EDUCATION GOVERNANCE AND SUSTAINABLE DEVELOPMENT IN NIGERIA: A REVIEW OF EDO-BEST POLICY

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Abstract

The realization of the Sustainable Development Goal4 (SDG4) of the Sustainable Development Goals (SDGs) agenda will be a mirage in Nigeria if the state governments are not proactive in the formulation and implementation of initiatives that are measurable and effective in giving all targets quality education. This prompted the Edo State government in 2018 to initiate Edo-BEST to promote governance in education, teacher training and development, and community partnership through strengthening the local education board with a view to achieving quality education and equal access to education. This paper therefore examines the Edo-BEST policy initiative from the political dimension of education with a view to assessing its impact on governance and also to determine if the policy can adequately sustain both access to education and quality education in the state. Methodologically, the study adopted a qualitative technique for obtaining relevant materials through the content analysis of documents such as journal articles, relevant books, and government official publications. The findings of the paper revealed that the Edo-BEST policy has a positive drive toward the actualization of SDG4 targets through access to quality education by students notwithstanding their family status. Hence, the study recommends a total overhaul of the policy to accommodate the major stakeholders in the formulation and implementation of further educational policies. The state government should reassess the policy periodically by considering input from the general members of the public rather than relying on its own assessment alone.

Keywords: Policy, Sustainable Development, Edo-Best Policy, Educational Reform, Education Governance

Introduction

The World Bank's Governance and Development Report in 1992 ushered in the word "good governance" into Public sector management as the keyword for accountability, development, and transparency. Since then, the concept has come to be adopted widely by governments as the most appropriate strategy to address various sectors (education inclusive) that borders on development. Coupled with this are the Sustainable Development Goals (SDGs) which highlighted areas of development that good governance may help achieve. In accordance with Sustainable Development Goal 4 of the Sustainable Development Agenda, many countries have been working towards ensuring quality education in all the targets of the goal. The awakening to the reality that

quality education itself is a roadmap to sustainable development and that it is a necessary tool for innovation in all sectors of a nation and improvement to the quality of life makes it a lifeline of any community or society.

UNESCO Salamanca Statement (June 1994) reaffirms the necessity of education, thus urging all governments to give the highest policy and budgetary priority in their education systems to include all children irrespective of their differences as a matter of legislation unless there are compelling reasons for doing otherwise. Also, UNICEF's 2013 State of the World's Children Report further affirmed UNESCO's statement when it declared that "universal access to quality education is considered a basic human right and not a privilege". Along this line, Mandela (1999) stated that quality education is the most powerful weapon you can use to change the world and it is also a lifeline of other sustainable development goals. However, in Nigeria, the figures for school children are too high according to the UNICEF 2019 Report.

Quality education not only improves the quality of life but also equips people most especially in rural areas with the tools required to develop ground-breaking solutions to the world's problems including governance. There is therefore no gain in saying that quality education plays an important role in helping people to become literate, be able to numerate, problem solvers, achieve self-actualization, economic sufficiency, civic responsibility, and satisfactory human relationships (Brimley & Garfield, 2005). The need for quality education prompted countries to embark on governance reform agendas in public sectors in an attempt to change, reinvent, transform, or restructure government agencies and public organizations (Fernandez & Rainey, 2006; Pollitt & Bouckaert, 2000).

This paper therefore uses the Political dimension of education policy analysis to review the Edo-BEST initiatives of the state basic universal education board with reference to public schools across the local governments in the state. This is with a view to reviewing the initiative to see if the initiative can lead to sustainable development. The first section of this paper looks at the introduction; the second section is a review of the literature on education governance and the political dimension of education. The third section discusses the education governance and Edo-Best policy of the Edo state government while the last section reviews the initiative using the targets of sustainable development goal 4.

