



NATIONAL OPEN UNIVERSITY OF NIGERIA
DES 426: ISSUES IN SOCIAL DEVELOPMENT
FACULTY OF SOCIAL SCIENCES
DEPARTMENT DEVELOPMENT STUDIES
COURSE GUIDE

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INTRODUCTION

Welcome to DES: 426, Issues in Social Development is a 3- credit and one- semester undergraduate course for developments studies students. The course is sixteen units spread across fourteen lectures week. This course guide provides you with an insight into the study of Issues in Social Development, and all that it will take you to complete and walk through your way in understating issues in the study of Issues in Social Development. Some general guidelines are suggested for the amount of time required of you on each unit in order to achieve the course aims and objectives successfully. Answers to your tutor marked assignments (TMAs) are therein already.

Course Objectives

To achieve the aims of this course, there are overall objectives which the course is out to achieve, though, there are set out objectives for each unit. The unit objectives are included at the beginning of a unit; you should read them before you start working through the unit. You may want to refer to them during your study of the unit to check on your progress. You should always look at the unit objectives after completing a unit. This is to assist the students in accomplishing the tasks entailed in this course. In this way, you can be sure you have done what was required of you by the unit. The objectives serves as study guides, such that student could know if he is able to grab the knowledge of each unit through the sets of objectives in each one.

Development dialogues especially in third world countries had attracted serious intellectual concern in view of the pitiable and worsening social condition of the people. As part of the growing concern is the commitment of development scholars, governments and stakeholders to address emerging development demands. In this work, we set out to deal with development topics under key and unique themes;

First, the concept of development generally was tackled. Efforts was made to align our discussions with development theories including the modernization, bourgeoisies and dependency theories. The institutions that drive the development process in developing countries were identified and treated exhaustively. They include the family, the educational institution, housing as well as health institutions and the polity. The role of each institution is evaluation and challenges were thoroughly dealt with. Development benefits which are the crux of the matter in this study guide can only be guaranteed within the framework of human rights and social inclusiveness.

And also children's right, women's right were particularly emphasized. Again, the provision of gender equality, affirmative right action and the like were treated.

The last segment of the work, a discourse on the contemporary issues of national and global development is the growing need to maintain environmental sustainability. National, regional efforts towards achieving this were eminently discussed. Additionally, the role of states, non-governmental organizations and global institutions towards maintaining and sustaining the gains of environmental conferences, conventions were highlighted.

Working Through this Course

To successfully complete this course, you are required to read the study units, referenced books and other materials on the course. Each unit contains self-assessment exercises called Student Assessment Exercises (SAE). At some points in the course, you will be required to submit assignments for assessment purposes. At the end of the course there is a final examination. This course should take about 15 weeks to complete and some components of the course are outlined under the course material subsection.

Study Units

There are 16 units in this course which should be studied carefully and diligently

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Presentation Schedule

The presentation schedule included in your course materials gives you the important dates for this year for the completion of tutor-marking assignments and attending tutorials. Remember, you are required to submit all your assignments by due date. You should guide against falling behind in your work.

Assessment

There are two types of the assessment of the course. First are the tutor-marked assignments; second, there is a written examination. In attempting the assignments, you are expected to apply information, knowledge and techniques gathered during the course. The assignments must be submitted to your tutor for formal Assessment in accordance with the deadlines stated in the Presentation Schedule and the Assignments File. The work you submit to your tutor for assessment will count for 30 % of your total course mark. At the end of the course, you will need to sit for a final written examination of three hours' duration. This examination will also count for 70% of your total course mark.

How to get the Most from the Course

In distance learning the study units replace the university lecturer. This is one of the great advantages of distance learning; you can read and work through specially designed study materials at your own pace and at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. In the same way that a lecturer might set you some reading to do, the study units tell you when to read your books or other material, and when to embark on discussion with your colleagues. Just as a lecturer might give you an in-class exercise, your study units provides exercises for you to do at appropriate points. Each of the study units follows a common format.

The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you have finished the unit you must go back and check whether you have achieved the objectives. If you make a habit of doing this you will significantly improve your chances of passing the course and getting the best grade. The main body of the unit guides you through the required reading from other sources. This will usually be either from your set books or from a readings section. Some units require you to undertake practical overview of historical events. You will be directed when you need to embark on discussion and guided through the tasks you must do.

The purpose of the practical overview of some certain historical economic issues are in twofold. First, it will enhance your understanding of the material in the unit. Second, it will give you practical experience and skills to evaluate economic arguments, and understand the roles of history in guiding current economic policies and debates outside your studies. In any event, most of the critical thinking skills you will develop during studying are applicable in normal working practice, so it is important that you encounter them during your studies.

Self-assessments are interspersed throughout the units, and answers are given at the ends of the units. Working through these tests will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do

each self- assessment exercises as you come to it in the study unit. Also, ensure to master some major historical dates and events during the course of studying the material.

The following is a practical strategy for working through the course. If you run into any trouble, consult your tutor. Remember that your tutor's job is to help you. When you need help, don't hesitate to call and ask your tutor to provide it.

1. Read this Course Guide thoroughly.
2. Organize a study schedule. Refer to the 'Course overview' for more details. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the semester is available from study centre. You need to gather together all this information in one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates for working breach unit.
3. Once you have created your own study schedule, do everything you can to stick to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please let your tutor know before it is too late for help.
4. Turn to Unit 1 and read the introduction and the objectives for the unit.
5. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will also need both the study unit you are working on and one of your set books on your desk at the same time.
6. Work through the unit. The content of the unit itself has been arranged to provide a sequence for you to follow. As you work through the unit you will be instructed to read sections from your set books or other articles. Use the unit to guide your reading.
7. Up-to-date course information will be continuously delivered to you at the study centre.
8. Work before the relevant due date (about 4 weeks before due dates), get the Assignment File for the next required assignment. Keep in mind that you will learn a lot by doing the assignments carefully. They have been designed to help you meet the

objectives of the course and, therefore, will help you pass the exam. Submit all assignments no later than the due date.

9. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.

10. When you are confident that you have achieved a unit's objectives, you can then start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.

11. When you have submitted an assignment to your tutor for marking do not wait for it return before starting on the next units. Keep to your schedule. When the assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also written on the assignment. Consult your tutor as soon as possible if you have any questions or problems.

12. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

Course Information

Course Code: DES426

Course Title: ISSUES IN SOCIAL DEVELOPMENT

Credit Unit: 3

Course Status:

Course Blub:

Semester:

Course Duration:

Required Hours for Study

Course Team

Course Developer: NOUN

Course Writer: Dr. Onuoha Godwin

Content Editor:

Instructional Designer:

Learning Technologists:

Copy Editor

Ice Breaker

Module Introduction

Introduce the module and state the units under the module.

Unit 1: Concept of Social Development

Unit 2: CONCEPT OF SOCIAL DEVELOPMENT: URBANISATION

Unit 3: THEORY OF SOCIAL DEVELOPMENT

Unit 4: THEORIES OF SOCIAL DEVELOPMENT – THE SOCIAL LEARNING,
PSYCHO-ANALYTICS THEORY

MODULE 1 Unit 1: Concept of Social Development

Contents

- 1.1 Introduction
- 1.2 Learning Outcomes (LOs)
- 1.3 Main Content
 - 1.3.1 CONCEPT OF DEVELOPMENT
- 1.4 CONCEPT OF SOCIAL DEVELOPMENT
- 1.5 SOCIAL DEVELOPMENT IN NIGERIA
- 1.6 Summary
- 1.7 References/Further Readings/Web Resources
- 1.8 Possible Answers to SAEs



1.1 Introduction

It is only natural that a given society or community must undergo some changes from time to time. The changes may be radical, slow or controlled. There are, however levels and dimensions of change that usually occur. It could be political, economic, or socio- cultural in nature. In this paper, we deem it necessary to pay particular premium on social change, which can also be described in a more complex and grafting manner as social development. While our attention is particularly channeled

to social development, it will be proper to begin by educating students with the concept of development.



1.2 Learning Outcomes (LOs)

At the end of this unit, students should be able to:

1. Define development as a concept
2. Define social development
3. Discuss social development in the Nigerian context.



1.3 Main Content

1.3.1 CONCEPT OF DEVELOPMENT

Scholars are not in agreement on a commonly accepted definition of development. The concept has become a well discussed issue in conferences and academic gathering in developing countries. We live in a world where many people are extremely poor while few others are extremely rich. In most countries in Africa, millions of people live in abject poverty. Lack of development has been said to be the major reason for this worsening condition of African countries.

While some people see development as industrialization and modernity, others take development to mean the Millennium Development Goals. In other words, development is the eradication of extreme poverty, hunger, illiteracy, maternal and child mortality, gender inequality and so on. Development is often used in an exclusive economic sense. But development is a multi-dimensional concept. It could be economic, political, social, cultural or even human (Akukwe, 1988). Based on this fact. It has attracted many definitions from various scholars.

Development is the progressive movement from traditional society to the stage of high mass consumption of goods and services. For any human society to develop, it

must go through five stages of development (Rostow, 1960). So, development is a process of induced economic growth, of a social change in an internally stratified world. Also, development is an overall social process which is dependent upon increased capacity of members of a society to master the laws of nature, and apply such laws in the production of tools, with which they can control their environment to meet their environment to their immediate and future needs (Rodney, 1972).

It is clear that development scholars are divided over what constitute development. While some of them see it from economic perspective, others view it from the political angle. Despite their differences, they all agreed that development entails progressive change. Generally, development could be defined as a holistic process through which a society experience economic and socio political transformation which improves the living condition of the people. It entails both quantitative and quantitative improvement in all spheres of a given society. It is the attainment of the desired state of being (Obikeze, 2004).

SELF ASSESMENT EXERCISE 1

What is development?

1.4 CONCEPT OF SOCIAL DEVELOPMENT

Human beings possess a unique characteristic which separates them from animals. Their behavior is social. Society to them is as essential as food. They believe in the maintenance of social relationship, and try to adjust with others. But this does not mean that the child is born with such social qualities. Like other aspects of growth and development, he develops the necessary social characteristics in him. The process

of development of such qualities which brings desirable changes in his social behavior is referred to as social development.

Social development attempts to explain qualitative changes in the structure and framework of society to better realize aims and objectives. Development can be defined in a manner applicable to all societies at all historically periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, creativity, mastery, enjoyment and accomplishment (Garry, J & Asokan, 1999). Social development is a process of social change, not merely a set of policies and programmes instituted for some specific results. During the last five centuries, this process has picked up in speed and intensity, and during the last five decades, has witnessed a marked surge in acceleration (Obikeze, 2004).

The basic mechanism driving social change is increasing awareness leading to better organization. When society senses new and better opportunities for progress, it develops new forms of organization to exploit these new openings successfully. The new forms of organization are better able to harness the available social energies and skills and resources to use the opportunities to get the intended results.

Development whether it is social, economic or political, is the result of society's capacity to organize resources to meet challenges and opportunities. Society passed through well-defined stages in the course of development. They are nomadic, hunting and gathering, rural agrarian, urban, commercial, industrial and post industrial societies. Pioneers introduce new ideas, practices, and habits that conservative elements initially resist.

SELF ASSESMENT EXERCISE 2

Explain the concept of social development.

1.5 SOCIAL DEVELOPMENT IN NIGERIA

Meaningful social development in any given society including Nigeria can be looked at, and explained using certain standards and modalities. They include the

- a. Development of individuals and groups at a sustainable magnitude.
- B. The promotion of values and desirable qualities among the citizen.
- C. The attainment of stable society founded on peace and justice etc.

A progressive and forward looking society is a function of fundamental development of the potentials, attitudes, behavior of the people that make up such society. No nation grows beyond the capacity of the people living in it. So, it is expected that an evolving progressive society must be one that the citizen had passed through some positive changes.

We can also examine social development in Nigeria from the point of view of it's social service sector. This sector compromises mainly the intangible aspects of development, and takes place on the direct relationships of man with other individuals in the society. Such issues as discipline, honesty, security, and peace are desirable parameter of a developed society. All people and societies seek some basic form of self-esteem. This is also referred to as authenticity, identity, dignity, respect honour or recognition (Anthony, 2004). Essentially, the social aspect of development is of enormous relevance in terms of development as it will manifest in the order and civility of an organized society and help to check the magnitude of corruption in such a society. Additionally, peace and justice are vital ingredients of development in the society.

SELF ASSESSMENT EXERCISE 3

What is social development in the Nigeria context?



1.6 Summary

In this unit, the students were exposed to the concept of development and social development. Social development is an integral part of the general development of the society. Social development tries to explain qualitative changes in the structure and frame work of the society, which help the society to realize its aims and objectives. Apart from knowing what the concept in all about, the students were made to relate the social development in the Nigeria context.

Development is a multidimensional concept, and can be viewed from different angles. But generally, scholars are unanimous in their submission that it is a progressive movement from traditional to an age of increased consumption pattern. From the social point of view, it is a process which produces desirable changes in the social behavior of man.



1.7 References/Further Readings

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Garry, J. and Asokan, P (1999). "Towards A Comprehensive theory of social Development" in Human choice, world Academy of Arts & sciences – P 152



1.8 Possible Answers to SAEs

Answers to SAEs 1

Development is often used in an exclusive economic sense. But development is a multi-dimensional concept. It could be economic, political, social, cultural or even human (Akukwe, 1988). Based on this fact. It has attracted many definitions from various scholars.

Answers to SAEs 2

Social development attempts to explain qualitative changes in the structure and frame work of society to better realize aims and objectives. Development can be defined in a manner applicable to all societies at all historically periods as an upward ascending movement featuring greater levels of energy, efficiency, quality, productivity, complexity, creativity, mastery, enjoyment and accomplishment.

Answers to SAEs 3

We can also examine social development in Nigeria from the point of view of it's social service sector. This sector compromises mainly the intangible aspects of development, and takes place on the direct relationships of man with other individuals in the society. Such issues as discipline, honesty, security, and peace are desirable parameter of a developed society. All people and societies seek some basic form of self-esteem. This is also referred to as authenticity, identity, dignity, respect honour or recognition

MODULE 2 Unit 2: CONCEPT OF SOCIAL DEVELOPMENT: URBANISATION

Contents

- 2.1 Introduction
- 2.2 Learning Outcomes (LOs)
- 2.3 Main Content
- 2.3.1 CONCEPT OF URBANISATION
- 2.4 FACTOR RESPONSIBLE FOR URBANISATION
- 2.5 PROCESS OF URBANISATION
- 2.5.1 **THE URBAN INFOMAL SECTOR**
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to SAEs



2.1 Introduction

In this unit, the students will be introduced to an important concept in social development. The concept of urbanization, the definitions, and factors responsible for increasing cases of urbanization process will be looked into.



2.2 Learning Outcomes (LOs)

At the end of this unit, students should be able to:

1. Define urbanization as a concept
2. Explains factors responsible for urbanization generally, and particularly in Nigeria
3. Describe the process of urbanization.



2.3 Main Content

2.3.1 CONCEPT OF URBANISATION

Many scholars have attempted definition of urbanization. There is, therefore, no generally accepted definition. In its simplest form, urbanization is the process whereby large numbers of people congregate in big cities, and gradually increases over time. It is the shift from a rural societies to cities, and involves an increase in the number of people in the urban areas in a particular year. Urbanization can also be described as the outcome of social, economic and political developments that led to urban concentration and growth of large cities, changes in land use and transformation from rural to metropolitan pattern of organization and governance (Nsiah- Gyaabahn, 2009).

Urbanization can also be define as the phenomenon describing the process of change in the growth of the population due to changing condition in the society. It is a process of demographic, social, economic and physical change, which requires complex governmental action (Ugwu, 2001). Another scholar, professor Oyeleye offered a definition of urbanization. According to him, urbanization can be define as the agglomeration of people in relatively large number at a particular spot of the earth surface (Oyeleye, 2013).

