



AFRICA AND EDUCATION

2030 AGENDA

Edited by:

J.A. Ademokoya

R.A. Aderinoye

Tolulope V. Gbadamosi



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J.A. ADEMOKOYA
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*Department of Educational Management, University of Ibadan,
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¹*International Centre for Educational Evaluation,*

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¹Department of Adult & Non-formal Education,

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*¹Department of Human Kinetics and Health Education,
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*²Department of Science Education, Faculty of Education,
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**Happiness Opeyemi AGBOOLA¹, Ayodeji Amos OLADIMEJI²
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*¹Human Kinetics and Health Education Department,
University of Ibadan, Ibadan, Oyo State, Nigeria.*

*²Human Kinetics and Health Education Department,
Adekunle Ajasin University, Akungba Akoko,
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Chinwe Patience IHUOMA

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Roadmap of the Key Variables and Action Framework for Attaining SDG 4-Education 2030 Agenda in Nigeria

K.O. OJOKHETA & Abiola Adiat OMOKHABI

Department of Adult Education, University of Ibadan, Ibadan, Nigeria
ko.ojokheta@gmail.com; adiatomokhabi@gmail.com

Abstract: *In order to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, which is the SDG 4-Education 2030 Agenda, various countries have been developing broad and specific action plans towards the attainment of the goal. There exists in Nigeria a broad action framework for all the SDGs, as contained in Nigeria's Road to SDGs. There is, however, no concrete specific action tasks and the timeline towards SDG 4-Education 2030 Agenda in Nigeria. This paper is therefore written to guide education policy planners and decision-makers in Nigeria on the key variables and specific action framework/timeline for achieving the goal. The paper begins with the discussion of the SDG 4-Education 2030 targets. It also discusses the key features and policies priorities of SDG4 as well as the implications for educational development. It equally identifies and discusses the key variables that Nigeria must focus attention on as follows: policy and planning, financing, advocacy and communication, capacity development and technical assistance, coordination, and partnership, as well as monitoring. It also makes suggestions on the specific tasks and the timeline for the achievement of these variables. The paper concludes that the achievement of the SDG 4-Education 2030 vision in Nigeria must be seen by education policy planners and decision-makers as a serious issue of national importance. Therefore, the country needs to display aggressive pursuance of the goal not in terms of a broad framework, but in terms of specific action tasks.*

Keywords: SDG 4, Education 2030 Agenda, quality education, lifelong learning opportunities.

Introduction

In an attempt to address global and national education challenges, a milestone education event was held in Incheon, Republic of Korea, in May 2015. The event produced a new vision for education, universally known as Education 2030 Agenda and the Framework of Action for the achievement of the priorities and strategies. The Education 2030, as the new vision of education, aimed to, “transform lives through education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs” (Education 2030, Incheon Declaration, 2015). The vision was succinctly stated in the Declaration thus: “We commit with a sense of urgency to a single, renewed education agenda that is holistic, ambitious and aspirational, leaving no one behind”. This new vision is fully captured by the proposed:

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and its corresponding targets”.

Towards the implementation of SDG 4-Education 2030 Agenda, various countries have been developing their action plans. For example, governments in Arab Region, together with various stakeholders, at the Second Arab Regional Meeting on SDG 4 – Education 2030 held on 6 and 7 March 2017 in Dubai, United Arab Emirates, developed “*The Dubai Roadmap for Education 2030 in the Arab Region (2017-2018)*”. The roadmap is based on the region’s recognition “that the SDG 4 agenda inspires us to pursue a humanistic vision of education and development based on human rights and dignity, social justice, protection, cultural diversity, and shared responsibility and accountability” (UNESCO, 2017).

Similarly, the Asia and Pacific Regions had also developed their action plan contained in the published document by UNESCO Bangkok Office (2018) entitled “*Paving the Road to Education: A target-by-target analysis of SDG 4 for Asia and the Pacific*”. This simply implies that countries, especially the developing ones, are taking seriously the development of strategic frameworks for the achievement of SDG 4-Education 2030 Agenda.

Therefore, Nigeria needs to emulate these countries, who have taken the initiative, to develop its action framework for SDG 4.

