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Inclusive Education for Sustainable Development in Public Universities in Rivers State

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Abstract

This paper examines Inclusive Education for Sustainable Development in Public Universities in Rivers State. Four objective and four research questions and four hypotheses were posed to guide the study. The population for the study consists of 313 lecturers and final year students in Department of Educational Management, Rivers State University. The sample size consists of the entire population of 313 lecturers and final year students. Census sampling techniques was adopted. Data for the study were collected by means of questionnaire titled Inclusive Education for Sustainable Development questionnaire (IESDQ). The instrument adopted a four-point rating scale of High Extent to Very low Extent. Test-re-test method was used for the reliability test which yielded reliability co-efficient of 0.92. 313 Copies of questionnaire were distributed, and Three hundred and thirteen (313) were retrieved for analysis. Mean and Standard Deviation were used to answer the research questions, while t-test was used to test the hypotheses. The findings revealed that Accessibility is fundamental for creating an inclusive educational environment. Based on the findings, conclusion was drawn that tertiary institutions can create a more inclusive educational environment that supports sustainable development and ensures that all students have the opportunity to thrive. It was recommends made amongst others that Ministry of Education should constantly organise training and retraining of lecturers on inclusive education pedagogical skills and handling of diversified learners in the same classroom. Design curricula with flexible learning pathways and adaptive assessments to accommodate different learning styles and abilities, promoting equitable access to educational resources.

Keywords: Accessibility, Curriculum design, Teaching and learning method and Support service

Introduction

Education is important in the society because it contains a curriculum that helps in the development of a child's skill either physically, character-wise, intellectually and also inculcates discipline and helps in the upbringing of a child (Fafunwa, 2004). Education has been viewed as the best tool that can be acquired to realize desirable changes. Ering, and Ajake (2012 p. 178) defined education as a basic tool for achieving development at all levels. They argued that "education is the process of acquiring new values and skills for the purpose

of effective functioning in the society”. Adeyanju (2010) stated that development cannot take place in human society without education, and conversely, no lasting peace and security can be accomplished without development (cited in Anaduaka & Okafor, 2013, p. 152). This is to imply that for development to occur in a society; both individuals and the state should have access to quality education. Education, therefore, becomes the indices for measuring the development capacity of both the individuals and state (Daura & Audu, 2015, p. 72). Inclusive education for sustainable development in tertiary institutions have several variables that are critical to its successful implementation and effectiveness, but four variables were used, accessibility, curriculum design, teaching and learning methods support services.

Accessibility encompasses the physical, digital, and socio-economic access to education for all students, including those with disabilities, from marginalized communities, or with financial constraints. It includes ensuring that campus infrastructure is accessible, providing financial aid or scholarships, and offering online resources and assistive technologies. An inclusive curriculum design involves integrating content that reflects diverse perspectives, cultures, and experiences. It also means creating flexible curricula that accommodate different learning styles and needs, ensuring that all students can engage with the material and achieve their academic potential. Teaching and Learning Methods focuses on the pedagogical approaches used by educators to facilitate inclusive education. It includes adopting student-centered teaching methods, differentiated instruction, and the use of universal design for learning (UDL) principles to ensure that all students, regardless of their background or abilities, can participate and succeed in their studies. The availability and effectiveness of support services, such as counseling, academic advising, disability services, and peer mentoring, are crucial variables. These services help students overcome personal, academic, or social barriers, enabling them to fully engage in their education.

Inclusive education is not just a human right but also a powerful catalyst for sustainable development. Inclusive education is a vital component of sustainable development, as it ensures that all individuals, regardless of their socio-economic status, gender, disability, or ethnicity, have access to quality education. The concept of inclusive education goes beyond merely providing access; it focuses on creating an educational environment that accommodates the diverse needs of all students, promoting equity and social justice. According to UNESCO (2020), inclusive education is crucial for achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education for all.

