

Politics, Power, and Education in Nigeria: The Multifaceted Dimensions for Inclusive Sustainable Development in Nigeria

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Abstract

In Nigeria, the complex interplay of politics, power, and education significantly influences sustainable development. Politics, wielding power, shapes educational policies, resource allocation, and institutional governance, while education acts as a tool and outcome of political power, molding civic consciousness and leadership capabilities. However, challenges like corruption, which is not limited to the wrong appointment of persons to key ministries in education and the direct interference of politics in education system, mismanagement and diversion of funds made for educational development, policy instability also hampers consistent implementation of long-term plans. Inadequate funding, resource inequities, and teacher-related issues compound the complexity, impacting education quality and sustainable development. The study advocates for solutions such as fostering a nationalistic spirit, patriotic leadership, anti-corruption measures, policy consistency, increased funding, and targeted teacher training. Streamlining bureaucratic processes, reducing political interference, and involving stakeholders, including local communities, are proposed strategies. The research underscores the critical need for a harmonious relationship between politics, power, and education to drive sustainable development in Nigeria. Strategic solutions, driven by political will, can unlock the transformative potential of education for a more prosperous and equitable future.

Keywords: politics, power, education, and inclusive sustainable development

Introduction

Politics, power, and education stand as essential pillars in the pursuit of inclusive sustainable development, playing instrumental roles in shaping societies and fostering long-term resilience. The respective functions of these variables and their interconnected realms collectively contribute to the formulation and implementation of policies that address social inequities and societal development. The symbiotic relationship between politics, power dynamics, and education, highlighting their significance as tools for fostering inclusive sustainable development is the focus of this study. Each of the concepts are explained below briefly to provide proper understanding of the paper.

Conceptual Clarification

The variables that constitute the hallmark of this study are explained here. First, politics, is a social process, involving conflict resolution and the negotiation of interests and progress, where individuals and groups engage in activities to influence collective decisions (Easton, 1965). Politics refers to the process of gaining and using power in public life through the exercise of authority, decision-making, and governance within a society (Heywood, 2013). In the institutional perspective, politics encompasses the structures and organizations through which power and resources is distributed, including government bodies, agencies, institutions, political parties, and electoral systems productive for those participating in it.

Here, politics is conceptualized in the functionality of it, which serves as the mechanism through which societies make collective decisions and allocate resources for their growth and development. In the context of sustainable development, political processes are vital for creating policies that address societal concerns, including social inequalities, and economic disparities. This is the reason, politics is referred to as the authoritative allocation of value (Ake, 2003). Through democratic governance, diverse voices are integrated into decision-making, ensuring a more inclusive approach to development.

Power is explained here in three dimensions of authority and influence, relational aspect, and dynamic nature. Power as in authority and influence, is the ability to influence or control the behaviour of others and the course of events. According to Dahl, (1957), it often involves authority, coercion, persuasion, or the possession of resources. The relational aspect sees power in term of social relationship where one party's actions can influence or limit the actions of others (Foucault, 1982). Lastly, power is dynamic and context-dependent, evolving based on societal structures, cultural norms, and changes in political landscapes. Therefore, the exercise of power should be one that is positive in influence, communal in social relations and progressive in its dynamic nature.

Power influence resource allocation and policy implementation, making it essential to distribute resources equitably for inclusive development - enhances even marginalized communities' participation in development processes, fostering social and economic sustainability. Explicitly, sustainable development requires a balanced distribution of power to prevent marginalization and ensure that decision-making reflects the needs of all stakeholders. The essence is power should continue to be a tool for smooth societal transformation and not antagonistic or underdevelopment.

Education on the other hand involves formal learning. That is the formal process of acquiring knowledge, skills, values, and attitudes through instruction, often provided by schools, colleges, and universities, a position shared by Dewey (1916). It is planned systema through which the individual and the society reproduce itself. As a lifelong process, education is not confined to any formal institutions but extends to continuous, lifelong learning that occurs through experiences, self-directed study, and informal interactions. This also explained education in term of its socialization and development

function; it is a socializing force that contributes to the development of individuals and societies by transmitting cultural values, fostering critical thinking, and preparing individuals for civic engagement (Parsons, 1961).