Literature Review

The Concept of Policy

There are varied definitions of policy. Not one of the definitions however totally conceptualizes what a policy is. Some emphasize policy as action. Others see it as a choice. Yet other sees it in terms of the scope of a choice. In general usage, the term policy designates the behavior of some actor or set of actors, such as an official, a governmental agency, or a legislature, in an area of activity such as public transportation or consumer protection (Anderson, 1997:8). Mbieli (2006:2-3) perceives policy as the action or the inaction to take in dealing with any situation in the society. He added that policy is prior to every action. It is a prerequisite to all management activities. It is the policy that sets the task for administration. It provides the framework within which all actions

for the accomplishment of an objective are to be activated. Policy is in fact planning for actions; it is getting ready for setting the sail to reach the desired destination.

In the view of Okoroma (2006) policy is explained as thus:

> *A policy serves the purpose of ensuring that every official action of an organization must have a basis or backing. He then cited that Terry considers a policy to be an overall guide that gives the general limits and direction in which administrative action will take place. And that a policy defines the area in which decisions are to be made but it does not give the decision. He therefore added that a policy brings about a meaningful relationship between business objectives and organizational functions as it discourages deviations from planned courses of action. A policy ensures consistency of action because an organization is governed by approved principles. A policy does not have to be rigid, as there should be room for adjustment if necessary, after its formulation. As a matter of fact, he concluded that a good policy is one that can be reviewed as the need may arise.*

In similar vein, Carl, J Friedrich, a political scientist, regards policy as thus:

> *A proposed course of action of a group, or government within a given environment providing obstacles and opportunities which the policy was proposed to utilize and overcome in an effort to reach a goal or realize an objective or a purpose* (Friedrich, 1963:79).

To the notion of policy as a course of action, Friedrich adds the requirement that policy is directed toward accomplishing purpose or goals. Although the purpose or goal of governmental actions may not always be easy to discern, the idea that policy involves purposive behavior seems a necessary part of its definition (Anderson, 1997). Policy, however, should designate what is actually done rather than what is merely proposed in the way of action followed by on some matter (Anderson, 1997). Therefore, policy is a relatively stable, purposive course of action followed by an actor or set of actions in dealing with a problem or matter of concern. This statement focuses on what is actually done instead of what is only proposed or intended, and it differentiates a policy from a decision, which is essentially a choice among competing alternatives (Anderson 1997).

From these definitions arise certain key characteristics which enhance our recognition of a policy. A policy is a course of action and a programme of actions that are chosen from among several alternatives by certain actors in response to certain problems. Once taken, it guides behaviour, activities, and practices and provides a frame for present and future decisions. The chosen course

of action may actually be just a statement of intensions or a projected programme of actions or it could be concrete actions or a set of decisions (Ikelegbe, 1994).

Education Governance

The concept of governance can be traced back to 400 B.C. when the art of governance, including justice, ethics, and anti-autocratic tendencies, was presented. In this document, the duties of the king were identified, including the protection of the wealth of the state as well as enhancing, maintaining, and safeguarding the wealth and interests of his subjects (Kaufmann and Kraay, 2008).

Governance refers to a process by which formal institutions and actors wield power and make decisions that influence the conditions under which people live in a society. Those institutions may be representative bodies, such as legislatures, school boards, and the governor's office of a particular state. They also include institutions of government that make rules and implement policies Manna &McGuinn (2013) Education governance is defined as government institutions that are organized have rules and responsibilities in the educational system. Education governance is concerned with "how the education system is organized, and power is allocated; what structures and decision-making processes are in place; formal roles and responsibilities; and the relationship between central and local authorities (Watson et al, 2003). Furthermore, UNESCO (2008) argues that education governance is concerned with the formal and informal processes by which policies are formulated, priorities identified, resources allocated, and reforms implemented and monitored. Rizk (2018) opined that education governance involves how much funding should be allocated and how it should be distributed, managed, and accounted for. It determines how powers and functions are distributed among the different actors and across the different layers of the system and how to maintain law and transparency to hold those with authority accountable for their performance. It also ensures the deployment of qualified, motivated, and accountable employees across the system (UNESCO, 2012).

This implies that education governance is concerned with the structures, processes, resources, and policies put in place to bring about transparency, accountability, equality, and responsiveness in the operations of a nation's educational system. In the light of above definition, it is therefore imperative for governments to ensure that education governance not only answers to the educational concerns of the people but also to the increasing influence of globalization which is making the world a global village. It is also essential that education governance be guided by the basic principles of good governance in accordance with the local culture and lifestyle of the people for it to experience a viable result.

