

Education and Community Development: Catalysts for Attaining Post-2015 Sustainable Development Agenda in Developing Countries

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ABSTRACT Research reveals that the global community is still not on track to attain the SDGs toward the end of 2030. Extant literature has given little attention to the interdependent role of education and community development in human development. This paper, therefore, precisely analyses and articulates the fundamental roles of education and community development in the attainment of the United Nations system's 2030 agenda for sustainable development and sustainability of the future in the developing world. An interdisciplinary literature review was conducted to gain insights into the interconnectedness between education and community development and demonstrate how they could facilitate the attainment of the post-2015 sustainable development agenda. Findings revealed that education and community development are interdependently related and both have potentials, if properly harnessed, that would serve as catalysts for the attainment of the 2030 development agenda in developing nations. Based on these findings, conclusions and useful recommendations were made.

INTRODUCTION

Research has shown that the global community is still not on track to attain the SDGs toward the end of 2030. The strategies required for the attainment of the Sustainable Development Goals are those innovations and initiatives that are built on extant capacities and considered suitable to the felt-needs of people at local levels (Roesch and Rahmaty 2020). Less than a decade to 2030, the SDGs are unfortunately yet to be communicated for the understanding of local communities (Roesch and Rahmaty 2020). This was the same concern raised in another study that most development strategies by governments [especially in the developing nations] are mostly top-down approaches (Marcus 2015). One important strategy to use for communicating the lofty ideals of the 2030 agenda to subnational levels of governance such as cities and grassroots communities is the education-community development approach. The 17 SDGs framework (post-2015 development agenda) was launched to continue the unfinished business of the Millennium Development Goals (MDGs) which stimulated a global action, beginning from 2000

to 2015, targeted at ceasing poverty in all ramifications (Woodbridge 2015). Although the MDGs were to particularly address issues of extreme poverty in developing countries, the SDGs are more ambitiously comprehensive than the MDGs and are universally applicable to all the member states of the United Nations system (Woodbridge 2015). The attainment of the MDGs was met with a lot of obstacles in developing countries. Among them are poor starting conditions, conflict and instability, weak governance and institutions, and environmental degradation; to mention a few (Muñoz 2008).

Developing nations, more than other countries in the globe, are discombobulated with a lot of sustainability challenges such as abject poverty, hunger, environmental degradation, lack of access to fresh water, attack of deadly diseases, corruption, political instability, widespread insecurity, terrorism and violence of various forms (Al-Dahir and Bisley 2009). These are undoubtedly significant global challenges. In developing countries, over 75 percent of people still live in societies that are less equal than they were in the 1990s. Pathetically too, over a billion people have continued to live in abject poverty and below US\$1.25 per day (Clark 2015). The report of the 2013 World Economic and Social Survey regarding the sustainable development challenges affirmed that climate change impact still threatens to escalate without sufficient safeguards especially in the developing world; hunger and malnutrition persistently

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remain in several developing nations, and inequality of income has continued to increase in and among several nations which have heightened tensions and social conflicts (United Nations 2013).

The United Nations Organisation (UNO) was deeply concerned about the plethora and superfluity of socio-economic and political challenges confronting the global community. One critical response of the UNO to these challenges that have continued to ravage humanity both in the global south and north was the formal adoption of the Sustainable Development Goals (SDGs) by the world leaders in September 2015, popularly known as the 2030 agenda framework. The SDGs were generally regarded as a plan of action for humanity, the planet, and prosperity. The SDGs have the general aims which are, among others, to strengthen global peace, eradicate poverty in all ramifications, absolve people from the pangs of hunger, extreme poverty, and want, to cure and safeguard the planet earth which is the abode for human lives (Ezeokoli 2019).

The 2030 agenda framework, as earlier referred to as the SDGs, is comprised of 17 goals. It was a successor framework to the Millennium Development Goals (MDGs) whose targets of attainment ended in the year 2015. In the heart of the MDGs and SDGs was education. The final declaration by the global education forum in Incheon, Republic of Korea, specifically on 21 May 2015, gave credence to their commitment to Education 2030 and the rest of the SDGs by according grandness to education as a vehicle that would engender development nationally and across the globe. This primacy is given to education for developmental purposes as provided for in the Framework for Action (FFA) for implementation as SDG4 by various national governments. Education 2030 agenda, otherwise referred to as the SDG4, is basically 'characterised by a vision of education with a commitment to transforming the lives of people, communities, and societies without leaving anyone behind' (Badaru and Adu 2019). The SDG 11 which provides a framework for sustainable cities and communities is a clear suggestion that the global community leaders need to adopt a 'bottom-up' approach in their quest for development and future sustainability whereby the potentials of the local actions and initiatives are linked up with the actions of the governmental and non-governmental agencies. From the foregoing, there is no gainsaying that education and community development are

inextricably linked and can be seen as veritable potentials for the attainment of the 2030 agenda for sustainable development; more so many of the SDGs are overlapped and intertwined.

There is indeed a global attention on education as a veritable instrument for economic growth, increased value of productivity, poverty reduction, enhancement of individual, social, political, and national development (Rowell 2020). In other words, both developed and developing countries have positioned education as a unique tool for solving their socio-economic, political, religious, and technological problems (Ezeokoli 2019). Community development, on the other hand, is a process that organizes and mobilizes people and groups to take social or political actions aimed at improving all facets and vistas of their living for economic and non-economic progress and prosperity. In the same vein, education itself is a process that involves developing people wholly in terms of soul, body, intellect, emotion, and physical eudemonia (Akinkuotu and Okikiola 2016). It is interesting to note that both education and community development are processes aimed at programmes and concerted efforts targeted at people and the community in a way that tremendously improves and enhances the quality of lives. Education and community development programmes are very pivotal for the attainment of the post-2015 sustainable development agenda programmed till the end of 2030. This background opens up discourses on how developing nations can strengthen their capacities and capabilities through quality education and community development projects with which many of their development challenges can be addressed at the grassroots levels; thereby increase their success rates in the attainment of the 2030 agenda for sustainable development and future sustainability.