SDG 4 and the Targets towards Quality Education

The targets of SDG 4, which all aim at ensuring quality education, are presented below:

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy.
- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

These targets were formulated to ensure quality education at both the formal and non-formal education levels. At the formal education level, all countries were urged to ensure that all children have access to quality early childhood development and pre-primary education while at the non-formal education level, countries were mandated to ensure that substantial number of youth and adults, irrespective of their physical status, have access to all levels of education and training, especially literacy and numeracy as well as technical and vocational skills without gender discrimination or disparity.

It was on this basis that UNESCO (2017) put forward the implications of the key features of SDG 4 for educational development of all countries as presented in Table 1:

Table 1: Key Features of SDG4 and Implications for Educational Development

Key Features and Policy Priorities	Implications for Educational Development
Universally-relevant agenda with sustainability at its core	<ul style="list-style-type: none"> • Collaboration, cooperation, and partnerships: As a universally relevant agenda, SDG4-Education 2030 is a collective commitment by all countries regardless of their level of development. This has implications for patterns of cooperation, partnerships, and coordination among stakeholders within and across countries. • Intersectoral coordination at country level: The inter-linkages between and among SDGs require going beyond a 'bunker approach to education. Any strategies that aim to realize SDG4, and ultimately all SDGs, should be based on an intersectoral coordination mechanism that is linked to wider SDG coordination.
Expanded access to all levels of education in a holistic and lifelong learning approach based on the principles of education as a basic human right and as a public good	<p>Legislation: The commitments to (1) universal youth literacy, at least one year of pre-primary education and twelve years of free state primary and secondary education (of which at least nine years are compulsory) and (2) ensuring equal opportunity in access to post-basic education and training may require adjustment/strengthening of national legislation.</p> <p>Sector-wide policy, planning, and coordination: The fact that SDG4- Education 2030 concerns all levels of formal and non-formal education, as well as learners of all age groups, requires a truly sector-wide approach to education policy, planning, and coordination.</p> <p>Recognition, validation, and accreditation of learning: A lifelong learning approach requires a system of recognition, validation, and accreditation (RVA) of learning and competencies acquired outside formal education and training institutions. RVA is essential for the establishment and facilitation of pathways between formal and less formal learning opportunities, as well as between education, training, and work.</p> <p>Financing: The ambition of the SDG4-Education 2030 Agenda to expand access to lifelong learning opportunities for all places greater pressure on public funding of education. There is a need to ensure more efficient and equitable use of scarce resources and to promote greater</p>

Renewed focus on equity,
inclusion and gender equality

accountability in the use of public resources for education. There is also a need to increase public education budgets through greater fiscal capacity, innovative partnerships with non-state actors and advocacy for increased official development assistance.

Inclusive policy dialogue and formulation: A focus on equity implies inclusive policy dialogue that allows for diverse constituencies to have a greater voice in decision-making processes and ensure the legitimacy of national education policy choices.

Targeted strategies: Ensuring equity, inclusion and gender equality will require well-designed strategies for targeting the groups that are most underserved, vulnerable and disadvantaged in terms of access to quality learning opportunities.

Monitoring: Monitoring progress towards SDG4-Education 2030 commitments through an equity lens will require access to more reliable, timely and disaggregated data. It will also require a strengthened capacity to analyse data on participation and learning outcomes at all levels.

A renewed focus on effective
learning

Curriculum and teacher training: A focus on effective and relevant learning may require review of existing curricula frameworks; teaching and learning contents, pedagogy, materials, and classroom teaching practice; assessment frameworks; and teacher training and professional development. A holistic and coherent curricular approach will require alignment between curriculum content, assessment, teacher training, as well as school leadership and management.

The new focus on relevance of
learning for both the world of
work and civic life

Assessment of learning outcomes: A focus on effective and relevant learning requires fairer and more balanced mechanisms for measuring and validating knowledge, skills, and competencies across a broader spectrum of users and competencies and thus greater flexibility in assessment practice.

Quality assurance and qualification frameworks: A focus on the effective acquisition of competencies and the relevance of learning for the world of work and civic life requires the establishment or strengthening of national quality assurance and qualification frameworks.

Based on the synthesis of the decisions and recommendations made during the SDG-Education 2030 Steering Committee 5th meeting held on 12-13 September 2018, this paper identified six key variables where action plan must be drawn if Nigeria is to attain the SDG-Education 2030 Vision. The variables are policy and planning, financing, advocacy and communication, capacity development and technical assistance, coordination, and partnership, as well as monitoring. The background pieces of information on each of these six variables are presented below:

1. Background Information on Policy and Planning of SDG4-Education 2030 Vision

Policy planning is highly germane to the achievement of SDG4-Education 2030 Vision. Other key variables of sustainable development goals rest on policy and planning. In other words, sound public policies grounded in evidence, and implemented effectively, are crucial for the achievement of the Education 2030 Agenda (OECD, 2016). UNESCO (2017) asserted that “the degree to which the SDG4-Education 2030 Agenda can be mainstreamed in national policies will depend on countries’ policy priorities, commitment, planning cycles, and capacities”.

