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Twenty First Century Learning: Achieving Moral Education Philosophy, Fostering Creativity, Productivity and Innovation for Functional Literacy and Sustainable Development Goals

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Abstract

The paper titled "Twenty Century Learning: Achieving Moral Education Philosophy, Fostering Creativity, Productivity and Innovation for Functional Literacy and Sustainable Development Goals" is thus a relic of development featuring information on the need of integrating moral education into curriculum provisions of schools at all level and tiers of our educational system. Such that can make recipients of its values acquired qualities of good leadership and governance. In a similar gesture the paper focused on a discourse on the relevance of fostering creativity, productivity and innovation for functional, literacy to be achieved such that is instrumental in making the goals of sustainable development realisable or achievable. Therefore, the paper conceptualised on moral education and its curriculums provisions, philosophical value concept of enhanced and fostered creativity, characteristics of creativity, ways of fostering or promoting creativity in students, concept of productivity and innovation, conceptual framework of functional li9teracy and sustainable developments. The paper also provide discourse on the imperative of achieving moral education curriculums provisions and its entrenched philosophical values fostered creativity, productivity and innovation to achievable functional literacy and sustainable developmental goals conclusion drawn and recommendations mode.

Keywords: moral education philosophy, fostering creativity, productivity and innovation, societal goals, functional literacy and sustainable developmental goals.

Introduction

Learning in the twenty first century is a relics of development that needs to be more focused on, taskful, geared and re-oriented in changing attitudes and attitudinal of its recipients by acquiring the principles of moral education philosophy in terms of etiquettes stereotyped to manners and conventional rules of behaviours in developing conscience to leaders and followers as well as, inculcating norms, acquiring virtues and values, towards a better change of one's motives in the conduct and act of governance and day to day actions and achieving a demonstrable behaviours in acquiring insight into human conditions with view and intent of empathising and understanding others. And a demonstrable behaviours too in the context of that which leads to encountering egoism (self-centeredness) thereby making leaders to develop the spirit of self-sacrifice. Hence, moral principles learnt and acquired typifies honesty, justice, courage, and patience. Dawah institute, D/N (2013)

Hence, attitudes and attitudinal changes leads to acquire a more valued oriented form of behaviours in form of altruism. Altruism as a psychological framework, variables and constructs of personality attributes denotes a demonstrable behaviours in form of piety, hospitality, kindness, humility, love, affections and goodness as gestures streamlining codes of conducts embidden moral education curriculum provisions and its philosophy. As stimulus in changing the mind-set of personality products steering the mantle of leadership in order to pursue and make realisable societal goals expectancies in them other than being egocentric, hence, skills of leadership is learnt and acquired.

Similarly. Learning and acquiring principles of ethics and values underlining moral education philosophy is the stimulus in changing mind-set of youths, demonstrating behaviours that are violent and aggressive what are primarily caused by emotional and environmental factors such as deprivations, poor parenting and frustrations such as failure in school subjects leading to dropouts. These violent and aggressive behaviours are demonstrated against the prevalence of acquiring social skills needed to develop and sustain meaningful relations with others as an important factors in achieving school success. Hence, one amongst the goals of early childhood education is to foster social development having measures significantly in promoting social and emotional learning and demonstrable skill in promoting and acquiring pre-social behaviours and such, even more positively affect academic performance. Thereby reducing the incidence of school dropouts and other forms of psychological disordered behaviours in form of drug abuse, addiction, smoking, alcoholism and unwanted teenage pregnancy. Such behaviours that are maladaptive and maladjusted which militates against effective and efficient instructional learning and its outcome such behaviour that require counselling therapy. Korb K, A (2018) and Babangida A A and Adenike (2017)