Much attention in the extant literature is focused on the role of community development in human and national development. There is, however, a dearth of studies that precisely analyse and articulate the significance of education and community development in the attainment of the United Nations system's 2030 agenda for sustainable development, more especially, in the developing world. This paper, therefore, examines the critical roles of education and community development in the attainment of sustainable development goals in developing nations. The rest

of the paper is structured and discussed around the following questions:

- i. Is there any interconnectedness between education and community development?
- ii. What is the nature of education in the developing world? What does the issue of quality education imply?
- iii. What practices and approaches of community development have been known in the extant literature?
- iv. How is education positioned in the post-2015 sustainable development agenda?
- v. What is the place of community development in the post-2015 sustainable development agenda?
- v. How attainable is the post-2015 sustainable development agenda in developing countries relying on the Education-Community Development (ECD) model as a strategy?
- vi. What recommendations can be made available to governments of developing nations regarding attainment of post-2015 development agenda through the ECD approach as a strategy?

Objectives of this Study

This study would precisely address the following objectives:

- i. Highlight the interconnectedness between education and community development.
- ii. Analyse the nature of education, including the discourse on quality of education, in the developing world.
- iii. Review the practices and approaches of community development.
- iv. Discuss the positions of education and community development within the broader agenda for 2030 sustainable development.
- v. Make recommendations, based on the ECD approach, for the attainment of the post-2015 development agenda.

METHODOLOGY

An interdisciplinary literature review was conducted to gain insights into the interconnectedness between education and community development and how much influence they have in the attainment of the post-2015 sustainable development agenda. In doing this successfully, relevant arguments and

positions were gathered from the secondary data using thematic-qualitative analysis, synthesis and harmonisation of peer-reviewed articles on education and community development, newspaper collections, reports from supranational agencies of development such as the UNESCO, national governments, and the non-governmental organisations regarding the 2030 Agenda for Sustainable Development. Those articles that were relevant to the objectives of the study were included while those considered not relevant were excluded during the process of writing up the final draft of this study. More striking about this article is the proposal of the Education-Community (ECD) model as espoused as a verifiable strategy for attainment of the post-2015 sustainable development in the developing world.

Conceptual Framework

It is pertinent to conceptually clarify certain terms such as education, community development, and post-2015 sustainable development agenda, to set the records straight in this paper. First and foremost, education is unarguably regarded as a virile instrument for the transformation of individuals as well as the advancement of society. To contextualize the concept of education nationally, Imhabekhai and Onyeozu (cited in Erinsakin et al. 2019) put it as follows: ‘...if a nation is to achieve rapid, social, economic, political and technological advancement such a nation cannot afford to neglect the provision of functional education for her citizenry’ (p.27). Put differently, it would be practically impossible for any nation to advance and develop socially, economically, politically, and technologically without prioritising and investing heavily in its citizens’ education that would make them functional and useful to their society. At the international level, education is regarded as a means by which global peace can be sustained, poverty and extreme poverty can be eradicated, and generally much-desired sustainable development can be attained (Erinsakin et al. 2019).

Explaining what education is, Smith (2015) summarizes it as follows: ‘Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life’. To have a fair share in life, everyone has to be fairly educated, at least in the basic and foundational stages, for them to make useful

contributions to society. Learning, therefore, can be formal, informal, and non-formal. Formal education is a process of learning that is well-structured and planned based on a predetermined curriculum with identified objectives and to some extent having a high degree of control within the confines of the school setting (Smith 2015). Informal education is a type that occurs outside the school setting while non-formal education is a process that involves a mix of informal and formal learning through the facilitation of knowledge and empowerment of individuals as members of a group or community (Smith 2015). Education is a process of transmitting worthwhile values, skills, knowledge, and [other] activities [deliberately] planned to develop the potentials of learners for personal and national development (Uyang et al. 2017).

Next is the concept of community development. Community development is a process involving groups or members of a community who resolve to put together efforts at proffering solutions to their common problems. Contextually, the term *community development* has been subjected to different interpretations based on orientations of various scholarly individuals and development practitioners (Bhattacharyya 2004: 6). In and outside of the United States of America, for instance, it is termed as the Community Organisation which development practitioners have interpreted as Locality Development, a specialty in the field of Social Work (Bhattacharyya 2004: 6). It can also be defined as a 'process of voluntary cooperation and self-help or mutual aid among residents of a locale aimed at the improved physical, social and economic conditions' (Chavis and Florin 1990: 2).

The International Cooperative Administration of the United States' Guidelines on community development holistically define the term as 'a process of social action by which the people of a community organize themselves for planning an action, define their common and individual needs and problems; execute these plans with a maximum reliance upon community resources and materials from governmental and non-governmental agencies outside the community' (Udu and Onwe 2016). Fundamentally, this definition points out the fact that community development is concerned with the totality of life and essentially the needs of the community. It also reveals the involvement and participation of community members in the processes leading to decision-making and implementation.

The task of development at the community level becomes a joint or collective effort geared towards improving standard and quality of life in such a way that socio-economic problems which include poverty, ignorance, and fear of lack, sickness, and hunger can be reduced to the barest minimum if they cannot be eliminated.

Furthermore, it has been suggested that community development can be conceptualised as 'the promotion of solidarity and agency' (Bhattacharyya 2004: 10). This author argues that one essence and characteristic of the community is solidarity while development itself serves the purpose of promoting agency. According to this view, solidarity and agency are two key attributes that are being expressed in most definitions of community development by scholars. Solidarity implies 'shared identity and norms' of a community and by which it is distinctively and intrinsically distinguished from all other kinds of social relations among the people. Development as 'agency' is about helping people to build their capacity in changing their world for the better, thereby living their life in accordance to their self-made systems as against those systems imposed on them by others. Put differently, development is defined as 'agency-promoting activity' suggests that it encapsulates development goals as reflected in the definitions of community development in terms of changes and improvement in the socio-economic and political life of a people (Bhattacharyya 2004: 14).

The concept of the post-2015 sustainable development agenda represents the United Nations 2030 agenda for sustainable development to which all its member-states are committed following the expiration of the Millennium Development Goals (MDGs) on the 1st of January, 2016 (UNESCO 2017). The post-2015 sustainable development agenda or the global Sustainable Development Goals (SDGs) would have to run for another 15 years, from 2016-2030, with the mandate to be terminated at the end of the year 2030. This post-2015 agenda for sustainable development has 17 goals with 169 well-articulated targets. The SDGs aim to consolidate on the successes of its predecessor-MDGs and strive to complete the remaining yet-to-be achieved goals of the MDGs. Education is critical and fundamental to the attainment of the post-2015 agenda for sustainable development. It is, therefore, well-articulated as a stand-alone goal number 4 (SDG4) with seven outcome targets

and three means of implementation within the entire 2030 Agenda for Sustainable Development (UNESCO 2017). In the next sections, attempts are made to elaborate on education, community development, and the post-2015 Agenda for Sustainable Development.