One important issue to consider is change, which urbanization represents. Urbanization is said to connote social change since it involves the transformation process in the society. It is essentially a process of demographic, social, economic and physical change. As much it brings positive development, urbanization can also be constrained by some factors.

SELF ASSESSMENT EXERCISE 1

What do you understand by urbanization?

People move away from rural setting to urban areas, cities in search of greener pastures. This increases the urban population and brings pressure on available urban infrastructure. Also, the urban areas provides opportunities for better life, decreasing death rate and other incentives. There are other factors responsible for growing urbanization, and it will be good to explain them.

It has been established that the existence of commercial, transitional, religious and administrative centres especially encouraged emergency of some urban centres and cities. The urban cities grew as a result of trading activities, religious movements, military conquest and administrative activities. Also, the colonial experience points the piecemeal development and transformation of the colonies. With colonialism, the pre- colonial urban centers became transformed, and new forces introduced in the urban process. A number of structural elements in the political economy were said to be responsible for the changed pattern of urbanization (Oyeleye, 2013).

Again, the new colonial administration structures which performed colonial functions created new towns and altered the relationship between existing ones. The growth of government technical developments at this period facilitated urban growth although they were mainly based at the regional capitals. Agricultural sector was another area which stimulated urban growth during the colonial era. The high demand by Britain for agricultural products including cocoa, palm oil, palm kernel, groundnut and other vegetables promoted urban growth by creating complex collection and distribution mechanisms for these commodities. Towns in the export crop areas prospered and favorably placed on the network to facilitate movements.

Movement of people from rural areas to the new Urban centres in search of better jobs contributed greatly to the urban development in Nigeria. People migrate in order to improve their economic positions and satisfaction. Excessive concentration of basic infrastructure in the cities contributed to the rapid growth and urbanization. The availability of basic amenities such as pipe-borne water, communication facility, transport network led to the massive movement of people to urban areas.

SELF ASSESSMENT EXERCISE 2

State any three factors increasing trend in urbanization.

2.5 PROCESS OF URBANIZATION/ URBAN INFORMAL SECTOR

Urbanization process is as a result of rapid development, modernization and industrialization that occur in a country. It can also be described as the agglomeration of people which usually results from rural- urban drift. Again, the process of urbanization has gone on throughout history of most nations. The urbanization processes are largely driven by market forces and government policies that lead to simultaneous processes of change in livelihoods, land use, health and natural resources management including water, soil and forest.

The market forces is a factor in the urbanization process. It tend to result in a series of changes in employment, urban agriculture and peri-urban production systems. Ready markets usually and most certainly lead to an increase in production of crops and vegetables which are in high demand in cities. These factors, therefore, act as a great force in favour of urbanization.

2.5.1 THE URBAN INFORMAL SECTOR

In the 1980, the unorganized and mostly legal but unregistered informal sector was recognized. Today, the informal sector has continued to play an important part in most developing countries including Nigeria. In most developing countries, majority of its work force are engaged in the informal sector. The sector is characterized by a large number of small- scale production and service activities that are individually or collectively owned.

The self-employed worker in the sector has little formal education. They are generally unskilled and lack access to finance capital. As a result, worker productivity and income tend to be lower in the informal sector than in the formal sector. It is good to note that most workers entering the informal sector are recent migrants from rural areas. These rural dwellers could not find job in the formal sector. Also, workers in the informal sector do not enjoy the protection enjoyed by those in the formal sector.

In terms of its relationship with the other sectors, the informal sector is linked with the rural sector in that it allowed excess labour to escape from rural poverty and underemployment. It is also closely connected with the formal urban sector, which depends on the informal sector for cheap inputs and wages.

SELF ASSESSMENT EXERCISE 3

Explain the relationship between the informal sector and urbanization.



2.6 Summary

In this unit, we have succeeded in introducing the students to the concept of urbanization. It is a process of change in the population of a country which occur

from time to time. We equally looked at the factors that were responsible for the increasing level of urbanization as well as urbanization process. The unit equally discussed the urban informal sector as a component of urbanization.

Urbanization is a process of demographic social, economic and physical change which usually occur in a country. It is usually a product of mass movement of people from the rural settings. Urbanization is a complex structural change which may also receive massive support from the national or state government.



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2.8 Possible Answers to SAEs

Answers to SAEs 1

In its simplest form, urbanization is the process whereby large numbers of people congregate in big cities, and gradually increases over time. It is the shift from a rural societies to cities, and involves an increase in the number of people in the urban areas in a particular year.

Answers to SAEs 2

- It has been established that the existence of commercial, transitional, religious and administrative centres especially encouraged emergence of some urban centres and cities. The urban cities grew as a result of trading activities, religious movements, military conquest and administrative activities.
- Again, the new colonial administration structures which performed colonial functions created new towns and altered the relationship between existing ones. The growth of government technical developments at this period facilitated urban growth although they were mainly based at the regional capitals.
- Agricultural sector was another area which stimulated urban growth during the colonial era.

Answers to SAEs 3

Urbanization process is as a result of rapid development, modernization and industrialization that occur in a country. It can also be described as the agglomeration of people which usually results from rural- urban drift. **While** In the 1980, the unorganized and mostly legal but unregistered informal sector was recognized. Today, the informal sector has continued to play an important part in most developing countries including Nigeria. In most developing countries, majority of its work force are engaged in the informal sector.

MODULE 1 Unit 3: THEORIES OF SOCIAL DEVELOPMENT

Contents

- 3.1 Introduction
- 3.2 Learning Outcomes (LOs)
- 3.3 Main Content
 - 3.3.1 BOURGEOISIE/ MODERNIZATION THEORY
- 3.4 DEPENDENCY THEORY OF SOCIAL DEVELOPMENT
- 3.5 GLOBALISATION THEORY
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to SAEs



3.1 Introduction

Western scholars erroneously think that development is synonymous with the West. In other words, the process of development can only originate from the west, and apply to other parts of the world. What this seems to suggest is that Africa and other parts of the world are not capable to initiate or drive the development process. This view is what we refer to as the bourgeoisie or modernization perspective toward development.



3.2 Learning Outcomes (LOs)

At the end of this unit, students should be acquainted with:

1. The bourgeoisie /modernization theory of social development.
2. The dependency theory of social development.
3. The globalization model or theory.



3.3 Main Content

3.3.1 THE BOURGEOISIE /MODERNIZATION THEORY

This is the oldest theory of development. It sees development from the prism of western civilization. The main plank of the modernization theory is that the present state of the less developed countries (LDCs) is an original state, through which the developed countries passed through (Rostow, 1960). Therefore, for them to develop, they must move away from the traditional society, and follow the path to modernity. This means that they should struggle to imitate the west. Development in this instance is equated with westernization (Naanen, 1985). As they move away from traditional society, they develop purely western features of modern society. These features are social patterns of demography, urbanization, literacy, investment, trade and government finance and economic patterns of production and consumption.

For countries that are desirous of developing, efforts should be made to bring about these features. The modernization scholars observed that the traditional state of less developed countries meant the prevalence of certain features and attitudes which acted as an obstacle to the process of development. The obstacles, the modernization theorist, observed include capital shortage, presence of crude technology, high birth rate, high rate of illiteracy, traditional practices, lack of modern industries and low capitalization on land (Kalagbor, 2004).

Having observed these obstacles to development, the modernization theorist preferred solution which they believe, will transform the traditional societies into modern ones. The solutions include import substitution, industrialization, population control, capital accumulation, human resource development among others. It is on record that African countries and other LDCs countries have experimented with some of the solutions offered above. Not much came out of that. Development had remained elusive.

It should be noted that African leaders and development experts in recent times have not condemned or rejected the above measures. In the highly competitive and

technology driven world, Africa stands to gain from the many development models, frameworks all of which were drawn by capitalism and globalization.

SELF ASSESSMENT EXERCISE 1

1. What is the major idea behind the Bourgeoisie/ modernization theory?

3.4 DEPENDENCY THEORY

The crux of the matter in the dependency model of underdevelopment is that the incorporation of the third world economies into the international capitalist system is responsible for their underdevelopment. The dependency theorists belong to different school of thoughts. They include the Marxist, the neo-Marxist and structuralist. Also, Todaro and Smith classified them into neo- colonial dependency model, the false paradigm model and the dualistic Dependency model (Smith, 2004).

The concept of dependency has been defined by many scholars. But the most appealing definition is that of Theotonio Dos Santos. According to Dos Santos, 1969. Dependency is a conditioning situation in which the economics of one group of countries are conditioned by the development and expansion of others. A relationship of inter-dependence between two or more economies or between such economies and the world trading system becomes a dependent relationship when some countries can expand through self-impulsion, while others being in a dependent position, can expand as a reflection of the expansion of the dominant countries.

The dependency theory is also known as under – development theory. It came as a direct response to the shortcomings of the modernization theory in explaining why “core” is developed, while the periphery is under-developed. Proponents of Dependency theory include Andre Gunder Frank, Walter Rodney, Frantz Fanon, Samir Amin, Claude Ake etc. Development theory sees development and under-

development as two sides of the same coin, in the sense that they are the inevitable outcomes and physical manifestation of the world capitalist system and its inherent contradictions and exploitation. The theory classified the world into the core (centre) made up of the industrialized capitalist nations, and the colonized and poor countries of the world.

Dependency theory argues that the export of capitalism by the West to other parts of the world and its resultant colonialism, new colonialism is responsible for the underdevelopment and dependency of the third world. The theory argues that the world capitalism is driven by the quest for profit maximization. This quest for profit compelled the Europeans to search for cheap raw material, cheap labour and markets for their finished goods.

The contradictions of capitalism not only transform it, they also transplant it. The transplanting of capitalism arises from those contradictions which reduce the rate of profit and arrest the capitalization of surplus value. Confronted with these effects, it was inevitable that the capitalist, forever bent on profit maximization, would look for a new environment in which the process of accumulation would continue. Capitalist turned to foreign lands, attacked and subjugated them, and integrated their economic into those of Western Europe (Ake, 1981).

The dependency theory posits that African under-development experience was not due to the failure to embrace western conception of development. Rather, the problem was due to the structural integration of the periphery Israelite economy into the western capitalist economy. There is, therefore, the urgent need for Africa to break from this. As long as the integration remains, the Africa dependency status cannot change. The dependency was intensified and deepened through the unequal relationship between the metropole and the developing countries including Africa.

SELF ASSESSMENT EXERCISE 2

Explain the dependency theory

3.5 GLOBALIZATION

Globalization is one of the most frequently used words in discussions relating to development, trade and international political economy. Globalization theory is an offshoot of the concept of globalization. Globalization is the process by which the economies of the world become increasingly integrated, leading to a global economy, and increasingly global economic policy making. Put differently, globalization refers to the growing interdependence of countries resulting from their increased economic integration via trade, foreign investment, foreign aid and international migration of people and ideas.

Globalization is not new. We gathered from research that globalization started more than a hundred years ago. Over this period, exports doubled relative to the GDP of developing countries of Africa, Asia and Latin America. The second wave of globalization lasted from 1950 to the 1980s. It involved mostly developed countries where trade and investment flows were growing. At the same time, most developing countries were stuck in the role of primary goods exporters. The third wave and the most current globalization started in the 1980s and continue till date.

Technological advances is the product of Globalization. It has radically lowered the cost of transportation, communication and computation. The other factor is the increasing liberalization of trade and capital markets. It is important to know that a number of international institutions such as world Bank, IMF (International Monetary Fund), World Trade Organization (WTO) play important roles in promoting global trade in place of protectionism (Henry, 1977). Sadly, the sub-saharan Africa share of global GDP had not grown because they have not taken advantage of the current wave of globalization.

SELF ASSESSMENT EXERCISE 3

Has Africa benefitted from the current wave of globalization?



3.6 Summary

In this unit, the social development theories were discussed. They include the modernization / bourgeoisie theory of development. This theory promoted by WW Rostow and other western scholars who submitted that development is a movement from traditional to modern state of affairs. This was, however, countered by the dependency theorist mainly from Latin America, Africa, who attributed the under development of the LDCs to the structured integration of the periphery economics into the western capitalist system

The social development can be explained from the point of view of modernization and dependency theories, as well as the current globalization theory. The modernization theory accepted the gradual process of development that every nation must pass through. On the contrary, the dependency theory opposed bourgeoisie/ western concept of development. They particularly linked the underdevelopment of the poor countries to unequal relationship between the developed countries and the underdeveloped. Such relationship deepened the dependence of the poor countries through a structured integration of the periphery economy into that of the core or central economics of Europe.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

This is the oldest theory of development. It sees development from the prism of western civilization. this means that they should struggle to imitate the west. Development in this instance is equated with westernization (Naanen, 1985). As they move away from traditional society, they develop purely western features of modern society. These features are social patterns of demography, urbanization, literacy, investment, trade and government finance and economic patterns of production and consumption.

Answers to SAEs 2

The concept of dependency has been defined by many scholars. But the most appealing definition is that of Theotonio Dos Santos. According to Dos Santos, 1969. Dependency is a conditioning situation in which the economics of one group of countries are conditioned by the development and expansion of others.

Answers to SAEs 3

Yes Africa has benefited from globalization in the sense that Over this period, exports doubled relative to the GDP of developing countries of Africa, Asia and Latin America. The second wave of globalization lasted from 1950 to the 1980s. It involved mostly developed countries where trade and investment flows were growing. At the same time, most developing countries were stuck in the role of primary goods exporters. The third wave, and the most current globalization started in the 1980s and continues till date.

MODULE 1 Unit 4: THEORIES OF SOCIAL DEVELOPMENT – THE SOCIAL LEARNING, PSYCHO-ANALYTICS THEORY

Contents

- 4.1 Introduction
- 4.2 Learning Outcomes (LOs)
- 4.3 Main Content
 - 4.3.1 THE SOCIAL LEARNING THEORIES
 - 4.4 THE STRUCTURAL CHANGE THEORIES
- 4.5 THE PSYCHO-ANALYSIS THEORY
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to SAEs



4.1 Introduction

There are psychological and sociological theories of social development. They bring more meaning and diverse perspectives on social development as a concept. Those theories include the social learning theory, the psycho-analysis theory and structural change model. The theories emphasis more the development of the personality of the individuals who has a lot to offer the ever changing and dynamic world.



4.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to explain:

1. The Social Learning Theory
2. The Psycho-Analytic Theory
3. The Structural Change model/ theory of social development .



4.3 Main Content

4.3.1 THE SOCIAL LEARNING THEORY

This is one of the sociological theories of social development. This theory suggests that social behavior is learned by observing and imitating the behavior of others in a given social environment. Psychologist Albert Bandura developed the social learning theory. This theory has underlying principles. According to Bandura, for learning to take place, there are five essential steps that has to be followed. They include observation, attention, retention, reproduction and motivation (Bandura, 2001).

4.4 THE PSYCHO- ANALYTIC THEORY

Closely related to the social learning theory is the psycho-analytic theory of social development. It is both a sociological as well as psychological theory of social development. This is a theory of personality development that guides psycho analysis. Its aim is to promote the psychological wellbeing of the individual.

Social development is about improving the wellbeing of every individual in society so they can reach their full potentials. The success of the society is linked to the wellbeing of each member of that society. Social development means investing and building the personality of a person. So, the psycho analytic theory is an integral part of process, processes , programmes geared towards the social and personality development of the individual (Harlan, 1999).

4.5 THE STRUCTURAL CHANGE THEORY

This is another sociological theory of social development. It is also known as the structural change model. The structural change theory has as its main focus the means by which underdeveloped economics transform subsistence agriculture to a more modern, more urbanized and more industrially diverse manufacturing and service economy. This theory utilizes a combination of neo-classical price and resource allocation theory. This theory with economic focus and world applies to the evolution and development of society as well as the individual.

SELF ASSESSMENT EXERCISE 1

What is social learning theory?

