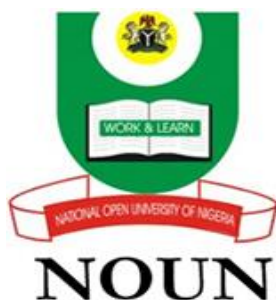**NOUN**

# NATIONAL OPEN UNIVERSITY OF NIGERIA

## DES 430: INTERNATIONAL ORGANIZATIONS AND DEVELOPMENT (II)

# DEPARTMENT OF DEVELOPMENT STUDIES
# FACULTY OF SOCIAL SCIENCES
# COURSE GUIDE

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**NATIONAL OPEN UNIVERSITY OF NIGERIA**

# INTRODUCTION

**Welcome to DES-430: International Organizations and Development (II)**

This is a three-unit credit course and compulsory for students in Development Studies. This course has been structured into 12 distinct but related units of activities. The course guide gives you overview of the course and provides you with the relevant information and requirements for the course. Also, in this Course Guide, you will be intimated on what you need to know about the aims and objectives of the course, components of the course material, arrangement of the study units, assignments, and examinations.

## Course Competencies

The purpose of this course is to introduce students to the main theoretical perspectives and conceptual debates on international organizations and development. Accordingly, the lectures involve series of debates and theories that constitute the foundation of international organizations operations in the world. Specific aim of the course include:

▪ Introduce students to the functions of key international organizations including the WTO, IMF, World Bank, United Nations, international regime on climate change, trans-national corporations and Non-Governmental Organizations.

▪ Develop students' understanding of the key forces shaping the development of international organizations and the implications of the development of international organizations for policy-making processes at the national and sub-national levels.

▪ Introduce students to theoretical approaches to the development and implications of international organizations, including approaches such as public policy theory, new institutionalism, in addition to international organization development theories such as neo-liberal, institutionalism and the international governance approaches that affect the third world development.

## 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 serve 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.

At the end of the course period, the students are expected to:

- Get acquainted with key analytic debates in the field of international organizations and development
- Develop the ability to comprehend and manipulate complex analytical arguments in global discourses on international organizations and development
- Have an understanding on how to relate these debates and analytical arguments to development theory, policy and practice
- Develop the ability to evaluate the impact of development interventions (such as – SDGs, NGOs, international financial institutions, government intervention projects, and development blueprints, as well as international institutional reforms and theories of change) on international organizations' operations and development in countries of the world
- Get familiarised and be able to apply practical skills and techniques in International Organizations and development analysis which can lead to a career international multilateral and bilateral corporations and NGOs

## 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 15weeks to complete and some components of the course are outlined under the course material subsection.

## Study Units

There are four (4) modules and twelve (12) units in whole for this course. They should be studied carefully and diligently. The modules and units are listed as follows:

**MODULE 1 FROM MDG TO SDG**
UNIT 1 LESSONS LEARNT FROM THE MDGS
UNIT 2 THE UN AND SUSTAINABLE DEVELOPMENT GOALS
UNIT 3 THE SDGs- ARE THERE SUCCESS STORIES SO FAR?

**MODULE-2: ADDRESSING CONTEMPORARY DEVELOPMENT ISSUES**
UNIT 1 HUMAN RIGHTS AND SECURITY: AMNESTY INTERNATIONAL
UNIT 2 HEALTH AND DEVELOPMENT - THE WORLD HEALTH ORGANIZATIONS
UNIT 3 COVID-19 PANDEMIC AND THE ROLE OF INTERNATIONAL ORGANISATIONS: WHO

**MODULE 3 ENVIRONMENT AND SUSTAINABLE DEVELOPMENT: THE GLOBAL DISCOURSE**
UNIT 1 ENVIRONMENT IN SUSTAINABLE DEVELOPMENT
UNIT 2 ENVIRONMENTAL DEGRADATION AND POVERTY – THE CYCLICAL THEORY PARADOX
UNIT 3: ENVIRONMENTAL CONSERVATISM: LOCAL LEVEL RESOURCE MANAGEMENT

