EDUCATION GUIDANCE AND COUNSELING FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS IN NIGERIA COME 2030

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Abstract

Achieving the sustainable development goals (SDGs) Come 2030 would mean reducing the level of poverty and inequality in Nigeria. Thus, among the essence of the SDGS is to extend the sources of growth for reducing the level of all round poverty confronting majority of Nigerians and reduce the level of inequality of all sorts. Poverty and inequality level in the communities are so high, such that crime has become the order of the day, likewise all sorts or discriminating practices. Many scholars are of the view that families determine the future of their children because family is the first environment where the child is socialized to the values, beliefs, motives and behavior acceptable in the society. Unfortunately, the poverty and inequality levels in the society have forced many parents to abandon their family roles and responsibilities in pursuit of survival needs. Most of these parents or community members have needs that they do not know how to identify them. This affects their level of commitment and production. The consequences can be seen or felt in the incessant dwindling nature of the economy and social life. Crises starting from homes to the larger society have given rise to marriage divorce and or separation, Boko Haram insurgence, child trafficking, militancy, kidnappings, cultism to mention but a few are on the increase. This paper focuses on guidance and counselling for achieving the SDGs through parents, extension and community education strategies in Nigeria come 2030. Children need parents that can shape them to think for themselves, relate cordially with self and others, develop normally, make good choices and set excellent academic moral, economic and political records and create a friendly environment free of crises, poverty and inequality. So do most parents especially in the rural areas need guidance and counselling on how to ensure family values, friendly environment, execute their roles, identify their needs, become more committed to their business, update their knowledge through education and information and so on. It is believed that through education guidance and counselling, they would be assisted to develop new ways of: communicating, obtaining information, making decisions, and responding to environment, rearing and caring for their children and viewing things.

Achieving the 2030 agenda for sustainable development goals (SDGs) in Nigeria would mean reaching out to the most disadvantaged groups, including indigenous people at the grass root or communities, the disabled handicapped skilled and unskilled people including youths and women in the communities through (parent) extension, community education and counselling strategies. The sustainable development goals (SDGs) replaced the unachieved millennium development set goals from 2000-2015. Guidance and counselling have been introduced in the society to assist all the people, organisation, firms and the likes in achieving their goals and objectives. It is necessary that counsellor's partnership with the governments so as to ensure that people at the grassroots levels are aware of the SDGs and create initiatives on how to achieve the goals. Okorodudu (2006) sees education as a phenomenon so complex as it involves the development of the whole personality of the citizen in relation to his contributions to the general development of the society including her moral ethical foundations and that

education acts as the vehicle or machinery of carrying man through life successfully within the society. In other words, education involves developing both the social, political, economic and physical areas of individuals such that they would understand their problems, develop skills and techniques on how to prevent crises, solve and manage problems that affect them and their family members.

A performance review of Nigeria's 13 years journey to achieving the set millennium development goals (MDG) is mixed with progress towards five MDGs, though below average, progress has been less satisfactory with the three other MDGs (2016 United Nations Millennium Development Goals) Deneulim, Severine and Lila (2009) in their observations discovered that among the reasons for not realising the goals is that the mechanism being used introduced local change through external innovations supported by external financing. That goals are better achieved by community initiative, building from resources of solidarity and local growth within existing cultural and government structures. They recommended the participation of the rural people. Samoura (2016) explained that Nigeria has experienced growth in recent past, that the growth has not translated into poverty reduction and reduced inequalities. She emphasised that the country should extend the sources of growth to reducing the level of poverty in Nigeria.

The poverty level especially in rural communities are so high that crime rate is on the increase on daily bases including all sorts of corrupt practices. Poverty level in social, economic, political and physical status of most Nigerians is so enormous that: parent, extension and community education and counselling are needed to assist call people to order on how to realise the sustainable development goals come 2030. Most family problems have matured to national challenges. These could be confirmed by daily media reports on crime rates for instance,

(Daily Sun of April 25 2016). There is need to ensure sustainable family and community goals by ensuring that members are guided and counselled on how they should overcome their social, economic, physical and political poverty. Achieving these would determine the achievement of the SDGs come 2030. It is believed that if parents and community member are well educated guided and counselled on how to go about their needs, they would inculcate same to their children who would form the adults and leaders of tomorrow. Then the achievement of the SDGs would be assured.

An Overview of MDGs and SDGs

Millennium development goals (MDGs 2000-2015). In September, 2000, 189 member States of the United Nations (UN) came together at the millennium summit and adopted the millennium declaration including commitments to poverty eradication development and protecting the environment. Many of these commitments were drawn from the agreement and resolutions of world conferences and summits organized by the United Nations organisations during the preceding decades. The declaration formally involved eight goals supported by 18 quantified and time-bound targets and 48 indicators which become known as the millennium development Goals (MDG).