2. Identify the principles of the social learning theory according to Albert Bandura.
3. How does structural – change theory apply to both the economy and the society?



4.6 Summary

In the unit, emphasis was laid on the sociological/ psychological theories of social development. They include among others the social learning theory, the psycho-analytic and structural change theories. These theories with multi-disciplinary background seek to build and produce the individual personality that will be an integral part of a well-developed society.

The social leaning and psycho-analytic theories of social development is centered on the individual. They seek to produce a well-developed individual personality by identifying and building on the desirable behaviours character and attitudes. The social learning theory was developed by Albert bandura who highlighted the observation retention and motivation as part of the learning and development process.



4.7 References/Further Readings

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4.8 Possible Answers to SAEs

Answers to SAEs 1

1. This theory suggests that social behavior is learned by observing and imitating the behavior of others in a given social environment.
2. Psychologist Albert Bandura developed the social learning theory. This theory has underlying principles. According to Bandura, for learning to take place, there are five essential steps that has to be followed. They include observation, attention, retention, reproduction and motivation (Bandura, 2001).
3. The structural change theory has as its main focus the means by which underdeveloped economics transform subsistence agriculture to a more modern, more urbanized and more industrially diverse manufacturing and service economy. This theory utilize a combination of neo-classical price and resource allocation theory. This theory with economic focus and world applies to the evolution and development of society as well as the individual.

**Module 2: SOCIAL INSTITUTIONS AND
DEVELOPMENT**

Module Introduction

Introduce the module and state the units under the module.

Unit 1: THE FAMILY EDUCATION AND DEVELOPMENT

Unit 2: SOCIAL INSTITUTION AND DEVELOPMENT: HOUSING

Unit 3: SOCIAL INSTITUTION AND DEVELOPMENT: THE HEALTH
SECTOR

Unit 4: THE POLITY AND DEVELOPMENT

MODULE 2 Unit 1: THE FAMILY EDUCATION AND DEVELOPMENT

Contents

1.1 Introduction

1.2 Learning Outcomes (LOs)

1.3 Main Content

1.3.1 THE FAMILY AND DEVELOPMENT

1.3.2 **INSTITUTIONAL PROBLEM IN THE FAMILY**

1.4 EDUCATION AND DEVELOPMENT

1.5 THE FAMILY, EDUCATION AND NIGERIA'S DEVELOPMENT

1.6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 Introduction

Development is a process that can only be completed if there are existing structures and institutions to make it work. Some known institutions for social transformation and advancement of the society include the family, the school etc. it is believed that a

certain level of change must be seen in these institutions to show that social development has taken place. This chapter sets out to discuss the family, education as instruments of social development in Nigeria.



1.2 Learning Outcomes (LOs)

At the end of this period, the students would have to:

1. Define and discuss the family institution as an agent of social development.
2. Describe the role of education in social development process.
3. Discuss the family, education and Nigerians development.



1.3 Main Content

1.3.1 THE FAMILY AND DEVELOPMENT

The family is the first agent of socialization. It is made up of parents and children. As a social institution, the family has many role to play in the upbringing and early development of the child.

The family is usually small in size when compared with other social units. Today, it has increasingly become a major institution in the societal developmental process (Mberu, 1990). Nation are built on the type and nature of families. This is more particularly so because the family provides the first opportunity for the grooming and development of the individual. In other words, the family offers the platform for the full development of the potentials of the individual.

In each family, values are taught and observed. It is these values learnt at the family level that one can take to the larger social unit. Some of the values learnt at the family level include but not limited to hard work, patriotism, obedience, honesty,

selflessness (Mberu, 1990). These values are absolute, and they remain principles that have immensely contributed to the development of the society generally. Just as the presence of these values will build and transform both the individual and the society, its absence spell doom for the society as well.

1.3.2 INSTITUTIONAL PROBLEM IN THE FAMILY

The family has been constrained as a unit in societal development process. These problems are common to families in Nigeria and other countries in sub-Saharan Africa. They include among others the following

1. POVERTY

It will be difficult task for the Nigerian family to rise up to its responsible in the midst of poverty. Poverty had been defined in traditional terms as maternal deprivations, or pronounced deprivation of wellbeing (Todaro & Smith, 2003). It is described as living with low income and low consumption, which manifests by way of poor nutrition and poor living condition (Soubotina, 2004). Additionally, income poverty tend to be accompanied by some social deprivations which include vulnerability to disease, voicelessness in key society's institutions, inability to improve one's living condition etc.

2. ORGANIZED CRIME

One problem associated with increasing poverty index in Nigeria and other African countries is the problem of crime and criminality. Poverty had pushed young ones into organized activities like kidnapping, terrorism, armed banditry, piracy, drug trafficking (Shellen & Corpora). Crime had been embraced today as a way of life. These young ones wait to meet up, and enjoy the good things of life. Consequently, the entrenched values of the society are eroded.

1.4 EDUCATION AND DEVELOPMENT

The role of education in social and economic development of a country cannot be over-emphasized. Today most governments are playing an increasingly active role in providing education to its citizens. Differences in public spending on education across countries reflect differences in government's efforts to increase the national stocks of

human capital (Soubotina, 2004). Governments of developing countries devote a large share of their GDP to education today more than what they did in the past. Yet, this share is still small when compared with developed countries.

Education is essential for a satisfying and rewarding life. It is fundamental to the broader notion of expanded human capabilities that lie at the heart of the meaning of development. It is a string tool of transformation of any society countries and governments always give top priority attention to education of its citizens. Eradication of illiteracy has not only become a key policy agenda of states, and national governments, but that of the united nation Organization.

Promoting universal education and eradication of illiteracy was one of the major goals and target of the UN millennium development Goals (2000-2015). It is widely believed that education always certainly enhances the growth and progress of any country and its people. It was Nelson Mandela, former South African president who said that “An educated, enlightened and informed population is one of the surest ways of promoting the health of the nation”.

SELF ASSESMENT EXERCISE 1

Explain the role of the family and education in the development of a country a country

What are some of the challenges faced by the family institution?

1.5 THE FAMILY, EDUCATION AND NIGERIAS DEVELOPMENT

The family is central to the development of the country. As the smallest unit of social organization, stable, functional and empowered family translates to a stable and progressive country. It therefore, demands that the Nigeria government should design a pragmatic policy that will address the needs of individual household in Nigeria.

Most families struggle to feed, train their children and find accommodation. The government of Nigeria should find ways of addressing these immediate fundamental needs of the families.

Again, the education and economic empowerment of the citizens go together. An educated mind is capable of adding value to a country. So, priority attention should be given to mass education and enlightenment of Nigerians. Education should either be free at some level or be affordable. No nation grows beyond the level of educational advancement of its citizens. To ease the effort of the Nigerian government to achieve landable educational milestone, there has to be a proper institutional frame work in.



1. 6 Summary

In this unit, the concept of social institution and development was discussed of particular attention was the fairly social unit and educational advancement of the country. The family is the first and small unit in the social hierarchy, and much is expected or that level in terms of grooming, training and transformation of the individual. Also, education of the members of the society is a key agenda in the developmental process. No country or government plays with it.

Social development is not possible in the absence of a working institution in any given society. In the Nigerian context, the place of the family institution cannot be over-emphasized. The family needs empowerment as well as the basic needs of life. Again, poverty and other forms of social deprivation at the family unit has to be dealt with. Apart from getting it right at the family, it has become increasingly necessary to take the issue of citizen education and empowerment seriously. Education is fundamental to the growth and developmental of any given society including Nigeria.



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1.8 Possible Answers to SAEs

Answers to SAEs 1

1. In each family, values are taught and observed. It is these values learnt at the family level that one can take to the larger social unit. Some of the values learnt at the family level include but not limited to hard work, patriotism, obedience, honesty, selflessness. These values are absolute, and they remain principles that have immensely contributed to the development of the society generally. Just as the presence of these values will build and transform both the individual and the society, its absence spell doom for the society as well.
2. **POVERTY:** It will be difficult task for the Nigerian family to rise up to its responsible in the midst of poverty.
ORGANIZED CRIME: One problem associated with increasing poverty index in Nigeria and other African countries is the problem of crime and criminality.

EDUCATION AND DEVELOPMENT: The role of education in social and economic development of a country cannot be over-emphasized.

MODULE 2 Unit 2: SOCIAL INSTITUTION AND DEVELOPMENT: HOUSING

Contents

- 2.1 Introduction
- 2.2 Learning Outcomes (LOs)
- 2.3 Main Content
- 2.3.1 HOUSING AND DEVELOPMENT
- 2.4 HOUSING POLICY IN NIGERIA
- 2.5 MAJOR INSTITUTIONAL CHALLENGES IN NIGERIA. TO HOUSING
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to SAEs



2.1 Introduction

This unit will take a look at the aspect of housing as an important sector in Nigeria. This has become important in view of the upsurge and explosion in the population of Nigeria. It is an established fact that urbanization comes with the challenge of inadequate accommodation faculty for the citizens. This unit will therefore, provoke a serious inquiry on the housing needs of Nigerians and the challenges faced in that section.



2.2 Learning Outcomes (LOs)

At the end of this unit, the students we be able to:

1. Discuss housing and development
2. Housing policy in Nigeria
3. Major institutional challenges to mass housing in Nigeria.



2.3 Main Content

2.3.1 HOUSING AND DEVELOPMENT

It is difficult to talk about development of a country, state or local government without considering the human development index measurement. In issues concerning human development, the welfare of the individual, standard of living, longevity, and access to resources, occupy central place. Part of the criteria to measure the standard of living of the individual in any given society is the accommodation or shelter, which the government must take concrete action to address. Sadly, not much has been done by government in developing countries to deal with this problem. (Obikeze, 2005).

Housing constitutes one of the major problems of development particularly in the urban cities. An adequate stock of decent housing and the provision of related community facilities such as schools, community centers, administrative and manufacturing premises are among the fundamental essentials of human life (Ugwu, 2001). But what we find today in many urban centers in Nigeria is appalling. Many urban dwellers live under the bridges, uncompleted and abandoned buildings. Some find homes in construction company containers, while some live in packed vehicles along the roads or in mechanic villages. This is the situation in most urban cities today (Ugwu, 2001, Oyeleye, 2001).

A man's foremost desire, in this part of the world is to have a decent roof over his head, whether rented, purchased or self-built. Unfortunately, the various housing policies in Nigeria have made no significant impact on Nigeria populace. According to experts, with these failed policies come Nigerians housing deficit of twelve million to seventeen million units. About a hundred million Nigerians are either homeless or without any decent housing facilities (The News, June 2007).

SELF ASSESMENT EXERCISE 1

Identify and explain any three governments housing policy in Nigeria.

What are the institutional challenges to housing policy in Nigeria?

2.4 HOUSING POLICIES NIGERIA

Part of the social development goals of governments in any country is the housing for all its citizens. Every individual should be entitled to adequate shelter and accommodation. It is part of individuals natural right. So, countries and governments must as a matter of necessity pursue and vigorously implement policies and programmes towards housing its citizens. In Nigeria, housing is a big issue, and the government knows that. A situation where people sleep under the bridge “motor parks”, in the buses is unacceptable. Although urbanization and population explosion comes with its challenges including inadequate accommodation for the teaming urban population, it is important to emphasize here that the government has a duty to initiate a good urban regional planning to accommodate demands for housing. In fairness to the Nigeria government, they have not completely failed in their urban housing projects and policies.

In Nigeria, the different administration have adopted one housing scheme or the other to address the problem of housing. In 2001, there was the “free housing for all” way. Different administration have pursued the low cost housing scheme. The scheme ended up in the hand of affluent individuals. The Obasanjo’s regimes “housing Reform Agenda” called the 2002 Housing Policy was strictly designed to ensure accessibility to decent and affordable housing made through mortgage enabling regulatory and legislative frame work. In this process, the Federal Mortgage Bank of Nigeria was made central to meet the robust mortgage finance demand of the

policy. It also transformed it into a secondary mortgage financial institutions in 2004. There was also the National housing Fund Scheme (The News, 2007).

The Housing Schemes in Nigeria had been attractive and promises a lot. Sadly, not much has been in the area of implementation. It is, therefore, regrettable that the problem of Housing and accommodation had been there till date. The truth is that the housing challenges in Nigeria gets worse with each passing day.

2.5 MAJOR INSTITUTIONAL CHALLENGES TO HOUSING IN NIGERIA

Meeting the housing needs if Nigerians had met a brick wall due to a number of factors. There's no doubts about governments housing policies or the huge investment in the area of housing. In fact, reports had it the despite the housing project in Nigeria, not much was achieved. In the explanation of Don Okpala, a Former Director, Monitoring and Research, at the United Nation HABITAT, Nigeria requires some eight million housing units to accommodate her homeless citizen (Okpala, 2015). This is however. Unachievable owing to the prevailing unfavorable legal and financial environment characterized by extremely limited mortgage availability.

In essence, there is yet to exit enforceable legal, regulatory and institutional system and standards that formally define and govern the housing and mortgage industry and market. For the national health find, the Federal mortgage bank of Nigeria (FMBN) and the PMIS, the ingredients and tools for their effective functioning and impact are still largely absent (The News, 2007).

The Obasanjo regime then was alleged to have given much powers to state governments to develop houses for sale. This idea, according to expert, is anti -people because much of the sale are to the benefit of the rich. No attention was paid to the low income earners. Also, there is hardly any transparently functioning and service-friendly housing mortgage finance system in the country. The federal Mortgage Bank, the Apex mortgage institution and a number of other essentially weak and capricious establishments claiming to provide mortgage finance are generally weak.



2.6 Summary

In this unit, looked at the issue of housing and development in Nigeria. No national government jokes about the housing needs of its citizen. Nigeria is not left out in this address the challenges posed by inadequate housing for citizens, the Nigerian governments over the years rolled up policies that will address housing problem. The polices include but not limited to “Housing Reform Agenda”, the establishment of the Federal Mortgage Bank (FMBN), the low-cost Housing Scheme among others.

As part of series of programmes geared towards achieving sustainable social development in Nigeria, it has become increasingly necessary to initiate and execute pragmatic housing policy and programs. Citizen need affordable housing and accommodation. So, it should be a matter of priority for the government to ensure that housing needs of the people are met. In fairness to the government, we are not lacking housing policies. The problem, however is the lack of commitment and political will to implement those land able housing policies.



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2.8 Possible Answers to SAEs

Answers to SAEs 1

1. The Obasanjo's regimes "housing Reform Agenda" called the 2002 Housing Policy was strictly designed to ensure accessibility to decent and affordable housing made through mortgage enabling regulatory and legislative frame work. In this process, the Federal Mortgage Bank of Nigeria was made central to meet the robust mortgage finance demand of the policy. It also transformed it into a secondary mortgage financial institutions in 2004. There was also the National housing Fund Scheme (The News, 2007). The Housing Schemes in Nigeria had been attractive and promises a lot. Sadly, not much has been in the area of implementation. It is, therefore, regrettable that the problem of Housing and accommodation had been there till date. The truth is that the housing challenges in Nigeria gets worse with each passing day.
2. In essence, there is yet to exit enforceable legal, regulatory and institutional system and standards that formally define and govern the housing and

mortgage industry and market. For the national health fund, the Federal mortgage bank of Nigeria (FMBN) and the PMIS, the ingredients and tools for their effective functioning and impact are still largely absent (The News, 2007).