Globalization, ICT, and Educational Policy Reforms

These reforms are noticeable in the curriculum changes, free basic education programs, and information communication technology driven teaching and learning. In some countries, these reforms have been driven by the pressures of globalization (Huque & Yep, 2003), while in some countries, the economic situation was the propeller of these reforms. Majorly, globalization trends cause reordering of national economies, cultures, values, politics, governance, and education,

complemented by new developments in information technology (Giddens, 1999; Mok, 2005; Petrella, 1996; Pierre & Peters, 2000; Skliar, 1999; Waters, 2001). Lee (2017) further explained that globalization has profoundly transformed the economic, social, cultural, and technological processes and structures throughout the world and it has also impacted in varying ways and degrees the national education systems across the regions.

In the awakening of the effects of globalization, a well-performing sustainable education system is central to achieving inclusive development (levy et. al 2018) and also developing the skills of students that can make them function and navigate the global village that is competitive thus prompting both human and societal development. Taylor-Kamara (2010) further argued that when any nation educates its people, it serves the good of the entire country and citizens who are educated with a sense of purpose and the confidence to pursue careers that add stability to their nation.

In Nigeria, the government has initiated and implemented several education reforms and policies since independence to ensure that the citizens not only have access to education but also to quality education which can help drive development in the country. These policies ensure that children from 0-15 years regardless of status and gender have access to education. On the other hand, other levels of government in the country are monitored and supervised in line with the Universal Basic Education Act of 2004. These levels of government were expected to ensure that the children within the ages of the UBE framework are in school by formulating policies and laws that will promote the success of the program.

Despite the efforts of the government, the UNICEF 2019 Report on Nigeria revealed that about 10.5 million of the country's children aged 5-14 years are not in school and that only 61 percent of 6-11-year-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education. This is indeed disturbing because if there are children yet to be captured in school, it means that quality education for all the children through the free Basic Universal Education program in the country will be a mirage and this affect the development plans of the country.

Political Dimension to Education

Education policy exists within a particular social, political, and economic context and it is a key site through which social, political, and economic norms are constructed and maintained. Ozga, (1999) argues that education policy is not limited to government processes, schools, or teachers but also the political, social, and economic contexts of policy. In every policy, Taylor (1997) opines, there is always a prior history of significant events, a particular ideological and political climate, and economic context –and often, particular individuals as well – which together influence the shape and timing of policies. This implies that politics and polices are intertwined in the process of policy development. And, understanding the context of policy production and the power of actors involved is equally important for education.

Political Science traditionally plays a role when it comes to applying the full range of its analytical perspectives and methodological tools to education as a field of study (Jakobi, et al., 2009). The empirically-based theories in Political Science as a discipline can help specify the conditions under

which policies are likely to change or remain stable, explain how politics shapes education policy, and in turn, how those policies influence political participation and future policy design. Its Normative Theories provide the rationale for why politics has a legitimate role in public education, and more importantly, for why education should be a valued collective good in a democratic society (Schneider& Plank, 2009). Thus, Education is no longer just about what happens in classrooms and schools, but increasingly about rules and regulations promulgated in state capitals and the federal government designed to improve student academic performance and social development as well as the management and operation of the schools they attend (Gary Sykes, et al., 2009).

Discussion of Findings
Education Governance in Edo State

Attaining a sustainable education system has been the focus of the Nigerian government since independence through the National Education Policy that was published in 1977 which commenced the implementation of Universal Primary Education to the free universal education which commenced in 1999. The free and compulsory education programme is to provide every child of school age in Nigeria with access to quality education from primary up to the completion of junior secondary school.