RESULTS

The Interconnectedness of Education and Community Development

The need for a pragmatic approach towards building a sustainable development whereby people themselves take ownership of the process necessitates the link between education and community development. The main reason for community development is changing the status quo through participation, empowerment, and education intending to bring about development (Behzad and Ahmad 2012). Education is, therefore, regarded as an integral part of any community development programme. As pointed out by Masters (2021), it is believed that education and community development are deeply interconnected and intertwined. Community development is a designed process of empowering individuals in a particular geographical location with the relevant skills, ideas, knowledge to improve their socio-economic situations and environment (Masters 2021). Whereas, education is a fundamental block of community development. Both education and community development are correlational in terms of effecting the desired change in the people's neighbourhoods and communities. For instance, it is understandable to see various local and foreign development agencies employing education as a means of helping poor communities of people to overcome problems of poverty, impoverishment, and hunger through the building of schools and other infrastructure. This is so because education empowers and increases people's incomes and quality of life. While education may take the forms of formal, informal, and non-formal systems; community development programmes may be in the forms of enlightenment, training, workshops, seminars, and adult tutoring on citizen participation in democracy and other projects relevant to individual and community advancement (Masters 2021).

Community development stakeholders play an active role in mobilizing resources and empowering

local people and their leaders through a broad range of programmes and actions focusing on the facilitation of development projects and education to bring about change and improvement in the quality of life (Kenny 2007). There is, therefore, no community development action without education, sensitization, creation of awareness about the extant problems in the communities and steps to be taken in addressing them all. Education involves teaching and learning which aim to produce positive changes in society's developmental stages. It is the method employed for learning new ways of doing things, knowledge acquisition, attitudinal changes, and skill development. It can be regarded as an important tool for community development (Behzad and Ahmad 2012). Education can be undertaken as a community development initiative. Formal education can be provided to people through voluntary training, the development of manuals or guides for training, and information sharing-sessions among professional colleagues (Lindsey et al. 2001). Informal education may take place through interactions of people during the Community Development Associations (CDAs) meetings and at any social gathering.

Nature and Quality of Education in Developing World

The nature of education in developing countries is largely dependent on their systems of education. In most cases, the systems of education in the developing world provide for pre-primary education, primary education, secondary education, higher or tertiary education including professional training, technical and vocational education, adult and non-formal education, special education, and teacher education. More importantly, the developing countries anchor their systems of education on specific philosophies. In the case of Nigeria, the philosophy of its 6-3-3-4 system of education is drawn from the national objectives as provided for in the second National Development Plan. According to Oshokoya (2003: 40-41), these objectives are to build: a free and democratic society; a just and egalitarian society; a united, strong, and self-reliant nation; a great and dynamic economy; and the land of bright and full opportunities for all citizens. The nature of pre-primary education is a type of education that is provided for pupils between ages 3 and 5+ just before they are enrolled for their primary school

education. The objectives of Nigerian pre-primary education include 'effecting a smooth transition from home to the school, preparing the child for primary level of education, teaching the rudiments of numbers, letters, colours, shapes, forms, etc through play and teaching good habits, especially good health habits' (Oshokoya 2003: 41-42).

The nature of primary and secondary education in the developing world is structured in tandem with the goals of the Universal Basic Education (UBE) programme. The UBE programme is more comprehensive than its predecessor-the Universal Primary Education (UPE) which only ran for six years of primary education for all the children. The UBE programme was conceived to extend beyond the six-year primary education to include the first-three-tier of the secondary education at the Junior Secondary School (JSS 1-3) level as operated in the Nigerian education system. The UBE programme has the purpose of providing free and compulsory 9-years of basic education (6 years of primary education and first three years of secondary education) in Nigeria (Uyang et al. 2017; Yusuf and Ajere 2000). As Opoh et al. (2015: 2) put it, 'UBE is conceived to embrace formal education up to 14 or 15 years of age, as well as adult, nomadic and non-formal education including education of the marginalised groups within the Nigerian society'. UBE provides a minimum standard of free and compulsory primary and junior secondary education as well as adult literacy [for all] (Uko-Aviomoh et al. 2007). The secondary school curriculum is comprehensive enough to be able to widen the horizon and knowledge of the students.

Higher education is provided for a period of 4 to 6 years by universities and professional institutions offering several programmes for the manpower needs of the economy and national development. Technical education is comprised of aspects of education leading to the acquisition of both practical and applied skills and basic scientific knowledge. According to Oshokoya (2003), technical education expectedly provides among others: trained manpower in applied science, technology, and commerce especially at sub-professional grade levels; technical knowledge and vocational skills needed for the development of agriculture, industry, commerce, and economy; professional training of persons to be able to apply scientific knowledge for solving environmental problems such as the climate change, the outbreak of pandemics, pollutions.

Adult and non-formal education is comprised of 'functional literacy, remedial, continuing, vocational, aesthetic, cultural and civic education for youths and adults outside the formal school system' (Oshokoya 2003: 44). The primary objectives of adult and non-formal education are to provide adults who missed opportunities to have a formal system of education; those who at one time or the other dropped out of the formal system of education, and for those workers and professionals seeking in-service and on-the-job training in vocational learning and professional improvement. Special education is provided for children with special needs such as those suffering from all manners of learning difficulties (the blind, the deaf, and the mentally retarded). It also sees to the educational needs of the exceptionally gifted children, not sufficiently challenged to learn within the normal school programme. Finally, teacher education addresses the need to provide well-trained and professionally qualified teachers for all educational institutions from the pre-primary to the tertiary levels. Nigeria's National Policy on Education emphasises the important role of highly qualified teachers in the provision of quality education as no education system can rise above the quality of its teachers (Oshokoya 2003). A position that is corroborated by Houser (2017) in a remark stated as follows, 'Education systems are only as good as the teachers who provide hands-on schooling'. Teachers' quality determines the quality of the system of education in an actual sense.