MODULE 2 Unit 3: SOCIAL INSTITUTION AND DEVELOPMENT: THE HEALTH SECTOR

Contents

- 3.1 Introduction
- 3.2 Intended Learning Outcomes (ILOs)
- 3.3 Main Content
 - 3.3.1 HEALTH AND DEVELOPMENT
 - 3.3.2 THE HEALTH SYSTEM/ HEALTH PROGRAMMES IN NIGERIA
- 3.4 EMERGING HEALTH ISSUES IN NIGERIA
- 3.5 RESPONSE TO HEALTH ISSUES AND DEVELOPMENT IN NIGERIA
 - 3.5.1 CLAUSE 2(2) OF THE HEALTH BILL PROVIDES AS FOLLOWS
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to SAEs



3.1 Introduction

Health has become an important development topic all over the world, and more particularly in developing countries where the health reports does not speak well of Nigeria. This is view of rising child and women molality, the low life expectancy, the near total absence of adequate health services among others. Any serious, people-oriented government would initiate and promote health and wellbeing programmes in the interest of the citizens.



3.2 Learning Outcomes (LOs)

At the end of the unit, the students should be able to:

1. Define health and discuss health and development
2. Discuss the health institution
3. Explain the emerging health challenges in Nigeria.



3.3 Main Content

3.3.1 HEALTH AND DEVELOPMENT

There is an adage that “a healthy man is a wealthy man”. The health of the citizen in a country including Nigeria cannot be over-emphasized. There are minimum health condition’s that must be seen among the citizens. It is, therefore, expected that the government at the federal, state and local government should design a sound, practicable, health policies, and implement them too. We need to understand the concepts of health before we proceed.

Health is a basic objective of development. It is an important end in itself being central to wellbeing, and essential for a satisfying and rewarding life. The World Health Organization (WHO) defined health as “A state of complete physical, mental and social wellbeing and not merely the absence of disease and infirmity (Soubbotina, 2004). Development in the health sector would mean the removal of all biological, environmental and social, cultural, psychological factors that could cause health hazard in the society. Our environment is littered with mountains off refuse and is pollution-prone. A situation where greater percentage of the citizens are malnourished, and lack the basic medical care cannot be said to be in a state of development (Obikeze, 2004).

3.3.2 THE HEALTH SYSTEM/ HEALTH PROGRAMMES IN NIGERIA

The health system includes the components of public health departments, hospitals and clinics and offices of doctors and paramedics. Outside this formal system is an informal network utilized by many poorer citizens, which includes traditional healers, who may practice with the use of somewhat effective herbal remedies or other methods that provide some medical benefits, such as acupuncture, but who also may practice techniques for which there is no avoidance of effectiveness.

Formal public health measures have played a very important role in developing countries. Ministries of health, sometimes complemented by the services of non-governmental organizations have played vital roles in extending vaccines to rural areas. Basic health is also an effective means to achieve goals of poverty reduction. An effective government's role in health system is critical for the following reasons.

- a. Health is central to poverty alleviation, because people are often uninformed about health, a situation compounded by poverty.
- b. Households spend too little on health because they may neglect externalities.
- c. The market would invest too little in health infrastructure and research and development.

Governments of countries have different health roles to perform. According to the World Health Organization, "the health of people is always a national priority. Government responsibility in the health sector is continuous and permanent.

In Nigeria, there has been some laudable health programmes. They include the expanded programme on immunization. The Roll Back Malaria, Compulsory COVID 19 vaccination among others. Although these programmes are not without their challenges, they have contributed immensely to addressing some of the health challenges in Nigeria.

3.4 EMERGING HEALTH ISSUES IN NIGERIA

There has always been an emerging health issue in Nigeria. This is expected. It is, therefore, expected that every government must be proactive and always put in structures and mechanism to address health issues when they occur. In the last decade, the whole world had been grappling with the problem of HIV/AIDs, new outbreak of diseases including Ebola, Lassa fever, corona virus (Covid 19) etc. these diseases have led to the death of thousands of people. But causality levels differ from country to country depending on the approach and promptness of a country to deal with each outbreak.

Every country designs a system to mitigate the impact of these outbreaks. In Nigeria, the Federal Ministry, the Nigeria centre for Disease control, and other health agencies have consistently responded pro-actively to emerging health challenges. The

NCDC for instance, has continued to give updates on the level of infection with respect to COVID 19 disease, Monkey Pox, Lassa fever, HIV/AIDs and others. Again, government has demonstrated enough political will by seeing that COVID 19 infection drops in Nigeria. Today, a large number of Nigeria have been vaccinated against Covid 19.

It is on record that polio, a very dangerous infection that had disabled many Nigerians had been with. Nigeria is today certified polio- free, and this is no mean achievement. We are optimistic that such feat recorded in the area of polio should be extended to other health challenges and disease outbreaks in Nigeria.

SELF ASSESMENT EXERCISE 1

Define health concept.

2. Mention and explain any two health programmes in Nigeria
3. What are the emerging health challenges?

3.5 RESPONSE TO HEALTH ISSUES AND DEVELOPMENT IN NIGERIA

Health issues and policies has always attracted attention, comments and evaluation due to its important place in every nation's developments goals. It would be wrong to assess the human development index in a country without addressing myriads of health challenges. In Nigeria, health issues and policies are tackled from the point of view of laws, enactments and institutional frameworks.

During the Yar'Adua/ Goodluck Jonathan's administration. There was the enactment into law of the National health Bill. The National health Act then provided a Framework for the regulation, development and management of a national health service. Key features of the Health Act then include

- a. The establishment of the National Tertiary Hospital Commission.

b. The primary health care development Fund. The Primary Health care Development fund was funded from two percent of the annual budget from the Federation Account and grants from international donor agencies. The money from the fund was used to finance the provision of essential drugs and maintenance of facilities and equipment for Primary Health Care (CLFFOT, 2011).

Recently, the House of Representatives had proposed a bill to amend the National Health Act, to provide sanction of 500 million or seven years jail term for public officials who travel abroad for medical care at public expenses (Nyan, 2022). All the cash, which flees abroad in the disguise of one medical trip or the other will be retained here in our country and be used to develop our nation.

3.5.1 CLAUSE 2(2) OF THE HEALTH BILL PROVIDES AS FOLLOWS:

Any public officer of the government of the Federation or any part thereof, who violates the provision of subsection (1) above shall be guilty of an offence, and liable on conviction to a fine of N500 million or to an imprisonment term of seven years or both.

The intent of the Bill is to discourage medical treatment abroad at the detriment of the country's indigenous health institutions, and the need to revamp the poor state of health care sector in Nigeria.



3.6 Summary

In this unit, the students have been introduced to the concept of health and its relationship with development. Health according to the world Health Organization, is the state of complete physical, mental and social wellbeing, and not merely the absence of disease and infirmity. Also, the unit talked about the health system, the health programmes of the Nigeria government as well as some of the emerging health issues.

Health is an important sector in every country. The nation jokes over all mental and physical wellbeing of its citizen. An adage says “Health is wealth”. It is, therefore, apt to say that the health of the citizen must be given priority attention. In Nigeria, the Nigerian government has initiated some health programmes in the past to address some health challenges. There was the Kick Polio Programmes, Roll Back malaria, etc.



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3.8 Possible Answers to SAEs

Answers to SAEs 1

1. Health is a basic objective of development. It is an important end in itself being central to wellbeing, and essential for a satisfying and rewarding life. The World Health Organization (WHO) defined health as “A state of complete physical, mental and social wellbeing and not merely the absence of disease and infirmity.

2. In Nigeria, there has been some laudable health programmes. They include the expanded programme on immunization. The Roll Back Malaria, Compulsory COVID 19 vaccination among others. Although these programmes are not without their challenges, they have contributed immensely to addressing some of the health challenges in Nigeria.
3. In the last decade, the whole world had been grappling with the problem of HIV/AIDs, new outbreak of diseases including Ebola, Lassa fever, corona virus (Covid 19) etc. these diseases have led to the death of thousands of people. But causality levels differ from country to country depending on the approach and promptness of a country to deal with each outbreak.

MODULE 2 Unit 4: THE POLITY AND DEVELOPMENT

Contents

- 4.1 Introduction
- 4.2 Learning Outcomes (LOs)
- 4.3 Main Content
 - 4.3.1 THE POLITY AND DEVELOPMENT
 - 4.4 THE CONCEPT OF POLITICAL DEVELOPMENT**
 - 4.4.1 CHALLENGES TO POLITICAL DEVELOPMENT IN NIGERIA
 - 4.5 DEALING WITH CHALLENGES TO POLITICAL DEVELOPMENT IN NIGERIA
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to SAEs



4.1 Introduction

There is no doubt that development or social development can only be possible when much needed attention is paid to the political variables. Social development is only possible if enabling political environment is provided. This to suggest that policies or political issues play significant role in drawing the social development process.



4.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to:

1. Define policies according to some scholars.
2. Discuss political development especially within the Nigerian context.
3. Discuss the challenges of political development in Nigeria.



4.3 Main Content

4.3.1 THE POLITY AND DEVELOPMENT

Development cannot down play the role of politics or national politics in a country. This is because politics is a major activity embarked on by man in his quest to establish a stable, prosperous and developed society. But it will proper here to attempt a definition of politics. What then is politics? The Greeks first introduced the idea of the “Polis”. Politics was a derivation from the “Polis”. Aristotle in his book “Politics”, first used the term politics to refer to the affairs of the Greek city state. He observed that man by nature is a political animal. By this, he meant that the essence of existence is politics, and that two or more men interacting with one another are invariable in political relationship (Anifowoshe & Enemu, 2004).

Aristotle observed that whenever men seek to define their position in society, they try to influence others to accept their point of view. By this act, they are involved in politics. Apart Aristotle, other scholars have offered definitions of the concept of politics. Harold Lasswell define politics as the study of who gets what, when and how. In other words, politics has been equated with the study of power or the study of influence and the influential. By this definition, power is the major ingredient of politics (Lasswell, 1950).

Max weber defined politics as the operation of the state and its institution. Politics to him means sharing power among individuals and groups within a state (Weber, 1947). Also, David Easton defined politics “those activities that concern the authoritative allocation of values”. This suggest that men are involved in contestation to determine who controls power, or influences the distribution of resources in a state (Easton, 1961).

Politics goes beyond the activities of government, the political parties and politicians. It is a universal phenomenon, is present in all human organizations such as the family, trade union, Corporation, schools etc. in all these organizations, politics characterized by struggle for power and influence, conflict, bargaining reconciliation, resolution and consensus.

4.4 THE CONCEPT OF POLITICAL DEVELOPMENT

There is no universally accepted definition of political development. But we can describe it from existing structures and operations of those structures. The prevalence of a well-organized political system is consequence as well as the cause of development. When we talk political development, we refer to stability of the political process, the existence of political institution and efficiency of their operations (Obikeeze, 2004).

Political development is all about emancipation from alienation in material condition of life, and the freedom from social servitude of men to nation, ignorance, other men, misery and dogmatic belief (Okoye, 1997). Political development equally entails orderly conduct of elections that should be free from violence and fair to all participant, with the opposition assured of their freedom to operate within the polity. Fundamentally, political development includes the reliance to rule embodied in the constitution of the country and the confidence on the ability courts in settling natural human conflicts.

Political development history in Nigeria dates back to the colonial days. From a colony, Nigeria won her independence in 1960. The independence was not achieved on a platter of gold. There were agitations, constitutional development, nationalist struggles which culminated to the political independence in 1960. In 1963, Nigeria became a republic, and adopted the Republican constitution. Between 1963, Nigeria adopted different political arrangements as well as constitution (Enemu, 1999). They include among others the parliamentary democracy presidential system, the United States model etc. for the constitution, there were the 1979 constitution, the 1989 constitution and 1999 constitution (Ojiako, 1981).

SELF ASSESMENT EXERCISE 1

What is politics?

2. What do you understand by the concept of political development?

3. Explain some of the challenges in the political development process in a country.

4.4.1 CHALLENGES TO POLITICAL DEVELOPMENT IN NIGERIA

In the political evolution of Nigeria, there has been some ups and downs. Much of the slow pace of political development can be traced to certain events. They include among others the following.

1. ETHNIC POLITICS

Ethnic politics had been entrenched in Nigeria. For a very long time, Nigerians easily switch loyalty to their ethnic groups. This poses a big challenges to national integration and unity. The history of ethnic politics in Nigeria. Can be traced to the colonial days. The Whiteman adopted a “divide and rule” policy and elevated the ethnicization of politics. Today, it has been difficult to forge a common and harmonious relationship among different groups in Nigeria.

2. LEADERSHIP:

In the political development of Nigeria, so much has been said about leadership. We have had both military leaders and democratically elected ones. Leadership issue had consistently attracted attention in view of the failure and inability different regimes and administration to develop Nigeria. It is a fact that nations grow or crash on the strength of its leadership. We know that patriotic, people-oriented leadership will do a lot of magic in Nigeria. Regrettably, the country has not been lucky to have the leadership that can derive the development process in Nigeria.

3. PARTY POLITICS/ ELECTORAL CHALLENGES:

In the political history of Nigeria, there has been several experiment with party systems. Party systems tried at one time or the other include one party, two and multi-party systems. The problem, however, is not with the party systems. The problem is with the failure of our political leader to build on formidable, mass- oriented party platform that will practice the real democratic tenets. Also, closely related to the poor party framework is the massively flawed electoral process.

4.5 DEALING WITH CHALLENGES TO POLITICAL DEVELOPMENT IN NIGERIA

We have earlier identified and discussed some of the challenges to democratic and political development of Nigeria. They include ethnicity or ethnic politics, poor leadership, lack of internal democracy among political parties and massively feared electoral process among others. It is, however, important to state here that there has been effort made in the past at the institutional, organizational and individual level to address some of the challenges.

On the issue of ethnicity and ethnic politics, there has been intellectual efforts, lectures and seminar to discuss the problem of ethnicity, which is a concept created by politicians to whip up sentiments to drive their personal, self-centered political agenda. Earlier, professor Osagie had given a clear definition of ethnicity as the employment or mobilization of ethnic identity and differences to gain advantage in situation of competition, conflict or co-operation (Osaghae, 2005). From this definition, it could be inferred that ethnicity is neither a natural nor an accidental phenomenon, but a creation of man. Apart from Prof. Eghesa Osagie, others like Prof. Okwudiba Nnoli had canvassed a thorough intellectual position on the concept of ethnicity and how it had negatively impacted political development and integration in Nigeria (Nnoli, 1980).

At institutional or governmental level, there had been creation of agencies like the MMSER (Mass Mobilization for Social Economic Recovery) the NOA (national orientation agency) and other similar agencies to preach unity, co-operation, and create sustainable values among Nigerian Youths. All these agencies were created to spread the message of hope, peace, progress and development of Nigeria where no

one will be discriminated against on the basis of religion, ethnicity, race and political affiliation.

There is growing consensus of opinion on the failure of institutions, political parties, electoral agencies and poor leadership as part of the problems slowing down the political development of Nigeria. So, it is proper to say that political, electoral reforms can do the magic. In Nigeria, much is expected from political parties the electoral commission, the judiciary in the political and democratic development process. Since 1999, there has been electoral reforms, new electoral laws, and several attempts to restore sanity to the judicial arm of government. In the evaluation of Nigeria road to democratic and political development between 1999 and 2009, the News Watch Magazine led by Ray Ekpu and other organized a colloquium drew the attention and presence of scholars including Prof Bolaji Akinyem, Prof Jonah Elaigwu, Prince Tony Monoh, the media and civil society groups. During the colloquium, Rayekpu, noted:

Most of these organization, public and private have been hand cuffed and imprisoned by the demons in the Nigerian system, and they have largely, therefore, failed to deliver on their mandates to make appropriate contributions that they should have made to the sustenance of democracy and good governance in the country. If our democracy is wobbling, if our democracy is an amputee, we must hold not only the politicians responsible for the present unhappy state (Ekpu, 2009).

The institution including the judiciary, the electoral commission, the police have not lived up to expectation. They have not advanced the cause of democracy. These institution were strategic to the pursuit of ideal democratic development, but they have been weakened by inefficiency, tribalism, corruption, lack of commitment and other sundry handicaps (Ochili, 2009).