The Universal Education Act of (2004) states that the government shall provide free, compulsory, and Universal Basic Education for every child of primary and junior secondary school age. Also, parents shall ensure that the child receives full-time education suitable to his or her age, ability, and aptitude by regular attendance at school. This is to ensure that the cost of education for parents and guardians is reduced and that no child is exempted from going to school. The Act also expects every state to establish a State Universal Basic Education Board (SUBEB) and formulate policies that will drive the vision of universal basic education the Federal Republic of Nigeria. Also, the Local Government Area of a State should be involved in Local Government Education (in this Act referred to as "the Local Education Authority") which shall be subject to the supervision of the Education Board (Universal Education Act, 2004). Bell & Stevenson (2006) opine that the state almost universally has a key role in the provision and/or regulation of education services. 'State policy', whether national or local (or increasingly supra-national), therefore has a considerable impact on shaping what happens on a daily basis in schools and colleges.

In line with the Federal Government directive, in 2005 Edo State adopted the Universal Basic Education (UBE) programme and enacted the State UBE Law which set up the State Universal Basic Education Board (SUBEB). Manna & McGuinn (2013) opine that education reform and policy involve experimentation, adaptation to local conditions, accountability from officials on the scene, and community engagement, and these tasks can best be performed by state and local governments. This implies that the successful implementation of the policy is not only the responsibility of the government but a collective responsibility of all actors from the government to the local communities.

The figure below revealed that in 2009, the enrollment of students into the primary school in Edo State totaled 284,940 while in 2010 the population of student enrollment reduced to 204,277 students. This implies that between 2009 and 2010, the student enrollment rate in the 18 local government areas of Edo state experienced a 28. 3% decline. The decline is not limited to Edo state but to many states in Nigeria. The government noticed that during this period many parents preferred to send their wards to private schools due to the deplorable state of the infrastructure, the laissez-faire attitude of teachers to work, the limited resources, and several other problems. The 2010 Report of Nigeria Education Data Survey states that the main reasons parents and guardians gave for their primary-aged children having never attended school were the distance to school, child labour needed at home, and the monetary costs. Memon, Joubish & Khurram, (2010) argued that in developing countries people often do not have the resources to have their children/wards educated. They focus more on acquiring basic needs such as food, clothes, and shelter, which divert attention from learning activities.

Thus, the government embarked on a 360-degree overhauling of the education sector with the retraining of teachers and modification of the school curriculum, reviewing and amending the medium of instruction as well as renovation and creation of more schools which were targeted to achieve cost of over N180 billion. Two years later, the efforts of the government yielded a promising result with an increase in the enrollment of primary school students (317,484) in 2012. In 2013, however, Edo experienced another setback, despite the achievements of the previous year. The enrollment in the primary school was 284,880 while in 2014 and 2015 the enrollment was 330,905 and 246,045 respectively.

The annual report of UNICEF explained that Nigerian children of basic education age represented the highest number of identified migrants (14,000) arriving irregularly in Europe, with more than 600 unaccompanied or separated children and that 72% of these children are from Edo state. The report from Universal Basic Education Commission corroborated the UNICEF report when it stated that out of school children (age 6-11 years) in the state amounted to 388,317.
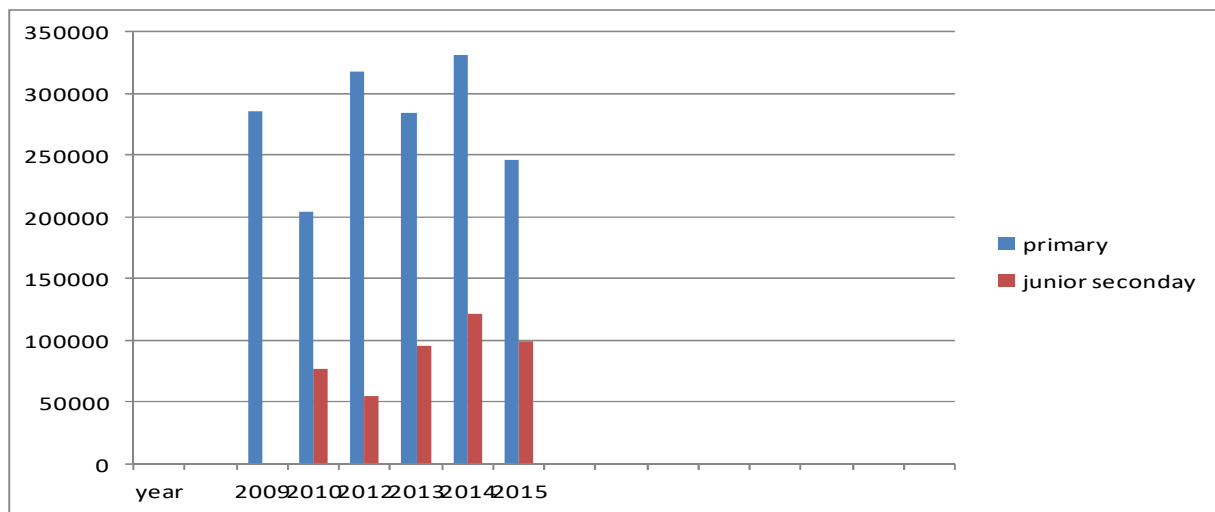
Source: compiled from Edo open data, Ministry of Education and Universal Basic Education commission