The quality of education is a great concern in developing countries. Most of these countries have records of few pupils that successfully graduate from secondary school while several others do not finish primary school education. Ghana readily comes to mind as only fifty percent of learners in primary school complete grade 5 and not up to half of them could understand a simple paragraph (Epstein and Yuthas 2012). Another report indicates that pupils are simply not learning sufficiently despite the increased enrollment in schools. Following the abolition of payment of fees in schools, enrollment had increased by 51 percent in Malawi, 23 percent in Ethiopia, 18 percent in Kenya, and 12 percent in Ghana (Rehorn 2017). This is another big challenge confronting education in developing nations where an estimated 250,000,000 learners are lacking basic reading and mathematical skills although half of them have stayed for 4 years in

school. This form of wasted and inefficient education costs developing nations billions of dollars each year (Rehorn 2017). Quality education is goal 4 as set out in the United Nations post-2015 development agenda. There is now a shift from the discourse of 'education for all' and 'primary school completion' to quality education. This implies that the global community's efforts are aimed at increasing not just the access to education but also improving the quality of the learning outcomes.

Rowell (2020: iv) has argued that efforts at universalising primary education access did not automatically imply 'universal educational attainment'. Disappointments have been expressed in the reports that several pupils could not read and write in the language of school instruction even after completing their primary education schooling (Rowell 2020). Quality education, by UNESCO standards, implies improvement in the learning outcomes, sufficient recruitments of professionally trained and qualified teachers, motivation and support for teachers through capacity-building and empowerment programmes, and efficient equipment and resources, and well-managed school systems for transparency and accountability (UNESCO 2015). It is, therefore, imperative for the children to access free, compulsory, and quality education, at least up to the secondary school level for developing nations to drive their economies towards the realization of 2030 sustainable development. Quality education guarantees functional literacy and numeracy, improvement in skills, knowledge, and characters; and for the empowerment of young ones to live productively as leaders and agents of positive development in their various societies.

The Practice and Approaches of Community Development

Community development practice is philosophically based on the need for helping people to make them become 'subjects' and not 'objects' to be able to act on situations confronting them rather than reacting to such situations (Behzad and Ahmad 2012). It is a process that has individuals as the focus at the micro-level of society. In a community development practice, developmental efforts are collectively delivered by the people themselves. This practice of community development is 'an alternative politics, a truly democratic politics [that is] non-impositional, non-manipulative, and

respectful of the will of the people' (Bhattacharyya 2004: 21). This thought is in tandem with the declaration made by Minkler and Wallerstein (1997) that community development, community organization, and community building are democratic processes. By implication, this understanding of community development underscores the fact that people who voluntarily work out solutions to their collective problems, usually produce results with more far-reaching effects than when such solutions are imposed on them by external forces. From the literature, we can affirm that the practice of community development is premised upon three inter-related principles which are identified as self-help, felt needs, and participation (Bhattacharyya 2004).

Self-help is the building and utilization of agency, mobilization of people's cultural and material assets such as labour supply, tools, and indigenous technical knowledge; and avoidance of dependency (Bhattacharyya 2004). In other words, self-help is simply explained as a process that focuses on building or developing the capacity of a community in helping its members (Behzad and Ahmad 2012). Its goal is the creation of strong bonds, fostering co-operation and ties among a community's members aimed at promoting a joint action for their locality development. The second principle is the felt-need. By felt-needs, it presupposes that community development programmes, activities, or projects have to be in tune with the felt needs of the people in a community (Bhattacharyya 2004). For instance, a community that lacks electricity supply may move into action by contributing funds for the purchase of a transformer which would help in providing a stable power supply to the community members. The principle of felt-needs helps in ensuring that community projects embarked upon are relevant and needed by the community in its efforts at attaining socio-economic progress. Participation is very key to community development practice. It is a means through which local people are involved in, cooperate and collaborate locally with either programmes externally introduced or locally initiated to facilitate community development (Behzad and Ahmad 2012).

Put differently, the principle of participation also implies inclusion in all forms and levels of decision-making processes such as the electoral participation to choose new political leaders, defining and solving common problems facing the people as members of a community (Bhattacharyya 2004). Participation

simply gives people a sense of belonging as they are mobilised to take part in identifying problems and applying all resources at their disposal in solving them for the betterment of their locality. Community development is believed to have taken place when in measurable terms a community has identified their felt-needs (supplies of water, sanitation projects, schools), has successfully proffered solutions by carrying a specific project that addresses such problems, has generated enough resources capable of funding the projects for solving the problems and has completely or partially implemented identified projects for the benefits of the community members (Marcus 2015).

Some approaches to community development are bottom-up approach, community engagement approach, community capacity-building approach, and non-violent direct-action approach, community-driven development approach, and asset-based community development approach (Bhattacharyya 2004; Udu and Onwe 2016; Odimayo n.d.). The approach is bottom-up when the decision-making process is democratic beginning with the grassroots people before moving up to the higher authority. Community engagement is an approach focusing on the facilitation of understanding, information sharing aimed at building social capital and enhancing social outcomes through the process of decision-making. Community capacity-building is another approach that empowers communities to obtain, strengthen, and maintain the ability to setting and achieving their development agenda. Non-violent direct action is such an action taken to identify a social problem, produce a possible alternative, and demonstrate a practicable solution to such an existing problem. The community-driven development approach is intended to decentralise the decision-making process from the central authority to the local communities. Asset-based CD approach seeking to utilise resources and strengths of the local community in solving local problems in a way that bring about the desired sustainable development (Odimayo n.d.).

Education and the Post-2015 Agenda for Sustainable Development

The international community has continued to push for improved and quality education as a key factor for development in the 2030 agenda for sustainable development. There is a strong belief

that a standard education and continuous life-long learning, as well as the need to raise the teachers' capacity, would go a long way to empower youths as global citizens who in turn would engender the desired change we want to see around the world (Didham and Paul 2015). From the foregoing, education has been considered an important driver for the attainment of the SDGs in the post-2015 period. The SDG4 is specifically targeted at ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all (UNESCO 2017). More importantly, there are education-related targets across all the SDGs. For clarity, education is particularly mentioned in five specific goals (SDGs 3, 5, 8, 12, and 13) but not limited to them as it is also connected to virtually all of the rest of the SDGs in one way or the other. SDG 3 is concerned with 'Health and Well-being for People'. It's stated that "By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes". SDG 5 is particularly about 'Gender Equality'. This goal specifically aims, by 2030, to increase the 'number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education'.