Inclusive Education” came into limelight after the World Conference on Special Needs Education that took place in Salamanca, Spain in 1994. The Salamanca Statement asserts that: “Every child has unique characteristics, interests, abilities and learning needs, and those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting their needs” (UNESCO, 1994, p.8). After the Salamanca Declaration, most countries including Nigeria, have acknowledged that inclusive education is an important premise to redress all forms of exclusion, marginalization, disparities, inequalities and access to educational opportunities. Ajuwon (2012) argued that inclusive education is important to the development of Nigeria. This is because it enhances the education system in Nigeria which extends to different sectors of the economy. He further stressed that the primary reason for inclusion is the benefit that special students gain and experience they get in a regular school which includes education with peers without disability. However, some inclusionists are of the view that separate classrooms should be allocated only when a child impairment or disability is severe and the use of regular class for that child cannot be accomplished.

Inclusive education entails when all children, irrespective of their diversities, abilities, disabilities or any challenges they may have, are placed in the same general education classroom to learn together with their peers. UNESCO (2015) emphasized that inclusion is aimed at ensuring that all learners have access to quality education that meets their basic learning needs in a manner that there is no discrimination or exclusion within or outside the school system. Ajuwon (2012) defined inclusive education as a process of enhancing the capacity of the education system to reach out to diverse learners. Hence, the diverse learners have the right to be taught in the same classroom in a mainstream school; instead of excluding some to learn in a special school except in severe cases. Shyman (2015) also defined inclusive education in the perspective of social justice by asserting that all individuals, regardless of exceptionality, are entitled to the opportunity to be included in regular classroom environments. Mundy (2016) noted that special schools have been found to be socially dysfunctional and irrelevant to the total well-being of persons with disabilities as they help reinforce negative social practices such as discrimination, segregation, low self-esteem and denial of the fundamental rights of children with disabilities.

Inclusive education requires a shift in educational policies and practices to address the barriers that prevent marginalized groups from accessing education. This includes modifying curricula, teaching methods, and learning environments to cater to diverse learning needs. Research by

Ainscow (2021) emphasizes that inclusive education fosters a sense of belonging among students, which is essential for their overall development and well-being. Additionally, it promotes social cohesion by encouraging interactions between students from different backgrounds, thereby reducing inequalities and fostering mutual understanding.

The role of inclusive education in sustainable development extends beyond the classroom. It equips individuals with the knowledge, skills, and values necessary to contribute to the economic, social, and environmental dimensions of sustainable development. For instance, students who receive an inclusive education are more likely to engage in sustainable practices and advocate for the rights of others, contributing to a more just and equitable society. As noted by Kiuppis (2022), inclusive education lays the foundation for lifelong learning and active citizenship, both of which are critical for sustainable development. This paper tries to shed more light on the Inclusive Education for Sustainable Development with references to lecturers and final year students in department of educational management, Rivers State University

Accessibility is fundamental for creating an inclusive educational environment. This includes ensuring that campus facilities are physically accessible to students with disabilities, providing digital accessibility through compatible online learning platforms, and offering financial support to reduce socio-economic barriers. Ensuring that all students can access learning resources, participate in activities, and benefit from institutional services is essential for fostering an inclusive atmosphere where everyone has equal opportunities to succeed. An inclusive curriculum design integrates diverse perspectives and learning needs into the academic content and structure. It involves creating course materials that reflect a variety of cultural, social, and experiential backgrounds. Additionally, it requires designing flexible and adaptable curricula that accommodate different learning styles and abilities. By embedding inclusivity into the curriculum, institutions can ensure that all students engage with relevant and accessible content, which supports their learning and development.

The choice of teaching and learning methods significantly impacts the inclusivity of the educational experience. Employing student-centered approaches, such as differentiated instruction and universal design for learning (UDL), allows educators to address diverse learning needs effectively. This involves using various instructional strategies and tools to cater to different learning preferences and abilities, thereby ensuring that all students can engage with the material and achieve their academic goals.