In addition, education is the deliberate pattern through which a society transmits to its young people, the physical, intellectual, and moral content of its culture, for continuity and, for more advancement of its society by improving on the level so far attained (Pandey, 2022). This involves the philosophies and institutions (political, social, economic, science, technology, religion) that the society has. Here, education plays a transformative role in equipping individuals with the knowledge and skills needed for a changing world. Inclusive education, which considers diverse learning needs (development issues in a society) and backgrounds, contributes to social cohesion and equal opportunities. It is a key instrument for preparing societies to navigate and address emerging challenges (World Bank, 2018), which ensure sustainable development.

Furthermore, sustainable development is viewed here in three perspectives. Firstly, sustainable development is an economic prosperity platform. Take Nigeria for instance, sustainable development involves achieving economic growth that meets the present needs without compromising the ability of future generations of Nigerians to meet their own needs; this position was earlier shared by the World Commission on Environment and Development (1987). Secondly, it involves social inclusivity. That is, sustainable development (in Nigeria) should also emphasize social inclusivity, aiming to reduce inequality, eradicate poverty, empower citizenry with knowledge, skills, and ensure the well-being of all citizens, and the United Nations Organisation in 2015 emphasized this position. Lastly, sustainable development is a responsibility, involving patriotic attitudes in terms of leaderships and followership, environmental stewardship, dialogue and peacebuilding, promoting best practices that safeguard the people and environment and address social transformation in all institutions of the society that maintain ecological balance.

Thus, the synergy between politics, power, and education lays the foundation for inclusive sustainable development. By understanding and harnessing the potential of these interconnected elements, societies can create comprehensive strategies that address environmental, social, and economic dimensions, fostering resilience and equity for total transformation of the society.

Purpose and Nexus of Politics, Power, and Education for Sustainable Development

The fundamental purpose of politics, power, and education is societal advancement. When misapplied, these elements become impediments to sustainable development. For instance, blocks are meant for building(s), roads are meant for easier movement of people, goods, and services; hospitals are meant for healthcare service delivery, ensuring a healthy population (manpower); government is meant to unite and lead the people,

resolve challenges before they become emergencies, and create platforms for development to flourish. If these functions deviate from their intended purposes as instruments for stability and development, threats to the smooth progression of society emerge. Similarly, when education fails to function as a tool for enlightenment and capacity-building, societal stagnation ensues. In well-governed societies, politics and power facilitate policy implementation, while education nurtures informed citizens who actively contribute to sustainable development. As highlighted by UNESCO's Futures of Education initiative, reimagining education is crucial for addressing contemporary challenges and ensuring sustainable societal progress (UNESCO, 2021).

Therefore, the inability of these variables to function adequately or deviating from utilizing politics, power, and education as tools for the transformation of man and society are threats to inclusive sustainable development in Nigeria. When things or products do not serve the purpose in which they are initiated for they equally become threats to their own existence, and by extension the entire society.

Most importantly, all over the world, the concepts of politics, power, and education are integral parts of the foundation and tools for smooth continuity of societies. There is no society that exists without a political foundation and system - where the aspirations, goals and objectives of the society is initiated, promoted and or executed. Same with education that is use for socialization, integration, birthing and training critical minds, inculcations of cultures, values, and skills for advancement and sustainability of the society. For societies that are adequately utilizing these variables in their full force, they are equally transforming and attaining inclusive sustainable development in all ramifications. There is little or no threats to such society's existence or future generation's needs. Almost everything is in place for the day to day, smooth running of the society. And such should be the hallmark of politics, power, and education for inclusive sustainable development in Nigeria.

The questions thus emerged, what role does politics and power play on educational development, and what role too does education have on politics and power for inclusive sustainable development. Attempt is made in answering the questions with the sub-topics below:

Roles of Politics and Power in Educational Development

Policy formulation and implementation: politics and power play a vital role in shaping education policies and ensuring their effective implementation (Ajayi, 2016). Government decisions and resource allocations impact the educational system, influencing curriculum development and implementation. For instance, the adoption and publication of the National Policy on education in 1977, establishment of the defunct Universal Primary Education and now Universal Basic Education programmes, gifted and special education, women education, quota-system in admission to schools, are all testaments of policies executed by politics and power play. These are policies aim at

educational development, and the milestones being achieved with these policies are those of politics and power.