The MDGs focussed the efforts of the world community on achieving significant measurable improvement in people's lives by year 2015. They established targets and yard stick for measuring results not just for developing countries but for the rich countries that help fund development programmes and the multilateral institutions that help countries to implement them. The eight millennium development Goals are:

- Eradicating extreme poverty and hunger.
- Achieving universal primary education.

- Promoting gender equality and empower women.
- Reduce child mortality.
- Improve maternal health.
- Combat HIV/AIDS, malaria and other diseases
- Ensure environmental sustainability.
- Develop a global partnership for development.
  (Source: (2000), UN Development Goals Website)

Sustainable Development Goals (SDGs)

The Sustainable Development Goals otherwise known as Global Goals (GGs) build on the MDG eight anti poverty targets that the world committed to achieving by 2015. At the UN sustainable development summit on 2015, world leaders adopted an Agenda for sustainable development which include a set of 17 sustainable development goals to end poverty, fight inequality and justice and tackle climate change by 2030. Though the MDGs adopted in 2000 aimed at slashing poverty, hunger, diseases, gender inequality and access to water and sanitation achieved some success but there are still a lot to be achieved according to some researcher like Attaran (2005), Chem (2012) and some others.

The new SDGs and the broader sustainability agenda go much further than the MDGs addressing the root causes of poverty and the universal need for development that works for all. According to the United Nation Development Project Resident Representative in Nigeria-Fatima Samoura in after breakfast meeting 24/3/2016 with journalist at Abuja stated that "Nigeria needs strong institutions, a diversified economy and collective efforts to prevent conflicts and promote peace. She confirmed that Nigeria has experienced some growth in recent past.

"However, this growth has not been translated into poverty reduction and reduced inequalities. At United Nation Development Project we believe that expanding the sources of growth and ensuring that this growth is proper remain key elements necessary for reducing the levels of poverty in Nigeria".

Five goals were pointed out by Samoura as the two key areas that the UNDP is providing strategic support to the government of Nigeria to help expand the growth.

These five goals are
- Addressing inequalities that continue to exist
- Strengthening of the electoral process provision for policy support and enhancement of transparency in the public sector.
- De-radicalization, counter terrorism and migration.
- Mine action, debris and waste management, emergency livelihoods and recovery shelter.
- Promoting peace building, conflict prevention and social cohesion in all parts of the `frameworks of national infrastructure for peace in Nigeria.
  (Source: Agenda of UN sustainable goals 2030). This calls for educational guidance and counselling that would enable all in Nigeria to build a resilient and establish a sustainable process of achieving these goals come 2030.

What is Guidance?

Guidance according to Prayito and Amti (2004) is a process of aid committed by people who are experts of one or several individuals, assisting both children, adolescents and adults so that people can be guided to develop their own abilities and self-contained with harness; the power of individuals and facilities that exist and can be developed base on the prevailing norms. Winkel (2005) defines guidance as an effort to equip individuals with knowledge experience and information that

could enable them understand self and environment, make choices and set realistic goals. Thereby, use efficiency effectively and all opportunities to develop self. From these definitions, guidance could be perceived as activity aiming at assisting every individual in the environment, irrespective of age, sex, career, vocation, marital status and the likes. It helps individuals to acquire new ideas, information, explore their environment and attribute meanings to their environment. Individuals need guidance to understand self, environment, plan, set goals, make choices and decisions that would help them actualize in whatever that they set to do. The writer further defines guidance as any organized information, experience and opportunities that would enable individuals to develop positive-self awareness, self acceptance, belongingness and values, positive sense of making choice and setting realistic goals to prevent, control and solve problems in the environment.

What is Counselling?

Counselling is defined by Yahaya (2002), as an important activity that basically assists people to understand themselves and help them to take effective decision necessary for their personnel growth and development. To Akinade (2001), counselling is a set of procedure used in assisting individuals in solving problems that arise in various aspects of their life or in assisting them to maximise their overall personal development so that they may be more useful to the society in which they live. To Lannap (200), Counselling is a process by which the counsellor assists a client to face, and understand information about himself and his interaction with others so that he can make effective decision about various life choices.

Based on these definitions, counselling involves interaction between a client and a qualified counsellor with the utmost aim of applying professional experiences, skills and techniques to assist the client resolve the problem

that are conflicting with development. The person becomes more aware of self and others, set realistic goals, make choices and become an independent person that is able to prevent, control and manage problems and take decisions in the environment.