However, it must be noted that the areas of policy that continue to present significant and particular challenges in most countries, according to the SDG-Education 2030 Steering Committee (2018) survey, include:

- i. Gender inequality:** Millions of girls and young women across the world still face huge barriers to access and complete education. These barriers vary from country to country and while some initiatives are working to help overcome them, it is a challenge to replicate these at a scale sufficient to correct the balance. Furthermore, gender inequalities and stereotypes are still not sufficiently tackled in education systems and in fact, in some cases, countries are opting to avoid debates on gender in schools, with this being reflected in education plans and curricula.
- ii. Widening gap of Civil Society Organisations’ (CSOs) space:** CSOs worldwide are under significant pressure as restrictions on participation in national policy dialogues, foreign funding, barriers to registration, intervention in CSOs’ internal affairs, and other forms of harassment have proliferated; particularly worrisome are restrictions that affect student and teacher organisations.

- iii. **Violence and conflict:** In all regions, there are countries experiencing violence, conflict and severe humanitarian emergencies with unprecedented numbers of displaced people and refugee flows.
- iv. **Inadequate financing:** This continues to be a major constraint to progress.
- v. **Inadequate capacity for policy design and implementation:** Many countries report organizational constraints such as poor coordination, poor policy design, weak direction, lack of synergies across sectors, inadequate strategies and mechanisms for stakeholder engagement, weak implementation effort, insufficient time and inadequate resources to carry out SDG4 implementation. This is equally peculiar to Nigeria.
- vi. **The absence of policy focus on education and SDG4** in particular and other interests and issues distracting policymakers' attention.
- vii. **Challenges associated with Teachers:** The major concerns associated with teachers across the world include inadequate training, inadequate salaries and working conditions, the devaluing and casualisation of the teaching profession, as well as decreased autonomy for teachers.

2. Background Information on Financing SDG 4-Education 2030

To achieve the SDG 4-Education 2030 Agenda, educational policymakers, national organisations, donors and other stakeholders need to be in tune with some sort of global strategic plan or agreement on what matters, how to fund it, and who does what. In the Incheon Declaration and Education 2030 Framework for Action, UNESCO member states endorsed the proposal that governments should "progressively commit or allocate at least 4 to 6 percent of their gross domestic product (GDP) or at least 15 to 20 percent of their total public expenditure to education, with a focus on basic education in order to successfully achieve Sustainable Development Goal 4".

The Framework of Action also noted that:

National governments are the main custodians of the realisation of SDG 4 and the majority of funds for financing public education systems are provided by domestic resources. Allocating sufficient domestic resources to the education system can yield important benefits in terms of educational outcomes. Investments in education have a multiplying force and positively affect economic growth, prosperity, and peace.

Furthermore, the Leading Group for Innovative Financing (LGIF, 2012), in its report entitled *“Innovative financing for Education: Moving Forward”*, identified four innovative financing mechanisms for education which are: the Education Venture Fund (EVF), the Debt Conversion Development Bonds (DCDB), the Diaspora Bonds (DB), and the Travelers Savings Fund for Development (TSFD). Nigeria can leverage on these innovative financing mechanisms to improve funding for SDG 4-Education 2030 vision. The report summarised our innovative financing mechanisms which all stakeholders in the education sector must understand. They are:

i. Education Venture Fund (EVF)

The EVF aimed at leveraging both philanthropic and investment capital for education through a range of different mechanisms (bond issues, private donations, leveraged investments, voluntary levies, etc.) in order to invest in initiatives that would eventually promote innovation in the education sector.

ii. Debt Conversion Development Bonds (DCDB)

The DCDB aimed at creating local currency funding by enabling a creditor country to cancel a debt at its nominal value in order to give enough fiscal space for its debtor to sustain and expand its investment in education. The LGIF's 2012 report highlighted two main benefits to this mechanism: first, it could allow the debtor country to “use the long term future stream of modest fiscal savings to support large scale capital expenditures today” and second, it would “help to channel funds from the country's own institutional investors (pension funds, insurance companies, and mutual funds) into development projects”.