The SDG 8 is concerned with "decent Work and Economic Growth" which is meant to, by 2030, 'substantially reduce the proportion of youth not in employment, education, or training'. SDG 12 is about 'Responsible Consumption and Production'. This goal states that, by 2030, it should be ensured 'that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature' and SDG 13 is particularly about 'Climate Change Mitigation' which is aimed at improving 'education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning' (UNESCO 2017). As can be seen from the foregoing, education is relied upon for the realization and success of the 2030 agenda for sustainable development. Education for sustainable development is a social process capable of engendering a culture of respect and reshaping education systems that would address socio-economic aspects of sustainable development (Lenglet et al. 2010).

Community Development and the Post-2015 Sustainable Development Agenda

The United Nations Organization (UNO) has a broad definition of community development. The UN perceives community development as a process whereby individuals at the grassroots or community level collectively and proactively take actions and tackle their common problems. Being a process means that community development engenders change in various facets of the life of the community which could be economically, culturally, and environmentally speaking. It is a persistent process of improving quality of life, first brought about, by agencies of change (government, non-governmental organizations, individual philanthropists, and corporate bodies) and by extension the community members themselves (Sail and Abu-Samah 2010). Furthermore, the process requires community members' involvement and participation in their local affairs in such a way that they take joint actions and decisions towards strengthening their capacity for resolving their shared problems. To successfully do this, people are encouraged to fortify the bonds of neighbourliness, inspired to ramp up social networks and establish grassroots organizations to equip themselves with the capacity and capability to proffer solutions to their common challenges in their communities. Sail and Abu-Samah (2010) noted that community development has three main components namely: the well-being or welfare of the community members in terms of adequacy of material and non-economic aspects of life which may include healthcare and education; development of resources aimed at increasing production levels and efficient use of resources; and development of organisations in terms of maintaining and creating socio-economic structures through which community members are encouraged to dissipate their energies for the advancement of their communities and livelihoods.

On the post-2015 agenda for sustainable development, the global community leaders had adopted the 2030 Agenda for Sustainable Development during the United Nations Summit held specifically on 25th September 2015. The agenda consists of a set of 17 SDGs aimed at eradicating poverty, fighting gender inequality and social injustice, as well as tackling, hunger, disease, lack of access to water and sanitation, problems of climate change, among others, by the end of the year 2030. A cursory look

at the SDGs, once again, is pertinent. SDGs 1-6, 10-11, and 16 are concerned with social development in tandem with the community development programmes. In the same vein, SDGs 6, 13-14, and 15 resonate with the environmental development of the community development targets. The SDGs 7-9 and 12 are concerned with economic development which is not in variance with the community development plans and programmes (IACD 2016).

Last but not the least, the last SDG 17 talks about the process that requires working in partnership. Although, one may first think that a few of the SDGs have no relation with community development. For instance, SDGs 9 and 14 are respectively concerned with building resilient infrastructure for the promotion of sustainable industrialization and conservation of the use of water resources for sustainable development. However, it takes a study such as this to espouse the critical role that the community development approach can play through the community's organized education and training in the realization of the 2030 agenda for sustainable development in developing countries. Roesch and Rahmaty (2020) have argued that the 2030 sustainable development agenda requires that it is pushed to the grassroots level of communities and cities for the goals to be achievable. Community development is an approach that could be seen as the locally-led strategy for a successful implementation of the 2030 development agenda. This approach aims to localise the agenda by not only bringing it to the awareness of people at the local level but also acknowledging and mobilising knowledge, resources, value system, capacities of local leaders, creating partnerships that allow local people and their leaders to add their voices through effective participation in the process of meeting the goals of the 2023 sustainable development (Roesch and Rahmaty 2020). In the next section, therefore, the focus is on education and community development as catalysts for the attainment of the post-2015 agenda for sustainable development.

Education and Community Development: Catalysts for Attainment of the Post-2015 Sustainable Development Agenda in Developing Countries

Education's importance in the twenty-first century is the provision of support for human development ultimately leading to the reduction

of abject poverty, social exclusion, and injustice, ignorance, war, conflicts, and oppression. More importantly, it is believed to be a potent means of implementing enduring human development and sustainable development goals. Improvement in qualitative education would no doubt help in reducing poverty, inequality of all forms, stimulating economic growth and development. Research has proven that global poverty could be reduced by 12 percent by ensuring that school children in developing nations are not leaving without acquiring the basic reading skills; thereby leads to lifting about 171 million individuals out of poverty (Didham and Paul 2015). The Organisation for Economic Co-operation and Development (OECD) estimated that developing countries might have an increase in the GDP by 28 percent each year over the next 80 years if they could attain basic education skill levels for all their youth populations by the end of 2030 (Didham and Paul 2015; Hanushek and Woessmann 2015).

Furthermore, education is capable of contributing to healthcare improvements, curtailing disease outbreaks, and ensuring social inclusion and equity. Didham and Paul (2015) argued that education tends to positively influence health more than either income or employment would do. It was also reported that primary education attainment correlates with a 50 percent decline in the rates of child death as educated and enlightened mothers are, more often than not, now aware of the healthcare needs of their wards (Didham and Paul 2015; UNESCO 2012). More fascinatingly, there seem to be strong correlations between educational improvements in civic participation and stability in the polity. Similarly, it is projected that the attainment of primary education and literacy by all women in Sub-Saharan Africa's developing nations would lead to a 25 percent increase in agricultural productivity (Didham and Paul 2015).

The Education 2030 Agenda or SDG 4 is a wake-up call on international community leaders to revisit the content and financing of education as an important sector to the sustainable development of various national governments; the reason why it is made a stand-alone goal as a cross-cutting means of implementing and attaining many other SDGs. Developing nations have the responsibility of ensuring that their citizens are availed the opportunities to acquire knowledge, skills, and right attitudes needed to address individual, national

and global challenges. A broadened perspective of educational practice in terms of formal, non-formal, and informal systems form the basis of the mechanisms which provide support for social change and other critical components of an enabling environment even through lifelong learning modes, continuous professional development, community education as well as citizen participation (Didham and Paul 2015).

