

MODULE 2 UNDERSTANDING NATIONAL DEVELOPMENT

Unit 1	Development
Unit 2	Theories of Development
Unit 3	Millennium Development Goals (MDGs)
Unit 4	National Development
Unit 5	Nigerian National Development Objectives

UNIT 1 DEVELOPMENT

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Meaning of Development
3.2	The History of Developmental Studies
3.3	Terms Often Confused with Development
3.4	Terms that Capture the Undeveloped Status of a Country
3.5	Critique of Development
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignments
7.0	References/Further Reading

1.0 INTRODUCTION

In Module 1 we studied the phenomenon of language. We discussed the characteristics of language, functions of language, the origin of language, the language situation in Nigeria as well as the Nigerian language families. In this module, we are set to study development and national development. Here in unit 1, we are concerned with understanding the nature of development.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- define development;
- identify the dimensions of development;
- trace the history of development studies;

- identify words confused with development; and
- critique development.

HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0 MAIN CONTENT

3.1 Meaning of Development

Development has become the watchword of our time. Despite the widespread use of the term, scholars are not agreed on its meaning. The implication is that development is defined differently by various people. In a way, we may say that development is like the proverbial elephant, whose body six blind men were called to feel and describe. At the end the blind man who touched a leg said that the elephant is like a pillar; the one who felt the tail said the elephant is like a rope; the one who felt the trunk held that the elephant is like a tree branch; the one who touched the ear explained that the elephant is like a hand fan; the one who felt the belly held that the elephant is like a wall; and the one who touched the tusk described the elephant as a solid pipe (Wikipedia).

In the same manner, the difference in the definitions of development arises because people define development from the perspective of their own disciplines. It is these disciplines that colour most of the definitions given of development. We shall give and compare two definitions of development given by scholars.

The first of these is that by Guzman (2011) who defines development as “the accumulation of human capital and its effective investment in the progress of an economy.” If we want to analyse this definition, we first ask and answer the question: “What is human capital?” Todaro (1989) defines

human capital as “productive investments embodied in human beings. These include skills, abilities, ideals, health, etc. that result from expenditure on education, on-the job training programmes, and medical care.” Thus human capital refers to those attributes the possession of which makes a person a “useful” member of society. Anyone who possesses these attributes, a mechanic for instance, an honest accountant for another, is more in demand than one who lacks them. From this point, the shortcoming of Guzman’s definition begins to emerge. Her definition treats the human person as a means to a certain end. If Guzman sees human improvement as important element of development it is because she considers it necessary for attainment of economic progress. What this means is that no person has worth simply because he is a person. One’s worth depends on what one can do, on what one can contribute to economic progress of one’s country.

Handerson (1989) writes that this way of conceiving development is the consequence of strange thinking which forgets that “economic conditions are made for man, not man for economic conditions.” Therefore, it must be insisted that the goal of every development is the uplift of human persons and the bettering of their conditions. Technological advancements, economic prosperity, etc. that are said to be indices of development are not just desired because they are monuments to be admired. They have worth simply because they make contributions in the advancement of the human person. Any definition of development that does not take this point into consideration is flawed.

The second definition we shall consider is that by Topadro and Smith (2011) who define development as “the process of improving the quality of all human lives and capabilities by raising people’s levels of living, self-esteem, and freedom.” You must notice immediately that Topadro and Smith (2011) emphasize human person as the centre of development, unlike Guzman who emphasized economic progress. In Topadro and Smith, we identify an effort to improve the human person not because of what can be gained from him but simply because he is a human person. It can be said here that man is properly instituted as the subject, goal and reason for development and not its object.

Topadro and Smith’s (2011) definition emphasizes three dimensions as constitutive of development. They are (a) *Economic Dimension* (b) *Psychological Dimension* and, (c) *Social Dimension*. An observant student may be wondering about how we arrived at these dimensions. For the benefit of such a student we shall attempt a brief discussion of them below.

A. Economic Dimension

The reference to “level of living” in the definition indicates the economic dimension of development. It entails that before it can be said that development has occurred for a people, such people must be able to satisfy their basic needs of food, shelter, health and clothing. Inability to satisfy these needs and indeed, to be exempt from worries about them, is at the foundation of what is called *poverty*. Thus, to live beyond poverty and to carry out one’s duties without fear of slacking into poverty are an important index of development. Scholars feel that rising above poverty is a necessary condition for being whatever anybody can be. The truth of this is expressed in Goulet’s (1971) saying that one has to: “have enough in order to be more.” To bring the truth of this saying home to you, you must be able to consider what you are today, an undergraduate. Do you think that you will be able to be one if your parents or yourself have not saved enough money to pay your fees and cater for your other expenses? Finally, you must note that adequate employment is a major way of taking care of the economic dimension of development. When people are adequately employed, they make a living that match their education, skill and needs. As a result of this, they are able to satisfy their needs and save some portion of their income for other purposes.

B. Psychological Dimension

When it is said in the definition of Topadro and Smith (2011) above that development improves people’s self-esteem what is touched immediately is the psychological dimension of development. By this it is meant to say that a developed person will have a positive view of himself, his ability and his status. A person who has good self-esteem will easily view other people as his equals, co-human beings with whom he can go into alliance with. He does not see them as his masters who are bent on exploiting him. One who views himself this way is said to have low self-esteem, and therefore can be said to be underdeveloped. Factors like wealth and education are very important in instilling self-esteem in a people. But by far, education is the most important factor in making a person realise his real worth in the company of his fellows.

C. Social Dimension

The word *freedom* which you can identify in the definition of development we offered above represents the social dimension of development. A person is free when he is neither restrained from achieving the things he can achieve nor constrained to do things he does not want to do. Thus, a free individual is a self-governing individual who chooses for himself. He decides what he wants to do because he judges them to be good to himself and society not merely because a master insists he does so or because he

must do it to survive. The idea of freedom, that is, of social dimension of development is so central in the understanding of development that Sen (1999) equates development with freedom. In the 21st century, the most important factor in the attainment or achievement of freedom is democracy. Democracy ensures that no power external to a person compels him to do things he would otherwise not want to do. Whenever this is about to happen, or in such cases where it has happened the victim is expected to seek redress in court and the court is expected to adjudicate the case with justice. This opportunity to seek redress in court is not equally available to all people in other forms of government or social organization.

SELF-ASSESSMENT EXERCISE 1

Discuss what you think is wrong with Guzman's definition of development?

3.2 The History of Developmental Studies

The relevance attached to development is attested by the fact that more and more disciplines are now engaged in developmental studies. Thus, from engineering to language, to economics, to philosophy, to psychology, and so on, disciplines now feel that to justify their existence they have to prove what contributions they make to development. This indeed is a recent development which became more visible about five or six decades ago.

Here we are looking at the years immediately after the World War II. The war had wrecked great havocs among some nations of the world, like Soviet Union, Japan, China, etc. Development was, therefore, needed to rebuild these nations. Again, the period after 1945 was also a time marked with the acquisition of independence by most formerly colonized nations. As these nations attained independence, the gap in wealth between them and their former colonisers became obvious. While most, if not all, of the formerly colonised nations were poor, their former colonizers were abundantly rich. This apparent dichotomization into rich and poor nations raised questions about how the rich countries attained their wealth and how the poor countries became poor. A number of answers were volunteered. While most poor nation scholars view the dichotomy as consequence of colonialism from which the rich nations benefited to the detriment of the poor nations, others, especially from the rich countries, viewed the dichotomy as consequence of the poor nation's failure toeschew traditional systems of doing things in favour of more scientific ways of doing things.