Again, Professor Bolaji Akinyemi lampooned the judicial aim of government. The judiciary had failed to promote and protect the integrity of electoral outcomes. In Nigeria, justice is delayed and denied. According to Akeinyem, some governors are now spending more years than usual because of interpretation by counts, and this is not a good development for our democracy. There is nowhere in the world where this type of situation is obtained (Akenyemi, 2009).

From the forgoing explanation, there is the need to fix the Judiciary, reform the electoral law that will address some of the challenges. This brings us to the recent passing of the Electoral bill into law in 2022. President Muhammadu Buhari had recently assented to the Electoral Act 2022. Signing of the bill into law was a demonstration that the president wants democracy to thrive in Nigeria. With the new electoral act, the days of ballot box snatching, rigging, political thuggery and violence were gone. The Electoral Law has made provision on how modern elections should be conducted.



4.6 Summary

In this unit, we looked at the whole political development process in any given country. We began by defining politics according to different scholars. This was followed by the definition and explanation of the concept of political development. Additionally, we examined some challenges in the political development process in a country.

We have established that political development of a country is part and parcel of the social development process. An enabling political atmosphere for political development has to be created in every country. So much is involved in the political development activities. It includes the development of the capacity of citizens within a political environment as well as institution, structures and processes that derives the development.



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4.8 Possible Answers to SAEs

Answers to SAEs 1

1. **politics** IS defined as the operation of the state and its institution. Politics to him means sharing power among individuals and groups within a state.

2. **Political development** is all about emancipation from alienation in material condition of life, and the freedom from social servitude of men to nation, ignorance, other men, misery and dogmatic belief.
3. **ETHNIC POLITICS:** Ethnic politics had been entrenched in Nigeria. For a very long time, Nigerians easily switch loyalty to their ethnic groups.

LEADERSHIP: In the political development of Nigeria, so much has been said about leadership. We have had both military leaders and democratically elected ones.

PARTY POLITICS/ ELECTORAL CHALLENGES: In the political history of Nigeria, there has been several experiment with party systems.

**Module 3: CHILDREN / WOMENS RIGHT AND
EDUCATION**

Module Introduction

Introduce the module and state the units under the module.

Unit 1: CHILDREN AND EDUCATION

Unit 2: WOMENS RIGHT AND EDUCATION

Unit 3: GENDER EQUALITY AND AFFIRMATIVE RIGHT ACTIONS

Unit 4: GENDER LEGISLATION AND RESPONSES

MODULE 3 Unit 1: CHILDREN AND EDUCATION

Contents

1.1 Introduction

1.2 Learning Outcomes (LOs)

1.3 Main Content

1.3.1 EDUCATION AS A NATURAL RIGHT OF THE CHILD

1.4 GOVERNMENTS POLICIES ON THE CHILD'S RIGHT TO EDUCATION

1.5 SOME OF THE CHALLENGES TO CHILDREN'S RIGHT IN NIGERIA

1.6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 Introduction

The child is entitled to some right especially right to education. This is a right that should be guarded jealously and be protected. In developing countries including Nigeria, the right has suffered set back despite the global awareness and sensitization

created on the Child's right. This unit is therefore, set out to examine the right of the child and his education



1.2 Learning Outcomes (LOs)

At the end of this unit, the student should be able to

1. Talk about education as a natural right of the child.
2. Discuss government's policies toward promoting and protecting the child right to education.
3. Identify and discuss some of the challenges to the enforcement of the child right and education



1.3 Main Content

1.3.1 EDUCATION AS A NATURAL RIGHT OF THE CHILD

The role of education in economic development cannot be over-emphasized. Most governments are playing an increasingly active role in providing education to its citizens. Part of government education fund is directed to the education of the child. It is important to emphasize that education is part of the human resources development efforts of any government. It is a program of development of the skills, abilities and knowledge of the individual. Formal education of the children is very important. According to Harbison, "clearly country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the natural economy will be unable to develop any thus else (Harbison, 2009). The principal institutional mechanism for developing human skills and knowledge is the formal educational systems.

The children are first enabled in primary school. Attending primary school enable children acquire basic illiteracy and numeracy as well as the knowledge and skills needed for their future development. Despite rapid growth in the number of children of primary school age, developing countries including Nigeria have succeeded in

considerable increasing the percentage of children enrolled in primary school. However the universal primary Education, a goal pursued by most developing countries is still far from being achieved (Soubitina, 2004).

We have earlier stressed on the child's right and particular his right to education. The child's right is a very sensitive issue for discussion in our country. Children represent special members of the national population. In fact, the children are the hope of a better country. Regrettably, the Nigeria child and their educational welfare has not attracted the much needed attention over the years.

A discussion and commentary on the Nigerian child recognized that the children are entitled to certain inalienable right. The right of the Nigeria child is contained in the Childs Rights Act. In Nigeria, the child's right has suffered set back. It has not attract strong institutional and public attention. This explains the reason why you have so many children roaming the street, or subjected to hard labour. Some children fend for themselves. It is, therefore imperative to properly locate the right of Nigerian child in the major or regional discourse.

At this point, it is proper to say that the child's Right Act, Universal document, has been domesticated in Nigeria. The child right document is comprehensive document that makes provision for social, economic and cultural right of the child. The Child Right Act is a universal legal document approved by the United Nation, and must domesticated in the Laws of each UN member country (Child Right Acts, UN). The child Right came into effect in Nigeria in August 2021 after many decade of efforts to bring it to reality in Nigeria.

SELF ASSESMENT EXERCISE 1

Point out some of the government policies toward the Education of the children generally.

Identify some of the challenges to child's right to Education in Nigeria.

1.4 GOVERNMENTS POLICY ON THE EDUCATION OF THE CHILD

The United Nations Millennium Development Goal has a number of goals of development to meet between the year 2000 and 2015. The second MDG goal is the attainment of universal education. At the heart of this goal was the educational advancement of the child. Each national government is supposed to work closely with the UN Development agencies then ensure that the MDG goals are achieved (MDG, Goals).

Education and particularly the children education is critical to a secure future for Nigeria. So, the Nigerian government has over the years taken the initiative to ensure Universal Education and eradication of illiteracy as contained in the Millennium Development Goals. Some of the Nigerian government's policy initiatives over years include.

1. **The UBE programme:** This stands for Universal Basic Education policy. It is a policy, programme that encourages accessibility to Education without any form of gender bias at all levels of education (National Policy on Education). The UBE has the basic phase of Education which incorporates the primary and Junior Secondary, the senior secondary phase, and the tertiary phase. It is set out to offer the children the basic and fundamental platform for his full development.

2. **The school feeding programme:** As part of the initiative to encourage children and parents to embrace basic education, the Nigerian government led by Muhammadu Buhari began the Home grown school feeding programme across the states of the federation. The programme had recorded tremendous success since it began. It has succeeded in mopping up children and reduced the number of out of school children in Nigeria.

3. **Free Education:** The free education policy had been initiated and implemented in some states include Imo, Rivers, Lagos, Ogun among others. The programme is aimed at encouraging massive enrollment in primary and secondary School, and reduce some financial burden on the parents.

1.5 CHALLENGES TO CHILDREN'S RIGHT AND EDUCATION

The child's right to Education had suffered a lot of setbacks in Nigeria and other developing countries due to a number of factors. First, there is the issue of poverty in the families. Most families find it difficult to feed, or train their children. The poverty index is alarming. Majority of Nigerian live on less than 1 per day according to the United Nations Development report (UNDP Report). It is therefore, not possible for such poverty- stricken families to send the children to school. Parents of such children can only wait for the intervention of the government or philanthropic organizations to train their wards.

A very disturbing phenomenon in Nigeria and the sub-Saharan Africa is the issue of child labour. Children between eight and thirteen years engage in very tasking jobs to feed themselves, and sometimes to contribute to the entire family. We feed these children both in urban areas and rural settlement .They wake up very early in the morning and begin the search of the jobs to survive. Some Hawks items, pure water, bread, biscuit along the road. They work daily under the rain and the hot sun to survive. Some of them live with parents while a larger number of these children live with guardians or masters they are given to by their parents. It is such a sad and worrisome situation (Soubbitina, 2004).

Another challenge to children Education is the cultural factor. In most African countries including Nigeria, the girl child Education is not given any serious attention Women do not have the kind of treatment like the men. Most families prefer to train the man and not the woman. They believe that women will easily be married off at the end of the day. Such belief had to a large extent contributed to the pitiable number of girl- child that had access to educational opportunities like the boy (Todaro, 2003).

Finally, the governments at the both Federal and state level has not demonstrated enough capacity to bridge the gender gap in Education or to purse the child Education seriously as it deserves. Additionally, commotion or misappropriation of fund in the educational sector had contributed too little progress made in the implementation of the Universal programme on Education as recommended by the UN Millennium Development Goal (MDG, 2000).



1.6 Summary

In the unit, we have been able to discuss the importance of child Education especially in developing countries including Nigeria. We also looked or some of the government's policies towards encouraging child education in Nigeria.

Finally, we examined the impediments to the implementation of polices of children Education in Nigeria.

The education of the child is key to the future and progress of every country. This had made it important to take children Education policies serious. In Nigeria and sub-Saharan Africa, it had not been a good news when it comes to the Childs education and welfare. There were challenges to the Education which include growing poverty index, among families, child labour and cultural belief which particularly affected the girl child education. There is also the issue child of political will and mismanagement of educational funds.



1.7 References/Further Readings

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Todaro, M and Smiths. (2003) economic Development, New Delhi: Pearson Education LTD.

The United Nation: Millennium Development Goal (2000-2015).



1.8 Possible Answers to SAEs

Answers to SAEs 1

Some of the Nigerian government's policy initiatives over years include.

1. **The UBE programme:** This stands for Universal Basic Education policy. It is a policy, programme that encourages accessibility to Education without any form of gender bias at all levels of education (National Policy on Education).

The school feeding programme: As part of the initiative to encourage children and parents to embrace basic education, the Nigerian government led by Muhammadu Buhari began the Home grown school feeding programme across the states of the federation.

Free Education: The free education policy had been initiated and implemented in some states include Imo, Rivers, Lagos, Ogun among others. The programme is aimed at encouraging massive enrollment in primary and secondary School, and reduce some financial burden on the parents.

2. challenges to children's right and education

- A very disturbing phenomenon in Nigeria and the sub-Saharan Africa is the issue of child labour. Children between eight and thirteen years engage in very tasking jobs to feed themselves, and sometimes to contribute to the entire family.
- Another challenge to children Education is the cultural factor. In most African countries including Nigeria, the girl child Education is not given any serious attention. Women do not have the kind of treatment like the men.

MODULE 3 Unit 2: WOMENS RIGHT AND EDUCATION

Contents

- 2.1 Introduction
- 2.2 Intended Learning Outcomes (ILOs)
- 2.3 Main Content
 - 2.3.1 WOMEN RIGHT TO EDUCATION IN NIGERIA
- 2.4 EDUCATION AND GENDER GAP IN NIGERIA
- 2.5 GOVERNMENTS POLICY PROGRAMME TO PROMOTE WOMEN RIGHT
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to SAEs



2.1 Introduction

It has become a very important development agenda to talk about the plight and position of women. The female gender has not been considered and given the privilege, honour and attention due to them. They have been relegated to background, denied several opportunities, deprived of so many social and economic opportunities. It is a global phenomenon but it is worse in sub-Saharan Africa including Nigeria. This has made it increasingly necessary bring the plight of women to global limelight.



2.2 Learning Outcomes (LOs)

At the end of the unit the students should be able to

1. Give account of events and condition that provoked agitation for implementation of women right.
2. Discuss with relevant examples the gender gap in Nigeria in Education, economy and other sectors.
3. Identify and discuss government's policy towards promoting the women's right to education.



2.3 Main Content

2.3.1 WOMEN RIGHT TO EDUCATION IN NIGERIA.

There is no argument about what women generally face in the developing countries including Nigeria over the years. There had been social discrimination, economic deprivation, stigmatization and political denial. But, all these deprivation would not have possible if women had been given equal opportunity and look right to Education. There is the issue of gender gap, a condition where one is relegated to the background on account of her gender or feminist. It is believed that the only way to bridge this gap is to give the “girl and boy” the same opportunity to education.

Reports from reliable quarters have it that in the developing countries including Nigeria. Young female receive considerably less education than young males. In 66 out of 108 countries, women enrollment in primary and secondary education is lower than that of men by at least ten percent. The educational gender gap is the greatest in the poorest countries. For all developing countries taken together, the female literacy rate was 2910 lower than male literacy. Primary school enrollments are generally lower for girls than for boys. This gender gap is widest in South Asia. Sub-Saharan Africa and the Middle East (Todaro and Smith 2003). Narrowing the gender gaps requires supportive national policies such as reducing the direct and indirect cost of education for girls, schooling for their parents, building more school for girls (Soubitina, 2004).

In Nigeria, women’s right to education had been a bag of mixed blessing. There had been always a wide gap between the number of males and females in the basic education sector, especially in the Northern part of the country. This view was corroborated by Amina Salihu. According to Salihu (2015:59), access to education is critical in meeting all other Development goals. In this country, we have 10 million children out of school. In Northern Nigeria, only one out of four girls will finish secondary School every year (GIN Report, 2015).

Empowerment of women is very important to the economy of Nigeria. It became a very big burden if only men bear the bulk of financial, economic, educational responsibilities. The women should become strong partners to men in the development process. The only way therefore, to achieve this is to take the issue of women's education serious.

SELF ASSESSMENT EXERCISE 1

Identify areas where there has been obvious gender gap in Nigeria.

State government policies and programmes to promote women's right and education in Nigeria.

2.4 EDUCATION AND GENDER GAP

There is a strong Nexus between ones attainment be it social, economic or political and education, In other words, education to a larger degree determines how far an individual can go .in life. There has been obvious gap in the attainment of women and men due to the gap in education. In Nigeria, there has been increasing disparity in social, economic, political achievement of men and women. We will look into some of them here.

First, we have lesser female enrollment in primary and secondary Schools across Nigeria. This is more prevalent in the Northern part of Nigeria (Salihu, 2015). Again, it had not been easy to establish schools for all girls' education. This is considered as a huge financial burden on the government. In Universities and polytechnics, there are wide gaps in the number of females and males enrolled in certain disciplines as law, Engineering, political science, medicine. Male students are more in number in these disciplines. The lesser number of females in these courses does not suggest that they are not brilliant or possess the capacity to study those courses (Salihu, 2015).

There had been little change in the number of women aspiring for political positions women have not attained many years after Independence. Unlike Liberia and Malawi,

no woman had been elected of Nigeria. No woman had also been elected governor. But we have some female running mates to a governorship candidate, who eventually become deputy governor. They include Virgy Etiaba (Anambra), Ipalibo Harry (Rivers) Kuforiji Olubi (Lagos) e.t.c. In position like Senate, House of Representatives there has been a wide gender gap in the representation. In the Nigerian National Assembly between 1999 and 2015 the number of female Representatives houses between 3% and 19.5% (Madubueze, 2016). A look at the table below show the gap, and how women fared.

YEAR	SENATE	HOUSE OF PEPS
1999	3 (2.8%)	12 (3.3%)
2003	4 (3.7%)	21 (5-8%)
2007	9 (8.3%)	26 (7-2%)
2011	7 (6.4%)	25(6-9%)
2015	7 (6.4%)	19 (5-2%)

Source: Table drawn by the Author.

A look at the table shows that the performance of the women fluctuate over the period (1999_2015). The highest in the performance of the women in the National Assembly was in the year 2007, when they had 9% performance (Senate) and 26% performance in the House of Representatives. One can easily see the wide gap existing between the men and women in Nigeria. Also, a huge gap exit between male and female in other important public and private offices in Nigeria. Men have dominated almost all the sectors. Some of the sector dominated include the Educational institution, the banking sector the insurance and energy industry. The number of women heads or chief executives in these sector is a clear picture of lopsidedness and male dominance.