Having recognized the critical role education has to play as a catalyst for the achievement of the sustainable development goals by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) advocated Education for Sustainable Development (EFSD). In the same vein, the Global Education at Asia Society (CGEAS) and the Organisation for Economic Cooperation and Development (OECD) have come to terms with the significant need for salient global competencies and skills for the effective delivery and attainment of the SDGs by the end of 2030. Accordingly, these global competencies and skills are developed and integrated into the young learners' educational programmes with a focus on key four areas: the ability to interrogate their local and global world; ability and competency to articulate their perspectives and respect others' views; competency and skill for developing relevant ideas and translating same ideas into desirable actions that would help them to change and improve their conditions in all ramifications; and ability to effectively communicate their ideas across to various audiences (Ian et al. 2019). Developing nations can borrow from these perspectives and programmes by investing proactively more in the 17 SDGs through a systems approach, expansion of programmes in Science, Technology, Engineering and Mathematics (STEM)-based skills and competencies.

Just like the importance of education in the delivery and successful realization of the 17 SDGs, community development programmes and projects are a key factor in the attainment of the 2030 agenda for sustainable development and future sustainability. Over time, research shows that communities of the poorest masses are more vulnerable to facing problems of hunger and nutrition. These poor people have little or no access to education and healthcare facilities, they lack clean water, power, sanitation; they are most likely to be jobless or making low-incomes daily, they live in abject poverty and they are most likely to live in unsafe and conflict-ridden

communities. The need to understand and help in solving these socio-economic problems of the downtrodden in developing countries requires a critical community development approach. However, practitioners in community development understand the root causes of these socio-economic challenges confronting the poor communities across, whether in the developed or developing countries, are the structural inequalities. The vast majority of productive resources are owned by the rich while the poor communities are at the receiving end of the problems (environmental degradation, water pollution, uneven land distribution, lack of access to clean energy and water) resulting from industrial activities and investments of the well-to-do or the so-called capitalists or industrialists. The solution to all of these man-made challenges can only come from the wealthy in the communities.

Moreover, there is a need for solutions to community problems to emerge from the community members themselves. It would be better to harness wisdom, suggestions, skills, and indigenous knowledge from the local people in the bid to proffer solutions with local ideas for addressing the challenges to the achievement of the SDGs. This is the more reason why a community development that adopts a bottom-up approach is necessary and pertinent for a holistic resolution of crises confronting the grassroots people. By extension, this is called democracy which is premised on the popular participation of the citizens in their local affairs. Community development practice is aimed at engaging the most vulnerable and least powerful people as genuine stakeholders in arriving at the appropriate programmes and projects for addressing many of the SDG problems at the community levels. Participation is central to effective and meaningful community development. It is particularly concerned with the engagement of multiple stakeholders of a given context in the shared exercise involving the commitment of time and other resources to make decisions and take collective actions towards a common objective that engender development in the interest of all. Community stakeholders participate actively in determining their community's priorities, resource allocation to meet those set of priorities and access goods and services beyond immediate circumstances (Al-Dahir and Bisley 2009).

Participation, in the context of community development, occurs in different dimensions such

as community meetings, community leaders' election, and/or an understanding developed through the media's educational programmes. When participation is properly and efficiently implemented, it raises and boosts individual expectations and confidence of the community members to become actively involved and engaged in the development agenda of their communities. Conversely, a poorly implemented participation agenda usually produces negative results which may include increased apathy and cynicism within the society. Whereas, effective participation results in a greater sense of belonging by members of a community by taking ownership of their life, changes that can bring about improved quality of such life, they are encouraged to invest in the process and outcome that can engender a positive feedback loop concerning the individual empowerment of every member of the community (Al-Dahir and Bisley 2009).

Applying Education-Community Development (ECD) Model to SDGs

The researchers are proposing the ECD model as a strategic approach for attaining the sustainable development agenda in developing nations. The model, as presented in Figure 1, represents education in terms of qualitative formal primary and secondary schooling, lifelong learning, adult and non-formal learning need to be given utmost attention if developing nations are keenly interested in addressing their illiteracy trajectories and also changing the literacy narratives. Coupled with this, the community development aspect of the model (See Fig. 1) is equally strategic in such a way that each of the sustainable development goals has to be properly communicated to the local communities and cities for localisation of the agenda, allowing local people to own the agenda by tackling all existing development challenges through collective resources or assets, shared visions, collaboration and active participation of all and sundry. Each of the 17 sustainable development needs to be analysed to see how the ECD model can be applied for their attainment by end of 2023.

No Poverty (Goal 1): Developing nations can achieve this goal by ensuring free and compulsory primary and secondary education for all kids aged 5 to 16 years. By doing this, these kids will be empowered to read and write. Their views about their



Fig. 1. A Conceptual map of the education-community development approach (Author's Concept)

Source: Author

socio-economic statuses can change. Community leaders and other stakeholders within cities and rural areas will have to join hands in promoting education. More schools have to be jointly built by the communities and governments. Educational resources and other infrastructure need to be provided with the assistance of communities, municipal or local government authorities. When more children are educated and equipped with knowledge and skills, and those adults without former education are also provided with empowerment in terms of vocational and technical training, it helps in changing their socio-economic conditions which ultimately would reduce or eradicate poverty.

Zero Hunger (Goal 2): To achieve this goal, schools need to reintroduce practical agriculture for the resuscitation of school farms. Every child has to learn how to cultivate one major crop that is consumed in their locality. Community leaders and other stakeholders also have to be encouraged to go into farming and the production of products that can feed their communities and the nation. Governments need to provide incentives for agricultural production not only for national consumption but also for exports.

Good Health and Well Being (Goal 3): Schools can help in promoting healthy living through the subject of physical and health education. School sports activities are aimed at promoting the good health of teachers and learners. Schools can extend

their health and well-being promotion to their host community and its environs by organising community health talks to tackle major diseases such as malaria, HIV/AIDS, and others. Community members may seek funding from among themselves and other donors to build primary healthcare centres where one never exists and more where possible. Community members who are themselves health professionals can volunteer their services free-of-charge or at reduced charges at such healthcare facilities built to serve the community.

Quality Education (Goal 4): Through schooling and empowerment programmes for communities, the acquisition of knowledge and skills required for sustainable development can be attained. Learners and community members need to learn, relearn and unlearn about healthy lifestyles, human rights, promoting gender equity and equality, peaceful coexistence in the communities and cities, and appreciate their cultural diversity. Education can help in fostering peace in those conflict-ravaged communities through dialogue, consistent communication, and peace meetings among the community members and other stakeholders.