**MODULE 4: OTHER INTERNATIONAL DEVELOPMENT ISSUES**
UNIT 1 GENDER AND DEVELOPMENT
UNIT2 POPULATION AND DEVELOPMENT
UNIT 3 RELIGION IN INTERNATIONAL DISCOURSE AND DEVELOPMENT

Each study unit will take at least two hours, and it include the introduction, objective, main content, self-assessment exercise, conclusion, summary and reference. Other areas border on the Tutor-Marked Assessment (TMA) questions. Some of the self-assessment exercise will necessitate discussion, brainstorming and argument with some of your colleges. You are advised to do so in order to understand and get acquainted with historical economic event as well as notable periods.

There are also textbooks under the reference and other (on-line and off-line) resources for further reading. They are meant to give you additional information if only you can lay your hands on any of them. You are required to study the materials; practice the self-assessment exercise and tutor-marked assignment (TMA) questions for greater and in-depth understanding of the course. By doing so, the stated learning objectives of the course would have been achieved.

## References and Further Readings

In this course material there are some recommended textbooks and references that you can get for yourself or search out online for further reading.

## Presentation Schedule

The presentation schedule included in your course materials gives you the important dates in the 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 be guided 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 provide 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 dairy 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).

## Online Facilitation

There are some hours of tutorials (2-hours sessions) provided in support of this course. You will be notified of the dates, times and location of these tutorials. Together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties, you might encounter, and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary. Contact your tutor if.

• You do not understand any part of the study units or the assigned readings

• You have difficulty with the self-assessment exercises

• You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

## Course Information

Course Code:      DES 430
Course Title:      International Organizations and Development II
Credit Unit:      3
Course Status:
Course Blub:
Semester:      Second Semester
Course Duration:   15 weeks
Required Hours for Study

## Course Team

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# Module 1: FROM THE MILLENIUM DEVELOPMENT GOALS TO THE SUSTAINABLE DEVELOPMENT GOALS

## MODULE 1 - Unit 1: LESSONS LEARNT FROM THE MDGs

**Unit Structure**

1.1    Introduction
1.2    Learning Outcomes
1.3    The concept & purpose of the MDGs.
1.4     The role of the UN in the development of the MDGs.
1.5    Lessons learned in the implementation of the MDGs.
1.6    Summary
1.7   References/Further Readings/Web Resources
1.8    Possible Answers to Self-Assessment Exercise(s) within the content

### 1.1 Introduction

In this unit, we will describe, define, and give a brief background about the emergence and purpose of the Millennium Development Goals. Indeed, there are different kinds of definitions and descriptions of the Millennium Development Goals some conflict with others depending on the perspective the definer is looking at it from. As way of introduction, the Millennium Development Goals are an ambitious agenda for **reducing poverty and improving lives** that world leaders agreed on at the Millennium Summit in September 2000.

### 1.2  Learning Outcomes

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

1.  Reflect on what the MDGs represent and what they were meant to achieve.

2.  Understand the role of the United Nations in the creation of the MDGs.

    3.    Reflect and understand the important lessons learnt during the implementation of the MDGs

**Main Content**

The **Millennium Development Goals** (**MDGs**) were eight international development goals for the year 2015 that had been established following the Millennium Summit of the United Nations in 2000, following the adoption of the United Nations Millennium Declaration. These were based on the OECD DAC International Development Goals agreed by Development Ministers in the "Shaping the 21st Century Strategy". The Sustainable Development Goals (SDGs) succeeded the MDGs in 2016. All 191 United Nations member states, and at least 22 international organizations, are committed to helping achieve the following Millennium Development Goals by 2015. The following seven goals constituted the MDGs: To eradicate extreme poverty and hunger. They are 1. to achieve universal primary education, 2. to promote gender equality and empower women, 3 To reduce child mortality, 4 To improve maternal health, 5 To combat HIV/AIDS, malaria, and other diseases, 6 To ensure environmental sustainability, 7 To develop a global partnership for development.