Despite the diverse answers given, most scholars agree that the poor nations need to be helped out of their poverty. What became a new problem then was how to achieve this. Various disciplines began to offer suggestions about how to tackle development challenges facing the poor nations of the world. This was the state of affairs under which development studies emerged.

SELF-ASSESSMENT EXERCISE 2

Identify two factors that contributed to the emergence of developmental studies.

3.3 Terms Often Confused with Development

A number of terms are related to development. In most cases people interchange these terms with development. Some of such terms are: Growth, Modernization, and Westernisation.

3.3.1 Growth

Growth and development are closely related that even well-versed scholars at times feel that the two terms convey the same meaning, that when you say development you are also saying growth and vice versa. Even ‘my’ often reliable *Longman Dictionary of Contemporary English* (2008) does not help matter here as it submits that growth and development are one and the same thing. For instance, the dictionary gives number five meaning of growth as **personal development**. In the same way, in the entry for development, the dictionary gives the first meaning as **growth**. Rostow’s theory of growth which we shall study later is a good example of a work that portrays growth and development as the same thing. Indeed, it could have been more proper if Rostow had called his work theory of development. The argument being made here is that even though growth and development are interrelated they mean different thing. You must look closely to be able to identify the distinction between the two of them.

Growth is “increase in size or number,” (Abdulnaja 2009). This definition, simple as it sounds, captures the inner meaning of growth. It tells you that if you want to measure growth in size of anything, you use an instrument that will help you to do so. For instance, if you want to measure the growth level (size) of your two year old daughter you simply tell her to mount a scale where her size will be captured in kilograms. If your daughter’s size is larger than what it was at birth two years ago, then you can say that growth has occurred. On the other hand, when growth has to do with

number, the only way to measure it is to count. For instance, if you tell me that Nigerian universities have grown since the 1960s, I will simply count the number of Nigerian universities today and compare the result with what was the case in the 1960s. If at the end my counting reveals that there were more universities in 1960s than in 2012, you are absolutely wrong in telling me that Nigerian universities have grown since the 1960s. The final thing we can say about growth is that it is quantitative increase.

Development, on the other hand, is “increase in degree of organization and specialization (increase in complexity),” (Abdulnaja 2009). From the above submission, it can be deduced immediately that development has to do with *qualitative change* and improvement on the capacity of an agent (human being, institution, etc.) to act or perform its function. Let us return to the examples we used above when we discussed growth. If you want to check the development level of your two year old daughter you do not put her in a scale, you simply draw her by your side. Then check whether she has grown some teeth, is able to walk and run, etc. Once you observe that she possesses these things, you should be happy that development has occurred in your child. But if the child cannot walk, has not grown teeth, etc., development has not occurred in that child even when she weighs 20kg. Again when we say that Nigerian universities have developed since 1960s we do not resort to counting their number to determine whether they have really developed. Indeed, they may be fewer than they were in the 1960s but what you check is improvement in their capacity to perform those works expected of universities all over the world.

Finally, you must bear in mind that despite these dissimilarities, there are a number of similarities between growth and development. An important point in this regard is the fact that both are continuous and occur throughout the life of an organism, person and institution.

3.3.2 Westernization

Another term that people exchange with development is *westernization*. Let us define westernization as the process through which non-Western nations, countries or people are meant to adapt Western practices and cultures. Walley (2003) traces the beginning of this project to the late colonial period, when it was thought that the only way of:

Bringing planned "progress" to the non-Western world is by transforming such regions in Europe's own image via capitalism (and, later, socialism) as well as other "modern" political

and social institutions ... This perspective, based on discourses rooted in 19th century Europe and the United States which presumed the superiority of "modern" life, symbolically under-scored European dominance and naturalized international economic and political inequality.

Westernization rests on the assumption that the type of development witnessed in the western world is possible simply because of the culture (material and immaterial) of the western world. Thus, transporting such cultures to other lands will help such countries replicate the level of development attained by the Western nations.

Scholars have pointed out the preposterousness of this position. They argue that it is wrong to equate westernization with development. China is a proof that development is not westernization. Before China developed, the argument was that its backwardness in the early and mid 20th century was due largely due to its culture which is built on Confucian philosophy. China was told that if it actually needed to develop it must westernize. China rejected the offer of westernization and continued to search for development with its Confucian ideals. Today, China is counted as one of the developed countries of the world, and this was achieved without westernization. On the contrary, those countries that have tried to westernize in order to develop have seen themselves plunged into deeper cesspit of underdevelopment. The implication of this is that development is not the same thing as westernization.

3.3.3 Modernization

Modernization is a term often used interchangeably with development. A good example of this usage is found in Stacy Pigg's (1996) study about the Nepalese who hold the general belief that "being modern is being ... developed." Despite widespread use of this understanding, modernization is not development. Modernization is built on the claim that there are universal values which all thinking men are expected to model their lives after. The belief that such values exist is known as universalism. This thinking is the root of Griroux's (1992) postulation that to modernize is to become more scientific and rational in the service of humankind.

Thus, to model a country's life after such values, science and reason, is regarded by proponents as proof of development. Modernists contrast their

values with traditions. They hold that while the universal values, which they espouse are products of reason, traditions are products of prejudices. Critics of modernization are quick to point out that modernization is another name for westernization. A scholarly movement known as postmodernism, for instance, warns that there are no such things as universal values. According to postmodernists, every society developed its values in order to meet its existential challenges. Thus, the so-called universal values are an attempt by Western Europe to impose its own values on the whole world.

SELF ASSESSMENT EXERCISE 3

Counter the argument that development is westernization.

3.4 Terms that Capture the Undeveloped Status of a Country

Following the observed discrepancies among nations, a number of terms have been devised to capture the conditions of those countries that are still battling with development challenges. Two examples of such terms include: third world and periphery nations.

3.4.1 Third World

The third world is a term that is used on undeveloped nations. The term's origin can be traced to the Cold War that was fought between the Western nations and the Soviet nations. This war was called *Cold War* because physical ammunitions like guns and bombs were not used. The arsenals of the war were mainly ideas and ideologies. While the Western nations wanted the world to be organised on capitalist and democratic bases, the Soviet Union clamoured for socialist and communist form of social organisation. These ideas were sold to a third group of countries that were neither Western nor Soviet in origin and history, and they could be found mainly in Asia, South America and Africa.

This third group of countries, mainly from Asia and Africa met in Bandung, Indonesia for what is today referred to as *Bandong Conference*. In that conference, the 29 leaders who met held that they were interested in co-existence of all world peoples and were concerned with fashioning how African and Asian countries would respond to the Cold War between the Western nations and the Soviet bloc. At the end, the members “started the non-aligned movement instead of aligning itself either with the advanced capitalist countries or the communist nations,” (Nak-Chung 2010).

In response to this non-aligned posture, the French Scientist, Alfred Sauvy coined the term, *third world* to capture all the countries that have refused to profess either capitalism or communism. Thus, originally, the term, third world, was used to refer to those countries, “mostly newly independent ex-colonies, that were not aligned to either the Western capitalist bloc, led by USA and Western Europe, or the communist ‘second world’ led by the Soviet Union.” This classification, coming mostly from the Western countries during the period of the Cold War, categorized the advanced capitalist Western countries of Europe and America as the *first world*. On the other hand, the communist Soviet bloc was regarded as the *second world*. In a way, this classification was seen by its champions as gradation of importance or relevance of nations.