It is with respect to this above that Ossat (2004) cited in Babangida & Tarda (2015) remarked as thus moral education curriculum philosophy is an attribute of achieving respect for humanity and human dignity, a sense of community, existence of mutual responsibility and hospitality, respect for legitimate and human authority, courage, and gallantry and respect for authentic and positive human African moral and religious values. There values or virtues are successfully developed or oriented by traditions in societies. Thus, the functions of school system in values education is not primarily to train students in values commitment but mainly to educate students in values processes including values inquiry and decision making. Hence, Babangida & Tarda (2015) conversely streamline on the observation made by Akintunde & Sobande as thus that the Nigeria educational system does not have a sufficient salutary effects on the moral education in Nigeria. There are no sufficient effective

avenues for teaching and inculcating moral education in Nigeria school system, no efficient measure seem to have been taken to enhance effective moral education in Nigeria school system, solutions to indiscipline in school are still a mirage, all emphasis on citizenship education, character and moral training have been truncated off the expressed objectives of the national policy on education, whatever learning in the affective domain goes on while other subjects are being taught is only incidental; there is lack of a definite content areas for moral education. Hence, the focus and highlights of the paper with emphasis in achieving moral education philosophy through learning tasks fostered and facilitated in goals directional ways.

Creativity, productivity, and innovation are typical behaviours borne out and stereotyped to intelligence entity in individuals in building their capabilities, capacities, and abilities embolden functional literacy, such that mould their personality entities as creative, productive, and innovative as stimulus in making sustainable development goals achievable in Nigeria.

Similarly, fostering creativity entails the entre process of promoting rightful directed thinking (representing creative and emotion) over left–directed [representing logical analytical thoughts. Innovation is thus an improved techniques methods and ways for production of goods and service in a better qualitative and quantitative form of. Other than the old traditional conventional ways as innovation refers to an effective and efficient ways fashioning out production of goods and services for the satisfaction of consumers, productivity in this regards entails all vested efforts, processes involved, machinery or structure involved couple with financial or resources implication tailored towards service production for the consumption and benefits on products in education system. Learning in the twenty first, century is such that characterized and revolutionized by technological innovations. Having interfere in the teaching and learning positively, in three main broad ways namely [audio, .video, and audio visual]. The introduction of computer alongside with digital tools, are so effective and efficient in fostering and facilitating teaching and learning in goals directional ways. Therefore, the twenty first century technological innovations [tools and gadgets] became stimulus in providing learning to the outreach of distant populace, the transient [normal and fishermen] at their own comfort. There by making education delivery practices in the twenty first century fosters creativity, innovation and productivity .through quality and quantity instructional leaning to achieve functional literacy. Such that can make reliable goals of sustainable development in Nigeria society in other words, Knowledge and skills acquisition are central to education delivery practices through process of fostering and facilitating efficient and effective teaching and learning in goals directional ways. Such that makes education delivery practices a value oriented one.

The Conceptual Frame Work and an Overview on Moral Education Curriculum Philosophy.

Moral education curriculum philosophy is conceptualized as typical codes of conduct, ethics that implant values oriented forms of behaviours, character formations and virtues which trains the Mind-set of an individual towards imbibing and exhibiting the spirit of morality in human conduct. In this regard, Dawah institute of Nigeria (DIN) (2013) highlights thus on morality as total conformance to organize codes, doctrines or system of rules about what is right or wrong and behaving accordingly. Thus it is the principles concerning distinction between right and wrong or good and bad behaviour or the behaviour as it is affected by the observation of these principles. Thus, it is a code of conduct that an individual, group or society holds as authoritative in distinguishing right from wrong. Hence, moral education curriculum provisions stereotyped training of the mind set in a firmly established condition of the heart from which acts processed easily without any need of thinking. As such it is a total

philosophy of life that governs the training of mind set in acquiring and demonstrating the rightful attitude as through one is programmed to doing good. The curriculum education philosophy highlights to acquire the love of God. Thus moral values are the foundation of a happy and successful life and virtues community or society. Such that streamline the conduct and context of good and evil are often looked at as relative, concepts (moral relativism). Moral education curriculum codes differ over time and between places and there are many attribution causes of things being considered moral by one society and in- moral by another. Thus wide divergence of moral codes has led to a view that all morality is relative and that there is no universal (normative) ideal standard which can be used to judge what is better or worse. What is morally good is what the group, society or culture decides. Moral education curriculum provisions entrenches principles of religious system which streamline human race on how to achieve it at both individual and collective level. In this perspectives, moral education principles are sorts codes of conduct revealed by the holy books, by the divine creator and propagate by the prophets. As such this makes morality universal in its scope and applicability as such not all codes of conduct are moral. As poises by Dawah Institute, of Nigeria (DIN) (2003) Moral education curriculum provisions streamline etiquette, rules and regulations and guidelines which are enforced through social institutions to govern behaviour. More so, Moral education curriculum provisions entrenches spiritual principles and inclinations, such that creates awareness on the existence of the Lord of the Universe that is being faithful in His benevolence, trust in his infinite powers and accepting the responsibility of being his vice Greece on earth.