2.5 GOVERNMENT’S PROGRAMMES AND POLICY TO PROMOTE WOMEN RIGHT

The government of Nigeria has not taken the plight of the women lighting. There has been measure, policies and programmes adopted in the country to address the wide gap in the position of males and females. First, we take a look at the Educational

policies. The federal government had seen the need to empower the women alongside their men counterpart by initiating some Educational policies including

A. The Universal Basic Education: The Universal Basic Education is a programme that aligns itself with the second goals in the United Nation Millennium Development Goal (2000_2015). The programmes cuts across primary and secondary School, and it meant to ensure equal access to education to both male and female gender.

B. The Adult Education Scheme: The UN Millennium Development Goals was essentially interested in eradicating illiteracy in the developing countries. The adoption of Adult Education programme by the Federal Government of Nigeria will help to ensure that all men and women have the ability and skill to read and write. The programme had been running in Nigeria for many years and a great milestone had been achieved.

In its efforts l to further promote women’s right, the federal government had created enabling environments, platforms for women to complete favorable with men in all the sectors. Additionally, there are some gender friendly policies of the government including the National Gender policies as well as the domestication of the Beijing platform for action in Nigeria. Also all the barriers discrimination practices and cultural limitations placed on the female gender had been removed.



2.6 Summary

In This Unit, we have dealt with the issue of women right and more particularly they right to Education, empowerment and well-being. We also took a critical look at the areas where there had been obvious gender gap in Nigeria. Finally, we examined the Nigerian government policies, actions towards promoting women right and education.

The importance of women in the socioeconomic development of any given society cannot be over emphasized. Women have increasingly shown the capacity to contribute to the overall development of every country. It is therefore, a matter of necessity to promote their right in the male dominated world. As part of series of pains, programmes and actions to build the real women, the government have initiated many female gender -friendly policies.



2.7 References/Further Readings

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Salihu, A (2015) "Where is Our Beijing Twenty years after?" Tell, Lagos: April 13, 2015.

Madubueze, M (2014) "Women and Party Politics in Nigens, in Obikeze O Ced Political party and Pressure Group, Lagos: Book point.



2.8 Possible Answers to SAEs

Answers to SAEs 1

1. First, we have lesser female enrollment in primary and secondary Schools across Nigeria. This is more prevalent in the Northern part of Nigeria (Salihu, 2015).

Again, it had not been easy to establish schools for all girls' education. There had been little change in the number of women aspiring for political positions women have not attained many years after Independence.

2. The federal government had seen the need to empower the women alongside their men counterpart by initiating some Educational policies including

A. The Universal Basic Education: The Universal Basic Education is a programme that aligns itself with the second goals in the United Nation Millennium Development Goal (2000_2015). The programmes cuts across primary and secondary School, and it meant to ensure equal access to education to both male and female gender.

B. The Adult Education Scheme: The adoption of Adult Education programme by the Federal Government of Nigeria will help to ensure that all men and women have the ability and skill to read and write.

MODULE 3 Unit 3: GENDER EQUALITY AND AFFIRMATIVE RIGHT ACTIONS

Contents

- 3.1 Introduction
- 3.2 Intended Learning Outcomes (ILOs)
- 3.3 Main Content
 - 3.3.1: DEFINING AND EXPLAINING THE CONCEPT OF GENDER
 - 3.4 FACTORS RESPONSIBLE FOR WOMEN MARGINALIZATION
 - 3.5 GENDER AFFIRMATIVE ACTION
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to SAEs



3.1 Introduction

It has become increasingly necessary to establish a condition where men and women are given equal treatment. Both are entitled to the natural and basic national rights. Also, in keeping with actions and efforts of government to enthrone equal economic, social and political order, the gender affirmative actions has to be reviewed. The gender affirmative action is a response to the discrimination and unfair treatment women were subjected to in Nigeria and other parts of the world.



3.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to explain:

1. The concept of gender
2. Highlight the factors responsible for women marginalization.
3. Discuss gender affirmative Right Action in Nigeria.



3.3 Main Content

3.3.1 THE CONCEPT OF GENDER

The term gender means kind or group. Until recently, the word was used as a grammatical concept to classify words into masculine, feminine and neuter. Today, it has acquired political connotation, and is being used to denote the different and unequal perceptions, views, roles, relevance and rewards that the society assigns to the two sex categories particularly the female or women group (Makkinnen, 1989).

In the world today, the female gender has always been considered the weaker of human race. Women are generally considered as “Soften” who should be kept away from strenuous activities, especially politics. Initially took this as a sign of respect from the understanding of their delicate physical features. However, over time they have come to result its treatment that has consigned them to secondary role in the society. This is also preventing them from having equal potentials and capabilities with men. This equal access cut across all facts of human endeavors.

Before discussing the African context of the gender problems and challenges, it is important to stress that there is no human society where women are not discriminated against or marginalized. The reason is that to be male or female goes along with a number of stereo-types that eventually imposes both role performance possibilities and imitations opportunities of different kinds. In the world today, though women constitute about 50% of the world population. In Nigeria, according to the 1991 population census, they account for 51% of the country’s population, yet they do not occupy comparative positions in public officer (William, 1992).

World women only began to vote in national elections a little more than a century ago. In 1893, New Zealand was the first country to recognize the right of women to vote. Other countries followed Switzerland in 1971 was the last economically developed country (EDC) to allow female suffrage. With the exception of key Arab nations, most countries have accepted role for women. The Benazir Buto in Pakistan is odd cave. The first women other than the monarch to become the head of state was the President of Mangolia, Y.N Shaataryn, and the first woman Prime minster was S.R Deas of Ceylon, now Srilanka (Awe, 1992).

SELF ASSESMENT EXERCISE 1

What is gender?

Highlight the factors responsible for women's marginalization in developing countries including Nigeria.

What do you understand by affirmative action?

3.4 FACTORS RESPONSIBLE FOR WOMEN MARGINALIZATION

The political importance began to reduce during colonial period. However, the relegation hit the critical mark when the colonial left and the female gender found itself totally absent from the administration of post-colonial African states. More than four decades after independence, women are still struggling to have a says of meaningful representation, or participation in politics. There are a number of factors responsible for women marginalization, and they include.

1. ECONOMIC FACTORS

The economic system in present world characterized by keen competition does not favour the females. Women are seen to occupy less fancied and subordinate positions in the society. There is the belief that women unlike men cannot afford to take risk. They cannot take the courage to auction their possessions to run for political position like the men.

2. POLITICAL FACTORS

In sub-Saharan Africa, and other developing countries including Nigeria, political parties make it difficult for women to compete with men. Campaigns need a lot of men can undertake such political risk. There are other obstacles to women aspiration. Most governments in Africa including Nigeria had refused to come up with gender-friendly national laws or convention to enhance women participation in politics.

3. SOCIO-CULTURAL REASONS:

Most problems women face are rooted in the tradition and customs in Africa including Nigeria. These cultures assign inferior roles to women. This always leads to the subordinate roles women play in the society. Men are culturally destined to lead and direct the women. This has made the woman to be submissive, weak and pass up all the time.

4. LACK OF EQUAL ACCESS TO EDUCATION

In Nigeria and other African countries, the male child is preferred to the female. Boys are considered as the pillar of the family. This is because they will continue to keep the name of the family after parents must have passed on. As a result, the education of the girl is not as important as that of the boy. The girl will eventually be married off. This cultural belief is responsible for the large number of female illiterates.

3.5 GENDER AFFIRMATIVE ACTION

Gender affirmative action is a kind of protest by women all over the world to address all the social, economic, political marginalization of women. Gender affirmative action is geared towards achieving equality for mankind irrespective of gender. This movement was promoted more by the 1985 Nairobi conference and the 1995 Beijing conference (Udegbe, 2004). Since the Nairobi 1985 and 1995 Beijing declaration, women have continued to challenge men dominance in politics.

The affirmative action or movement is not restricted to Africa. It is a trend that has assumed global attention, particularly in parliamentary democracies. In the world today, women empowerment is now being recognized as a pre-condition for the level of success in the attainment of human development. The world has now accepted women's right as human rights, and has designated 8th March every year as the International Women's Day. Earlier in 1948, when the Universal Declaration of Human Rights was being worked out, an earlier draft which stated "All men are equal" was changed to All human beings are equal (Udegbe, 2004).

The United Nations charter also pledges equal opportunity for men and women. Yet within the global body, women hold only 36% of key positions. In 2000, the United

Nations also proclaimed eight point millennium development Goals (MDGs). One of the objectives targeted for the year 2015 is the global of woman empowerment and gender equality. The 1995 Beijing declaration demanded for 3% women representation in less than 5% percent. The few who so elected or appointed benefit from Tokenism.



3.6 Summary

In this unit, we began by defining and explain the concept of gender. The word had ruined a more serious states as a politically- charged concept in view of the much publicity given to women issues all over the world. We examined the factors responsible for the marginalization of women in developing countries including Nigeria. Finally, the unit ended with a discussion on the affirmative action or gender equality movement.

Gender affirmative action or gender equality is a movement to address the social, economic and political deprivation women have suffered over the years. It is a global movement to tackle the plight of women. The affirmative action was influenced by the 1985 Nairobi women conference and the 1995 Beijing conference. Since then women have never looked back.



3.7 References/Further Readings

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3.8 Possible Answers to SAEs

Answers to SAEs 1

1. The term gender means kind or group. Until recently, the word was used as a grammatical concept to classify words into masculine, feminine and neuter.
2. **ECONOMIC FACTORS:** The economic system in present world characterized by keen competition does not favour the females.
POLITICAL FACTORS: In sub-Saharan Africa, and other developing countries including Nigeria, political parties make it difficult for women to compete with men. Campaigns need a lot of men can undertake such political risk.
SOCIO-CULTURAL RESONS: Most problems women face are rooted in the tradition and customs in Africa including Nigeria.
3. The affirmative action or movement is not restricted to Africa. It is a trend that has assumes global attention, particularly in parliamentary democracies. In the world today, women empowerment is now being recognized as a pre-condition for the level of success in the attainment of human development.

MODULE 3 Unit 4: GENDER LEGISLATION AND RESPONSES

Contents

- 4.1 Introduction
- 4.2 Intended Learning Outcomes (ILOs)
- 4.3 Main Content
 - 4.3.1 THE NIGERIA RESPONSE TO GENDER AFFIRMATIVE ACTION
 - 4.4 THE BEIJING CONFERENCE AND OTHER CONFERENCES
 - 4.5 THE GLOBAL RESPONSE TO GENDER ISSUE
 - 4.5.1 THE CONVENTION ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)**
- 4.6 Summary
- 4.7 References/Further Readings/Web Resources
- 4.8 Possible Answers to SAEs



4.1 Introduction

Gender issue is a global issue since women all over the world are involved. There has been some mechanism put in place to deal with issue that has to do with the female gender. For instance, the Beijing conference (1995), the Nairobi conference (1985) and other conferences were principally held to bring the issues and challenges of women to global limelight. There were other charters, policies and laws at national and continental levels to address the women problems.



4.2 Learning Outcomes (LOs)

At the end of the unit, the students should be able to:

1. Discuss the Nigerian response to gender issues.
2. Explain the purpose of the Beijing conference and other conferences
3. Discuss the global response to the plight of the women.



4.3 Main Content

4.3.1 NIGERIA RESPONSE TO THE GENDER AFFIRMATIVE ACTION

Nigeria has shown concern to the challenges women face in a number of ways. There are bodies set up to deal with women issues. They include the ministry of Women Affairs, the National Council of Women Society (NCWS), Women Wings of Political parties etc. (Udegbe, 2004). Apart from these bodies, there has been an officer policy to allow women head some agencies, ministries and institutions.

At a policy level, there is National gender policy. The National gender policy replaced the National Policy came into force in 2006. The goal of the National gender Policy is to:

Build a just society devoid of discrimination, harness the fuel potentials of all social groups regardless of sex or circumstance, promote the enjoyment of fundamental human rights and project the health, social, economic and political development of all citizens.

The National Gender Policy rests on certain principles. The principles include the following:

1. Commitment to gender main streaming as a development approach and tool for achieving the reform agenda.
2. Recognition of gender issues as central to, and critical to the achievement of national development goals.
3. Realization that effective and result focused implementation demands a co-operative interaction.
4. Promotion and protection of human rights, social justice and equality (National Gender policy, 2006).

To achieve the objectives of the National Gender Policy, Nigeria signed and ratified the various relevant international instruments, treaties and conventions. They include the Beijing platform for Action (BPFA), the solemn Declaration for Gender Equality, African Protocols on people's Rights and of Women (APPRRW), and convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

4.3 THE BEIJING CONFERENCE AND OTHER CONFERENCES

The problem facing women globally became an issue that elicited attention of all and Sunday. Some of the problem include marginalization of women, exclusion of women in governance, cultural limitation, domestic violence, and social stigmatization. Women took up the struggle to emancipate, liberate themselves from these challenges. So, a number of international conferences were held. They include the China conference held in Beijing in 1995, the Nairobi conference of 1985, and others.

THE BEIJING CONFERENCE

In 1995, women stood at the cusp of history. There was the Beijing conference and the Beijing Declaration and platform for Action (BPFA). This was to be adopted by all the United Nations member countries. It is as a pathway for hopes, new opportunities and possibilities for women through the Beijing platform for Action (BPFA), government were charged with providing platforms for women. The Declaration has twelve goals. Generally, the goals were meant to realize women potentials and create economic, health and educational opportunities for their growth, and their protection from violence (Salihu, 2015). Also, women were to bring their voice into the political space and process. So, the Beijing conference was a celebration of the power of the possible. All countries are expected to sign the Beijing platform of Action according to the United Nation requirements.

OTHER CONFERENCES:

Apart from the Beijing conference, there had been efforts in the past to bring the challenges of women to International limelight. There was the United Nations conference on women held in Copenhagen, Demark in 1980. The action programme on women emancipation were approved at the Copenhagen conference. The theme of the conference was “Forward looking strategies” for the Advancement of Women (FLSAW). It was approved at the United Nation Women conference held in Nairobi, Kenya in 1985.

With these conferences, little changes are being felt. Women have begun to redefine their position in the society. Some women presidents have emerged in Africa since then. We have President Ellen Johnson Sirleaf (Liberia) and Joy Banda

(Malawi). African Women have been occupying important position at global level. Dr. Ngozi Okonjo Iweala (Nigeria) became the managing Director of the World Bank Trade. Today, she is the Head of the World Trade Organization. Mrs. Fatou Bensouds became the President of the International Criminal Court. These women have made Africa proud (Salihu, 2015).

4.5 GLOBAL RESPONSE TO THE GENDER ISSUE

At the world level, women issue has attracted serious attention. Between 1976, and 1985, there was a comprehensive survey on the role of women in development. It was a document published to highlight efforts on women emancipation. It was the first stage in developing effective strategies to reduce gender inequality and improve the states of women around the world. The United Nations too has not failed in its responsibility to women. The UN strongly backed the Copenhagen conference (1980) and the Nairobi conference (1985). The mother of all conference on women issue was the Beijing conference in 1995.

There had been International instruments, treaties and convention to address the challenges faced by women. We have earlier talked about the Beijing platform for Action (BPFA). Others include the solemn Declaration for Gender Equality, African Protocol on Peoples Right and Right of women and convention on the elimination against Women (CEDAW). (Thimoda, 1995).

4.5.1 THE CONVENTION ON THE ELIMINATION OF DISCRIMINATION AGAINST WOMEN (CEDAW)

This convention was developed by the commission on the status of women. CEDAW represents the first International treaty dealing with the rights of women in global context. The convention set out an international standard for the term “equality” between men and women. It also covers not only the granting of formal rights, but also seeks to promote equality of access and opportunity. The CEDAW convention also created a specialist body within the United Nations Organ to monitor states compliance with the treaty obligation (Udegbe, 2004, Thimodu, 1995).