The term is now used to describe a group of countries characterised, usually, by low levels of economic development (Buchanan, 1964). What is meant by this is that the third world is a term used to define economically poor countries. It does not matter whether such countries were aligned to any of the super powers of the Cold War era. What matters in the present categorization is the fact that the countries are poor and their citizens still struggle to satisfy their basic needs.

3.4.2 Periphery

Periphery is a term that is also applied to undeveloped countries. Opposed to this is “center or core” ascribed to developed nations. To understand the meaning of periphery and core, scholars paint the picture of points and circles (McKenzie, 1977). The circles represent the universe and all the resources; human, economic, material, etc in it. The points represent the place of the various countries inhabiting the universe in relation to the resources. The periphery countries are at the edge of the circle. They only partake in the minimal enjoyment of the resources of the world. This is in contrast with the core countries who sit at the centre of the resources, and indeed swim in the resources. The relationship between the centre and periphery is that of abundance and dependence. The periphery is a dependent nation living at the mercy of the core or the centre.

The difference between the centre and the periphery is not conceived as a function of natural endowment, where a more naturally endowed country has more wealth than the less naturally endowed. The difference is more about productivity, about how who has succeeded more in converting nature into a useful servant of mankind. Thus, western scholars conceive the periphery as the zone of un-productivity, a sterile arena that has not yielded any significant scientific, economic, technological, and

philosophical development. This view influenced Arunachalam's (1995) claims that:

A large majority of countries - those on the periphery, contribute precious little to the growth of scientific knowledge. Indeed, the distribution of science is even more skewed than is the distribution of wealth among nations. As a result, peripheral countries are left out of the intellectual discourse that is at the very foundation of the knowledge enterprise.

SELF-ASSESSMENT EXERCISE 4

Discuss the term third world as applied to a segment of the world.

3.5 Critiques of Development

Scholars from many fields have launched serious attack on development. In what follows, we shall examine a number of such criticisms.

3.5.1 Development is Imposition on Third World Countries

The proponents of this view hold that development is an instrument of control imposed on third world countries by Western nations in order to control them. The argument is that the description of some countries as developed and others as undeveloped is a Western handiwork which is intended to affect the way non-Western people view themselves as inferior and unequal to the Westerners who must be imitated. The critique points out the various efforts made by undeveloped countries to meet with the Western ways, and the subsequent failures that have greeted their efforts, as proof that all countries must not toe the same path for development. More importantly, critics believe that development limits the third world countries from thinking up alternatives to their problems and forces them to believe that their only route is that prescribed by Western nations.

3.5.2 Development Is Based on Evolutionary Model

The view that development is an evolutionary concept was first expressed by Hymes (1969). Evolutionary models expressed the gradation of human beings and human societies in terms of the level of their relatedness to nature. Most colonial literatures tend to suggest that the African, for

instance, is closely related to apes and similar devious animals. The European, on the contrary, is presented as man in his perfection. Thus, while the Africans lived in primitive societies that are marked by their closeness to nature, Europeans live in a civilized society governed by elaborate and well thoughtout cultures. While this supposition was successfully challenged by a number of Africans and Europeans leading to its abandonment, critics of development fear that development discourse is an attempt by promoters of such views to lead us back to such manner of thinking.

3.5.3 Development Entails Expansion of Capitalism

This is a critique of development mainly from its economic dimension and is championed mainly by Marxists like Cheryl Payer and Rosemary Galli. These critics mainly criticise World Bank and the role it plays in forcing capitalism on nations that are not suited for it and that are not historically prepared for it. They argue that the failed attempt of most of these non-western nations to succeed with capitalism is the source of inequality between them and western nations. They also argue that capitalism is incapable of improving people's life as it is a system that thrives on inequality and exploitation. Using hunger as an example of the conditions which development seeks to eradicate, Kinley (1980) argued that hunger was not caused by famine, overpopulation, or scarcity but was caused by capitalism's tendency to concentrate wealth in few hands. The implication of this charge, proponents argue, is that development's claim to engender better living is unachievable in a capitalist world.

SELF-ASSESSMENT EXERCISE 5

Comment on the criticism that development is imposition on third world.

4.0 CONCLUSION

Development seeks to improve the living conditions of man. However, there are issues involved in the definition of the concept such that understanding development poses some challenges. We have examined a number of issues involved in the understanding of the concept.

5.0 SUMMARY

In this unit, we examined the nature of development. You were exposed to a number of terms that are confused with development. We also studied the

history of developmental studies, as well as some of the critiques of development.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Discuss the three dimensions of development.
2. Trace the history of developmental studies.
3. Comment on the following terms as they relate to developing world:
(1) *third world* (2) *periphery*.
4. Show your understanding of the difference between growth and development.

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UNIT 2 THEORIES OF DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Adam Smith's Theory of Specialization
 - 3.2 Auguste Comte's Law of Three Stages
 - 3.3 Rostow's Theory of Five Stages
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit, we attempted a conceptual understanding of development. You also learnt the difference between development and some terms that are confused with it as well as some critiques of development offered by scholars of development. In this unit, we are to consider a number of theories that have been proffered by scholars to explain what makes some countries developed and others undeveloped.

2.0 OBJECTIVES

By the end of this unit you should be able to:

- describe the various theories of development offered by scholars;
- compare theories of development; and
- explain certain factors responsible for the development and non-development of nations.

HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to

Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0 MAIN CONTENTS

3.1 Adam Smith's Theory of Specialization

Adam Smith was an English philosopher and one of the founders of Economics. His theory of development is contained in his famous book, *An Inquiry into the Nature and Causes of Wealth of Nations* published in 1776. Writing from the angle of *Economics* or what was known in his own time as *Political Economy*, Smith's book was meant to explain the reasons why some nations are poor and others rich. Consequently, Smith felt that poor nations that want to be rich must subject themselves to learning the paths treaded by rich nations.

According to Smith, development of a country is dependent on specialization or division of labour. Smith felt that those nations that have not perfected the acts of specialization are scarcely able to cater for their citizens. In such countries, Smith informs, every person is directly engaged in the production of all his needs as well as that of his dependants. As it became difficult to satisfy these needs both for oneself and to expanding number of dependants, Smith submits that citizens of such countries lack time for rest and often resort to "directly destroying, and sometimes of abandoning their infants, their old people, and those afflicted with lingering diseases, to perish with hunger, or to be devoured by wild beasts."

Smith argues that the disadvantage of being this *jack-of-all-trade* is that one will not be able to master any one of them. Again, a great deal of time is wasted in transiting from one job to the other. To understand the point Smith is making very well, let us think of a vulcanizer who is also a shoemaker, and also a mechanic, a cook as well as a mortuary attendant. Let us assume that the time between the arenas, where he performs each task, is twenty minutes separated from each other, and that it takes him average of ten minutes to get a bus at the bus stand, and another ten minutes to pack and unpack his instruments in each arena. A rough calculation tells us that our friend spends about two hundred minutes, which is equivalent of three hours, twenty minutes in which he neither rests nor adds something to his day's work. Thus, if the law stipulates that a person must start his work at 8 am and close at 4 pm it can be shown that our friend has spent almost half of the hour doing nothing. And because he has no time to master, effectively, the processes of

production in any of the endeavours what he produces in each instance is of low standard quality. Smith, therefore, concludes that:

The habit of sauntering and of indolent careless application, which is naturally, or rather necessarily acquired by every country workman who is obliged to change his work and his tools every half hour, and to apply his hand in twenty different ways almost every day of his life, renders him almost always slothful and lazy, and incapable of any vigorous application even on the most pressing occasions. Independent, therefore, of his deficiency in point of dexterity, this cause alone must always reduce considerably the quantity of work which he is capable of performing.