## 1.3 THE CONCEPT & PURPOSE OF THE MDGS.

The MDGs emphasized three areas: (i) **human capital**, (ii) **infrastructure**, and (iii) **human rights** (social, economic, and political), with the intent of increasing living standards. Human capital objectives include nutrition, healthcare (including child mortality, HIV/AIDS, tuberculosis and malaria, and reproductive health) and education. Infrastructure objectives include access to safe drinking water, energy, and modern information/communication technology; increased farm outputs using sustainable practices; transportation; and environment. Human rights objectives include empowering women, reducing violence, increasing political voice, ensuring equal access to public services, and increasing security of property rights. The goals were intended to increase an individual's human capabilities and "advance the means to a productive life". The MDGs emphasize that each nation's policies should be tailored to that country's needs; therefore, most policy suggestions are general (UNDP,2013).

MDGs emphasize the role of developed countries in aiding developing countries, as outlined in GOAL EIGHT (to develop a global partnership for development), which sets objectives and targets for developed countries to achieve a "global partnership for development" by supporting five key areas, which are: (i) fair trade, (ii) debt relief, (iii) increasing aid, (iv) access to affordable essential medicines and (v) encouraging technology transfer. Thus, developing nations ostensibly became partners with developed nations in the struggle to reduce world poverty. As described before, the MDGs were developed out of several commitments set forth in the Millennium Declaration, signed in September 2000 (UNDP,2013). There are eight goals with 21 targets, and a series of measurable health indicators and economic indicators for each target, which are:

Table 2: The MDGs and their related Targets

| **Goal 1: Eradicate extreme poverty and hunger** | |
|---|---|
| Related Targets | Target 1A: Halve, between 1990 and 2015, the proportion of people living on less than $1.25 a day |
| | Target 1B: Achieve Decent Employment for Women, Men, and Young People |
| | Target 1C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger |
| Goal 2: Achieve universal primary education | |
| Related Targets | Target 2A: By 2015, all children can complete a full course of Primary education/primary schooling, girls and boys |
| Goal 3: Promote gender equality and empower women | |
| Related Targets | Target 3A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015 |
| Goal 4: Reduce child mortality rates | |
| Related Targets | Target 4A: Reduce by two-thirds, between 1990 and 2015, the under-five mortality rate. |
| Goal 5: Improve maternal health | |
| Related Targets | Target 5A: Reduce by three-quarters, between 1990 and 2015, |

| | |
|---|---|
| | the maternal mortality ratio |
| | Target 5B: Achieve, by 2015, universal access to reproductive health |

| Goal 6: Combat HIV/AIDS, malaria, and other diseases | |
|---|---|
| Related Targets | Target 6A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS |
| | Target 6B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it |
| | Target 6C: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases. |

| Goal 7: Ensure environmental sustainability | |
|---|---|
| Related Targets | Target 7A: Integrate the principles of sustainable development into country policies and programs; reverse loss of environmental resources. |
| | Target 7B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss. |
| | Target 7C: Halve, by 2015, the proportion of the population without sustainable access to safe drinking water and basic sanitation. |
| | Target 7D: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers. |

| Goal 8: Develop a global partnership for development | |
|---|---|
| Related Targets | Target 8A: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system |
| | Target 8B: Address the Special Needs of the Least Developed Countries (LDCs) |
| | Target 8C: Address the special needs of landlocked developing countries and small island developing States |
| | Target 8D: Deal comprehensively with the debt problems of developing |

| | countries through national and international measures in order to make debt sustainable in the long term |
| --- | --- |
| | Target 8E: In co-operation with pharmaceutical companies, provide access to affordable, essential drugs in developing countries |
| | Target 8F: In co-operation with the private sector, make available the benefits of new technologies, especially information and communications |

The MDGs emphasized on 3 areas?