An assessment of these global initiatives and action shows that things are beginning to change, and women have started making the much desired impact like their men counterpart. Countries and their leaders are therefore under obligation to

sustain the gains so far made by making sure that the conventions, protocols and treaties are implemented.



4.6 Summary

In the unit, the students were made to understand the national, continental and global responses to the problem of women. First, the Nigerian response to the issue was handled. This is the 2006 National Gender Policy, which had redefined the position of women to national life. Of particular attention and impact was the CEDAW. Convention on elimination of all forms of discrimination of woman. The CEDAW promoted and protected the rights of the Women globally. It is an International Treaty that all UN member country must implement.

The challenges have attracted attention, action from across the globe. There had been national, regional and positive global response to the women's struggle. The Beijing Conference, the Copenhagen conference and International convention have contributed to the milestones achieved so far in respect to the women movements.



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4.8 Possible Answers to SAEs

Module 4: ENVIRONMENT SUSTAINABILITY/ THE STATE AND CHALLENGES OF SOCIAL, DEVELOPMENT IN NIGERIA.

Module Introduction

Introduce the module and state the units under the module.

Unit 1: ENVIRONMENTAL SUSTAINABILITY AND CHALLENGES

Unit 2: ENVIRONMENTAL SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT

Unit 3: THE STATE AND CHALLENGE OF SOCIAL DEVELOPMENT CONTENT

Unit 4: NIGERIA'S RESPONSE TO ENVIRONMENTAL SUSTAINABILITY CONTENT

MODULE 4 Unit 1: ENVIRONMENTAL SUSTAINABILITY AND CHALLENGES

Contents

1.1 Introduction

1.2 Intended Learning Outcomes (ILOs)

1.3 Main Content

1.3.1 ENVIRONMENTAL THREAT AND SECURITY

1.4 GLOBAL ENVIRONMENTAL PROTECTION

1.5 GLOBAL RESPONSES TO THE CHALLENGES

1.6 Summary

1.7 References/Further Readings/Web Resources

1.8 Possible Answers to SAEs



1.1 Introduction

The environment is daily subjected to serious threat. The air, the water, and entire eco-system is affected by economic and industrial productions. Also, there is also the thinning down of the ozone layer, the basic life support system which God gave mankind. These and other issues provoked international reactions and responses come by way of conferences conventions and treaties.



1.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to:

1. Discuss environmental threat and security.
2. Identify and explain the challenges posed to the global environment
3. Explain the responses to addressing these challenges



1.3 Main Content

1.3.1 ENVIRONMENTAL THREAT AND SECURITY

There is no doubt that the environment has come under heavy threat by the activities of man. Human beings rely on a healthy physical environment. But the intensive industrialization and rapid population growth have put the entire planet under into terrible strain. In developing countries including Nigeria, there are serious environmental threat to the water, soil, air and life support systems. There is the issue of water scarcity, water pollution and all that.

Without realizing it, the environmental threat constitute a great security threat to any nation or people. Environmental security is a very important security issue in the world today. As observed by Gareth Porter, an environmental security expert, military threats have subsided or has largely disappeared. Other threats especially

environmental ones have emerged with greater clarity. It has thus become possible to argue persuasively that environmental threats are essential components of national and international security (Porter, 1995).

Environmental security represents a significant departure from this approach distinct issues. The environmental factors behind potential violent conflicts, and the impact of environmental degradation on the wellbeing of societies and economics. The idea that environmental degradation is a security issue when it is a cause of violent conflict appears to be consistent with the traditional definition of national security (Homer-Dixon, 1994). However, proponents of environmental security emphasize that environmental degradation is the result of impersonal social and economic forces, and requires co-operative solutions. This focus on threats that do not involve an enemy state or political entry disturbs many of the theorists and practitioners of national security.

More broadly, environmental security is concerned with any threat to the wellbeing of societies and their population from an external force that can be influenced by public policies. Proponents of environmental security argue that increasing stress on the earth life support system and renewable natural resources have profound implications for human health and welfare that are at least as serious as traditional military threat (Porter, 1995).

Environmental security deals with threats that are not only the unintended consequences of social and economic activities but also develop very slowly compared with military threat. Some level of environmental threat includes:

- a. Environmental degradation of an entire eco system.
- b. Degradation of natural resources, vital life support systems.
- c. The thinning of the stratospheric ozone layer, because of accumulation of certain man-made chemicals (Norman, 1993).

1.4 GLOBAL ENVIRONMENTAL PROTECTION EFFORTS

The challenge for states is to manage the earth's bountiful resources by wisely protecting global goods and devising rules and co-operative strategies that foster sustainable economic development. Additionally, states have regional and international accords to help prevent Trans boundary pollution to protect natural resources.

The most significant international initiative to promote global environmental protection was the 1992 United Nations Conference on environment and development in Rio de Janeiro, Brazil. Billed as the “last chance to save the planet,” the Rio summit was the largest international conference, bringing together 172 official government delegations along with some fifteen thousand representatives from 2000 environmental non-governmental organizations. It is important to emphasize that although government officials played a decisive role in negotiating various declarations and conventions, non-governmental organizations carried out most of the preparatory work on global environmental protection (Amstutz, 2005).

Protecting the earth’s biodiversity, environment and resources presents political, technical and moral challenges. Politically, environmental protection requires a mature collective will. Because protecting species, reducing pollution and conserving resources involve long term, elusive pay off, the development and implementation of environmental strategies is difficult, especially when the political decision-making process is focused on short term goals. However, if the protection of global resources is important, all members of the international community must implement environmentally safe policies.

Technically, sustainable development requires the development of new technologies that reduce pollution, conserve energy and foster the development of alternative energy sources. Most Western European and North American governments have greatly reduced the proportion of pollution in generating energy through the application of new technologies. Although the environmental safety of industrial production has increased in these countries, much more remains to be done to strengthen the environmental protection and conservation regime. Developing countries need to continue to devise new technologies and encourage more efficient use of energy.

If development is to be sustainable, economic growth must involve careful use of renewable and non-renewable resources, ensuring that present demands are balanced against the potential needs and wants of future generation. In addition, a moral approach to environmental protection must ensure that access to the global commons is fair, and that the distribution of the common resources is similarly perceived as just.

1.5 GLOBAL RESPONSE TO CHALLENGES TO ENVIRONMENTAL SUSTAINABILITY

There is no doubt that our environment has come under severe threat due to action of man. In response to the increasing environmental threat, the United Nations formed the Intergovernmental panel on climate change, and charged its scientists with synthesizing the peer-reviewed science and developing broad-based conclusions. The reports have found since 1995 that warming is UN panel's report in 2007 found out that heat trapping emission from human activities have caused most of the observed increase in global average temperature (MC Kibben, 2007).

The serious threat to the environment has led to series of climate change conferences in Copenhagen, Russia, (Moscow), Geneva, etc. There is increasing need to act now to save the planet from a climate catastrophe. The science is settled, and the damage has been done. There is need to stop playing political game and embrace the few imperfect option left to us.

As part of legal and organizational effort to deal with climate change and other environmental issues, some major treaties have been designed. They include the convention on the prevention of marine Pollution (1972), the Montreal protocol on substances that deplete the ozone layer (1987), the Basel Convention on the control of Trans Boundary Movement of Hazardous Waste (1989)(Amstutz, 2005).



1.6 Summary

In this unit, we have taken the pains to dwell on environmental threat and its causes. The unit emphasized the need for environmental security. Again, the environmental protection strategies, measures at the global level was treated. Finally, the unit looked at some stakeholders' responses and effort to check further destruction of the environment.

It has become increasingly necessary to preserve our environment. This is because the environment in recent time has come under serious attack from the activities of man. Environmental protection is particularly important because it is a safe guard against likely incidences of violent conflict among people. In an effort to preserve the environment,, the United Nation, Non-governmental organization and other stakeholders have increasingly seen the need to initiate measures including climate change conferences environmental safety convention to secure and protect the environment and save man from an impending danger.



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1.8 Possible Answers to SAEs

MODULE 4 Unit 2: ENVIRONMENTAL SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT

Contents

- 2.1 Introduction
- 2.2 Intended Learning Outcomes (ILOs)
- 2.3 Main Content
 - 2.3.1: SUSTAINABLE DEVELOPMENT AND GLOBAL CONFERENCES
 - 2.4 SUSTAINABLE DEVELOPMENT GOALS
- 2.5 ENVIRONMENTAL SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT
- 2.6 Summary
- 2.7 References/Further Readings/Web Resources
- 2.8 Possible Answers to SAEs



2.1 Introduction

The environment has to be protected and persevered for future generation. So, there is the urgent need to initiate actions, policies, and programmes at national, continental and global levels to protect the environment for future generation. The United Nation was at fore front in the effort to keep and sustain the environment through actions and goals, which replaced the Millennium Development Goals.



2.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to:

1. Define and discuss the sustainable development as a concept in development.
2. Highlight the sustainable Development goals.
3. Identify the sustainable development goals that were geared towards achieving environmental sustainability



2.3 Main Content

2.3.1 THE CONCEPT OF SUSTAINABLE DEVELOPMENT

Sustainable Development can be defined as “meeting the needs of the present generation” without compromising the needs of the future generation (Soubotina, 2004). It means that development should keep going. It also emphasizes the creation of sustainable improvements in the quality of life of all peoples through increase in real income per capita, improvements in education, health and general quality of life, and improvements in quality of natural environmental resources. Thus, sustainable development is closely linked to economic development. The objective of sustainable development is to create sustainable improvements in the quality of life for development policy (Soubotina, 2004).

The United Nations Conference on Sustainable Development was held in 2012. That year, the idea of the world turned to Rio De Janeiro, Brazil for another global event. That conference was also called Rio+20. The conference sought to secure renewed political commitment for sustainable development, assess both the progress made to date and the remaining gaps in implementing the outcomes of the major Sustainable Development summits, and address new and emerging challenges. Delegates pursued these goals under the umbrella of the two conference themes: a green economy in the context of sustainable development and poverty eradication, and institutional framework for Sustainable Development. With regards to the institutional framework for sustainable development, Rio+20 took a step that will affect sustainable development policy for years to come, the call for defining a set of SDGs to help provide a concrete approach that delivers means for measuring, in accordance with the context and priorities of each country.

With the Millennium Development Goals (MDGs) expiring in 2015, the United Nations and governments have already begun discussion on what would come next, and guide international development policy for the subsequent fifteen years. Many agreed that the MDGs experience demonstrated that when concrete objectives

exist to guild the international community toward a collective goal, it becomes easier for governments, International Organization , foundations, and interested corporation's to work together to reach them.

Supporters also believed that the Sustainable Development Goals approach would generate additional benefits and could play a useful role in guiding public policies. In the end, the Rio+20 outcome documents tilted “the future we want” agreed that countries would collectively develop sustainable development goals that should be action oriented, concise and easy to communicate, Limited in number, aspirational, global in nature and universally applicable to all countries while taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

2.4 THE SUSTAINABLE DEVELOPMENT GOALS

The United Nations began the process of developing the Sustainable Development Goals (also known as Global Goals for Sustainable Development) in early 2013,. Unlike the Millennium Development goals, which were crafted by a UN experts under the guidance of the UN Secretary General, the Sustainable Development Goal (SDG) were negotiated by governments in an “Open Working Group” that met thirteen times between March 2013 and July 2014. Although governments knew that it would be inherently difficult to negotiate a set of goals as concise as the MDG, they had a larger agenda. The Sustainable Development Goals were intended both to be universal, and to offer a paradigm shift away from outdated development assumptions of the past (Soubbotina, 2004).

Following the conclusion of the Open Working Group in July 2014, a process was established to reach final agreement on the Sustainable Development Goals and the broader post 2015 development agenda. These negotiation began in January 2015 and concluded in early August 2015, with the provisional adoption of the document “Transforming Our World”: the 2030 Agenda for Sustainable Development. The agenda with the SDGs and targets as the comer stone, also contains a declaration and sections on means of implementation, follow up and review.

The 2030 Agenda for Sustainable Development was formally adopted at a summit of heads of states and governments at UN headquarters in Newyork in September 2015. Already numerous governments, the UN Agencies International Organization and NGOs are adjusting their programme and plans to conform to the SDG's (Mathew, 2004).

The seventeen Sustainable Development Goals and 169 targets, seek to end poverty and hunger, and achieve sustainable development in its three dimension by promoting inclusive economy, promoting the environment and promoting social inclusion. The SDGs also encompass human rights, gender equality, women and girl's empowerment and peaceful and inclusive societies.

OUTLINE OF THE SUSTAINABLE DEVELOPMENT GOALS (2015-2030)

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.
3. Ensure healthy lives and promote well- being for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
7. Ensure equal access to affordable, reliable, sustainable and modern energy for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production pattern.
13. Take urgent action to combat climate change, and its impact (taking note of the agreements made by the United Nations Framework Convention on climate change).

14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

15 Protect, restore and promote sustainable use of terrestrial eco system, sustainably manage forests, combat desertification, and halt bio diversity loss.

16 Promote peaceful and inclusive society for sustainable development, provide access to justice for all, and build effective, accountable and inclusive institutins at all levels.

17 strengthen the means of implementation and revitalize the global partnership for sustainable development.

2.5 ENVIRONMENTAL SUS AINABILITY TAND SUSTAINABLE DEVELOPMENT

Environmental Sustainability has to do with actions, programmes and action directed toward preserving our environment for the future of our generation. It means that effort has to be made to reduce environmental degradation, address climate change issue, ozone layer depletion and other Environmental challenges. Environmental Sustainability is part of the United Nations SDG goals. So many goals and targets of the Environmental development were directed towards preserving the environment (SDG Goals 2015).

As admitted earlier, some of the SDG goals that has something to do with the environment is as presented in the table below.

TABLE: SUSTAINABLE DEVELOPMENT GOALS (2015)

S/N	SDG GOALS	TAGERT
1	Goal 6: ensure availability and sustainable Management of sanitation and water	Environmental sustainability
2	Goal 7: ensure access to affordable, reliable, sustainable and modern energy for all.	Environment
3	Goal 11: make cities and human settlements inclusive , safe ,resilient and sustainable	Environment

4	Goal 13: take urgent step to combat climate change, its impact	Environment
5	Conserve and sustainably use the oceans, seas, for submarines resources for sustainable development	

Table: drawn by the Researcher

A look at the above sustainable Development Goals (1, 2, 3, 4, 5) represented in Goals 6,7,11,13 and 14 show that they all have one thing or another to do with the environment . Goals 13 and 14 particularly dwelt on steps to be taken to combat climate change. And to conserve/ protect the oceans seas and marine resources.



2.6 Summary

In this unit, the students were introduced to the concept of sustainable development and environmental sustainability. Again, the social development goals were highlighted, especially the ones that has to do with environmental sustainability.

Environmental sustainability means that environment is maintained, protected from destruction arising from the industrial activities of man sustainable development Goals (SDG) is a development option left to third world or developing countries. It set out to identity and address some of the problems faced by the environment.



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2.8 Possible Answers to SAEs

MODULE 4 Unit 3: THE STATE AND CHALLENGE OF SOCIAL DEVELOPMENT

Contents

- 3.1 Introduction
- 3.2 Learning Outcomes (LOs)
- 3.3 Main Content
 - 3.3.1 THE CONCEPT OF STATE AND ITS ROLES
 - 3.4 THE NIGERIAN STATE AND SOCIAL DEVELOPMENT
 - 3.5 THE CHALLENGES TO SOCIAL DEVELOPMENT IN NIGERIA
- 3.6 Summary
- 3.7 References/Further Readings/Web Resources
- 3.8 Possible Answers to SAEs



3.1 Introduction

It is important to admit it here that the bulk of the work on achieving social development in any given country ties with the government or the state or the state institutions. This not to down play the role and contribution of individuals, groups and other stakeholders. The state has to vigorously put in motion a system, a process that drives the development of a country. But it is only a committed, proactive and development –focused government that can achieve the much desired social development.