In addition to this, Moral education curriculum provisions streamline the context of developing conscience, the ability to distinguish between right and wrong, to be able to change for the better one's motive's attitudes and behaviours in day today's action, it is about acquiring insight into the human condition so that one can empathize and understand the feelings of others. Therefore, moral education principles counters egoism (self-centeredness) and helps to develop a spirit of self-sacrifice and it serves as a means to salvation in the next world. Hence, moral education curriculum provisions philosophy is tied alongside with attempt of moral virtues. Thus moral virtues are defined as principles or habits with respect to right conduct typifying honesty, justice, modesty courage, patience, forgiveness, generosity, humility, gratitude, rudeness, gentleness, kindness, modesty, responsibility, optimism and shyness among others.

Therefore, the afore-mentioned discourse stereotyped attainments of moral education philosophical curriculum objectives as sign Quinon of achieving faithfulness, acquiring and promoting virtues of good character and behaviours .Such that demonstrates practical good deeds in promoting and elevating human values per excellence. Through humanitarian service as virtues that promotes good governance, promoting bilateral relations, de-emphasizing all forms of inhumanity in all, its ramifications as typical 419 attitudes, kidnappings and banditry terrorism and all other social vices that are inimical and detrimental to humanity and human race.

The Concept of Enhanced and fostered creativity

Enhanced creativity as poists by Babangida and Bagiwa (2017) is a process of promoting rightful directed thinking (representing creative and emotion). Over left-directed representing logical analytical thought. Thus creativity entails striving towards established purpose and intention, building basic skills encouraging acquisition of domain-specific knowledge stimulating and rewarding curiosity and exploration building motivation especially internal motivation, encouraging and confidence and a willingness to take risk, focusing on mastery and self-competition, promoting supportable beliefs about

creativity providing opportunities for choice and discoveries. Developing self-management (Meta cognitive skills), teaching techniques and strategies for facilitating creative performance and providing balance Babangida and Bagiwa (2017). Further relates on creativity as human specific seen as predisposition to generate and promote new in all its forms because it is innate but equally to everyone. Thus, creativity is the basis of innovation which in turn serves as the engine of progress and the most important factor as competitive of ideas or products that are new and potentially useful. And that creativity is perceived to be natural tendency to actualize our potential which involves integration with intuitive logic etc. thus, this may involve both and advance process in thinking, but it can also keep link with the past.

Hence Ford and Haris (1992) cited in Babangida and Bagiwa, (2017) belief it to be a deliberate process and are modifiable to some extent throughout the world. Creativity is therefore seen as a result of interactions between the individuals and the situation after some appropriate environment or climate. That creativity occurs last, when exploring routes are flexible, non-predetermined and discovering possible. Hence, Babangida and Bagwia,(2017) found that creative solutions need to be complex especially in business relative to the situation wher answers are able to be complex especially in business relative to the situation where answers are able to bring success to the organization.

Characteristics of creativity

- Creativity excels in identifying problems compared with trouble shooting.
- Creativity is identified with imagination and originality of thought moving beyond the ordinary.
- It can be characterized by overcoming conventional or even breaking the rules.

Ways of Fostering or Promoting Creativity in Students

According to Babangida and Bagiwa (2018) Promoting intrinsic motivation and problem solving are two areas where educators can foster creativity in students thus, students are more creative when they see a task as more intrinsically motivating valued for its own sake. Therefore to promote creative thinking, educators need to identify what motivates their students and structure teaching around it. Providing students with a choice of activities to completing the task. Teaching students to solve problems that do not have well defined answer way of fostering creativity.

Thus, this is accomplished by allowing students to explore problems and redefined them. Possibly drawing in knowledge that at first may seem unrelated to the problem in order to solve it. In addition to the afore-mentioned. Thus Babangida and Bagiwa (2017) provides a summary of the various creative techniques that seem useful and relevant and most reliable that have been proposed. These are approaches developed by both academic and industry.