## 1.4    The role of the UN in the development of the MDGs

Following the end of the Cold War, a series of UN-led conferences in the 1990s had focused on issues such as children, nutrition, human rights, and women, producing commitments for combined international action on those matters. The 1995 World Summit on Social Development produced a **Copenhagen Declaration on Social Development** with a long and complex list of commitments by global leaders, including many adapted from the outcomes of previous conferences (UN,1999). But international aid levels were falling, and, in that same year, the Development Assistance Committee of the OECD set up a reflection process to review the future of development aid (UN,2000).  The resulting 1996 report, **"Shaping the 21st Century"**, turned some of the Copenhagen commitments into six monitorable "International Development Goals", which had similar content and form to the eventual MDGs: halving poverty by 2015; universal primary education by 2015; eliminating gender disparity in schools by 2005; reductions in infant, child and maternal mortality by 2015, universal access to reproductive health services by 2015 and adequate national strategies for sustainable development in place everywhere by 2015 (UNDP, 2014).

In late 1997, the UN General Assembly envisaged a special Millennium Assembly and forum as a focus for efforts to reform the UN system. A year later, it specifically resolved to hold not only the Millennium Assembly but also a Millennium Summit, and mandated the Secretary-General, Kofi Annan, to come up with proposals for "a number of forward-looking and widely relevant topics", thus opening the possibility of going beyond the institutional questions of UN reform (Annan, 2021). Annan's report, when published in April 2000 under the title **"We the Peoples: The Role of the United Nations in the 21st Century",** framed the questions of UN reform within the larger challenges facing the world, the chief of which was identified as "to ensure that globalization becomes a positive force for all the world's people, instead of leaving billions of them behind in squalor"(Global Fund, 1998). In the report Annan urged the forthcoming Millennium Summit to adopt certain key goals and objectives on many of the issues raised in the Copenhagen summit, other conferences of the 1990s, and the recently published Brahimi Report on international peace and security (Hulme,2010).

The Millennium Summit and the General Assembly in September 2000 issued a Millennium Declaration echoing the agenda that Annan had set out (UN,2000). This declaration did not specifically mention "Millennium Development Goals", but it does contain the substance – and much of the same wording – as the eventual goals. A process of selecting and refining the Goals from the content of the Declaration continued for some time. A crucial moment here was unification between discussions under the auspices of the United Nations and approaches being followed by the OECD based on "Shaping the 21st Century"; this unification was agreed at a meeting convened by the World Bank in March 2001(OECD,1996). In September 2001, Annan presented to the General Assembly a **"Road map towards the implementation of the United Nations Millennium Declaration"** which did contain a section specifically about "the Millennium Development Goals", enunciating some of them in their eventual wording, and indicating the remaining issues in formulating a definitive set (Annan, 2021).

SELF ASSESSMENT 2

Mention one of the important lessons learnt from the MDGs

## 1.5     Lessons learned in the implementation of the MDGs.

Over a decade's worth of experience with the Millennium Development Goals (MDGs) has generated invaluable lessons that can guide policymakers in implementing the post-2015 development agenda. The lessons are categorized along the following themes: overarching lessons; (i) **lessons in poverty reduction and inclusive growth**; (ii) **lessons in social development**; and (iii) **lessons in environmental sustainability.** continual follow-up processes undertaken at the national, regional, and global levels. Effective communication of performance, including through national country reporting, mobilized civil society, and helped to sustain pressure on governments to fulfil their social compacts. Regional MDG reporting provided a mechanism for cross-country comparisons and peer learning. Good performing countries unwittingly encouraged weaker performers to improve their performance by generating a spirit of positive competition (UN,2002). Table 3 below summarize the important lesson learnt:

Table 3: Summary of MDG lessons learnt

| Overarching Lessons Learnt |
|---|
| **1.MDGs induced demand for more comprehensive and timely data:** The MDGs underlined the importance of timely access to disaggregated data as an important ingredient for monitoring results and holding relevant stakeholders accountable for their actions and or inactions. The desire of governments to demonstrate results and of stakeholders to track performance invariably generated demand for data and contributed to improvements in data availability (WHO, 2014a) |
| **2.Effective communication and follow-up are critical for the success of global agendas.** An important lesson to be drawn from implementing the MDGs is that, although the commitments made by its signatories were not binding, some success was generated. This positive outcome was partly due to the effective communication and continual follow-up processes undertaken at the national, regional and global levels. Effective communication of performance, including through national country reporting, mobilized civil society, and helped to sustain pressure on governments to |

fulfil their social compacts.