In 2017, the Governor of Edo State embarked on consultations with stakeholders in education and local communities in a bid to improve the state of education in the State which was worrisome. The deliberations gave birth to the Edo-BEST Policy, which the state is currently running now.

Edo-BEST Policy

The official launch of Edo-BEST, which stands for (Edo Basic Education Sector Transformation), on the 10th of October 2018 marked the beginning of digital education in Edo State. Edo-BEST is an education policy that is expected to promote sustainable development through the five pillars namely: Systems Strengthening and Organizational Development; Teacher Professional Development and Quality Assurance; Curriculum Development and Learning Outcomes; Community Engagement and Partnerships and School Infrastructure and Facilities. Lockheed (2012) explains that education policy should center on factors such as curriculum, standards, grading schemes, language, qualified staff, and resources such as books and buildings. The five pillars are designed to fulfill the set objectives of Edo-BEST in accordance with the Universal Basic Education policy of the Federal Government. The objectives of Edo-BEST were clearly highlighted in the Edo-BEST brief, 2019. Thus:

- Enhance the quality of Basic Education provision anchored on new technologies and the developmental objectives of Edo State and Nigeria;
- Ensure all children of basic school age in Edo State are enrolled in school, actively participating, and achieving set learning benchmarks and outcomes. Ensure that teachers are properly trained; professionalize the teaching corps, effective Quality Assurance;
- Foster active involvement of community and other non-state actors. Systematize the constructional renovation of schools to further aid pupils' comfort and protection and;
- Revamp basic education management and delivery to make Edo State children highly knowledgeable, competent, skillful, morally sound, and globally competitive.

Pillar one of the policies basically focused on the processes and management of education based on the culture of the people in Edo state using transparency, accountability, result-oriented, efficiency, and work ethics as the watchword. This pillar is to establish sustainable functional evidence-based quality planning, budgeting, monitoring, and evaluation systems to facilitate inclusive quality basic education provision in Edo State. The pillar is also to establish result-focused, transparency, and accountability in financial management; procurement processes and practices; and effective utilization of basic education resources. The aim of the pillar is to use the characteristics of governance to develop education management and operational capacities and efficiency of Edo State Universal Basic Education Board (SUBEB) and the 18 Local Government Education Authorities (LGEAs) in the state.

The government embarked on the actualization of Pillar one objectives in November 2018 through digital capturing of students and school teachers for the government to have a database of both the students and the teachers in the 18 local governments of the state. Capturing both the students and teachers was to help the government plan on finances, management, and training needs of the

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teachers. The capturing revealed that schools in rural areas have a shortfall of teachers, hence, special allowances were allotted to teachers in the rural areas to encourage them. Also, schools were merged for easy management. Also, giving students corporal punishment was abolished to promote teacher/ student relationships and encourage students to go to school. The government also recruited Learning and Development Officers, Quality Assurance Officers, and Social Mobilization Officers. In addition, the Basic Education Management Information System (BEMIS) was created by the government for easy management of schools.