Thus;

1) Establishing purpose and intention
2) Building basic skills
3) Encouraging acquisition of domain specific knowledge (4) Stimulating and rewarding curiosity and exploration.
4) Building motivation, especially internal motivation.
5) Encouraging confidence and a willingness to take risks
6) Fostering on mastery and self-competition
7) Promoting supportable beliefs about creativity.

8) Providing opportunities for choice and discover
9) Developing self-management (Meta cognitive skills) (11) Teaching techniques and strategies for facilitating creativity performance
10) Providing balance

The Concept of Productivity, Innovation and Functional Literacy

According to Babangida and Bagiwa (2017) relates that productivity entails all vested efforts processes involved, machinery or structures involved coupled with financial or resources implication tailored towards service production for the consumption and benefits of products in education system.

In this perspectives, productivity is the totality of production of service and its delivery to recipients in order to mould the personality of labour force for transformation of produce into fashionable and desired products needed as calibre of those required for changing lives and society. Innovation is an improved techniques methods and ways for production of goods and services in a better qualitative and quantitative form other than the old traditional convectional ways. Thus, innovation refers to an effective and efficient ways in fashioning out production of goods and services for the satisfaction of its consumers. Thus it embodies both qualitative and quantitative technics, methods and ways such that can, make production of goods and services much easier with a fashionable quality and quantity out-put which satisfies the yielding aspirations, needs and taste of the consumers.

According to Babangida and Bagiwa (2022) functional literacy is conceptualized as thus the entire training and retraining one received during the course of interactions in the context and process of fostering and facilitating teaching and learning in goals. Directional ways embedded in curriculum provision. Such that measures on enhanced job performance, productivity, creativity, and innovations in a similar gesture, Babangida and Tarda (2015) streamline on the context of functional literacy as a by-product of values oriented form of education which attributes are ingredients that are attached to measures of quality and quantity in education delivery practices. Such that determines worthiness that can lead to judgmental statements in terms of job performance, high productivity, enhanced creativity and innovations. Thus Osa (2004) cited in Babangida and Tarda, (2015) Babangida and Bagiwa[2022]refers to functional literacy as totality of training and re-training such that expresses and enhanced individual capacity building in job performance as a result of knowledge, skills, attitudes, beliefs norms and orientations that are acquired in quality and quantity education delivery practices resulting into the development of mental horizon of learners as cognitive affective and psychomotor domain competences of the learners. Which made him a desirable moulded products for understanding or accomplishing developmental task.

The Conceptual Frame Work of Sustainable Development and Its Goals.

According to Babangida Mustapha and A weh (2019), Binta and Babangida (2016) having portrayed the concept of and ideas surrounding sustainable development been perceived first in 1987 after studying living conditions of peoples in poor and rich nations, thus the concept was said to have first evolved in Brand-land report focused and targeted as ‘’our shared future’’. It is therefore one the proposal that would enable majority population to reach a descent standard of economic wellbeing with social equity and environmental quality social and economic development. Thus, social and economic development is a concept that is being fore mutated to encompass aspect of social and economic development strategy which makes it possible to meet the fundamental human needs of the present generation. In such way as to respect the capacity of eco system to restore on generate themselves in

such away that future generations have the same options for meeting their own fundamental human needs without alternating or limiting the ability of other regions to satisfy their own needs (Yakar sai 2009).

In a similar way, Olugbenga (2009) and Babangida etal (20016) Binta and Babangida, (2017) cited in Babangida, Mustapha and A weh (2019) concluded that Sustainable development is the developmental goals that are evolved which meets the needs of humans without compromising the ability of future generations in meeting their needs. It is the new techniques and new ways of doing business which allows us to improve quality today in all economic environmental and social dimensions without impairing the ability of future generations to enjoy quality of life and opportunity as good as ours. Furthering this course of development the emergence of this global concept and declarative meeting took place in Jointem (Thailand) as millennium development which later transformed with sustainable development goals submit. Thus this principles underlying sustainable development goals are eight and three out of them underscore the relevance of education in the new concept toward achieving and making realizable developmental declaratives objectives, aims and goals expectancies. Thus people are entitled to a healthy and productive life in harmony with nature, development today must not undermine the development and environmental needs of future generations, the full Participation of women is essential to achieve sustainable development, the creativity ideas, and course of youths are needed too. It is in this gesture and perspectives that nations should recognize and support the identify culture and interest of indigenous peoples as such are needed too to streamline the pursuit of these goals and objectives. Thus Yakarsai (2009) cited in Babangida Mustapha and A weh (2019) having relates that the major focus of education for sustainable development is thus reflection of what to teach and how to teach with a purpose to clarify and extend the ability of students to think for themselves encourage students to reflect and debate issues to enable them to form their own opinion and foster learning that emerges from discovery and such is relevant to the learners life expensive experience.