Resource allocation: The distribution of resources, such as funding and infrastructure as seen in TETFund, is inherently political and impacts the quality of education (Okebukola, 2015). The United Nation advocated that member nations should allocate about 26% of their national budgets to education. Such emphasis by the UN is a political decision needed for the development of societies; however, Nigeria allocate only between 6% to 8% annually. Adequate resource allocation, driven by political decisions by those in power, is essential for creating a conducive learning environment, and goes a long way in development of the entire sector.

Equality and equalization of education: the accessibility and equity of education are achieved with political decisions and power influence. Policies crafted by those in power shape whether marginalized groups have equal opportunities and infrastructure for education (Ezeani, 2018). The opening up of the education environment to train people with special needs such as the blinds, crippled, handicapped, dumb and deaf, nomadic, disadvantage regions or communities are developmental on education and the society. Ensuring inclusivity in education requires patriotic political will and power commitment.

Curriculum development, change and innovation: the curriculum reflects societal values and priorities, often influenced by political considerations (Oni, 2019). Politics and power dynamics play a crucial role in determining what knowledge is deemed essential for citizens, shaping the education system for development. A patriotic leadership in power will ensure national interest is topmost priority in all curriculum planning, development, change, and innovation particularly as time and issues of the society undergo changes.

Teacher development policies: the formulation of policies related to teacher training and minimum standard, recruitment, training, and remuneration is a political process (Ogundipe, 2017). It is the government in power that usually initiate teacher development processes, right from introduction of formal education when the practice benchmarked the requirement with Teacher Grade I, II, III, and then NCE and B.ed standards, including the operation of ‘ Teachers Registration Council’ (TRC). The head of education agencies such as the TRC is appointed by the Government in power to execute policies on teachers. Teachers’ quality as supervise by Government directly impacts on the quality of education, making political decisions in this realm critical for educational sustainability.

Infrastructure development: the provision of educational infrastructure, including establishment of schools, erecting building, provision of books, seats and tables, laboratories and libraries, instructional materials, staff, among other technology is a political and power decision that significantly influences the quality of education (Oyekanmi, 2016). Political leaders in their exercise of power determine the priority and location given to educational infrastructure in national development agendas.

Legislation and regulation: political power is instrumental in enacting laws and regulations that govern the education sector (Ajiboye, 2017). For instance, the promulgation of the Universal Basic Education by President Olusegun Obasanjo in September 1999 and subsequent enactment of the UBE Act in 2004, and the establishment of TETFund Act of 2011, are by act of legislature through the National Assembly. Other Establishments/legislative Acts are those of the National University Commission, Nigerian Educational Research and Development Council (NERDC), National Board for Technical Education (NBTE), National Teachers Institute (NTI), National Mathematics Centre (NMC), National Commission for Colleges of Education (NCCE), National Commission for Mass Literacy, Adult and Non-Formal Education, National Examination Council (NECO), National Business and Technical Examination Board (NBTEB). Even though some of these establishments were promulgated by military decrees but have been rectified by legislative enactment. These enactments contained all the functions and modus-operandi of the educational institutions/agencies. These are legal frameworks that determine educational standards, accreditation processes, and the overall governance of educational institutions that also standardized them to compete and enter partnership globally.

Innovation and Research: politics influences the support for research and innovation in education. Governments with a commitment to education invest in research to improve teaching methods, learning materials, and educational technologies (Okoro, 2019), which are all geared towards attainment of the country's national objectives and goals.

Public perception of education: political discourse shapes public opinion about education, influencing societal attitudes and expectations (Ibrahim, 2016). Political leaders can use their influence to promote the value of education, encouraging societal support for educational initiatives towards sustainable development of the society. Too often, politicians make strong public statements during campaigns and even in office on education issues – emphasizing that it will be their priority in power, and such actions defined the role of politics and power on education development and by extension inclusive sustainable development.