Gender Equality (Goal 5): The need for gender equality and empowerment of all women and girls need more advocacy for education and community stakeholders need to be addressed on the importance of education for the girl child as well as empowering women to function effectively as

members of their community. Adult literacy and enlightenment programmes can help change the minds and mindset of individuals about education, including those that consider education as a taboo or sin in Nigeria's northern region. Developing nations need to provide a safe and secure environment for every girl child to learn in school without fears of being kidnapped or killed by bandits or terrorists.

Clean Water Sanitation (Goal 6): Through schools, campaigns and advocacy for clean water can be initiated while community leaders and other stakeholders can source funds from among themselves and other donor agencies to sink functional boreholes for the supply of drinkable and safe water. Through community development efforts, local leaders can work with the local or municipal authorities for water supply projects for the promotion of hygiene and safe sanitation.

Affordable and Clean Energy (Goal 7): Knowledge of science is acquired and promoted through schools. Learners have to be encouraged to undertake science subjects. It is only through scientific investigations and findings that developing nations can address many challenges confronting them regarding the provision of affordable and clean energy. Community development associations and other development aid agencies need to put their resources together to address the challenges of lack of electricity in the cities and communities.

Decent Work and Economic Growth (Goal 8): Education helps learners to write, read and communicate in both local and official languages. These languages are essential for employment opportunities. Quality education provides exposure needed for employment and other professional training required by the industry. It is believed that graduates of secondary can also have access to decent jobs to start with while they are encouraged to further their studies for better job opportunities. Through community development programmes, people can be trained in various vocational skills for them to engage in some decent jobs within their communities.

Industry, Innovation, and Infrastructure (Goal 9): Education is the bedrock of all developments including industry, innovation, and infrastructure. It is through education that various cadres of manpower needed in the industry can be produced. Innovations are also made possible through rigorous scientific investigations in the education

and production industries. Industry develops along with infrastructure. Community development associations and other stakeholders can work together to provide an enabling environment for industry to thrive, such collaborative efforts of industry and community would in turn bring about the development of the cities and communities. Advancement in technology and transfer of technology would also accrue from the industrialization process in the communities and cities.

Reduced Inequalities (Goal 10): Income inequalities in developing nations can be mitigated through the provision of equal access to education and empowerment programmes that can boost the socio-economic conditions of poor ones. The inequality between low-income-earners and the high-income-earners is widened by differences in the levels of education. The educated elites have to invest in the education of the poor through financial aids and scholarship programmes. Community leaders and other stakeholders should also show support by creating foundations for education sponsorship which could be financed locally or by involving donor agencies and corporate bodies.

Sustainable Cities and Communities (Goal 11): Building cities and communities that are resilient, safe, and sustainable require quality education and collaborative and concerted efforts of all citizens. Education through schooling will implant into learners' environmental education, that is, how the environments should be cared for and protected against all forms of hazards. Much of this environmental education needs to be integrated into several school subjects and not just only social studies, civic education, and geography. Community development's efforts are also required to help build sustainable cities and communities through seminars, workshops, and other enlightenments for community leaders and various stakeholders to bring all hands-on deck.

Responsible Consumption and Production (Goal 12): This goal can be realised if developing nations can improve on the access of citizens to quality of education as well as community development practices which aim to empower local people with the right information regarding responsible patterns of consumption and production. Education aims to change behavioural patterns of citizens for the better while community development equally aims to bring about social improvement in the life of people. Production factories have to engage their

host communities to discuss ways to improve their working together to mitigate the negative impacts of production activities on the environment. In some developing nations, communities have become deteriorated due to the irresponsible release of wastes into the environments with dire impact on water, farms, and health of the members and residents of the host communities.

Climate Change (Goal 13): Through schooling, much more awareness and education on changes in the climate as well as how to mitigate its attendant effects on people in various communities and cities. There is a need to consistently teach about climate change and its impacts on learners. At the level of community, efforts are also needed to increase awareness-raising and sensitisation programmes through the involvement of local leaders, residents, and other important stakeholders. Information, they say, is powerful. It becomes imperative to empower people with the relevant information that would help ensure safety and protection from natural hazards and/or climate-related dangers. This empowerment is critical to having a quality of life.

Life Below Water (Goal 14): Education is about life. It has brought to us knowledge about existence and creation, be it under and above water through science. Through education, learners are taught about how to preserve and conserve creatures below water. We have a lot of riverine or coastal communities in developing nations. Many of the inhabitants of coastal communities are fishermen whose livelihoods completely depend on resources available in rivers and seas. Such people need to be consciously educated through seminars and workshops on the need to conserve those water resources by avoiding acts of pollution that could be harmful to creatures underwater.

Life on Land (Goal 15): Science subjects such as agricultural science, geography, biology, and others need to be taken more seriously than before. Most developing nations have shortages of science teachers and/or resources for teaching science in schools. Learners and science teachers need to be encouraged by providing them with sufficient science equipment. It is through science subjects that learners can be properly taught about sustainable use, conservation, and restoration of forest and other land resources. Community leaders also need to be sensitised and enlightened about sustainable management of forests and why desertification,

as well as degradation of land, should be stopped or completely avoided.

Peace, Justice and Strong Institutions (Goal 16): Education is a vital tool for peacebuilding. Educated citizens would understand how to fight against injustice when their rights are trampled upon. They are also bold and confident in bringing their political leaders to accountability and transparency. This is more reason why basic education was extended beyond the six years of primary education to at least nine years covering the first-tier of secondary education. Peace education curriculum needs to be integrated all levels of education to enlighten learners on human rights and the justice system. There is a need for improved community engagement between governments and local leaders representing various community development organisations to foster sustainable peace, justice, and institutions. Developing nations need to work towards sustainable peacebuilding to end various conflicts, violence against women and girls, as well as insurgencies. More so, non-governmental organisations are needed in the quest for peacebuilding and should be encouraged by governments to come on board for collaboration with schools and community leaders.

Partnerships for the Goals (Goal 17): To successfully implement all these sustainable goals, partnerships are required among all stakeholders in developing nations. Education sector stakeholders such as the ministry of education, school administrators, and teachers can be mobilised to help in the process of information dissemination among their learners, parents, religious and political leaders, as well as other residents in the cities and communities. The important education and community stakeholders can help in driving the campaign and advocacy for the implementation of the sustainable development goals. While governments and their development assistance partners synergise for funding and coordination exercises at the local levels.