Educational Guidance

Educational guidance according to Onyemachi (2011) citing Baer and Roebar (1963) is like the vestibule of a house leading to various rooms. These rooms symbolize family life, citizenship, and vocational life. To reach these rooms, one must first pass through the vestibule, seen thus, information about education and training is an integral part of occupational information. Omebe (2005) define guidance as a process developmental in nature by which an individual is assisted to understand accept and utilize his attitudes, interests, and attitudinal patterns in relation to his aspirations. Omebe further explains that guidance services help in the development of self personal potentialities of effectiveness and self-actualization help individuals to adjust within self and with others, as well as with situational order and realities. To Ofojebe (2003) educational guidance has a philosophy that seeks to help individuals irrespective of their status to answer the questions: who am I? What can I become as a functional person? And how best can I contribute to my society and mankind? While Ipaye pointed out in Egbo (2009) that the nature of guidance services should be:

i) **Development:** Assisting in developing understanding of processes of achieving one's life goals.

ii) Preventive enabling students to identify areas of weaknesses and negative aspects of self and possible steaming sound sand to positive build up.

iii) **Curative:** Assisting people with problems to possible resolve them. And,

iv) **Therapeutic:** Recognizing priorities and effective behavioural modifications to the advantage of the clients.

In other words, education guidance could be viewed as organized information, experiences and opportunities that would enable individuals to develop positive self-awareness acceptance of self and others, sense of belongingness and values set-goals, make choices and take decisions. That education guidance and counselling are capable of assisting individuals adjust favourably in their environment thereby develop positive strategies that would enable them to resist change in the negative direction. Education guidance and counselling are capable of assisting the people at the grassroots level to understand and care for their environment develop healthful living habits, get them aware of opportunities in their localities through adequate information. There by development goals come 2030.

Educational Guidance Strategies for Achieving Sustainable Development Goals (SDGs)

Educational guidance strategies for achieving sustainable development goals (SDGs) are those strategies that would develop parents and community members through education and information sessions on how to apply skills and techniques that would assist them manage self, others, their environment family members, occupation, trade and the likes. These would enable them to live a fulfilled life. The strategies are:

1. Parent Education
2. Extensive Education
3. Community Education

Parent Education

The home according to many scholars like Fafunwa (1967) and Anih (2004), is the first place where the child is intimated with the societal norms. Aliyu (2010) and Mohammed

(2000) view the home as a place where the man is shaped based on training and experiences. To Shaffer (2005), the family has been recognized as the first agent of socialization where young children acquire the beliefs, values, positives and behaviour of the society. It calls for parent education that would re-educate parents on how to assist their children in the present society that is fast developing in corrupt practices, adopt positive life style that would enable them to manage crises and leadership positions effectively. This is in line with Uzor and Agabi (2013), who view parenting as a process of promoting and supporting the physical, emotional, social and intellectual development of the child from infancy to adulthood. In other words, the home is the first post-natal environment where the child is nurtured to acquire the basic attitudes and behaviours that would enable him to survive the odds in the society based on set norms.

Human beings undergo developmental stages with tasks that must be fulfilled accordingly. Successful completion of the tasks on the first stage, determines how happy or fulfilled one would be on the sub-sequent stages. While unfulfilled mare the subsequent stages of one's life. According to Havinghurst (1953), developmental tasks to be accomplished by the child within infancy, early childhood and childhood are pointing at the parents for effective achievement. Erikson (1968) in the stages of personality development emphasised more on the roles of the parents in assisting the child reasons for Havinghurst and Erikson may not be far from the fact that impressions made at these stages are handed over to the adulthood and become graven on the personality. There is need that children are protected with a view to normal formation to avoid them from avenging on the society in future under the umbrella of terrorist militants, kidnappers, drop-out, robbers, Boko Harams, herdsmen and the like.

They impede the progress of the nation with their nefarious activities. It demands that parents be guided to achieve or acquire basic education that would help them in nurturing the children in the family.

Parent education according to Jalongo (2004) refers to a process of helping parents or future parents acquire the practical and emotional skills needed to raise children. To Cochran (2007), parents education is the process of increasing adult knowledge and skills about the development of parents and of children so as to enhance child-rearing practices and strength the parents-child development. The national parenting education network (NPEN) cited in Samuelson (2010), affirms that parent education strengthens families by providing relevant effective education and support and encouragement on optimal environment for healthy growth and development of parents, caregivers and children. Obiweluzo and Ajala (2015) are of the view that parent education has positive impact on the family in all.