Hence, sustainable development is mainly identified with four major areas namely as follows:

1. Improving basic education
2. Re-orienting existing education
3. Public understanding and awareness

Improving basic education is a fact that hinges on critical thinking skills to organize and interpret data, skills to ask questions, formulate hypothesis and ability to analyze issues that concern to communities, reverting existing education to the present educational systems world over at every levels [that is from nursery to university of which emphasis should be directed] towards achieving principles, skills, perspective of values related to sustainable development than currently what is taught in school .The education for sustainable development (ESD) encompasses a vision and mission that integrates environment, economy and society. Thus in this perspective, orienting education encompasses teaching and learning for imparting knowledge perspectives and values that will guide and motivate people to pursue sustainable lively hood measures of development.

Public understanding and awareness implies that education for sustainable development is for people, as the target, audience are, Those who aware of principles, of sustainable development .Such that requires of the populace to be knowledgeable by possessing the needed skills that will enhance contributions, towards the attainments of the sustainable goals .As possession of skills and knowledge by populace makes them to become more instrumental in the gesture for achieving sustainable development goals.

The fourth priority in the pre requisite criteria on sustainable development is training. Thus this implies that for sustainable development plans to be made realistic nation needs a literate and environmentally and are citizenry as well as work force to be trained adequately in partaking effort contributions for success on the realization of sustainable development goals. In other words, possession of skills and knowledge by populace makes them to become more instrumental in the gesture for achieving sustainable development goals .Hence, Babangida etal, (2016) as well as Binta and Babangida (2017) maintained that all public sectors including high education, business, industries, governments and nongovernmental, community or organizations must train their human resources in environmental management and other issues in this task. Hence, sustainable developmental task objective aims, and goals are summarized as follows by Bisalla and Babangida (2017) Babangida etal (2016) as well as Borodo (2013);

1) To end poverty and hunger in all forms and ramification everywhere through the means of achieving food security and improved nutritional feeding having sustainable agriculture.
2) Ensure healthy lives and promote wellbeing for all at all ages.
3) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all and to achieve basic literacy gender equality and empower all women and girls.
4) Ensure availability and sustainable management of water and sanitations.
5) Promote sustainable inclusive and economic growth, full employment and decent work for all and to build resilient infrastructure to make cities and human settlement inclusive, safe, resilient and sustainable industrialization and foster innovations.
6) Reduce inequality with is and among countries and to ensure sustainable consumption patterns
7) Take urgent action to combat climate change and its impacts to conserve and sustain the use of oceans, seas, and marring resources for sustainable territorial ecosystems sustainable manage forests, combat diversifications, halt and reserved land degradation, halt bio diversity loss.
8) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all strengthen the means of implementation and revitalized the global partnership or sustainable developments.

A Focus and Brief Look at Twenty –First Nigeria Phenomenon

The Nigerian phenomenon at twenty first century in thus perspectives is such that is characterised by some antecedents often referred to as challenges. Such as challenges of good governance and accountable leadership. Thus according to Babangida, Bagiwa Chinyere [2025] relates that one of the reason of successive failure of government is that most of these leaders were never elected by the people .Maintaining further that most acquired leadership positions either through barrels of sings or massive electoral robbery, knowing that they were not elected by people, such leaders feels no obligations is banded on them towards the electoral on this note, they couldn't care if they had to face re-election again mainly because the same mechanisms they use to rob masses of the notes and such are always available to them.