On the contrary, in a country where labour is specialized, there is increased tendency for expertise, general competency and efficiency in the production of goods. Smith argues that not only has this increased production in manners inconceivable in a non-specialized economy, it also frees time for the workers to enjoy the produce of their work and also creates a group of non-working citizens who depend solely on the outcome of division of labour. Thus, Smith writes that specialization is:

Generally called furthest in those countries which enjoy the highest degree of industry and improvement; what is the work of one man in a rude state of society being generally that of several in an improved one. In every improved society, the farmer is generally nothing but a farmer; the manufacturer, nothing but a manufacturer. The labour, too, which is necessary to produce any one complete manufacture, is almost always divided among a great number of hands.

Smith argues further for the internationalisation of specialisation. He envisages a situation where countries will dedicate themselves solely in producing those goods to which it has advantage over others, and import from other nations those goods to which it lacks advantages. Smith argues that a nation desiring development and improvements of lots of its citizens must adopt these points.

SELF-ASSESSMENT EXERCISE 1

Discuss the impediment of non-specialization of labour to the development of a country.

3.2 Auguste Comte's Law of Three Stages

Auguste Comte was a French Philosopher and the founder of Sociology. He developed what is known as the *law of three stages*. The law of the three stages captures Comte's position of the three stages a society passes on its way to development. The three stages are: theological or fictitious stage, metaphysical stage and scientific stage.

3.2.1 Theological or Fictitious Stage

This is the most backward of Comte's three stages. A society under this stage lacks control over its own affairs and is unable to discover the natural causes of things. Whatever that happens in this society is regarded as being caused by the gods, angels or demons. Any effort to influence any person or anything in this type of society is pursued through magical or religious means. Using example of European society, Comte writes that the theological stage lasted through the feudal system up to the Reformation. Comte defines a society at this stage as one in its infancy.

The theological stage is further divided into three sub-stages, namely, (a) *Fetishism* (b) *Polytheism* (c) *Monotheism*.

- (a) **Fetishism:** Here, man accepts the existence of the spirit or the soul. It did not admit priesthood.
- (b) **Polytheism:** At this sub-stage, man begins to believe in magic and allied activities. He then transplants or imposes special god in every object. Thus, they believed in several gods and created the class of priests to get the goodwill and the blessings of these gods.
- (c) **Monotheism:** During this sub-stage of the theological stage, man believes that there is only one centre of power which guides and controls all the activities of the world. Thus man believed in the superhuman power of only one god.

3.2.2 Metaphysical Stage

The metaphysical stage is an improvement upon the theological stage. A society under this stage employs abstract words to explain phenomena. The gods and supernatural forces of the first stage are replaced by metaphysical thinking. Using Europe again, as an example, Comte believes that the metaphysical stage came to an end with the French Revolution. The society, in this stage, is in its youthful age.

3.2.3 The Positive Stage

This is the last of the stages and it is the stage of a well-developed society. Here events and phenomena are no longer explained in religious and metaphysical terms. The positive stage is the stage of science. Phenomena are explained as they are observed and whatever cannot be observed is to be considered as nonexistent. This is the adulthood of society. Realizing the role religion plays in human society, Comte writes that the old religion of the gods will be replaced by religion of humanity whereby historical figures will replace the gods and be worshipped in accordance with their contribution to the world.

SELF-ASSESSMENT EXERCISE 2

Differentiate between the theological and the positive stages.

3.3 Rostow's Theory of Five Stages

Walt Rostow was an American Economic Historian. During the heat of the 1950s debate concerning the path of development to be adopted by the newly independent nations, Rostow suggested that nations seeking to develop must proceed along five stages. According to Rostow (1960):

It is possible to identify all societies, in their economic dimensions, as lying within one of five categories: the traditional society, the pre-conditions for takeoff into self-sustaining growth, the take-off, the drive to maturity, and the age of high mass consumption. . . .These stages are not merely descriptive. They are not merely a way of generalizing certain factual observations about the sequence of development of modern societies. They have an inner logic and continuity. ... They

constitute, in the end, both a theory about economic growth and a more general, if still highly partial, theory about modern history as a whole.

From the long citation above, we identify the following as Rostow's five stages of development. They are:

3.3.1 The Traditional Stage

Rudimentary agriculture is the mainstay (75%) of a society at this stage and production is largely for subsistence. Since most of the agriculture is done manually, productivity is at low level. Rostow argues that such a society is always stratified. Thus, there is a group of land owners, land workers and so on. Like in every stratified society, mobility is possible but it takes much time and labour. Children learn their fathers' trade as moving from one trade to another is a difficult one. Government is controlled by land owners and is often regional. Since this is a traditional society, change is vehemently opposed to as people insist on old ways of doing things.

3.3.2 Pre-Condition for Take-Off into Self-Sustaining Growth

Countries under this stage have produced surplus from agricultural products. They are beginning to invest their income or surplus into other areas like trade and manufacturing. This investment is mainly geared towards industrialization. All existing sectors, including agriculture benefit from this industrialization. The gains of industrialization means that any worker who is still stuck with the old traditional way is left behind as the society progresses. People begin to alter their old values and even government becomes more centralized.

3.3.3 The Take-Off Stage

A country under this stage undergoes dynamic economic transformation. This transformation is mostly driven by external factors which initiate and sustain it. Industries expand massively and there is total commercialization of every sector including agriculture. Rostow holds that this stage lasts for about two to three decades.

3.3.4 The Drive to Maturity

This stage is characterised by increased investment of national income into technology including agriculture. The range of this increment in investment is between 40 – 60% and there is massive urbanization. This investment leads to social and economic transformation. Rostow holds that this stage happens about 60 years after take-off.

3.3.5 The Age of High Mass Consumption

This is the last of Rostow's stages. A country under this stage has attained economic maturity. Its industries work well, and they produce abundant goods and services that make it possible for citizens to live in abundance. There are now resources to invest in national security, army and police. There is new middle class and expansion of the suburb.

Generally, Rostow argued that the developed countries have all passed the third stages and are either in the fourth or the fifth stage. On the other hand, the undeveloped countries are still either in the first or the second stage. They are either traditional societies or are fulfilling the pre-conditions for take-off into self-sustaining growth. Rostow argues that the advancement of such countries depend on their ability to follow the rules certain rules that will bring them to the third stage which is take-off stage. One of these rules is the "mobilization of domestic and foreign saving in order to generate sufficient investment to accelerate economic growth." (Todaro and Smith, 2011). Indeed, "during the take-off, *the rate of effective investment and savings may rise from, say, 5 % of the national income to 10% or more*" (Rostow 1960). Rostow is said to have built his theory on the progress made by the German following the Marshall Plan of the Post-World War II period. (The student is advised to read about the marshal plan).