Providing comprehensive support services is crucial for helping students overcome various barriers to their education. These services include academic advising, counseling, disability support, and peer mentoring. By offering targeted assistance and resources, institutions can help students navigate challenges, enhance their academic performance, and foster a supportive learning environment. Effective support services contribute to an inclusive educational experience by addressing individual needs and promoting student well-being. By focusing on these four variables, tertiary institutions can create a more inclusive educational environment that supports sustainable development and ensures that all students have the opportunity to thrive. Addressing accessibility, designing inclusive curricula, employing effective teaching methods, and providing robust support services are essential steps in fostering an equitable and sustainable educational experience.

Statement of Problem

Inclusive education, recognized as a fundamental human right and a cornerstone of sustainable development, embodies the principles of equity, social justice, and respect for diversity. The United Nations Sustainable Development Goals (SDGs) acknowledge the importance of inclusive education in achieving sustainable development by promoting lifelong learning opportunities, fostering social cohesion, and empowering marginalized groups. More worrisome is the fact that inclusive education seems to have become rhetorics. Different policies and legal frameworks have been formulated on inclusive education and its guidelines, but the implementation seems to be a Herculean task. A glance at the education system shows that attaining inclusive education is a far cry in Education system. The infrastructures that will accommodate students with special needs and diversities are inadequate let alone being accessible.

Despite the critical role of inclusive education in promoting sustainable development, several challenges hinder its effective implementation in tertiary institutions, particularly in the areas of curriculum design, teaching and learning methods, and support services. One significant problem is the lack of a universally inclusive curriculum design that adequately reflects diverse cultural, social, and experiential perspectives. Many curricula remain rigid and standardized, failing to accommodate the varied learning needs of students, especially those from marginalized groups. This lack of flexibility in curriculum design limits students' ability to engage fully with the educational material, thereby hindering their academic success and overall development.

The teaching and learning methods employed in many tertiary institutions are often not sufficiently inclusive. Educators may lack the training or resources to implement differentiated instruction and universal design for learning (UDL) principles, which are essential for addressing the diverse needs of students. The support services available to students, such as counseling, academic advising, and disability services, are often underdeveloped or inaccessible to those who need them most. This lack of comprehensive support exacerbates the challenges faced by students from disadvantaged backgrounds, preventing them from fully benefiting from their educational experience and contributing to sustainable development.

Purpose of the Study

The main aim of this study is to determine Inclusive Education for Sustainable Development in Public Universities in Rivers State. Specifically, the study seek to:

1. Determine the extent to which Digital Accessibility improve sustainable development in Public Universities in Rivers State.
2. Ascertain the extent to which Teaching and Learning Methods improve sustainable development in Public Universities in Rivers State
3. Examine the extent Curriculum Design improve sustainable development in Public Universities in Rivers State
4. Establishing the extent support service improve sustainable development in Public Universities in Rivers State

Research Questions

The following research questions are posed to guide the study:

1. To what extent does Digital Accessibility improve sustainable development in Public Universities in Rivers State?
2. To what extent does Teaching and Learning Methods improve sustainable development in Public Universities in Rivers State?
3. To what extent do Curriculum Design improve sustainable development in Public Universities in Rivers State?
4. To what extent does support service improve sustainable development in Public Universities in Rivers State?

Hypotheses

The following hypotheses are formulated and were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of lecturers and students on the extent to which Digital Accessibility improve sustainable development in Public Universities in Rivers State.
2. There is no significant difference in the mean ratings of lecturers and students on the extent to which Teaching and Learning Methods improve sustainable development in Public Universities in Rivers State.
3. There is no significant difference in the mean ratings of lecturers and students on the extent to which Curriculum Design improve sustainable development in Public Universities in Rivers State.
4. There is no significant difference in the mean ratings of lecturers and students on the extent to which Support services improve sustainable development in Public Universities in Rivers State.