Similarly, there is also the challenge of corruption such that made Babangida,Bagiwa and Chinyere (2015) highlighted thus Nigeria did celebrated her movement from the words poist corrupt country to the fourth and sixty. Furthering that anti-corruption agencies like Economic and Financial Crime Commission (EFCC) and the Independent Crime Practices Commission (ICPC) try to cope in a situation where even the judiciary ,tries to frustrate them. In a similar vim there is the challenge of meeting the

millennium development goals (MDGS); Such that streamline on achieving universal primary education (UPE) Having led to establishment of Universal Basic Education programmes that requires adequate staffing to combat HIV/AIDS pandemic and bringing about malaria control enhancing the health sector reforms to create enabling environment to check high maternal and in front mortality rate, eradication of poverty and hungers which led to establishment of National Poverty Eradication Scheme Programme (NAPEP), improve maternal health which led to creation of mid-wives services scheme to take the benefit of health sector reform to rural areas, to ensure environmental sustainability ,development, global partnership for development, and thus reduced child mortality.

In this perspective, the a for mentioned and fore going MDG'S programme some of which the structures have been put in place lacks capacity to function. Thus as maintained by Babangida, Bagiwa and Chinyere, (2025) highlighted that their effects on the populace have not been established because of punctuality of data base and the creation of awareness among the populace which results from leadership challenge that does not provide for a functional holistic data base that will capture all the relevant bits of information to make them easily amendable to monitoring, updating, comparative analysis and information. This led to a remark made by Babangida, Bagiwa and Chinyere, (2025) in this per perspective no meaningful assessment of Nigeria efforts at achieving the MDGS can be made without such data base. This there was responsible for mass failure without accountability.

Similar to this is the challenge of technological innovations in the twenty first century Nigeria which is a milestone development, having revolutionized teaching and learning in three main bread ways (Audio, Visual and Audio visual). Thus challenge compelled teachers to acquire pedagogical skills in order to foster and facilitate effective and efficient learning and teaching in goals directional ways. Hence the relevance of acquiring pedagogical skills using these technological tools equipment's and in the twenty first century Nigeria for quality and quantitative education delivery practices especially for the distance learning programmes. Babangida, Bagiwa and Chinyere[2025]

The Imperatives of Achieving Moral Education Curriculum Provisions Philosophy, Fostered and Enhanced Creativity, Innovation and Productivity, To Achieve Functional Literacy and Sustainable Development Goals.

Achieving moral education curriculum philosophy is a milestone development such that moulds the personalities of individuals towards acquiring and imbibing the spirit of fatefulness, piousness humility, modesty, concern hospitality and caring in the mind-set of the citizens towards producing and breeding leadership in individual learners personalities who are taskful in steering the mantle of leadership being fateful to the nation and having concern for the followers. Thus acquiring moral virtues, principles and its etiquettes as inbuilt personality attributes. Such that can produce and raise calibre of good leaders who steers mantle of leadership at whatever levels and positions in pursuit of development task achievements in making realizable societal goals expectances other than pursuing and accomplishing self-ego centric aggrandisement with its associated behaviours. Which are inimical and detrimental to citizenry as opposed to moral virtues. Thus, value oriented form of education is such an education system that is all encompassing in orienting and developing the attitudes of its recipients by inculcating morality and moral values in moulding the personality of the individual learners or its recipients. In the training of the mind set and character in worthiness and sincerity of fate and generosity such that promotes humanity.

Hence a value oriented education is that which encompasses a set of ideas and principals that are valued embodied and expressed in to the purpose for which knowledge, skills and attitudes are imparted and

so directing the amount and types of training that is given. Thus the cherished values of a given society becomes the basis of education on the belief that education is worthless without values. As education is the testing laboratory of human values hence values in education makes no difference from the concept of education itself. Such that, aimed at changing people's feelings, emotions; beliefs, thoughts and values oriented philosophy and system. This is contextual to culture, knowledge, skills, career etcetera. Thus such is susceptible to achievement of the philosophical statements streaming National policy on education (NPE, 1998:8) which stipulates that the quality of instruction at all levels of education should be oriented towards inculcating the following values: respect for the worth and dignity of the individual; faith in man's ability to make rational decisions, moral and spiritual principles in inter personal and human relations, shared responsibility for the common good of the society, promotion of the physical, emotional and psychological development of all children and acquisition of competences necessary for self-reliance Babangida and Tarda,(2015)

In the course of further development, the imperatives of achieving moral education curriculum philosophy is striving at making political needs achievable which inculcates and includes freedom to participate in national and local politics and in decision regarding the management and development of one home, one neighbourhood within a border frame work that ensures respect for civil and political rights and that which leads to implementation of environmental legislation for achieving sustainable and cultural development amongst members. This therefore leads in promoting bilateral relations [ties] among nations. Hence, bilateral relation as targeted in sustainable development is aimed at optimizing the realization of a society's many different forms of social environmental and economic objectives at one hand and at the same time for promoting and elevating worth dignity of humanity per excellence Bissalla and Babangida[2017].