Maduewesi (1997) states that in parent education parents are taught the rudiment of child psychology, the importance of having positive home environment and positive attitude for children to grow up in, talking to children, explaining things to them, answering their questions, stimulating them, feeding them well and teaching good and other health habits. Children learn how to relate with others, establish emotional stability and how to quarrel from parents teaching at home.

Parent education from the definitions involve all training inform of workshop, seminar, conference, tutorial and some others that are aimed at developing parents acquire pre-requisite skills and techniques that would enable them to develop self and attend to the developmental needs of their family members positively. It is that type of education for parents aimed at inculcating in them desirable skills and techniques to prevent, control and mange crises, manage self, understand and practice the concepts of: time management, health, nutrition, safety and environmental management, all aiming at effective development of family members.

Focus of Parent Education and Counselling

It is recommended by the writer that parent education should focus on:

- Developing parents socially, economically and politically through education, skill acquisition and information. Assisting family members achieve the tasks of their developmental stages.
- Positive attitude towards education
- Managing in-laws and extended family members.
- Preventing family crises
- Understanding and implementing family values
- Managing: time, health, nutrition and leisure Environmental and safety management sex education
- Managing friends and neighbours positively
- Child-rights, abuse and labour
- Ensuring quality education
- Discouraging corrupt practices
- Encouraging friendly home and school environment
- Managing disabled/ Handicapped members of the family
- Discouraging gender inequality/discriminatory practices, leadership, training and transparency in governance and political information
- Educational opportunities
- Skill acquisition

Extension Education

Development of the rural dwellers determines sustainable development to a greater extent. As such, their education and counselling is very important in the society.

Extension education is an information educational process directed toward the rural population. The process offers advice and information to help them solve their problems. It aims to increasing the efficiency of the family, farming increase, production and generally increase the standard of living of the family (www.fao.or/docrep/10060e/t0060E03.htm)

Extension education is the process of working with the rural people in order to improve their livelihoods and developing their abilities to direct their own future development. It is concerned not just with physical and economic achievement but also with the development of the rural people themselves.

According to Leagans (1961), extension education is the process of teaching rural people how to live better by learning ways that improve their farm, home and community. Okenwa in Igbo (2008 p.253) cited Mauder (1973) as defining extension education as a service system which consists rural people through educational procedures in improving methods and techniques, creating production efficiency and income, improving their levels of living and lifting the social and educational standard of the rural life. Base on these definitions, extension education is that type of education that assists the rural people to identify their problem or need areas, accept the trends of time and be more involved in planning how to resolve their problems and make decisions. It is that education that put the worth and dignity of the rural people into consideration by encouraging them to identify their need areas instead of imposing them on the people.

Focus of Extension Education

Extension education according to the writer should focus on assisting the people to identify. Their problem or need areas on.

- Veterinary and Animal Husbandry
- Poultry and Dairy Produce
- Health Facilities and Mobility
- Formal Education, Skill Acquisition and Trading
- Preservative and Storage Facilities
- New Technology Facilities
- Environmental and Waste Management
- General Cleanliness and Nutrition
- Formation of Associations/Co-Operations
- Sources of Information and Importance
- Banking Facilities and Benefits
- Discriminative Corrupt Practices
- Time and Leisure Management
- Sources of Income and Management
- Marketing and Promotional Strategies Leadership Training Politics

Community Education

Community education is an opportunity for local citizens, community schools, agencies and institutions to become active partners in addressing education and community concerns. It embraces these beliefs. Education is life long process, everyone in the community shares a responsibility for the mission of education all the members of the community and citizens have a right and responsibility to link the needs of the resources to improve their community (2012, Havre public school community education). The Minnerpolis community education (2007) defines community education as a process of bringing community member together to identify and link community needs and resources in a manner that helps people to help themselves and to raise the quality of life in their communities. Ceve(1990) see community education as a process designed to enrich the lives of individuals and groups by engaging with people living within geographical area or sharing a common interest to develop voluntarily a range of learning action and reflection opportunities determined by their personal, social, economic and political needs.

Joelknitzberg (2010) sees community education as a broad field that is based on

principles and practices of lifelong learning inclusion, collaboration and use of multiple resources. It deals with many different and varied components of education within the community. Australis (Undated) citied in Jeolknitzberg (2010) defines community education as a process whereby learning is used for both individual and community betterment. This is characterised by involvement of people of all ages. To Canada (undated) community education is the field of community education providing the knowledge and skills for people to not only be self-sufficient and independent, but to create and utilize the interdependences that must also exist in civil society. It is about creating a participatory learning culture that incorporates principles and practice of respect, mutual aid, inclusiveness, lifelong learning, skill building, self appreciation, entrepreneurship and leadership development.