Methodology

The study adopted a descriptive survey research design. The population of the study is made up of (313) lecturers and the final year educational management student, in Rivers State University. This study adopted the census sampling technique. The sample size consists of the entire population of (313) lecturers and final year educational management student. 15 lecturers and 298 final year educational management students. The instrument titled Inclusive Education for Sustainable Development questionnaire (IESD) is 4 point likert structured rating scale which was validated for content and face validity by 3 experts, one from the department of Educational management, Two from Measurement and Evaluation. The questionnaire recorded a reliability coefficient of 0.92 was administered face to face to the 313 respondents by the researchers who also retrieved same. The data collected were analyzed with mean and standard deviation and the null hypotheses were tested using the t-test statistics at 0.05 level of significance.

Result

Research Question 1: To what extent does Accessibility improve Sustainable Development in Rivers State University

Table 1: Mean and Standard Deviation on the Extent Accessibility improve Sustainable Development in Public Universities in Rivers State

Students = 298	Lecturer = 15	Mean set	Remarks
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s/n	Item statement	\bar{x}_1	SD_1	\bar{x}_2	SD_2	$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
1	Improving accessibility to educational resources for students with disabilities contributes to sustainable development goals	3.13	0.97	2.93	1.06	3.03	High Extent
2	Providing accessible digital learning platforms enhance the educational experience and support sustainable development	2.20	0.95	2.53	1.09	2.36	Low Extent
3	enhancing accessibility to extracurricular activities (e.g., clubs, sports) promotes a more inclusive and sustainable campus community	3.51	0.82	3.33	0.94	3.42	High Extent
4	Accessibility in promoting equal opportunities for all students in achieving sustainable development within our academic programs	3.00	1.04	3.40	0.95	3.2	High Extent
5	Accessibility improvements in our institution's infrastructure and services align with sustainable development principles?	2.95	1.11	2.80	1.05	2.87	Moderate extent
Total		14.79	4.89	14.99	5.09	14.885	
Grand Mean & SD =		2.95	0.97	2.99	1.01	2.98	

Table 4.1 which was for research question one showed that all the items were accepted. The respondents agreed improving accessibility to educational resources for students with disabilities contributes to sustainable development goals. Providing accessible digital learning platforms enhance the educational experience and support sustainable development. The confirmation was made with a grand mean of 2.95 and standard deviation of 0.97 for Students while that of Lecturers were 2.99 and 1.01 for mean and standard deviation.

Research Question 2: To what extent does Teaching and Learning Methods improve sustainable development in Rivers State University?

Table 4.2: Mean and Standard Deviation on the Extent Teaching and Learning Methods improve sustainable development in Public Universities in Rivers State (N = 313)

s/n	Item statement	Students = 298		Lecturer = 15		Mean set	Remarks
		\bar{x}_1	SD_1	\bar{x}_2	SD_2	$\frac{\bar{x}_1 + \bar{x}_2}{2}$	
1	teaching methods that incorporate sustainability-related topics help you understand and engage with sustainable development issues	3.12	1.07	3.13	0.96	3.13	High Extent

2	the use of interdisciplinary learning methods in your courses contribute to your understanding of complex sustainability issues	2.66	0.99	3.13	1.09	2.90	High Extent
3	incorporating sustainability-related topics into your teaching methods contributes to achieving sustainable development goals	2.73	1.17	3.00	1.03	2.86	High Extent
4	integrating interdisciplinary approaches in your teaching promote a comprehensive understanding of sustainable development among students	3.52	0.79	2.73	1.12	3.12	High Extent
5	adopting experiential learning techniques (e.g., field trips, hands-on projects) supports students' engagement with sustainability issues	2.54	0.91	3.60	0.71	3.07	High Extent
Total		14.57	4.93	15.59	4.91		
Grand Mean & SD		= 2.91	0.98	3.11	0.98		

Source: Field Survey, (2024)

Table 4.2 which was for research question two showed that all the items were accepted. The respondents agreed that teaching methods that incorporate sustainability-related topics help you understand and engage with sustainable development issues. integrating interdisciplinary approaches in your teaching promote a comprehensive understanding of sustainable development among students. The confirmation was made with a grand mean of 2.91 and 0.98 while standard deviation of 3.11 and 0.98 for both Teacher and Lecturers.