Similarly, achieving fostered and enhanced creativity entails training an individual in vocational skills acquisition stereotyped to different forms of vocational education areas which harnesses the cognitive, affective and psycho motor domains areas of individual personality attributes and competences in acquiring talents, skills for capacity building. The capability is such that empower him or her with Job competence, Job placement and skills for acquiring gainful employment in the world of work or even for self-employment in order to make himself self-reliance. Having acquired necessary skills and competencies for becoming relevant to job and employment opportunities. As a result of fostered and enhanced creativity stereotyped to quantity and quality educational instruction. Which moulds the personality of the learners through curriculum provisions and apprenticeship system. That which makes one effective and efficient in Jobs performance that relate to specific trades, occupations and vocations. Such that is embedded in training and retraining for achieving capacity building in quality production of services for solving societal problems, improve standard of leaving and wellbeing Babangida, Fika and Aweh [2018].

Being innovative is stimulus and central to the development of technological literacy individuals as a recipients of value oriented form of education which prepare every pupils for lifelong learning and experience in the technology age to acquire and develop the right attitude, skilful and orientation towards transformation of our rural areas to achieve agricultural revelations for buoyance and self-sufficient in food production and such that produces nutritional feeding for healthful living. Such revolution in agricultural economy that provides for gainful and self-employment opportunities to the teaming Nigeria populace leading to global partnership in achieving sustainable agriculture for food security which culminates into achievement of sustainable development goals Babangida and Ayuba, [2016]Babangida,Fika and Aweh[2018]. Similarly, achieving fostered and enhance creative, innovation

and productivity is a milestone development towards economic empowerment which encompasses the entre process involved of giving a person control over his economic life, leading to ability of controlling resources and taken decision firmly without being influence by anybody, nation or organization. Thus, economics empowerment champion the course of marking individual and communities to be self-sufficient and self-reliant. .As it increases the economic strength as a result of innovation that leads to development of confidence and ability in quality and quantity production of goods and services which is instrumental in stamping out hunger and poverty in its ramifications in other words, it appeals to men and women to participate actively by contributions to the growth processes of economy in a new and fashionable ways. Thereby recognizing the values of worth dignity of labours having giving equal opportunities to all irrespective of genders status role, differences and functions in promotion national development standard of living, equity, justice and peace as envisaged in sustainable development goals for development Babangia, Fika and Aweh[2018].

Conclusion:

Learning in knowledge and skills acquisition in the twenty-first century should stereotype to achieving moral education provisions and its philosophy in order to provide good leadership and governance. Such that makes for providing enable environments in making realizable developmental tasks and sustainable development goals. Similarly, fostered and enhanced creativity, innovation and productivity typifies Skills acquisition in building individual personality attribute. Such that makes them to acquire necessary skills and competences for gainful and self-employment and to acquire the necessary skills and competences in transforming rural agricultural economy into buoyance through agricultural revolution to end poverty and achieve food security thereby making and rising standard of living high, fostering bilateral relation through economics ties and its empowerment scheme as per accomplishing the sustainable development goals.

Recommendations:

- There is the need to inculcate teaching and learning of moral education and its philosophical values in the curriculums provisions of our educational institutions in moulding the personalities attributes of its recipients
- Teaching and learning environment should be made protective, secured, healthy and rich for quality and quantity education delivery to take place in goals directional ways
- Teachers at all levels and tiers of education system should be motivated train and retrain for quality and quantity education delivery practices to take place such that produces functional literacy.
- Teaching and learning environment should be more secured, rich, stimulated and simulated for quality and quantity educational delivering practice in goals directional way to take place.
- Workshops, seminars and orientations should be provided to teachers in the use of technological equipments and gadgets which provides for audio, video and audio-visual instructions to achieve a milestone development in teaching and learning in our educational institutions.

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