3.2 Learning Outcomes (LOs)

At the end of this unit, the students should be able to:

1. Define the concept of state and state its roles to the citizens.
2. Examine the Nigerian state and its social development efforts over the years.
3. Discuss the challenges of social development in Nigeria.



2.3 Main Content

2.3.1 THE CONCEPT OF STATE, ITS ROLE TO THE CITIZENS

A state is an artificial creation that can be related to concretely through the institutions set up in its name to define it as well as make decisions as to the organization and regulation of the public domain. The concept of state as an abstract entity can be understood in the sense that the physical features cannot be felt except when it operates through political institution such as the executive, the legislature, the judiciary, the armed forces, the prisons and others (Pitnam, 1993). The government of that system through different roles obviously played by persons who create, interpret, and enforce rules that are binding on citizens are carried out through the formal institutional structure and location of authoritative decision- making in the modern state (Dahl, 1976).

It is clear that government is an essential organ through which the state achieves its moral duty and obligation to administer and render services to the citizen of the state (Midgal, 1994). Furthermore, Midgal contends that the sole legitimate right to use power, and exercise political authority over a given territory and its inhabitants. The implication of this is that the state will be an inert entity without government at the centre of activity in the use and control of political power.

On the other hand, the state is conceived as “an association of human beings whose members are at least considerable, occupying a defined territory, and united with the appearance of performance for political ends, for the achievement of which certain governmental institutions have been involved (Awolowo, 1968). What is implied here is that a state should be sovereign, autonomous, have territorial boundary and have a government.

From the above arguments, it becomes clear that the ability of the state, through a set of its defining institutions, to make acceptable and binding decisions on the organization of the public domain is not only related to the capacity of these institutions to translate decisions into actions, but also depend in a significant sense, on the acceptability of the rules and principles underpinning the activities and actions

of the state's institutions (Amiuwo and Olaitan, 1994). To this end, the state has to transcend being an organizational presence to exist as a set of broad organizing principles which defines and constitutes the rules and governance.

The function of the state in ensuring fair play is couched in law which inevitably is the basis of the modern state which must be called upon for the resolution of the inevitable conflict between the social interests of the society and the individual selfish interest. This is because the rule of law which differentiates the modern state from the feudal or traditional society specifically is a system of norms and roles which have the object of regulatory, and therefore also, of affecting the actions of man, including that of the state.

3.4 THE NIGERIAN STATE AND SOCIAL DEVELOPMENT

Every state has to take the issue of social development serious. While we admit that individuals, citizens should be strong parties in the development process, it should be noted that more work needs to be done by the state authorities or the government. This is the basis for the assessment of Nigeria in its social development plans. In this section of the essay, it is proper to take a critical look at the performance of the country in terms of social development since 2011. This means that the president Goodluck Jonathan government has to be on the spotlight.

1. Infrastructure: Infrastructural development in a country can drive development process. Nigerians are much interested in this area. Building infrastructure include constructing roads, federal or state ones, providing adequate electricity, building health centres, good housing scheme (Eremesole, 2015). On a positive note, the federal government had been on with major road projects, including the East-West road (South South), second Niger Bridge (Southeast), Lagos –Ibadan Highway etc.

Nigeria has an estimated installed electricity generating capacity of 8,644Mw, the available capacity is only approximately 3,718 MW. Yet this has never been constant since 2015. We have not recorded any significant milestone in our electricity generations. As Reported in the News publication (a) Eromosle (2015:18) said.

Despite the huge sums of money sunk into the power project, there has been not much to show. The historic gap between the demand for electricity and the available capacity has led to the current widespread power shortage and inefficiency, and consequently, self-generation of power by both industrial and residential consumers.

iii. Health: Social development is not possible without good health of the citizens. Nigerians want to see a health system that would effectively compete with other health systems in most parts of the world. Analysts have constantly described as a shame. The situation where Nigerian leaders travel out of the country even for common headaches to countries like India. Many Nigerian teaching hospitals are today better seen as a centre only for the poor.

iv. Social security: Poverty is a big problem in Nigeria. The presence of large number of Nigerians who live on less than a dollar per day means that not much is achieved in the area of addressing poverty. But the government has some social safety net projects. They include the Trader money, social insurance scheme, paying of pensioners, the transfer of the sum of N5,000 to the most vulnerable and poor members of the society. Other social security projects in Nigeria include the increased funding of humanitarian services, the ecological fund, the empowerment of the elderly and the infirm (Eromosele 2015).

3.5 CHALLENGES TO SOCIAL DEVELOPMENT IN NIGERIA

There are so many reasons that can be forwarded for our low performance in terms of meeting the social development needs of our people, we will take them on after the other. First, there is the problem of poor leadership. Nigeria has not been lucky with the leaderships that always drive the development process. Poor leadership lack of political will and lack of vision had largely continued to slow the development process in Nigeria. Late Prof. Claude Ake summed up his views on leadership in Nigeria and Africa by admitting that:

The circumstances of our history have conspired to produce an elite which cannot function because it has no sense of identity or integrity, and no confidence, does not know where it is coming or where it is going. This has to do with Africa's long decline over the centuries, and our domination by outsiders.

Second, there is the issue of corruption. Corruption is described as depravity, persuasion, an impaired of integrity, virtue or moral principle. The World Bank and Transparency International, a leading global anti-corruption watchdog defined corruption as the abuse of public office for private gains (Adekenye, 2003). Also, Robert Jain, an Indian scholar defined corruption as "the abuse of public office for

private gains” (Jain, 2001). Corruption is the deliberate act of any agent of the state in the utilization of the commonwealth or resources within a given preview for self-aggrandizement.

Corruption in Nigeria is responsible for the underdevelopment of the country many years after independence. Our leaders have managed the resources of the state. It is therefore not a surprise that Nigerians corruption index is very high.

Third, insecurity and ethnic conflicts to a larger extent contributed to the slow pace of our development. There are multiple security threats in Nigeria. They include armed robbery, kidnapping, banditry, communal clashes, terrorism (Boko Haram) armed struggle involving unknown gun men etc. In Nigeria, insecurity has largely contributed to the increasing mortality rate in Nigeria. Aside insecurity, there is the struggle and agitation of ethnic groups over limited natural resources. This explains the environmental angle to insecurity (Olewlain, 2015).



3.6 Summary

In this work, the students were made to understand the concept of state and its roles to the citizens. Also, we progressed with a discussion of social development within the Nigerian context. Moreover, the unit discussed the challenges of the Nigerian state in social development.

No state can claim to be free from challenges of the state building. The state as an entity and a major structure/ framework for development has ensure a stable, law abiding and progressive society. In the course of our investigation, the Nigerian state has an image of mixed performance. Some argue that the Nigerian had always performed better in terms of moving the country on the part of progress.



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3.8 Possible Answers to SAEs

MODULE 4 Unit 4: NIGERIA'S RESPONSE TO ENVIRONMENTAL SUSTAINABILITY CONTENT:

Contents

4.1 Introduction

4.2 Learning Outcomes (LOs)

4.3 Main Content

4.3.1: ENVIRONMENTAL CLEAN-UP OIL SPILLS IN NIGER DELTA

4.4 ENDORSEMENT OF PEASTIC POLLUTION CONFERENCE AGREEMENT/ OTHER AGREEMENT

4.5 LOCAL POLICY INITIATIVES TO PROTECT THE ENVIRONMENT

4.6 Summary

4.7 References/Further Readings/Web Resources

4.8 Possible Answers to SAEs



4.1 Introduction

There is no doubt that the global environment is increasingly challenges by man's activities on a daily basis. This is not to suggest that efforts are not made to deal with it. In Nigeria, we have policy responses, and other practical actions geared towards protecting and sustaining the eco system. There are also the open endorsements and approvals of global environmental resolutions, protocols and convention aimed at protecting the environment.



4.2 Learning Outcomes (LOs)

At the end of the unit, the students should be able to:

1. Discuss Nigerian government's responses and action towards environmental clean-up of the Niger Delta.

2. Explain endorsements and approvals of global plastic conference resolution and other environmental/ climate change agreements.
3. Highlight some local policy initiatives, actions aimed at protecting the environment.



4.3 Main Content

4.3.1 ENVIRONMENTAL CLEAN-UP OF OIL SPILLS IN THE NIGER DELTA (OGONI)

Much of the environment and eco system in the oil- rich Niger Delta had suffered severe environmental degradation. This had consequently impacted the economy and well being of the soil and air pollution arising from many years of oil spillage. The searchlight is particularly beamed on Ogoni land in Rivers state, Nigeria. The devastation and depletion of the area attracted global attention. The United Nation Organisation through its agency, the UNITED NATIONS ENVIRONMENTAL PROGRAMME (UNEP) submitted its report on the magnitude of the environmental damage, and what can be done to clean up the mass (UNEP Report, 2008).

10 implement the UNEP recommendations, there has to be commits involvement of the Nigerian Government and international oil companies operating in the Niger Delta, especially the Shell Petroleum Development Company. Regrettably, many years after the publication of the UNEP Report, not much has happened in Ogoniland until recently. The Buhari administration has recently shown some commitment to addressing the environmental issue in Ogoniland and other Niger Delta communities.

In 2016, the government took a bold step to launch the Ogoni oil-spill clean- up. The launching of the project was carried out by vice President Pro. Yemi Osinbajo. As a critical stake holder, the Nigerian released the sum of one billions Dollars to begin the clean-up process. According to environmental experts there has to be initial Hydro-carbon Pollution Remediation. To implement the programme, a technical committee on the pollution remediation was appointed (Abimboye, 2011).

The UNEP solution which required the active participation of the Nigeria government and SHELL include the setting up of an environmental restoration Fund, alongside an accompanying agency to deal with the ecological and public health problems in Ogoniland and wider Niger Delta. In the same direction. The stakeholders Democracy Network (SDN) reported thus:

The UNEP assessment that the environmental restoration of Ogoniland Would require co-ordinated effort on the part of government agencies at all level, industry operators and communities. It presented its recommendation as a major opportunity to bring new investments, employment opportunities, and a culture of co-operation to Ogoniland in addition to driving improvements in the environmental and health situations on the ground.

After years of little tangible actions, the long awaited clean-up is now running. Although, this is a welcome development, many have concern about how the clean-up project has been conducted so far, and there is need for greater transparency and information on its progress. In an effort to clean-up the environment, the Nigerian Federal Government set up a clean-up agency called HYPREP, the Hydro carbon Pollution Remediation Project in 2017 (SDN Report, 2020).

The “HYPREP” activities is supervised by the Ministry of Environment. The Agency is headed by Dr. Marvin Barinem Dekil. As part of emergency measures to begin the clean- up process and mitigate the effect of pollution, HYPREP called for bids for water projects in July 2020. Fourty firms bided for contracts to construct boreholes to generate portable water.

4.4 ENDORSEMENT OF PLASTIC POLLUTION CONFERENCE AGREEMENT/ OTHER AGREEMENTS

In its effort to preserve and protect the environment, Nigeria and other one hundred and seventy four countries signed up to end global scourge of plastic pollution. Heads of states, environment ministries from Nigeria and other countries endorsed a historic resolution at the United Nations Environment Assembly (UNEA) in Nairobi, Kenya to end plastic pollution and forge an international legally binding agreement by the end of the year 2024. The resolution addresses the full life cycle of plastic including its production, design and disposal (Uivaegbunam, 2022).

Plastic pollution soared from two million tonnes in 1950 to 348 million tonnes in 2017, becoming a global industry valued at \$522.6 billion (UNEP Report, 2020). According to UNEA Deputy Secretary –General, There is the urgent need to strengthen actions for nature to achieve the sustainable Development Goals (SDG). One thing we know for certain is that protecting nature is at the core of achieving the 2030 agenda, and the goals of the Paris Agreement. If we are to ensure food and water security for all people around the world, we need to prevent eco system collapse.

In its further effort and contribution to protecting the environment, Nigeria was part of the Copenhagen climate change summit in 2009. The Copenhagen conference was flogged off on Dec 7, 2009 amid concerns and hopes for a better climate deal for man and his environment (Akaeze, 2009). The summit was a response to the call by many, including informed and knowledgeable person across the world. Who had sounded alarm to the effect that man lives in perilous times and as such, should discuss how to tackle climate changes (Akaeze, 2009).

Meles Zenawi, the head of Africa’s delegation to the Copenhagen summit expressed hope that the climate conference should address specific problems of Africa and similar vulnerable poor countries of the world. According Zenaw, the Ethiopian prime minister, It should require, first and fore most reducing global warning to the apparently inevitable two degrees Celsius, beyond which lies an environmental catastrophe that could be unmanageable for poor and vulnerable regions and countries to enable them adopt to climate change.

Apart from endorsing the agreements and recommendations of the global environmental summits and conferences, the Nigerian government had initiate plans and programmes aimed at implementing the sustainable development goals, especially the goals, especially the goals that are directed towards environmental protection.

4.5 NIGERIAN LOCAL POLICY INITIATIVES TOWARDS SUSTAINABLE ENVIRONMENT

The Nigerian government alongside the states have initiated a number of programmes, policies and measures to protect the environment. Some of the programmes and project are driven by oil companies, non-governmental Organization, environmental Rights activists. Some programmes include:

A. WASTE TO WEALTH PROJECT

The government had encouraged includes, firms to engage in the collection of wastes including bottles, plastics, polythene bags, which can pass through recycling process. These waste products can be recycled and be used in further production process. Recycling waste products to a larger degree contributes to the reduction of pollution and environmental degradation.

B. TREE- PLANTING PROJECTS

The Nigerian conservation foundation (NCF) has been at the forefront to drive tree planting projects in Nigeria. Sometimes it enters into partnership with financial institution to promote tree planting exercises in the country. In a bid to ensure sustainable cities and communities under the sustainable Development Goals II of the United Nations, the Nigerian Conservation Foundation (NCF) usually partner with Banks including keystone Banks on tree planting campaign in some states like Lagos (New Telegraph, 2020).

The trees are expected to absorb carbon dioxide in the environment and create an eco-system that will help to reduce pollution under the SDG II of sustainable cities and communities, trees will certainly create a safe, resilient and sustainable environment.

C. CRIMINALIZATION OF BUSH BURNING

The government of the federation had banned all forms of bush burning. Bush burning destroys the eco system, depletes the environments and drives away wild life. It is criminal to engage in bush burning. The government frowns at it. Also, related to bush burning is logging or cutting of trees by loggers and timber dealers. Logging and felling of trees is contrary to conservation policy of the Nigerian government and should not be allowed.

(D) AFFORESTATION

The Nigerian government encourages the citizens to encouraging the growing of bushes, forest, commercial fruit trees like mango, Udara, Mahogany, Obeche and other trees. These are environmentally friendly measures that has to be sustained throughout the country.

(E) ENVIRONMENTAL IMPACT ASSESSMENT

It is a matter of urgent industrial policy and practice that all companies including oil companies, extractive, mining industries, manufacturing firms must present their environmental impact report to the ministry of environment, science and technology and other allied ministries. The reports will give them or clean bill of health that their production or industrial



4.6 Summary

In this unit, the students were taught on the responses and efforts of the Nigerian government in promoting and ensuring environmental sustainability. A number of issues were examined. First, the federal government oil clean-up exercise in the Niger Delta (Nigeria) and Ogoniland in particular was discussed. Also of particular attention was the endorsements, approval of the Global Plastic Pollution conference by the Federal Government. Finally, the local initiatives, policies and projects of the government towards achieving sustainable environment was explained

The Nigerian government has not shied away from its contributory role to promoting and promoting the global environment. The environmental clean-up exercise in the Niger Delta, the Plastic Pollution endorsements points to the claim that environmental national importance.



4.7 References/Further Readings

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4.8 Possible Answers to SAEs