Research Question 3: To what extent do Curriculum Design improve sustainable development in Public Universities in Rivers State?

Table 4.3: Mean and Standard Deviation Scores on the Extent Curriculum Design improve sustainable development in Public Universities in Rivers State (N = 313).

S/N	Item statement	Students = 298		Lecturer = 15		Mean set $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Remarks
		\bar{x}_1	SD_1	\bar{x}_2	SD_2		
1	inclusion of sustainability topics in the curriculum enhances your understanding of sustainable development goals	3.14	0.98	3.27	0.93	3.20	High Extent
2	curriculum to include interdisciplinary themes related to sustainability in helping you	2.61	0.99	2.53	1.02	2.57	High Extent

3	grasp the interconnectedness of global issues							
	curriculum design includes opportunities for students to engage in sustainability-related research and projects	3.00	1.05	2.87	1.02	2.94		High Extent
4	providing students with exposure to diverse perspectives on sustainability (e.g., global, local) within the curriculum supports their understanding and commitment to sustainable development	2.99	0.83	3.20	0.98	3.09		High Extent
5	curriculum provides opportunities for engaging in sustainability-focused research and projects to enhance your learning experience	2.89	0.89	2.93	1.18	2.91		High Extent
Total		14.63	4.74	14.8	5.13			
Grand Mean & SD		= 2.92	0.94	2.96	1.02			

Source: Field Survey, (2024)

Table 4.3 which was for research question three showed that all the items were accepted. The respondents agreed that inclusion of sustainability topics in the curriculum enhances your understanding of sustainable development goals. curriculum provides opportunities for engaging in sustainability-focused research and projects to enhance your learning experience. The confirmation was made with a grand mean of 2.92 and 2.96 and standard deviation of 0.94 and 1.02 as responses of the respondents on both Students and Lecturers.

Research Question 4: To what extent do support service improve sustainable development in Public Universities in Rivers State?

Table 4.3: Mean and Standard Deviation Scores on the Extent support service improve sustainable development in Public Universities in Rivers State (N = 313).

S/N	Item statement	Students = 298		Lecturer = 15		Mean set $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Remarks
		\bar{x}_1	SD_1	\bar{x}_2	SD_2		
1	academic support services (e.g., tutoring, academic advising) help you achieve your educational goals and contribute to sustainable development	2.85	1.14	2.87	1.02	2.86	High Extent
2	counseling services are in supporting your mental health and well-being, thereby contributing	2.88	1.02	3.07	1.06	2.97	High Extent

3	to a sustainable learning environment career services and guidance help you prepare for a career that aligns with sustainable development principles	2.90	1.11	3.00	0.82	2.95	High Extent
4	community engagement and volunteer opportunities through support services encourages students to contribute to sustainable development initiative	3.01	1.08	2.60	1.08	2.80	High Extent
5	student counseling services are in promoting well-being and sustainable development within the educational environment	3.00	0.97	2.40	0.95	2.7	High Extent
Total		14.64	5.32	13.94	4.93	14.28	
Grand Mean & SD =		2.92	1.06	2.78	0.98	2.86	

Source: Field Survey, (2024)

Table 4.4 which was for research question four showed that three items were accepted. The respondents agreed that student counseling services are in promoting well-being and sustainable development within the educational environment. counseling services are in supporting your mental health and well-being, thereby contributing to a sustainable learning environment. The confirmation was made with a grand mean of 3.05 and 0.90 and standard deviation of 2.76 and 0.99 respectively.