However, critiques of Rostow argue as follows:

The mechanisms of development embodied in the theory of stages of growth did not always work. And the basic reason they did not work was not because more saving and investment is not a **necessary condition** for accelerated rates of economic growth - it is - but rather because it is not a **sufficient condition**. The Marshall Plan worked for Europe because the European countries receiving aid possessed the necessary structural, institutional, and attitudinal conditions (e.g., well-integrated commodity and money markets, highly developed transport facilities, a well-trained and educated workforce, the motivation to succeed, an efficient

government bureaucracy) to convert new capital effectively into higher levels of output. The Rostow ... model implicitly assumes the existence of these same attitudes and arrangements in underdeveloped nations. Yet in many cases they are lacking, as are complementary factors such as managerial competence, skilled labour, and the ability to plan and administer a wide assortment of development projects. But at an even more fundamental level, the stages theory failed to take into account the crucial fact that contemporary developing nations are part of a highly integrated and complex international system in which even the best and most intelligent development strategies can be nullified by external forces beyond the countries' control. (Todaro and Smith, 2011).

SELF-ASSESSMENT EXERCISE

List three reasons why Rostow's three stages did not work in most developing countries.

4.0 CONCLUSION

A number of theories have been proffered by scholars in order to explain the path of development among nations. Three of such theories by Adam Smith, Walt Rostow and Auguste Comte were considered in this unit.

5.0 SUMMARY

In this unit, you were exposed to Adam Smith's theory of specialisation, Auguste Comte's laws of the three stages as well as Rostow's theory of five stages.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Discuss Rostow's theory of five stages.
2. Compare and Contrast Comte's traditional stage with the same stage in Rostow.
3. Demonstrate your understanding of Adam Smith's view that specialization is the engine of development.

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UNIT 3 MILLENNIUM DEVELOPMENT GOALS (MDGS)

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Definition of Millennium Development Goals (MDGs)
 - 3.2 Eradication of Extreme Poverty and Hunger
 - 3.3 Achievement of Universal Primary Education
 - 3.4 Promote Gender Equality and Empower Women
 - 3.5 Reduction of Child Mortality
 - 3.6 Improve Maternity Health
 - 3.7 Combat HIV/AIDS, Malaria and other Diseases – Provide Universal Access to HIV Treatment
 - 3.8 Ensure Environmental Sustainability– Halve the Proportion without Safe Water
 - 3.9 Develop a Global Partnership for Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the previous unit, we examined a number of theories put forward by scholars to explain the difference in development among nations. In this unit, we shall examine the Millennium Development Goals (MDGs). The MDGs is a consequence of rethinking development. Rethinking development in the late 20th and beginning of the 21st centuries led to the discovery that development is not the concern of only a segment of the world. Thus, the belief that the underdevelopment of certain nations affected those nations solely was considered as a faulty thinking. The world was considered an interconnected web where events in one nation affect development in another. The emergence of the MDGs arose as a consequence of the decision of world governments to unite in tackling development challenges that face the world.

2.0 OBJECTIVES

By the end of this unit, you will be able to:

- define Millennium Development Goals;

- list the Millennium Development Goals; and
- state the targets of each of the Millennium Development Goals.

HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0 MAIN CONTENTS

3.1 Definition of Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) are “a set of eight goals adopted by the United Nations in 2000. Its aims are to eradicate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria, and other diseases, ensure environmental sustainability; and develop global partnership for development.” (Todaro and Smith, 2011). At the time of their conception, the MDGs were regarded as important tools in reducing the gap between rich and poor nations, and between rich and poor people within a nation. When properly examined, the goals seek the elimination of those conditions that hinder development and help nations conquer their development challenges through cooperation.

The MDGs are a twenty-five year programme (starting from 1990 as past development efforts were also incorporated) which the United Nations hopes to achieve by 2015. Scholars think that the eight goals emphasised in the MDGs are ambitious ones and “are the strongest statement yet of the international commitment to ending global poverty. They acknowledge the multidimensional nature of development and poverty alleviation.” (Todaro and Smith, 2011). The MDGs recognise the fact that previous development efforts mainly revolve around economic matters.

What follows below is a discussion of the MDGs and their targets.

SELF-ASSESSMENT EXERCISE 1

Give the full meaning of MDGs?

3.2 Eradication of Extreme Poverty and Hunger

The first of the eight goals is to eradicate extreme poverty and hunger. Given the time-frame, the UN does not think that hunger and extreme poverty can be eradicated completely by 2015. Consequently, the target it sets for itself is to reduce by half the number of people who suffer hunger on earth, and to reduce by half the number of people who live on less than \$1 a day.

The UN reference to \$1 a day rests on the prevalent definition of poverty, which has focused mainly on lack of money. Under such context, a person is said to be extremely poor if he lives on less than \$1 a day, and poor if he lives on less than \$2 a day. The World Bank (2000) estimates that more than 1 billion people live on less than \$1 a day whereas over 2.5 billion people live on less than \$2 a day.

UN's standard of \$1 dollar as measurement of poverty has been criticised as too low and too arbitrary in the definition of poverty. As a consequence, it has been proposed that the definition of poverty should be broadened to encompass other dimensions, such as lack of empowerment, opportunity, capacity and security. (World Bank, 2003). The implication of this is that a society that wants to reduce poverty does not need to concentrate on putting more money in the hands of its members but also in improving their capacities as well.

SELF-ASSESSMENT EXERCISE 2

According to UN's definition of poverty, what is the characteristic of a person living in poverty?

3.3 Achievement of Universal Primary Education

This is the second goal of the MDGs. Its main targets are children whose age bracket fall within the primary school category. The second goal aims to ensure that by 2015 all such children no matter their nationality, background, social status, parental income, sex, etc., have access to

primary education. In some societies, especially in Africa, girls are disadvantaged and they have less opportunity to attend school than boys. A number of factors contribute to this. Firstly, some of such societies feel that a girl's place is her husband's kitchen and that she does not need any education to perform the tasks that take place in the kitchen. Secondly, some parents think that training a girl in school means training her for another person as she will later marry outside the family. Thirdly, in some cultures it is feared that girls will be visited with violence and abuse if they leave home for school at such tender age. These factors are responsible for lower enrolment of girls in primary school in comparison with boys. Scholars observe that this difference in enrolment translate to difference in income and status between boys and girls as they become adult.

Generally, poverty is the main reason why children drop out of school. Researches show that enrolment increased in those countries where, following the MDGs, governments eliminated school fees, introduced free meals as well as health programmes for pupils. The United Nations hope that all countries will adopt such measures as will attract pupils to the schools. The advantages of education and the literacy that comes with it to a member of society are well-captured by Green and Riddell (2007) who noted that:

Literacy skills play a fundamental role in enabling individuals to function to their full capability in society and in the economy. Without literacy, individuals cannot take a full and equal role in social and political discourse: they become less than equal members of society without the basic tools required to pursue their goals. Thus in any attempt to build a better society, the distribution and generation of literacy is of fundamental importance.

SELF-ASSESSMENT EXERCISE 3

List three factors that contribute to low enrolment of girls in schools.

3.4 Promote Gender Equality and Empower Women

The target of the third goal is to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education, not later than 2015. Gender equality and women empowerment are at the root

of solutions to the many disadvantages women suffer in society. In most patriarchal societies, if not in all of them, women are seen as inferior to men. Researches show that gender inequality is more pronounced in developing countries where you cannot find a country where women are equal to men (World Bank 2003). This inequality shows itself in employment opportunities, wage differences, and disparity in social expectations and treatments among others.