iii. Diaspora Bonds

A diaspora bond is a debt instrument issued by a country, or potentially a private corporation, that targets investment from its overseas nationals (diaspora). As each bond gives an opportunity to have a direct impact on the development of the country (while being an attractive investment instrument for those seeking high-return investments), the diaspora might value the impacts of their investment more through the bond rather than remittances to family members. While remittances help developing countries benefit from the incomes of their immigrant populations, diaspora bonds are a means to tap into their savings. For example, according to data released by the World Bank, the 30 million Africans in the diaspora remitted over \$40 billion to their homes in 2015.

iv. Travelers Savings Fund for Development (TSFD)

TSFD was defined in the LGIF's report as "an instrument (financial mechanism) that increases participation/social investment as well as mitigates the risk associated with exposure to currency fluctuations by civil society, private foundations, NGOs, and travelers at large". This definition seemed to involve influencing tourism organizations that run "voluntourism" programmes, or tourists who undertake volunteer projects while travelling to direct their funds to education projects.

3. Background Information on Capacity Development and Advocacy of SDG 4-Education 2030

The UNESCO Institute for Statistics (UIS) has developed a statistical framework on capacity development for assisting countries. The Institute has also developed tools and strategies that enable countries to produce their own high-quality data. These tools and strategies build on the UIS' track record of working directly with countries to monitor progress towards SDG 4. Educational policy planners and decision-makers in Nigeria can take advantage of this statistical framework and the inherent details to build and develop the various capacities and advocacies needed to achieve SDG 4-Education 2030 vision in the country.

Besides, the 2017 edition of the SDG 4 Data Digest entitled *The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4* covers the three main areas of UIS capacity development tools:

- i. **Mapping tools:** to help countries identify potential data sources across ministries and national statistical offices, identify information gaps and locate potential opportunities to monitor SDG 4 by integrating different databases, enhancing existing instruments to collect additional data, and producing disaggregated data.
- ii. **Data quality assessment tools:** to evaluate and strengthen the processes by which countries use different types of data, including administrative records, household surveys, learning assessments and expenditure information.
- iii. **Manuals, guidelines, and codes of practice:** to support the production of education data to provide national policymakers with the evidence they need to plan and monitor the performance of their education systems and progress towards the SDG 4 targets.

4. Background Information on Coordination and Partnership of SDG 4-Education 2030

Partnership is an essential paradigm in sustainable development. The United Nations defines partnerships for the SDGs as follows: “Partnerships for sustainable development are multi-stakeholder initiatives voluntarily undertaken by governments, inter-governmental organizations, major groups, and other stakeholders, which efforts are contributing to the implementation of inter-governmentally agreed development goals and commitments (Stibbe, Reid & Gilbert, 2018).

The ability to bring together diverse resources in ways that can together achieve more impact, greater sustainability, and increased value to all remains the fundamental core principle of good partnerships. To achieve good partnership for SDG 4-Education 2030 in Nigeria, all societal sectors must be considered as key development actors and this requires an unprecedented level of cooperation and collaboration among civil society, business, government, NGOs, foundations, and others.

UNESCO (2017) submitted that, “translating SDG4 commitments into national education development entails the involvement and coordination of a wide range of partners at all levels. Whether at the global, regional or national level, strong multi-stakeholder partnerships linked to broader SDG processes are essential for successful translation of 2030 commitments into national education development efforts”.

Similarly, the Education 2030 Framework for Action states in paragraph 85 that: “The success of SDG4-Education 2030 will depend on collective effort; legal and policy frameworks that promote accountability and transparency as well as participatory governance and coordinated partnerships at all levels and across sectors, upholding the right to participation of all stakeholders, will need to be established or further developed”.

Furthermore, the Framework also states in paragraph 86:

While driven by education ministries, implementation of the education SDG and the education-related targets in the other SDGs at the country level requires a ‘whole of government’ approach to education. Country-led action will drive change; however, the ambitious education goal cannot be achieved by governments alone. They will need the support of all stakeholders, including non-state actors. Governments should establish appropriate mechanisms, and strengthen existing ones,

to be the main source of information for the regional and global monitoring process, with UN support.