Test of Hypotheses

Hypothesis 1: There is no significant difference between lecturers and students in their mean rating on the extent to which Accessibility improve sustainable development in Public Universities in Rivers State.

Table 5: **t-test Analysis of Mean Ratings of Lecturers and Students on the extent to which Accessibility improve sustainable development in Public Universities in Rivers State**

Respondents	N	\bar{x}	SD	df	p	t-cal	t-crit	Decision
Students	298	2.95	0.97	311	0.05	0.15	1.96	Accepted
Lecturers	15	2.99	1.01					

Source: Field Survey, (2024)

The data in table 5 revealed that the calculated t-test value of Students and Lecturers mean were 2.95 (Teacher) 2.99 (Lecturers) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was accepted.

Indicating there is no significant difference between lecturers and students in their mean rating on the extent to which Accessibility improve sustainable development.

Hypothesis 2: There is no significant difference between lecturers and students in their mean rating on the extent to which Teaching and Learning Methods improve sustainable development.

Table 6: t-test Analysis of Mean Ratings of Lecturers and Students on the extent to which Teaching and Learning Methods improve sustainable development in Public Universities in Rivers State.

Respondents	N	\bar{x}	SD	df	p	t-cal	t-crit	Decision
Students	298	2.91	0.98	311	0.05	0.8	1.96	Accepted
Lecturers	15	3.11	0.98					

Source: Field Survey, (2024)

The data in table 6 revealed that the calculated t-test value of Teacher and Lecturers mean scores were 2.91 (Students) 3.11 (Lecturers) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted. Therefore, the null hypothesis was accepted. Indicating there is no difference between lecturers and students in their mean rating on the extent to which Teaching and Learning Methods improve sustainable development.

Hypothesis 3: There is no significant difference between lecturers and students in their mean rating on the extent to which Curriculum Design improve sustainable development

Table 7: t-test Analysis of Mean Ratings of Lecturers and Students on the extent to which Curriculum Design improve sustainable development in Public Universities in Rivers State

Respondents	N	\bar{x}	SD	df	p	t-cal	t-crit	Decision
Students	298	2.92	0.94	311	0.05	0.15	1.96	Accepted
Lecturers	15	2.96	1.02					

Source: Field Survey, 2022

The data in table 7 revealed that the calculated t-test value of Students and Lecturers mean scores were 2.92 (Students) 2.96 (Lecturers) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted. Therefore, the null hypothesis was accepted. Indicating there is no difference between lecturers and students in their mean rating on the extent to which Curriculum Design improve sustainable development

Hypothesis 4: There is no significant difference between lecturers and students in their mean rating on the extent to which Support services improve sustainable development.

Table 8: t-test Analysis of Mean Ratings of Lecturers and Students on the extent to which Support services improve sustainable development

Respondents	N	\bar{x}	SD	df	p	t-cal	t-crit	Decision
Students	298	2.92	1.06	311	0.05	0.53	1.96	Accepted
Lecturers	15	2.78	0.98					

Source: Field Survey, 2024

The data in table 8 revealed that the calculated t-test value of Students and Lecturers mean scores were 3.20 (Students) 2.99 (Lecturers) respectively, while the critical t value was 1.96 at degree of freedom of 311 at 0.05 significance level. Therefore, the null hypothesis was Accepted. Therefore, the null hypothesis was Accepted. Therefore, the null hypothesis was accepted. Indicating there is no difference between lecturers and students in their mean rating on the extent to which Support services improve sustainable development

Discussion of Findings

The findings revealed that improving digital accessibility to educational resources for students with disabilities contributes to sustainable development goals. providing accessible digital learning platforms enhance the educational experience and support sustainable development. The finding is in agreement with the view of Ainscow (2021), who opined that Accessibility is fundamental for creating an inclusive educational environment. This includes ensuring that campus facilities are physically accessible to students with disabilities, providing digital accessibility through compatible online learning platforms, and offering financial support to reduce socio-economic barriers.