International Collaboration: political engagement on the international stage affects educational partnerships and collaborations (Akinsola, 2014). Engaging in global educational initiatives requires diplomatic efforts and political will to foster international cooperation in education. All the United Nations Organization education initiatives or undertaken by its agencies such as UNESCO for global improvement of education in nations are entered (signed) by political power holders and not classroom teachers or the school managers.

In summary, it is viewed that in the display of politics and exercise of the three dimensions of power - morality, goodness, or rightness, and progressive desired (thoughts) dominate the minds/interest of those involved. This is so stated because of the essential (education) knowledge, values and skills possessed by the players, and should

be displayed at the centre of politics and power. The progressive values of education in leaders should serve as a catalyst of guidance in everyday life. Education prepares leaders, leaders make policies that promote education. This becomes the interplay between education, politics, and power.

Roles of Education in Productive Sustenance of Politics and Power

Politics and power do not sustain themselves, but it is the function of education in the society that sustains political culture and ideology being practice. Below are few and productive roles of education to politics and power for inclusive sustainable development:

Inculcation of political awareness and consciousness: education plays a crucial role in fostering political awareness and consciousness among the citizens of Nigeria (Ajayi, 2016). The National Policy on education (NPE) stated this very function as fundamental aspect of all forms of education at all levels in the country. A well-educated populace is more likely to critically analyze political and economy issues, engage in informed discussions, and make sound decisions that transform the society rather than destroy it. This function also ensures the instilling of nationalistic spirit and patriotic mind-sets in the citizenry for productive engagement in politics and leadership.

Inculcation of competencies for civic participation: education enhances civic participation by equipping individuals with the knowledge and skills necessary to actively engage in the political process (Okebukola, 2015). One of the national objectives of Nigeria is become a united, strong, and democratic nation - this objective can only be achieved with education as the platform to instill in citizens democratic values, norms, and culture. In fact, an educated citizenry in Nigeria is more likely to participate in elections, contribute to policy discussions, and hold leaders accountable in the demand for good governance.

More so, education also ensures development of leadership skills and capacity. Education is an instrument in nurturing future political leaders and functional citizenry. By operating solid education curriculum, individuals are better prepared to assume leadership roles and contribute positively to the political landscape, and economy development.

Charting policy formulation and implementation strategies: educated citizens are better positioned to contribute to the formulation and implementation of effective policies (Oni, 2019). In fact, this is where the inbuilt patriotic knowledge, attitudes, and skills of the citizens in whatever capacity one is serving is utilize for the good of the society. This is vital for sustaining political stability and promoting sustainable development in Nigeria.

Inculcation of conflict resolution knowledge and skills: education fosters critical thinking and problem-solving skills, which are essential for resolving political conflicts (Ogundipe, 2017). In fact, one of the basic functions of education is to solve individual

and societal problems. Thus, this is a crucial function that education set out to attain especially in making adulthood responsible and productive in the society. An educated population is more likely to seek peaceful resolutions and avoid violence in times of political disagreement.

Economic development: education is strongly linked to economic development, and a thriving economy contributes to political stability (Akinsola, 2014); and political stability is an ingredient in inclusive sustainable development. More so, no society develops above the level of its education. Educated individuals are more likely to contribute meaningfully to the economy, reducing factors that can lead to political unrest or divert development resources for individuals use. Education makes one a patriotic citizen and displayed of such patriotic attributes in followership and leadership, and public engagements is a big advantage for economic transformation of any nation in planet earth. More so, to achieve Nigeria's national interest like a just and egalitarian society, a great and dynamic economy, a land of full bright opportunity for all, are parts of economic development functions delegated to education as captured in the NPE.

Social cohesion: education promotes social cohesion by fostering a sense of national identity and unity in the learners - would be leaders/followers of tomorrow. This is crucial for the stability of Nigeria, which is characterized by diverse ethnic and religious groups. Here, to achieve a strong and self-reliance nation is being instrumented on the function of education.