Thus, the third goal of the MDGs is built on the conviction that increase in educational access will help to eliminate inequality between men and women. Experts believe that if women are not empowered educationally, their social status will remain low. M. Keating et al (2011) capture the cyclic consequences of low status of women on society thus:

The low status of girls and women in many countries threatens their autonomy, dignity and security. It also contributes to gender-based violence which includes abuse of human rights such as domestic violence and sexual abuse of children. Gender-based violence can have health consequences as it is associated with sexually transmitted infections, unintended pregnancy and adverse pregnancy outcomes. This threatens the rights and health of mothers and their children. In addition, gender-based violence has economic consequences. Because of the personal and emotional havoc caused by gender-based violence, girls and women who experience it are less likely to participate in educational and income-generating activities. This reduced participation limits women and perpetuates their low status and lack of rights. Social and economic development are stunted when the rights of women are violated.

Indeed, the negative consequences listed above do not affect women only. Considering the natural role of women as mothers, they affect entire society as the social, economic and educational status of a mother always rubs off on her children. Thus, improving the status of women is to the advantage of everyone.

SELF-ASSESSMENT EXERCISE 4

What is the target of the third goal of the MDGs?

3.5 Reduction of Child Mortality

The fourth goal of the MDGs targets to reduce by 2/3 the mortality rate among children under the age of five. This goal recognises that the number of children that die annually as a result of avoidable diseases is high. Experts link these deaths to issues of nutrition and health care. This calls for improvement in child immunization as well as good birth control measures.

SELF-ASSESSMENT EXERCISE 5

Discuss the target of the fourth MDG.

3.6 Improve Maternity Health

This is the fifth goal of the MDGs. The target of this goal is to reduce by $\frac{3}{4}$ the maternal mortality ratio. UNFPA (2002) reports that one in every sixteen African women is at the risk of dying from a complication related to pregnancy or childbirth. In North America the figure is 1 in every 3700 women. World Bank (2003) presents a more global picture of the case when it reports that “Every minute, a woman dies in pregnancy or childbirth. This adds up to 1400 dying each day and more than 500,000 each year, 99 percent of them in developing countries.” The prevalence of maternal death in developing countries is linked to failed and failing health system, ignorance as well as dearth of untrained medical personnel. Thus, some of these women are rarely aware of the demands which pregnancy made of them. In those occasions when they are aware of the demands, there are hardly experts to attend to them, and when there are experts medical resources like drugs and equipments are lacking. Thus, the problem has many faces and this contributes in a great number to the increase in the number of women who lose their lives as a result of childbirth.

Thus, the fifth goal is important because “healthy mothers are better able to care for their offspring. Additionally, maternal mortality is important to child health because children of mothers who die are more vulnerable themselves to early death.” Both UNFPA (2002) and World Bank (2003) agree on this point.

SELF-ASSESSMENT EXERCISE 6

By World Bank's estimate, describe the number of women that die every day as a result of pregnancy or childbirth?

3.7 Combat HIV/AIDS, Malaria and other Diseases – Provide Universal Access to HIV Treatment

The targets of this goal are two. (1) to halt and begin to reverse the spread of HIV/AIDS; (2) Halt and Begin to reverse the Incidence of Malaria and other Major Diseases. The World Bank (2003) reports that about 40 million people live with HIV/AIDS and that over 95% of these live in developing countries. The number is also high for malaria, tuberculosis, and other deadly diseases. The UN saw the prevalence of these diseases in developing nations as consequence of poverty. Thus, the cure for HIV/AIDS, tuberculosis, malaria, etc. are said to be prevented by poverty as victims always lack the resources to take proper treatments for their diseases. Consequently, the UN feels that through a global effort these diseases can be controlled and eliminated.

SELF-ASSESSMENT EXERCISE 7

State the targets of the sixth MDG.

3.8 Ensure Environmental Sustainability – Halve the Proportion without Safe Water

This goal has three targets. They are:

- Target 1: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.
- Target 2: Halve, by 2015, the proportion of people without sustainable access to safe drinking water.
- Target 3: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum dwellers.

The first target is geared towards sustaining the environment. This is intended for the preserving natural resources and protecting biodiversity. Countries are expected to incorporate mechanisms that would aid in the sustainability of the environment into their countries' policies and programmes.

The second target shows awareness of the dangers people are exposed to due to lack of safe drinking water. These include a number of water borne diseases. The provision of safe drinking water will help to reduce deaths that are consequences of the water borne diseases.

The third target is geared towards improving human living among slum dwellers. The slums are homes to the poor especially in urban areas. Characteristically, the slums are dirty and serve as bleeding grounds for diseases and sicknesses as well as to some anti-social behaviours.

SELF-ASSESSMENT EXERCISE 8

List the three targets of the seventh MDG.

3.9 Develop a Global Partnership for Development

The last of the goals focuses on the relationship between the developed and developing nations. It outlines the duties the developed nations owe to the developing nations in order to help them develop. Prominent areas of this relationship is trade where open trade is urged, pharmacy where provision of affordable drugs to developing nations is advocated, debt where debt relief is advocated, and technology where the advantages of new technologies are to be exported into the developing nations.

SELF-ASSESSMENT EXERCISE 9

Identify the focus of the last MDG?

4.0 CONCLUSION

The Millennium Development Goals, eight in number, are meant to satisfy the developmental needs of the modern world. The goals are to tackle such issues as poverty, hunger, disease, environment, etc., that pose challenges to world development.

5.0 SUMMARY

In this unit, you have been exposed to the nature of MDGs. You were exposed to the definition of Millennium Development Goals (MDGs). You also studied the MDGs, namely, Eradication of Extreme Poverty and Hunger, Achievement of Universal Primary Education, Promotion of Gender Equality and Empowerment of Women, Reduction of Child Mortality, Improvement of Maternity Health, Combating HIV/AIDS,

Malaria and other Diseases, Ensuring Environmental Sustainability and Develop a Global Partnership for Development. You have also learnt the targets of each of the goals.

6.0 TUTOR-MARKED ASSIGNMENTS

1. Define Millennium Development Goals.
2. List the eight Millennium Development Goals.
3. Describe the relationship between literacy and being an active member of society.
4. Describe how the MDGs aim to eradicate hunger in the world?

7.0 REFERENCES/FURTHER READING

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UNIT 4 NATIONAL DEVELOPMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is National Development?
 - 3.2 Faces of National Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the last unit we looked at the MDGs. We identified them as those goals which the world governments professed to pursue in order to enhance the well-being of their citizens. In this unit, we take a look at national development which arises as a result of the understanding that despite the MDGs, nations can still thread their own individual development paths.

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- define a nation;
- define national development; and
- identify the faces of national development.

HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0 MAIN CONTENTS

3.1 What is National Development?

Scholars hold that national development is not an easy concept to define. Obasi (1987) gives reasons for the difficulty encountered in defining the concept. He holds that the term is ambiguous and is perceived differently by different people. To rise above the difficulties, which scholars attribute to the definition of national development, we attempt to separate the two words involved in our study. We analyze these two words differently, and then bring them together again in order to give an acceptable definition. The two words are national and development. However, since a comprehensive discussion of development has been undertaken in the first unit of this course, we can no longer treat it in detail. We rather discuss the meaning of *national*, and from there we proceed to discuss *national development*.

National: The word *national* is an adjective of another word, *nation*. To understand the meaning of national we must first know the meaning of nation. Nation is a tricky word to define. It yields different meanings depending on the side from which it is approached. Majorly, the definition of nation is approached from three perspectives: the cultural perspective, the psychological perspective and the political perspective.

