy.

We appreciate also the role of the legislature in the enactment of laws that protect the rights of the child, especially the girl-child in Nigeria. One thing is to enact laws, another is the enforcement of those laws. What role we as educators and educationalist play to ensure that the laws that protect the rights of the Nigeria children, especially females, are enforced?

The mass media have critical roles to play in this Goal 4.7. We expect governments to be forthcoming in using both the print and electronic media to inform and educate our people on the ideas of SDGs in general and Goal 4.7 in particular. If only a half of the amounts spent by political parties for their jingles, and advertisement, were to be used for sponsoring the ideals of Goal 4.7, Nigeria would be higher up the ladder than where we are at the moment.

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