Ensuring media literacy: education enhances media literacy, enabling citizens to critically evaluate information from various sources. This skill is essential in the era of misinformation and hate speeches, and helps citizens make informed political decisions and or refrain from engaging in peddling such threats.

Development of human rights awareness and advocacy: education is an empowerment tools for individuals to understand and advocate for their rights, contributing to the protection of human rights in the political sphere (Okoro, 2019) including economy and other sectorial spaces in the society. A population knowledgeable about their rights is more likely to behave accountably in all activities that sanitize the polity, built confident and develop the economy.

Preparation for global interaction and competitiveness: the world has become a single system, and no one function in isolation. A well-educated population enhances Nigeria's global engagement and competitiveness by producing skilled and knowledgeable individuals. This not only benefits the nation economically but also strengthens its diplomatic and political standing on the international stage and increases foreign direct investments.

It can be seen the intersections in politics and power, and education from the above discussions is interdependent, interrelated, and complicated, with profound implications

for inclusive sustainable development. The proper exercise and functioning of each required patriotic commitment and proactiveness in attaining the desired objectives.

Challenges of the Nigerian State in attaining Inclusive Sustainable Development

Presently it would not be said that politics, power, and education have fulfill their various functions in ensuring inclusive sustainable development. After 63 years of independent and in charting a purposive future, Nigeria in term of inclusive sustainable development is still a journey in the wilderness. Politics, power, and education like production factories to make for narration have operated below the supposed capacity. Nigeria faces significant challenges in achieving inclusive sustainable development, evident abound in various sectors of the economy. One key area is education, where inadequate infrastructure and a high out-of-school rate hinder the country's progress (National Institutes of Health, 2019, and World Bank, 2021). According to recent data, about 20 million children in Nigeria are out of school, aggravating literacy, and skill gaps (UNESCO, 2022).

Additionally, the healthcare system struggles with insufficient resources and accessibility issues, contributing to a high maternal mortality rate (World Health Organization, 2020). Despite efforts, the healthcare infrastructure remains underdeveloped, impeding the realization of inclusive and sustainable health services. On the other hand, economic disparities persist, with a large informal sector and limited job opportunities. Unemployment rates, particularly among the youth, are alarming (National Bureau of Statistics, 2020). This statistic has not improved positively but continue to expand even after three years of report. This economic imbalance perpetuates poverty and hinders the achievement of inclusive sustainable development goals.

Moreover, environmental sustainability faces challenges, as evidenced by inadequate waste management and deforestation issues (Federal Ministry of Environment, 2021). Poor waste disposal practices contribute to environmental degradation, impacting communities and hindering progress towards sustainable development. Corruption further impairs these challenges, diverting resources away from critical development projects (Transparency International, 2023). A lack of transparency and accountability impedes the effectiveness of policies aimed at achieving inclusive development.

The entire situation is systemically threatening to all persons including those that feel they are safe. Take for example, the COVID-19 pandemic experience that came with it intimidating effects on the communal lifestyle of Nigerians; and various sectors of the economy that was struggling to survive went crippled, and many religious-people thought rapture has come. Schools were shutdown, markets were closed, all forms of entertainment (sport, clubbing, music, and cultural festivals) were stopped; air, land, and sea transportation were halted, religious rituals closed, Government office engagements

shutdown, and people movement were enforced to stay indoors. It was catastrophically an experience never to envision again. But a better education system and an organised society would have averted this suffering.

The challenges among others exposed in greater proportion the defencelessness of the Nigerian society in term of threat absorbers and shows the lower-bench level the country is in building an inclusive sustainable development platform. There were no functional ambulances, ventilators in hospitals, inadequate emergency health personnel, lack of drug production capacity; inadequate personnel and financing; absence of online education facilities and trained experts to sustain teaching and learning of school goers. It was national embarrassment and is sad to note. The country came out of the pandemic as a miracle and not necessary because it was ready to fight the threat from the COVID-19. Many of these challenges in Nigeria are rooted in the following:

1. Lack of proper use of political power and the patriotic willingness of leaders at many levels of policy implementation.
2. Miss management and repetency for wealth: this is the basis for corruption. One of the fundamental challenges in the nexus of politics and educational development in Nigeria is the pervasive issue of corruption and mismanagement of resources (Okebukola, 2015). Misappropriation of funds intended for education hampers infrastructure development, teacher training, and the overall quality of education which threaten inclusive sustainable development at the end.
3. Policy instability and reversals: Nigeria has faced challenges with policy instability, where changes in political leadership often lead to the reversal of educational and development policies and reforms (Ajayi, 2016). This inconsistency disrupts long-term development plans and implementation.
4. Inadequate and Misplaced Funding: despite the importance of education and healthcare services for instance, inadequate funding remains a significant challenge to their existence. Budgetary constraints limit investments in infrastructure, teacher training, and educational materials, hindering the quality of education provided. Whereas projects that has no significant impact to inclusive development are prioritize by those saddled with the responsibility of resource allocation or funding. Take for example, the allocation of 5 billion to buy a yacht for Nigeria's President and 1.5 billion to buy vehicles for the first lady in the 2023 supplementary budget are wasteful surplus allocation when compared to the mere 5 billion allocated for students' loan; this defined explicitly misplaced funding as a challenge to inclusive sustainable development. Over the years in Nigeria, States and Federal Governments have annually allocated only 6% to 8% of their budgets to education (Daron and James, 2013). Such unserious allocation cannot bring about the desired impact on the system or in society.

5. **Inequitable Access to economic resources and political institutions:** power dynamics often contribute to inequitable access to education, health, and other economic variables, with certain regions or socio-economic groups receiving disproportionate attention (Oni, 2019). This challenge worsens disparities in the main tools for development and perpetuates social inequalities.
6. **Personnel Quality and lack of Motivation:** challenges related to the recruitment, training, and motivation of skilled or productive personnel persist (Ogundipe, 2017). Low teacher morale, insufficient training, and inadequate remuneration hinder the delivery of quality education, healthcare services, security, among other fundamental variables in the chain of inclusive sustainable development.
7. **Bureaucratic Hurdles:** the bureaucratic nature of governance generally in Nigeria poses challenges to swift decision-making and effective implementation of policies. Red tape and administrative hurdles can impede the efficient utilization of resources.
8. **Infrastructure Deficiency:** inadequate developmental infrastructure, including classrooms, libraries, and technology; laboratories buildings and medical equipment, power supply, are all pressing issue. The insufficient infrastructure hampers overall attainment of objectives - inclusive development.
9. **Political Interference:** the entire economy sectors often experience political interference, with appointments and decisions influenced more by negative political considerations than merit, such as for education, health, finance, security agencies/institutions. This undermine the effectiveness and efficiency of the institutions in term of productivity which is an essential ingredient in inclusive sustainable development.
10. **Security Challenges:** ongoing security challenges in many regions of Nigeria impact on development variables such as disrupting school activities and leading to the closure of schools (Okoro, 2019). Same disruption is witnessed with services in healthcare, farming, transportation, small and medium scale businesses. The resulting instability impedes efforts to provide consistent and quality service delivery.
11. **Lack of Stakeholder Engagement:** inadequate involvement of key stakeholders in policy formulation and implementation such as: teachers, medical and security experts, parents, and local communities, hampers inclusive sustainable development. Collaboration and communication gaps hinder the successful implementation of policies and initiatives.

Suggested Solutions to the Challenges

The challenges are humanly created and can equally be solve by the people especially those at leadership positions. Therefore, the following suggested solutions are presented:

1. Developing of nationalist spirit and display of patriotic leadership by those in position of authorities: this is the first recommended step to be taken. Focus must be defined and entrenched by those in power; they should understand that leadership is a responsibility and the progress of our society lies on their shoulders especially for the policies initiated and actions taken. Greediness, sentiments, favoritism should totally be jettison, and replace with focus on collectivism, merit, and society benefit. Nationalism and patriotism have the capacity to fix most of the challenges threatening inclusive sustainable development in Nigeria. When people are nationalistic, they have a wider perspective on development issues, they think about the wellbeing of the larger society; and patriotism helps them to stay away from all forms of corruption and ensure the polity is in a stable state. Nationalistic and patriotic citizens (leaders) think topmost of transforming their society, working hard to solve challenges, push forward productivity, impartation, and do not engage in self-accumulation of wealth.
2. Need for attitudinal change and reawakening: there is urgent need to begin campaign, sensitization among training of Nigerians at all levels for change of attitude and reawakening of mindset on things that promote unity and peace, development, and sustainable attitudes. This is necessary because of the current centrifugal culture/behaviour that is threatening the well-being of the society.
3. Politics and power should be play or use with focus on the productive wellbeing of the society. Thye should not be seen as instruments to torment opponents. They are instruments or platforms of resolving challenges, ensuring stability, and influencing development.
4. Anti-Corruption Measures: implementing robust anti-corruption measures is essential to address mismanagement of all development resources (Okebukola, 2015). Transparent financial systems, audits, and strict consequences for corruption practices can help ensure that allocated funds reach their intended developmental purposes.
5. Policy Consistency and Long-Term Planning: we must be encouraging political leaders to commit to long-term development plans and ensuring policy consistency across various development platforms is crucially maintained. This approach provides stability and allows for sustained progress in transformation of the society.

6. **Increased Funding and Budgetary Commitment:** there is a need for increased government commitment to allocating a substantial portion of the budget to education because it remained the first instrument for achieving the nation's national goals and objective. Adequate funding is essential for improving infrastructure, teacher training, motivation, and overall educational quality. When standard is improved and become solid the nation will automatically lead to inclusive sustainable development.
7. Again, efforts should be made to ensure equitable distribution of educational resources to helps in addressing regional and socio-economic disparities in access to education across the nation. This requires targeted interventions to uplift underserved communities.
8. **Streamlined Bureaucratic Processes:** streamlining bureaucratic processes within the political and economic institutions and system can enhance efficiency and effectiveness. Simplifying administrative procedures and reducing red tape can facilitate timely decision-making and resource utilization.
9. **Investment in Infrastructure:** addressing the deficiency in infrastructure requires a significant investment in building and maintaining various structure, facilities, and technology. Infrastructure development is essential for creating a conducive environment and, for inclusive sustainable development.
10. **Reducing Political Interference:** establishing mechanisms to reduce unnecessary political interference in the governance of development institutions (as education) is crucial in attaining inclusive sustainable development. Merit-based appointments and decision-making processes can help ensure that these institutions operate free from undue political influence and achieve their objectives.
11. **Stakeholder Engagement and Community Involvement:** fostering active engagement with key stakeholders across the various economy strata, including teachers, parents, and local communities, is fundamental. Inclusive decision-making processes enhance the implementation of policies and initiatives that are beneficiary to society development.
12. Attitudinal change and reawakening in our planning, actions, and behaviors both in private and public life.

Through implementing these recommended solutions, Nigeria can pave the way for a transformative (educational) landscape that not only equips its citizens with the skills and knowledge needed for the future but also contributes significantly to the overall sustainable development of the nation. It is through such concerted efforts that Nigeria can harness the potential of its economy system as a catalyst for positive change, laying the foundation for a prosperous and equitable future.

Conclusion

This study highlights the interconnected and interdependent relationship between politics, power, and education in fostering inclusive sustainable development in Nigeria. The findings reveal that while politics and power significantly shape educational policies, funding, and institutional frameworks, education in turn plays a critical role in cultivating informed citizens, nurturing leadership, and sustaining democratic values. The paper emphasizes that when politics and power are exercised positively - with a focus on equity, accountability, and long-term national interests with educational institutions are better equipped to produce skilled individuals who contribute meaningfully to societal progress. Conversely, corruption, mismanagement, and political instability hinder these developmental strides.

To achieve inclusive sustainable development, the study emphasizes the need for patriotic leadership, policy consistency, improved funding, and a deliberate commitment to reducing inequalities in education. Investing in teacher development, strengthening resource allocation to underserved regions, and promoting civic awareness through education are essential strategies for fostering social cohesion and economic growth. Ultimately, Nigeria's ability to navigate contemporary challenges and secure a prosperous future rest on achieving a harmonious balance between politics, power, and education.

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