Pillar Two of the policy, addresses capacity building and development of both the teachers and the education administrators in public schools. It also seeks to ensure that they are equipped with tools needed in line with the current wave of digitalization with assistance from Bridge Consultants who serve as the technical partner. The pillar also has its own objectives set to address existing problems identified as the inability of teachers to teach effectively lack of resources in and out of the classroom (Aluede & Idogho, 2014), and lack of elementary necessities and a comprehensive set of instructions needed to teach (Odia & Omofonmwan, 2007). These objectives are:

- Develop a cost-effective professional development, management, and support system to ensure teacher and head teacher adequacy, competence, and effectiveness for inclusive BE provision in Edo State.

- Ensure availability and adequacy of necessary and appropriate resource materials to facilitate quality teaching and learning in all basic schools.

- Establish a QA system to drive the achievement and sustenance of quality standards in all State basic schools (Edo-BEST brief, 2019).

The government in 2018, embarked on training of over **11,350** teachers and 489 Education Managers and field staff in the Ministry of Education and Universal Basic Education Board on curriculum development and the method and procedures in line with the objectives of the pillar. Also, 45 SUBEB quality assurance officers who are responsible for auditing a cohort of Edo-BEST schools were trained (Edo-BEST brief, 2019).

Pillar Three of the policy centers on curriculum development with the objective of enabling more children to enroll in school, effectively participate, and complete a good standard of basic education with improved learning outcomes. Students were given free educational resources and books which cost over ₦1.5 million to attract students and also assist those of them from less privileged families. In addition, based on pupil learning data, a custom academic program to accelerate pupil growth in literacy and numeracy was designed and pupils receive targeted instruction in reading, writing, critical thinking, and math (are responsible for auditing a cohort of Edo-BEST schools brief, 2019).

The fourth pillar focused on engaging the community in the management of schools and also partnering with the local communities to ensure that they are carried along in the processes based on the objectives of the pillar. The pillar's objectives are;

1. Build the capacity of Edo SUBEB in the 18 LGEAs for effective social mobilization for enhanced communities and civil society support to basic school improvement.

2. Strengthen community, civil society, and private sector collaboration and partnership with government for the improvement of basic education services and provision in Edo State.

3. Establish effective functional School-based Management Committees (SBMCs) to enhance community participation and support to improve basic education delivery in the State (Edo-BEST brief, 2019).

In attaining the objectives, the government trained over 11, 000 School-Based Management Committee members (SBMC) to educate the communities on the goals of Edo-BEST and engage them in monitoring the growth of their children. This includes encouraging parents to attend Open Day to learn about their pupil's academic and developmental growth (Edo-BEST brief, 2019).
Pillar five was expected to maintain and manage the infrastructure based on the characteristics of governance which includes transparency and accountability. The set objectives of the pillar are as follows:
1. Establish sustainable cost-effective and result-focused transparent tender and procurement processes and practices for the Edo State Basic Education subsector.

2. Develop and institutionalize an effective equitable project delivery and management system to facilitate adequate infrastructure and facilities for inclusive quality basic education provision in Edo State

3. Institutionalize a good maintenance culture for school infrastructure and facilities with community involvement (Edo-BEST brief, 2019).

Edo-BEST Policy and Sustainable Development
Sustainable Development Goal 4 (SDG4) of the Sustainable Development Goals (SDGs) is intended to shape education priorities and education management across all UN Member States. Thus, SDG4's successes or failures will also have a profound impact on the trajectories of the lives of the millions of children who are at risk of never setting foot in a classroom, or of dropping out before completing a full cycle (Moriarty, 2019). Also, the impact on accessibility and completion of quality education on individuals, communities, and national development, makes the SDG4 policy framework fundamental.
The pillars of the Edo-BEST policy have a positive drive towards the actualization of SDG4 targets. The pillars support access to education by students notwithstanding their family status. According to Edo-BEST Brief (2019), over 271,000 students have access to public schools with 15% of new enrollment in public schools transferring from private schools. In reality, the government is yet to capture all the children in the state and this poses a great challenge ranging from financing the program, planning ahead, forecasting, and prediction to knowing parents that are not sending the kids to school. Some children are undocumented and such undocumented

children can be denied access to public education by parents and these children will grow up to be illiterate.