The findings revealed that teaching methods that incorporate sustainability-related topics help you understand and engage with sustainable development issues. integrating interdisciplinary approaches in your teaching promote a comprehensive understanding of sustainable development among students. The findings are in agreement with the view of Ainscow, (2004). who opined that an inclusive curriculum design integrates diverse perspectives and learning needs into the academic content and structure. It involves creating course materials that reflect a variety of cultural, social, and experiential backgrounds. Additionally, it requires designing flexible and adaptable curricula that accommodate different learning styles and abilities. By

embedding inclusivity into the curriculum, institutions can ensure that all students engage with relevant and accessible content, which supports their learning and development.

The findings revealed that inclusion of sustainability topics in the curriculum enhances your understanding of sustainable development goals. curriculum provides opportunities for engaging in sustainability-focused research and projects to enhance your learning experience. This finding is in agreement with the view of Shyman, (2015), who opined that. The choice of teaching and learning methods significantly impacts the inclusivity of the educational experience. Employing student-centered approaches, such as differentiated instruction and universal design for learning (UDL), allows educators to address diverse learning needs effectively. This involves using various instructional strategies and tools to cater to different learning preferences and abilities, thereby ensuring that all students can engage with the material and achieve their academic goals.

Findings revealed that student counseling services are in promoting well-being and sustainable development within the educational environment. counseling services are in supporting your mental health and well-being, thereby contributing to a sustainable learning environment. This finding is in agreement with the view of Kiuppis, (2022). who opined that Providing comprehensive support services is crucial for helping students overcome various barriers to their education. These services include academic advising, counseling, disability support, and peer mentoring. By offering targeted assistance and resources, institutions can help students navigate challenges, enhance their academic performance, and foster a supportive learning environment. Effective support services contribute to an inclusive educational experience by addressing individual needs and promoting student well-being. By focusing on these four variables, tertiary institutions can create a more inclusive educational environment that supports sustainable development and ensures that all students have the opportunity to thrive. Addressing accessibility, designing inclusive curricula, employing effective teaching methods, and providing robust support services are essential steps in fostering an equitable and sustainable educational experience.

Conclusion

Based on the findings, it was concluded that improving digital accessibility accessibility to educational resources for students with disabilities contributes to sustainable development goals. providing accessible digital learning platforms enhance the educational experience and

support sustainable development. teaching methods that incorporate sustainability-related topics help you understand and engage with sustainable development issues. integrating interdisciplinary approaches in your teaching promote a comprehensive understanding of sustainable development among students. inclusion of sustainability topics in the curriculum enhances your understanding of sustainable development goals. curriculum provides opportunities for engaging in sustainability-focused research and projects to enhance your learning experience

Finally, it was concluded that inclusive education is not only a moral imperative but also a practical strategy for achieving sustainable development. By ensuring that all individuals have the opportunity to learn and thrive, inclusive education contributes to the creation of more equitable and sustainable societies. Policymakers, educators, and communities must work together to promote inclusive education and ensure that it remains at the forefront of efforts to achieve the SDGs.

Recommendations

1. Government should engage inexpensive public enlightenment campaigns to sensitise the citizenry of the rights and privileges of the all persons to equal educational opportunity no matter their nature and peculiarities.
2. Motivation strategies should be provided by government to encourage both lecturers and learners through different forms of Work incentives, free or subsidized cost of training, start-off grants alter training etc.
3. Teachers and guidance and counselors should be adequately and specially trained by government and prepared to be able to attend to the diverse needs inherent in an inclusive arrangement
4. Learners and graduates of inclusive education should reciprocate by acting as counselors and mentors to their special need counterparts thereby encouraging and motivating them to be educated for their individual livelihood and sustainable national development in Nigeria

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