Wellman's (2003) definition captures these three perspectives in the definition of a nation. According to Wellman, "a nation is a cultural group of people who identify with one another and either have or seek some degree of political self-determination." The cultural aspect of a nation demands the common possession of certain cultural elements like language, dressing, values, etiquette, traditions, crafts, mores, history, etc. The psychological aspect emphasizes the consciousness of these possessions and the collective identity which they foist on all possessors. On the other hand, it is the political aspect that calls for self-determination.

The scope of our present study emphasises all of these aspects of a nation. However, while recognizing the role of the cultural and psychological in the making of a nation, as understood in this study and as is necessary for it, the term, nation, as used in the context of this course "Language and National Development," is analogous to a state, a country. Thus, the definition given to a country can also be applied to a nation. In this regard, a nation is "a clearly defined territory which (i) is *recognised internationally* as a state, (ii) is presided over by a government able to make and enforce independent decisions concerning domestic policy and

law and foreign policy and (iii) is permanently occupied by a specific population.” (Anderson 1996). From this understanding of nation, we can then infer what national is. As an adjective of nation, national means that which belongs to a nation, that is, that which a nation possesses, of a nation or nation’s.

Consequently, national development is the development which belongs to a nation. It is the “progressive transformation of the economic, social and political structures of a society from relatively less complex, less efficient and less desirable forms to relatively more complex, more efficient and more desirable forms” (Obasi 1987). The MDGs as we discussed earlier is the property of the whole world, of all nations, who are members of the United Nations Organizations. The imperative of national development stems from the recognition that besides what the whole world has professed to achieve, each nation has to device home grown mechanism to improve the quantity and quality of lives of their citizens. It is also built on the understanding that all countries of the world do not share the same needs. In national development each country focuses on what it considers important in the improvement of lives of its citizens.

From the definition of national development, which we gave above, national development is not a destination. Thus, there is no point which a country will reach and it will conclude that it has attained national development. We rather say that national development is a process, a continuous process. The phrase ‘progressive transformation’ incorporated in the definition above captures the soul of national development. It tells you that there is no destination, and that national development consists in transcending attained destinations for higher destinations, which will also be transcended. With the above in mind, when we talk of national development we talk about a number of objectives which a country intends to achieve.

SELF-ASSESSMENT EXERCISE 1

Define national development.

3.2 Faces of National Development

Most scholars view national development as an economic concept. Such view of national development seems to belong to the past. As experience has shown, a country does not need improvement in economic field alone. Besides economics, there is the political, and the cultural. Consequently, we

identify three faces of national development to include: *Economics, Political, and Cultural*.

3.2.1 Economic Development

Economic development is so important in the development discourse that it is often assumed as the sole face of national development. But this is erroneous understanding of national development, as there are other faces of national development. A nation's economic development has to do with the material improvements of members of that society. The focus here is to see how wealth is distributed among members of society as this is a major determinant of material well-being of citizens of that nation. When wealth is in the hands of a few people within a nation such a nation is said to be poor. It also means that greater percentage of members of that society are lacking access to good health, clothing, food, education, and so on. But when wealth is evenly distributed among segments of a country such a country is said to be wealthy. All countries claim to be pursuing wealth, which means that they are all committed to making lives better for their citizens. A nation's achievement of this is always visible on the living conditions of its citizens. This entails improved per capita income, access to quality health facilities, access to good education, and so on. Thus, a nation pursuing economic development seeks to improve the living conditions of citizens.

This tells us that economic development is not an automaton that happens on its own. It is often a product of conscious planning and policy by a national government. A nation that is determined to achieve economic development must be able to draw up a well-thought out developmental plans. It must also have a powerful commitment to pursue those plans.

3.2.2 Political Development

In political development we are concerned with how a country organises its politics. Political philosophers teach that the essence of all political organisation is to ensure freedom for citizens (Arendt 2004). In evaluating the extent of political freedom within a country, one is likely to ask: to what extent is a citizen involved in the selection of his leaders? To what extent is he accorded the right to express his opinion on issues that court his interest? To what extent is a citizen allowed to present himself for leadership positions? Do citizens have right to pursue any legitimate employments of their choice? etc.

The pursuit of freedom is not just a political need. It is a need connected with our nature as human persons. Thus, the quest for a government that will promote this human nature is at the root of every discussion on political development. The current world realities favour democracy as the government of choice. One of the major factors behind this choice is the realization that the most developed countries are the most democratic countries, and other countries are as developed as the level of democracy they practice. Consequently, the present rush for democracy and the continuous push to adhere to all of its ideals stem from the realization that democracy offers individuals the opportunity to realize their legitimate desires without institutional prohibitions. Quite important to this is the fact that rights, duties, and responsibilities are distributed equally among citizens, and that no citizen is considered more important than the other. Given the above scenario, the pursuit of democracy and the realization of its principles are regarded as high point of political development. Thus, the cultivation of the culture of one man one vote, free and responsible speech, the rule of law, independent judiciary, free press, strong opposition, political parties, and a critical middle class are some of the things political development built on democracy require.

3.2.3 Cultural Development

The axis of the cultural is always extensive because it covers all aspects of the life we share with others. In this light, even the issues we discussed under the political and economic development fall under cultural development. Culture, as defined by Iwe (1985) “refers to the way of life of a people – a way of life that reflects their distinctive genius and spirit, their fundamental character or ethos, their value orientation, world-view, institutions and achievement in the various fields of human endeavour – legal and literary, artistic and scientific, religious philosophical and technological.” From this definition, a national culture is the way a nation does its things. It includes the way citizens of that nation sleep, the type of books they read, the automobile they favour, their attitudes to education, how they relate with strangers, how they marry and procreate, how they worship, how they run their government, what and how they eat, how they source their needs, and so on. Indeed the list is endless. Thus, cultural development within a nation involves improvement on the way citizens of a nation do their things as well as improvement on their attitudes and morals.

We must note that cultural improvement is not about imitating other people’s way of doing things. Ake (2003) holds that the quest to imitate other cultures is a consequence of lack of self-confidence. He finds

concrete expression of this on “the decision of some African governments to disallow the speaking of African languages and the wearing of African traditional clothes in parliament.” He concludes that:

The states of mind that produce such behavior and attitudes cannot be conducive to development. Development requires changes on a revolutionary scale; it is in every sense a heroic enterprise calling for consummate confidence. It is not for people who do not know who they are and where they are coming from, for such people are unlikely to know where they are going.

SELF-ASSESSMENT EXERCISE 2

List the three faces of national development.

4.0 CONCLUSION

Each nation is expected to chart its own course as far as development is concerned. At the root of charting this course is the recognition by each nation of those specific areas whose advancement will help to improve the living standard of their citizens. Focusing on these specific areas and achieving the desired positive results is a mark of development for the nation involved.

5.0 SUMMARY

In this unit, we have exposed you to the concept of the nation. You have been made to understand the meaning of national development. Also, you have been acquitted with the three faces of national development.

6.0 TUTOR-MARKED ASSIGNMENT

1. What is a nation?
2. Define national development.
3. List the three faces of national development.
4. Justify the assertion that cultural improvement is not about imitating other people’s way of doing things.