DISCUSSION

One major challenge to the attainment of the Sustainable Development Goal 4, quality and equitable access to education for all school-aged children and youth is a big funding gap. Retrospectively, education aids have drastically reduced for several years. To proactively solve the problem of funding, it is advisable for governments

of developing countries with large numbers of out-of-school children and/or without quality education to increase investment in education up to the level of 6 percent of Gross Domestic Product (GDP) and also ensure that they expend more efficiently on pre-primary, primary and secondary levels of education. Developing nations need to also bridge the funding gaps by adopting innovative solutions that focus more on improving systems of tax collection, curtailing incidence of tax evasion through tax reforms, and pumping much more of the collected tax revenue into education funding. It would be equally helpful for donor governments to increase investments in Overseas Development Assistance (aids and grants) to fund global education which would go a long way in helping out several countries, especially very poor ones and worst hit by conflicts and humanitarian disasters. For the donor foreign governments, it is highly recommended that there is a need to expend 0.7 percent of GDP on aids and increase their investments in education aids and grants to 15 percent.

Besides, governments of developing nations should ensure that teachers' salaries are increased to motivate the teachers to deliver their possible best in tandem with the dictates of the curriculum and school programs. Funding education in developing nations is so bad that there is less than 5 percent budgeted for non-salary spending on education as against the benchmark of 26 percent of the national budget that UNESCO had set for national governments. The poor funding of education in most developing nations is compounded by the corruption that has pervaded their entire systems; making it difficult for accountability and transparency in the spending of the education budget. The resultant effect is a deficient and defective educational system that is bequeathed to its citizens. The developing nations should be aware that only quality and well-funded education can guarantee successful implementation and attainment of the SDGs.

Educational management has to be participatory and transparently accountable. This can only be done when the community people such as the parents, teachers, school managers or administrators, public authorities, international stakeholders such as the UNESCO and organized private sector are well-involved in the planning and management and implementation of educational curriculum and programmes and community development

services that would address various community problems and engender full realization of the SDGs in developing countries. Otherwise, lack of inclusivity, local participation, and accountability in education has been responsible for the past and present challenges confronting most of the developing nations' educational systems and the full realization of the precursor of the SDGs- the Millennium Development Goals (MDGs).

The outbreak of the covid-19 pandemic and the lockdown of countries across the globe has unravelled the important role that technology has to play in the delivery of educational services without downplaying the importance of the physical contacts between the learners and their teachers or facilitators within the four walls of the classrooms. Most developing nations have been unable to cope during the lockdown because they lack access to the knowledge, skills, and competencies that information technology has provided. Besides, most educational curriculum programmes in developing nations are not really in tune with the dictates of the current global trends and realities; ultimately for the attainment of the SDGs by 2030. It is high time, therefore, developing countries braced up for an extensive and holistic review of their educational and school curricula to reflect the current global realities that can help their citizens attain global citizenship and to be able to compete favourably with their peers anywhere in the world.

Although, governments have critical responsibilities in the planning, management, funding, and implementation of a functional educational system at the various national levels. Community development professionals and leaders are required to adopt certain approaches aimed at bringing about sustainable development. There is a need to emphasize the long-term future. The practice of thinking and focusing attention on the budget cycle, the next election period should be de-emphasized while the focus is given to what current development trends mean when continued for a very long-term, say 50, 100, 200, even 300 or more years. Thus, it becomes essentially important for decision-makers and public officials, as suggested by Phillips and Pittman (2014), to thoroughly understand the long-term implications of current trends in addition to their short-term impacts.

Besides, there is another approach that emphasizes interrelations between community development issues such as economic development, social

equity, and environmental protection. Community leaders must develop a broad and holistic understanding of the interconnections of issues and actions at different stages of decision-making. The final approach is the need for proactiveness and active leadership on the parts of politicians, planners, and professionals in community development. There is a need for the active and passionate engagement of these various leaders in a bid to tackle existing challenges militating against development and sustainability and preferably try to search for possible alternatives to the status quo. Expectedly, community development practitioners must collaborate with the elected officials, community organizations, corporate bodies, and the general public to develop sympathy, support, and understanding for the right action (Phillips and Pittman 2014).

CONCLUSION

Developing nations, by their poor nature, are more vulnerable to heightened concerns for aggravated development challenges owing to the exponential growth in their populations. The rising populations and several challenges confronting the developing nations necessitate the need to rigorously pursue increased access to quality education and provide an enabling environment for community development agents and other philanthropists to become more involved than ever before in addressing the fundamental SDGs to ensure their full realization by the end of the year 2030. The attainment of the 2030 agenda for sustainable development would remain a mirage if all citizens, in the developing nations, are unable to access quality education and community leaders, as well as individuals, are not adequately involved in proffering enduring solutions to their shared problems at the community levels. There is no gainsaying the fact that quality education that never compromises equity, equality, and positive learning outcomes, as well as community development programmes and/or efforts, are catalysts for the attainment of the 2030 Sustainable Development Agenda in developing nations. Any attempt to ignore the complexity and uncertainty that are characteristics of long-term structural change in the community would lead to inadequate knowledge (education) that is capable of solving a myriad of challenges that are related to the socio-economic sustainability in developing countries.

RECOMMENDATIONS

Developing nations need to act on the following suggestions in their bid to accelerate growth, development, and sustainability concerning the DSGs by the end of 2030:

There is a need for governments in developing nations to increase their budget spending on education. There is also a need for good governance in education sector. Education, that is poorly governed, is as bad as low-quality education. Ensuring good governance of the education sector requires the involvement of all-important stakeholders in the processes leading to effective planning, management, efficient mobilization, and use of educational resources including funding.

Governments in developing nations should, as a matter of urgency, review their educational curriculums and programmes in tandem with the global trends and realities. The twenty-first century educational curriculum should take cognizance of the need for the integration of information and communication technology (ICT). Community development practices need to be functional more than before. Community development agencies can lend supporting hands in the implementation of functional community development services that would incorporate effective strategies for reducing poverty and instituting sustainable development goals at the local levels in such a way that citizens' rights to a functional education would be respected, protected, and brought to full realization ahead of the end of 2030.

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