**4.Exploiting inter-sectoral synergies heightens impact**

The MDGs have highlighted the benefits and efficiency gains that can be achieved by leveraging inter-sectoral synergies as well as the important role of development planning in making this happen. African countries have been more successful in integrating the MDGs in their development planning frameworks than in exploiting synergies among the goals and targets.

**5.Sustainability requires adopting an integrated approach to development**

The MDG focus on outcomes such as poverty reduction without particular attention to the underlying causes has led in some cases to undesirable, unintended and often unsustainable consequences. For instance, Africa has made substantial progress in reducing HIV, malaria and tuberculosis as a result of access to vertical funds. However, these funds narrowly target specific diseases, paying less attention to the health systems of the countries.

**6. Progress is tied to a robust means of implementation**

The MDGs lacked a robust mechanism for their implementation. While the Monterrey Consensus provided a framework for funding the MDGs, the follow-up mechanism was ineffective; the Consensus focused exclusively on financial resource mobilization with little attention to complementary factors such as technology, institutions and capacity-building. Furthermore, excessive reliance on ODA undermined the economic sustainability of several MDG interventions, rendering them susceptible to the economic fortunes of donor countries. Strengthening the means of implementation of global agendas is therefore key to success.

## Lessons in poverty reduction and inclusive growth

**1.Poverty reduction is underpinned by rapid, sustained, and inclusive growth**

Inclusive and sustained growth promotes poverty reduction Rural poverty declined as a result of a wide range of pro-poor programs in rural areas, including improved agricultural technologies; expansion of agricultural extension services; commercialization of smallholder farming; rural infrastructural development; access

to social protection programs, especially those relating to productive safety net programs; and provision of credit.

**2.Strengthening capacities through social protection reduces poverty and inequalities**

Social protection programs have played an effective complementary role in reducing poverty and enhancing the skills and capacities of vulnerable groups. Such programmes have been effective in countries that view it not as a "handout", but rather as a long-term investment in people, reinforced by regular budgetary allocations. For example, Mauritius's universal social pension has been instrumental in lowering the poverty rate. Likewise, South Africa's old age pension plan has reduced the country's poverty gap by 2.5 per cent, while its disability grants have reduced the total rand poverty gap by 5.1  per cent,

**3.Employment subsidies can create jobs**

Access to decent jobs is a sustainable exit strategy from poverty. The experience of Algeria provides some insights into how job creation can be addressed through employment subsidies. Like several African countries, Algeria experienced a formidable unemployment challenge. Unemployment rates were as high as 30  per cent in 2000 and 48 per cent in 2001. To tackle the problem, the Government implemented a rigorous employment policy that focused on granting subsidies to firms as incentives to hire the unemployed and establishing a public works program for the unskilled. Firms were given the opportunity to hire the unemployed at no cost for one year, while the Government paid the salaries for skilled youth. Subsidies and financing were provided to micro-enterprise projects to take on skilled youth with relevant qualifications. Tax incentive measures were also provided to employers who were able to create and safeguard jobs.

**4. Progress is tied to a robust means of implementation**

The MDGs lacked a robust mechanism for their implementation. The Consensus focused exclusively on financial resource mobilization with little attention to complementary factors such as technology, institutions, and capacity-building. Furthermore, excessive reliance on Overseas Development Assistance (ODA) undermined the economic sustainability of several MDG interventions, rendering

them susceptible to the economic fortunes of donor countries. Strengthening the means of implementation of global agendas is therefore key to success. While such efforts must emphasize all sources of development financing, it must also include non-financial enablers of development such as technology and capacity-building efforts. In this context, critical areas of priority should include: supporting Africa's agenda for structural transformation, including value addition (e.g. in banking and microfinance development) and quality of public spending and planning; strengthening domestic capacities for resource mobilization; strengthening cooperation in stemming illicit outflows (e.g. tax evasion, abusive trade mispricing),