7.0 REFERENCES/FURTHER READING

- Ake, C. (1996). *Democracy and Development in Africa*, Washington, D.C.: The Brookings Institution.
- Anderson, P. J. (1996). *The global politics of power, justice and death: An introduction to international relations*, London and New York: Routledge.
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UNIT 5 NIGERIAN NATIONAL DEVELOPMENT OBJECTIVES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 A free and democratic society
 - 3.2 A just and egalitarian society
 - 3.3 A unified, strong and self-reliant nation
 - 3.4 A great and dynamic economy
 - 3.5 A land of bright opportunities for all citizens
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignments
- 7.0 References/Further Reading

1.0 INTRODUCTION

In the previous unit, you studied national development. You also learnt that national development as a concept is borne out of the conviction that each nation of the world has to decide for itself what development means to it. Besides this, each country has also to understand that there is no single master route to development. Consequently every nation decides the route that is best suited to it to attain development. What can be regarded as Nigeria's national development objectives can be glimpsed in the document of the 1981 National Policy on Education. In that document a list of what the country should aim in its march towards national development is boldly outlined. They include the following:

- 1. A free and democratic society
- 2. A just and egalitarian society
- 3. A unified, strong and self-reliant nation
- 4. A great and dynamic economy
- 5. A land of bright opportunities for all citizens

2.0 OBJECTIVES

By the end of this unit, you should be able to:

- outline Nigeria's national development objective; and
- discuss Nigeria's national objectives.

HOW TO STUDY THE UNIT

- a. Read this unit as diligently as possible.
- b. Find meaning of unfamiliar words in the unit using your dictionary.
- c. As you read, put major points down in a piece of paper or jotter.
- d. Do not go to the next section until you have fully understood the section you are reading now.
- e. Do all the Self-Assessment exercises in the unit as honestly as you can. In some areas where it is not feasible to provide answers to Self-Assessment exercises, go to the relevant sections of the unit to derive the answers.

3.0 MAIN CONTENTS

3.1 A Free and Democratic Society

Freedom and democracy are linked concepts. They relate to conditions necessary for one to actualize oneself without hindrance, to be the best one can be, and to join hands with others in deciding one's destiny. The consideration of democracy as development objective stems from the realization of the various advantages democracy as government offers its practitioners. Unlike other systems, democracy does not regard itself as a grantor of favours and gifts, or a master or god to be blindly served or worshipped (Friedman 1982). What this means is that democracy is a rational form of government. One finds strong reasons to acquiesce the things it projects. Topmost among these reasons is that democracy abhors imposition. Government actions are consequence of decisions taken by all the citizens or where this is not possible by a majority of them. The attraction in this is that one, in consultation with fellow citizens, is involved in taking decisions that affect his life. To be able to do this is at the background of the freedom which democracy offers. As observed by Friedman (1982):

Our minds tell us, and history confirms, that the great threat to freedom is the concentration of power. Government is necessary to preserve our freedom, it is an instrument through which we can exercise our freedom; yet by concentrating power in political hands, it is also a threat to freedom. Even though the men who wield this power initially be of good will and even though

they be not corrupted by the power they exercise, the power will both attract and form men of a different stamp.

The evil inherent in concentration of power is remarkably absent in democracy. Power is held by all the people, and even democracy guards itself against self-abuse. The freedom that goes with it is such that allows each individual to still retain his voice against government and against citizens whose actions he does not approve. One who is not conversant with totalitarian governments, where such matters as opinion to hold, books to read, faith to practices, associations to belong are decided by government may not be able to appreciate the advantages democracy offers in full. Thus, by recognising the achievement of a free and democratic society as one of the objectives of our national development, what is intended is the creation of condition for a better Nigeria where individuals will actualize themselves without any hindrance.

SELF-ASSESSMENT EXERCISE 1

Demonstrate your understanding of the relationship between freedom and democracy.

3.2 A Just and Egalitarian Society

A just society is one where justice reigns. One of the most popular conceptions of justice is that by John Rawls (1971). Rawls conceives justice as fairness. This fairness is to be observed more in a nation in a distributive situation. It accounts for equitable distribution of gains, pains, advantages and disadvantages of society. A just society ensures that the societal goods as well as its evils are not borne by a segment of society alone. It also frowns at the enjoyment of any special privilege by a segment of society. What is available must be available to all segments. Justice frowns at nepotism, favoritism and similar practices. It also ensures that a leader does not concentrate the advantages of the power he holds on his own ethnic, tribal or religious group. The ideals of justice are built on the egalitarianism which presupposes the equality of all citizens. Thus if we are all equal, it is right to treat us all, our aspirations, needs, and rights as equal. Thus, a just and egalitarian society is fundamental for the progress of our nations as it imbues in the citizens the confidence that they constitute important parts of the nation.

SELF-ASSESSMENT EXERCISE 2

Discuss the advantages of building a just and egalitarian society.

3.3 A Unified, Strong and Self-Reliant Nation

Nigeria is a diverse country with multiplicity of ethnic groups, language, religion, etc. These factors at times tend to constitute divisive elements in the country. But despite the existence of these factors, a united Nigeria is a possibility. This is achievable through emphasizing the things that unite rather than the ones that divide. A unified Nigeria is quite important if all citizens are to co-operate towards building a vibrant, strong and self-reliant nation.

SELF-ASSESSMENT EXERCISE 3

Describe how we can achieve a strong and united nation.

3.4 A Great and Dynamic Economy

Building a great and dynamic economy is necessary for the satisfaction of the needs of the citizens. Today, Nigerian economy is described as a mono-economy dependent on oil and oil-related businesses. The danger inherent in this is manifest in the inability of the economy to absorb non-oil expert graduates who graduate annually from our universities. It also means that this category of citizens lack the opportunity to contribute their quota towards national development. When the economy is diversified it affords every citizen a space to make contribution towards the development of the nation.

The potentiality of Nigeria to become one of the biggest countries of the world has been well-noted. The country is blessed with abundant human and natural resources. With a population of about 160 million, Nigeria has the population to challenge even the most developed countries in developmental strides. On another note, the abundance of natural resources has not been well-exploited. A number of resources have not been tapped by the country. A good number of those tapped are left in the hands of foreign conglomerates who exploit these resources for the advantages of their own home countries.

SELF-ASSESSMENT EXERCISE 4

What advantage do you think diversifying Nigerian economy will add in our quest for national development?

3.5 A Land of Bright Opportunities for All Citizens

This last objective is dependent on all the objectives that are discussed above. The achievement of these will aid, in no small measure, in providing better and brighter opportunities for all citizens. Obasi (1987) writes that making Nigeria a land of bright opportunities for all citizens is dependent on opening up the social system in order to allow perfect mobility for citizens. This means that no Nigerian should be allowed to be left out on account of his family background, ethnic origin, economic status, political affiliation, religious profession, and so on. This means that the system is open for everyone who makes effort, and that equal efforts are rewarded equally.

SELF-ASSESSMENT EXERCISE 5

Identify the implication of building a land of bright opportunities for all Nigerians.

4.0 CONCLUSION

Nigeria's national development objectives are a number of targeted goals the country wants to achieve. Achievement of these goals is fundamental in building a prosperous and developed country.

5.0 SUMMARY

In this unit, you were exposed to Nigeria's development objectives. You also learnt that these objectives include: a free and democratic society, a just and egalitarian society, a unified, strong and self-reliant nation, a great and dynamic economy, a land of bright opportunities for all citizens.

6.0 TUTOR-MARKED ASSIGNMENT

1. List the five Nigerian national development objectives.
2. What advantage do you think diversifying Nigerian economy will add in our quest for national development?
3. Discuss the advantages of building a just and egalitarian society.

7.0 REFERENCES/FURTHER READING

- Ake, C. (1996). *Democracy and Development in Africa*, Washington, D.C.: The Brookings Institution.
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