5. Background Information on Monitoring Activities of SDG 4- Education 2030

The recent publication of the UNESCO Institute for Statistics (UIS, 2018) entitled *"The investment case for SDG 4 Data"* provided detailed information on how countries can get organised to monitor SDG 4". Importantly, the paper sets out "the case for investing in SDG 4 data in all dimensions and is designed to promote the need for monitoring and to build the case for multi-year financial commitments". It also estimated how much countries would benefit from better monitoring.

Furthermore, in the publication, UIS identified, using the demand-driven approach, the requirements, and most feasible approaches to produce each indicator to monitor progress toward SDG4. The Institute estimated that the "investment needed over the remaining period until 2030, to cover all the costs of a solid monitoring compact, is around US\$2.8 billion". "Some two-thirds of the cost is for monitoring the global set of indicators and the rest is for the thematic indicators". The costs assume that all thematic indicators would be collected by all countries. The per-country cost over this long period is US\$135 million on average or US\$1.35 million per country per year. Table 2 below shows the estimate of basic cost components (in thousands of US\$) over a ten-year period.

Table 2: Estimate of SDG 4 data collection (in thousands of US\$) over a ten-year period

Basic cost components	Total	Global Indicators	Thematic Indicators
Capacity development and technical assistance	37017	7934	29083
Innovation	10050	2606	7444
Household surveys or facility surveys	514913	134325	380588
Household-based assessment (early childhood development and adults skills)	743675	743675	N/A
Learning assessments	1466042	995542	470500
Equipment and other inputs	24156	12670	11486
Total	2795853	1896751	899101
Annualised	13507	189675	89910
Average per country	13507	9163	4343
Annualised per country	1351	916	434

Source: UNESCO Institute for Statistics (2018).

Recommendations

Based on the background information on each of the identified variables as presented above, this paper makes specific recommendations on the actions (and the timeline for achieving each action) that need to be taken into consideration by educational policymakers in Nigeria. The action framework and timeline for each of the six key variables are presented in Tables 3a-f.

Table 3a: Action Framework and Timeline for SDG 4-Education 2030 Policy and Planning in Nigeria

Actions	Timeline
Nigeria must inaugurate national multi-stakeholder SDG-Education 2030 Steering Committee to prepare the working documents on strategic guidance, key priorities and catalytic actions to achieve the agenda. The committee must also monitor and advocate for adequate financing and encourage coordination and harmonization of partner activities.	Now and should be ongoing till 2030.
Nigeria must identify policy and programmatic gaps to mainstreaming and promoting SDG 4 at the national level. In other words, the policy challenges and barriers in the implementation of SDG4 targets and commitments must be identified.	This should be ongoing until the end of 2019.
Development of SDG 4-related policy briefs to support policy dialogue on specific issues (i.e. expanding TVET and improving its quality, adult and youth literacy, education of girls and women, curriculum reform, etc.)	This should be ongoing until the end of 2019.
Discussion and dialogue should be held at the national and regional levels on "Transforming Education".	This should be ongoing until the end of 2019.
Establishment of Sustainable Development Goals 4 Promotion Headquarters with the Minister of Education as chair.	Now and should be ongoing till 2030.
Put the Actions into Action.	From 2020-2030.

Table 3b: Action Framework and Timeline for SDG 4-Education 2030 Financing for Nigeria

Actions	Timeline
Determine the investment needed over the remaining period until 2030.	Now
Identify new forms of financing as an avenue to contribute to spur education.	Now and till 2030.
Develop initiatives to mobilise domestic resources including the private sector.	Ongoing until the end of 2019
Develop initiatives to mobilise external resources.	Ongoing until the end of 2019
Develop cost and financing framework.	Throughout 2019 with concrete support initiatives at the national level
Identify internal financing gaps at the national level and map donors.	Throughout 2019 with concrete support initiatives from local development partners in Nigeria
Identify external financing gaps and map donors.	Throughout 2019 with concrete support initiatives from international development partners e.g. UNESCO
Develop financing strategies to include federal, states, and LGs, private sector as well as local development partners and international development partners to provide the needed support.	Throughout 2019 till June 2020
Put the Actions into Action.	From 2020-2030.