## Lessons learnt in Social Development

### 1.investments in rural education infrastructure

Investments in rural education infrastructure have proven effective in expanding access to primary schools. Ethiopia increased its net primary enrolment rate from 50 per cent in 1990 to 86.5 per cent during the period 2009-2010, owing in part to the construction of classrooms, particularly in rural areas where access poses an acute challenge. Sixteen thousand classrooms were constructed in 2004 and 25,000 during the period 2008-2009; 80 per cent of these are in rural areas. In addition, education is emphasized in public policies and prioritized in public spending.

### 2. Empowering women economically is critical

The removal of economic and social cultural barriers to education is an imperative for progress in gender equality and the empowerment of women. This is also true for the labour market and women's participation in the social and political spheres. Kenya's innovative approach to women's empowerment through the Table banking initiative has generated notable success. Launched by the non-governmental organization (NGO) Joyful Women in 2009, the initiative is a revolving fund for women's groups. Minimum savings deposits of $2 provide a revolving fund of short- and longterm loans for business ventures. From an initial number of 17 women's groups with a $750 fund, the group has grown to over 12,000 groups with a revolving fund of $17.5 million.

### 3.Enhancing access to skilled health-care workers, particularly for rural

**dwellers**

Improving the skills of health workers in delivering high-impact interventions is fundamental to improving child survival. Ethiopia's Health Extension Programme and integrated Community Case Management program, and the Health Development Army have been critical for successful community-based new-born care (Pearson et al., 2014). The impact of such initiatives is further strengthened through investments in training. A report from Ethiopia indicated that health extension workers that have been provided with adequate training have performed better on provision of integrated community case management of childhood illnesses (Pearson et al., 2014).

**4.Community empowerment**

Empowering local communities to run their own schools has boosted primary enrolment, particularly in poor communities. Prompted by fiscal constraints, Burundi and Togo adopted an innovative approach of direct community involvement in the running of schools. In the poorest region of Togo, Savannas, most of the schools are entirely funded by rural households, which include building classrooms and paying teachers' wages. As a consequence, the net enrolment rate increased from 67 per cent in 1990 to 87 per cent in 2008.

**Lessons learnt in Environmental Sustainability**

**1.Investment in renewable Energy is critical**

African governments should invest heavily in promoting the efficient production and use of energy sources over which they have a comparative advantage. The Government of Seychelles has recently geared up its efforts to promote renewable energy through investments in wind turbines and solar water heaters. These activities have been supported and encouraged by the National Energy Act Cabo Verde, the Gambia, Rwanda and Tunisia have launched reforestation programs (ECA et al., 2013).

**2. Intensifying reforestation efforts**

In Cabo Verde, the proportion of forested area climbed by 6.7 percentage points to 21.1 during the 1990-2010 period. The Great Green Wall of the Sahara and Sahel is

another initiative conceived as a set of cross-sectoral actions and interventions aimed at conserving the natural resources, securing economic development and, particularly, reducing poverty. The declining trend cannot be significantly reversed, however, unless these actions are supported by strong forestry institutions, policies and regulatory frameworks combined with adequate human resources and accompanying effective monitoring systems.

**3.Priority to water-related infrastructure development**

Mozambique has also given high priority to water-related infrastructure development by financing large schemes for rainwater harvesting in order to minimize the severity of droughts. In Benin, many boreholes, hand-dug wells and piped systems were built for rural and small towns' water supply, and as a result, the average coverage of drinking water in rural areas increased from 39 per cent in 2004 to 57 per cent in 2010.

**4. Advocacy targeted at local communities is an effective strategy to improve sanitation.**

With respect to sanitation, Ethiopia's efforts have led to a decrease in the practice of open defecation from 82 per cent in 1990 to 34  per cent in 2012. The key to success was advocacy aimed at encouraging communities to stop open defecation and investments in the construction of sanitation facilities. The result was a remarkably steep decline in open defecation and steady progress in sanitation coverage across all 11 states of Ethiopia, despite wide variations in wealth, ethnicity, and other socioeconomic characteristics (UNICEF and WHO, 2012**)**

SELF ASSESSMENT 2

The lessons learnt from the MDGs can grouped into three themes, name them?