The Obstacle of Poverty, Policy Target, and Dwindling Revenue on the Edo-BEST Policy Implementation

According to a study conducted by the National Bureau of Statistics in 2015, 23.22% of children in Nigeria are living in extreme child poverty while 70.31% of children in the country were in overall child poverty. Thus, the policy must address the effect of poverty on both education outcomes and the learning outcomes of students. How can a hungry child concentrate well in the classroom? How can the brain of a hungry child develop fully? Poverty presents chronic stress for children and families that may interfere with successful adjustment to developmental tasks, including school achievement (Engle &Black, 2008). The policy refuses to address poverty in the country and how it affects can be cushioned among students from poor families.

The objectives of the Edo-Best policy no doubt align with the Universal Basic Education program of the Federal Government but exempt targets 2 and 3 of the SDG4. Target 2 stated that girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education while target 3 includes equal access for all women and men to affordable quality technical, vocational, and tertiary education, including university.

The Edo-Best policy basically covers only the primary and junior secondary schools. White (2012) argues that preschool education has a very important part in closing the achievement gap that exists between children entering school with the necessary school readiness skills. This is because the first five years of a child's life determine how his or her brain will develop (McCartney & Phillips, 2011). Therefore, if a child is brought up in an enriched environment like a school, the brain grows and acquires more planning and critical thinking skills (Cohen & Manion, 1989). Though there is no form of assessment for children in the daycare centers due to the informal learning approach adopted by the institutions, all teaching skills are directed towards brain improvement, and the trained educational staff monitors and documents the progress of the children to identify the areas of weakness and strength for each child (OECD, 2005).

The burden of financing this program also poses a threat to the survival. In 2017, the Edo State Government's total budget was ₦ 153.49 bn; the sectoral allocation of ₦10.46 billion was to be spent on education. This figure supersedes the Ministry of Finance (₦7.05bn) and the Ministry of Health (₦ 6.21bn) but is less than the Ministry of Works (₦14.85bn). In the same year, the government had an external debt of $183.64m and an internal debt of ₦ 45.09bn. In 2019, the total budget was ₦ 175.7bn, and 15.3% (N26.8 billion) of the budget was allotted to education. This implies that there was a 60.97% increase in the budget on education from 2017-2019, the issue here is that the oil glut in the country and the dangling internal revenue of the state coupled with the huge debt the state incurred are threats to the sustenance of the program.

Psacharopoulos (2004) argues that spending in public schools does little to encourage Staffing rules, pay scales, and allocations for school inputs to be fixed so that school heads have little budgetary leeway. He explains that they have little flexibility to adapt centrally set norms (regarding teachers' qualifications, curricula, textbooks, timetables, and so forth) to suit local

conditions. This is evident in the general training given to them notwithstanding the school environment they are managing.

Policy Recommendations

Sustainable development and active citizenship are a meaningful part of the public responsibility of education and are key in empowering students to shape a sustainable future. Therefore, this study provides the following recommendations in addressing challenges to the implementation of the Edo-BEST policy.

1. There is need to develop an effective, monitoring mechanism that will involve the people at levels in monitoring the impact and performance of the policy on the targeted population.

2. There is urgent need for creation of data base unit in all the local governments. This unit should be driven by information technology expert with diverse skills in computer and all Microsoft applications. This will enable the policy analyst access to information needed in assessing the policy impact and performance.

3. Government will have to incorporate characteristics of governance into education to make the people believe in the system. There is also the need for relevant and up to date data before formulating and implementing policies. Hence, it become imperative for total overhauling of the Planning, Research and Statistics department with current and reliable data, that will help the policy analyst in forecasting the policy impact or outcome on the targeted population.

4. Finally, the study recommended a total overhaul of the policy to accommodate the major stakeholders in the formulation and implementation of further educational policies. The state government should reassess the policy periodically by considering input from the general members of the public rather than relying on its own assessment alone. The government must ensure that all relevant stakeholders, particularly teachers, parents, religious leaders, students, civil societies, and traditional rulers are carried along in the design and plans for the implementation of the policy. Also, non-governmental stakeholders and opposition parties should be engaged in critical and objective evaluation of the policy, so as to provide information that could assist the government in making adjustments and corrections where necessary.

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