Table 3c: Action Framework and Timeline for SDG 4-Education 2030 Advocacy and Communication in Nigeria

Actions	Timeline
Develop a clear analysis of the country's strategic priorities for advocacy.	Now and till 2030
Develop a set of clear and compelling advocacy messages that respond directly to the country's strategic priorities.	Throughout 2019
Carry out an inventory of existing and needed resources for effective advocacy on the 2030 Agenda and to identify the gaps that need to be filled and strategies for filling those gaps.	Throughout 2019
Develop the SDG 4 web portal for all stakeholders and keep updating it.	Now and till 2030
Update policy briefs and profile of Nigeria in the web portal.	Now and till 2030
Launch and conduct awareness campaigns on SDG 4 and related targets.	Now and till 2030

Advocate for greater involvement of other partners, such as the private sector.	Now and till 2030
Publish e-newsletters.	Bi-annually
Launch a week/annual campaign for education.	Now and till 2030
Promote sharing of experience and outstanding initiatives at the local and national levels through the use of different means including SDG 4 web portal as well as linkages and contributions from the local development partners.	Now and till 2030
Put the Actions into Action.	From 2020-2030

Table 3d: Action and Timeline for SDG 4-Education 2030 Capacity Development in Nigeria

Actions	Timeline
Mainstream/integrate SDG 4 into national plans with concrete support initiatives to be implemented at national level.	Now and may be revisited annually till 2030
Establish a core team(s) made up of technical officers and policymakers to oversee SDG 4 activities.	Now and may be expanded continuously till 2030
Build capacity in cost and financing of education in relation to SDG 4 with concrete support initiatives to be implemented at national level.	Throughout the year till 2030
Build statistical capacity to measure/monitor and report on the indicators, including the alignment of monitoring of crisis/humanitarian education plans to SDG 4 with concrete training workshops to be organised.	Throughout the year till 2030
Improve cooperation with local and national partners, as well as UNESCO Category II Centers to implement programmes	Throughout the year till 2030
Put the Actions into Action	From 2020-2030.

Table 3e: Action Framework and Timeline for SDG 4-Education 2030's Coordination and Partnership for Nigeria

Actions	Timeline
Put in place national education coordination and partnership mechanism.	Now and may be reviewed annually if need be.
Expand partnerships through identifying partners based on national needs and linking them together, as well as clarifying partner roles.	Now and may be reviewed annually if need be.
Bring together actors with specific economic, social and environmental foci and resources to create sustainable solutions to the education system	Now till 2030
Improve cooperation with local and national partners, as well as international development partners especially the UNESCO Category II Centers to implement capacity development plans.	Throughout the year till 2030.
Put the Actions into Action	From 2020-2030

Table 3f: Action Framework and Timeline for SDG 4-Education 2030 Monitoring for Nigeria

Actions	Timeline
Contextualize the SDG 4 indicators at the national level in alignment with national strategies.	Latest by June 2019
Undertake technical consultations on further discussion and development of approaches and types of data for monitoring SDG 4 targets in consultation with local development partners and the private sector.	Now till Dec. 2019
Prepare annual periodic and interim progress reports on SDG 4 based on UNESCO-provided templates and report structure.	Now till 2030
Publish (annual) status of education in Nigeria.	Annually or biennially
Develop technical guidelines for measuring and monitoring SDG4 as part of capacity development initiatives.	Now
Disseminate technical guidelines for measuring and monitoring SDG 4 as part of capacity development initiatives to states, local governments development partners, and private sector.	July 2019
Put in place a regional monitoring framework and plan in consultation with states, LGs local development partners, and private sector	July 2019
Put the Actions into Action	From 2020-2030

Having provided the specific actions tasks that must be undertaken for Nigeria to be on course towards the achievement of SDG 4-Education 2030, it is imperative to state that all the specific task actions must be put into action as from 2020 till the end of the agenda – 2030. Ten years is considered enough to achieve concrete results if these specific action tasks and the timeline are strictly and faithfully adhered to. It is, therefore, highly important for education policy planners and decision-makers in Nigeria to have profound knowledge and understanding of these specific action plan and the suggested timeline.

Conclusion

The achievement of SDG 4-Education 2030 vision in Nigeria must be seen by education policy planners and decision-makers as a serious issue of national importance for national interest. The country needs to display aggressive pursuance of the goal not in terms of a broad framework, but in terms of specific action tasks and the timeline as suggested in this paper. It is when this is done that Nigeria can be seen to have put in place a roadmap for ensuring inclusive and equitable quality education and promoting lifelong learning

opportunities for all. It is equally important to state that the promotion of SDG4-Education 2030 in Nigeria, both in policy development and programmes, can be better achieved, particularly through ministerial meetings and high-level dialogues.

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