**1.6  Summary**

The MDGs have helped African countries to make tremendous efforts towards poverty and social sectors. Even if African countries will not meet all the MDGs because of challenging initial conditions, this should not overshadow the progress made in devising innovative solutions to some of their pressing development challenges. In poverty and social development, progress has been underpinned by rapid growth and investments in social and economic infrastructure, greater involvement of local communities in service delivery, and policy reforms aimed at reducing financial and cultural barriers to access to social services. Girls and women have been empowered through affirmative action programs, and by addressing cultural biases and investing in gender-appropriate infrastructure.

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## 1.8 Possible Answers to SAEs within Content

**Answer to SAE 1**
The MDGs emphasized three areas: (i) human capital, (ii) infrastructure, and (iii) human rights (social, economic, and political), with the intent of increasing living standards. Human capital objectives include nutrition, healthcare (including child mortality, HIV/AIDS, tuberculosis and malaria, and reproductive health) and education.

**Answer to SAE 2**
The MDGs underlined the importance of timely access to disaggregated data as an important ingredient for monitoring results and holding relevant stakeholders accountable for their actions and or inactions.

**Answer to SAE 3**
The lessons are categorized along the following themes: overarching lessons; (i) **lessons in poverty reduction and inclusive growth**; (ii) **lessons in social development**; and (iii) **lessons in environmental sustainability**

# MODULE 1 - Unit 2: DIFFERENCES, SIMILARITIES & IMPROVMENTS IN THE ARCHITECTURE OF THE SDGs OVER THE MDGS

**Unit Structure**

## 2.1    Introduction

In this unit, we will describe, define, and give a brief background about the emergence and purpose of the Sustainable Development Goals. Indeed, the UN and other stakeholders played an important role in the development of the global goals. Most importantly, we will explore and discuss in depth the similarities and the differences between the SDGs and the MDGs. Finally, we will explore the architectural improvement from the MDGs to the SDGs. There are many similarities between the MDGs and the SDGs. **There are 169 targets associated with the seventeen goals**. Goals one through six strongly lean towards the MDGs. As evidenced by goals seven, and eleven through fifteen, environmental concerns have become a focus in the SDGs.

## 2.2  Learning Outcomes

At the end of this unit, student will be able to:

1. Understand and appreciate the differences between the MDGs from the SDGs.

2. Understand and appreciate the similarities of the MDGs vs the SDGs.

3. Understand improvement of the SDGs over the MDGs.

The history of sustainable development thinking and its subsequent evolution as a globally accepted development paradigm is well documented. As Adams (2009) noted, sustainable development has become a central concept in development studies, building on environmental, social and political critiques of development theory and practice. There is no simple single meaning of 'sustainable development' as a wide range of different meanings are attached to the term. However, due to its ability to host divergent ideas, the concept has proved to be very useful, to the extent of becoming dominant ever since the idea of sustainable development gained currency in the 1990s. Nonetheless, the most widely used and generally known definition of the concept comes from the World Commission on Environment and Development (WCED), which defined sustainable development as: "Development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (WCED, 1987:43).

This definition is based on two fundamental principles of development thinking namely: basic needs and environmental limits. By going beyond the concepts of physical sustainability to the economic context of development, the definition by WCED involves a subtle but extremely important transformation of the ecologically based concept of sustainable development (Jamieson, 1998). Several factors triggered the attention of the international community to intergenerational equity in relation to access to natural resources. These included widespread environmental degradation, the existence of severe poverty around the globe and concerns about achieving and maintaining good quality of life. As Reed (1996) noted, sustainable development emerged from public pressure, ultimately forcing itself onto the agenda of governments and international institutions. The concept is built on three key principles (i.e. social, economic and environmental sustainability), and remains the global standard for measuring development objectives and performance in both developed and developing countries.