Community education from all indications is that type of education delivered to the community members by teaching them how to utilize their human, material, financial and other resources in other to enable them fight their poverty level. It is that type of education given to community members to fight inequality of all sorts, hence inclusion education is involved. Community education is that type of education that accepts the recipients with unconditional positive regard. It recognizes the worth and dignity of all in the community. It is that education that lays it philosophy on mostly on practical's as to enable the community members participate in teaching that would enable them to acquire formal education, skills and techniques for effective participation in their daily activities.

Focus of Community Education

The writer recommends that community education should focus its education to the community members on:
- Skills Acquisition, Trading and Formal Education
- Positive Interpersonal Relationship
- Effects of Cultism, Youth Restiveness and Violence
- Militancy, Kidnapping, Boko Haram and Fanaticism
- Discriminative and Corrupt Practices
- Childhood Marriage, Child-Rights, Abuse and Labour
- Sex Education and Venereal Diseases
- Alcoholism and Widowhood
- Development and Utilization of Community Resources
- Issue of Governance and Transparency
- Values Re-Orientation
- Sources and Values of Information
- Aspects of Community Development

Conclusion

The home and community are the backbone of any nation. They are the abode of the grassroots dwellers. As such, their development is very necessary if any meaningful development of the country's social, economic and political should be sustained. Faulty homes and communities breed faulty individuals that become leaders of tomorrow with corrupt and discriminatory practices to offer to the entire nation or citizens. Education guidance and counselling have been introduced in Nigeria to take care of all sorts of maladjusted behaviours and attitudes of the citizens. There is urgent need to project these to the grassroots people where most of the problems confronting the nation are emanating from. The grassroots people are also the custodians of the nation's economic and political strength, their survival go a long way to project the nation positively to the outside world. They determine the achievement of sustainable development goals come 2030. All stakeholders in nation's development should assist guidance counsellors to achieve this dream.

Recommendations
- Counselling approaches
- Counselling the recipients for both parent education, extension and community education should be based on: client-cantered counselling approach by Carl R Rogers (1959).
- Behavioural counselling view point of Krumboltz and Thoresen 1969.
- Rational Emotive therapy by Albert Ellis, Eclectic Approach to counselling by Fredrick Thorne 1961.

Counselling Strategies
It is recommended that the counsellor:

Establish rapport with them, understand their knowledge and understanding level, interest and readiness. Explain the importance of the programme to them. Gain their confidence by giving them adequate information about the programme, and encourage them on how to achieve better from the programme, and acknowledge their need areas. Form them into groups base on their need areas and age. Gather, organize and interpret information about them for in-depth understanding of their characteristics. Provide information, and education base on their need areas.

Involve them in the planning of programmes and decision-making so as to promote their interest and effective group participation in activities.

Provide education and information to them by making use of organizations, church, Associations and Voluntary individuals in the community. Encourage them to attend by making programme of activities attractive and comfortable. Start education from where the needs are most felt by the communities. Establish instruction, discussion and evaluation forum by using audio means of communication, role play and drama. Provide adequate learning materials. Encourage them as well to produce more from their local resources and insist that they are well utilized. Use the professionals in the community as resource persons. Use their forest, palace, schools, markets, stream, rivers, farms, etc. as resource centres.

Use audio-aural means of communication to teach most of the programmes that may involve violence, risk taking, problem-solving, self-concept and the likes. Enlighten them on the importance of new technology in farming, skills acquisition, formal education and trading. Let them understand the concept of Team-work spirit through group and voluntary activities. Let them put in practice anything learnt. The essence is to encourage self-initiative and develop their potential, as well as sustain what they have learnt. Another reason is for them to understand how to apply research results in solving their problems. It is advisable to use their local medium of publication, as well as the modern ones in making publications like posters, slogans and media.

Learning environment should be friendly to ensure democracy. Counsellor should respect participants and their ideas by giving feedback to their questions and activities. Also, by being flexible in the positive direction. Always sample their opinions for any programme. The instructor, should make referral where and when necessary. Expose participants to varied learning support and experiences should be patient, knowledgeable in administration and management of resources. The instructors/counsellors should also develop different motivational incentives to encourage participants. There is need for efficiency on the side of the counsellor in helping participant solve problem, clarify issues, make choice and take decisions, most importantly, communicate effectively. The reason be that by the end of the programme is expected that participants should develop new ways of: communicating, viewing things, relating positively in their environment, making choices and taking decisions and so on.

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