## 2.3    THE DIFFERENCES BETWEEN THE MDGS FROM THE SDGS.

There are significant differences between the MDGs and the SDGs these differences will be discussed using seventeen parameters, which are: Successor or predecessor, Number of

Goals, Number of targets, Number of indicators, Formulation of the goals, Zero goals, Applicability, Pillars for sustainable end of hunger, Focused areas, Development agendas, Scope of work, Distinguishing Hunger and Poverty. Cost, Source of funding, Peace Building, Data Revolution, Quality Education. These differences are well captured in the table below:

| Differences based on: | MDGs | SDGs |
|---|---|---|
| 1. Successor or predecessor | MDGs are predecessor of SDGs. | SDGs are successor to the MDGs. |
| 2. Number of Goals | MDGs consists of 8 goals | SDGs consists of 17 goals |
| 3. Number of indicators | MDG had 60 indicators | SDG has 232 indicators |
| 4. formulation of the goals | It was produced by a small group of technical experts | It was produced by UN Open Working Group (OWG) made up of 30 members representing 70 countries. SDG drafting process also included intense consultation process among: (i)193 UN member states (i) Civil society organizations (iii) Academicians(iv)Scientists (v) Private sectors and (vi) Other stakeholders all around the world |
| 5. Zero goals | – MDG targets for 2015 were set to get us "halfway" to the goal of ending hunger and poverty.<br>– It had narrow focus on poverty reduction. | – The SDGs are designed to finish the job to get to a statistical "zero" on hunger, poverty, preventable child deaths and other targets.<br>– It has wide focus on poverty reduction and tries to embed environmental, economic and social aspects together. |
| 6. Applicability | – MDGs mainly targeted developing/least developed or poor countries.<br>– It was designed in the context of "rich donors aiding poor recipients." | – SDGs targets and applies uniformly to all the countries; rich, middle income and poor.<br>– It appeals all countries to take action. |
| 7. Pillars for sustainable end of hunger | MDGs ignored the three crucial pillars for sustainable end of hunger i.e. empowering women, mobilizing everyone, and | SDGs have addressed these three pillars more strongly i.e. SDG have ensured stronger gender roles, people's participation and |

| | | |
|---|---|---|
| | collaborating with local government | government participation |
| 8. focused areas | It mainly focused on social dimensions and better health | It focuses on social inclusion, economic growth, better health and environmental protection. SDGs also strengthen equity, human rights and non-discrimination |
| 9. Development agendas | MDG could not focus holistically on development. It also missed to address root causes of poverty. | SDG focuses holistically on development. |
| 10. Scope of work | MDG only emphasized on the prevalent challenges | SDG emphasizes on present and upcoming challenges |
| 11. Distinguishing Hunger and Poverty. | Hunger and poverty are combined in MDG | SDGs treat the issue of poverty separately from hunger and, food and nutrition security |
| 12. Cost | MDGs were less costly compared to SDG | SDGs are much more costly compared to MDGs |
| 13. Source of funding | MDGs were largely envisioned to be funded by aid flows, which did not materialize | SDGs put sustainable, inclusive economic development at the core of the strategy |
| 14. Peace Building | MDGs did not include peace building in their core agenda and goals | SDGs include peace building to the success of ending poverty and hunger. |
| 15. Data Revolution | MDGs did not prioritize monitoring, evaluation and accountability. | SDGs target by 2020 to "increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts." |
| 16.Quality Education | The MDGs focused on quantity (e.g.: high enrollment rates) rather than quality. This might have declined quality of education in many societies. | SDGs focus on the quality of education and the role of education in achieving a more humane world: "education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of |

| | | culture's contribution to sustainable development." |
|---|---|---|

Explain the difference between the MDGs and SDGs based on scope of work

## 2.4    THE SIMILARITIES OF THE MDGS VS THE SDGS.

There are many similarities between the MDGs and the SDGs. There are 169 targets associated with the seventeen goals. Goals one through six strongly lean towards the MDGs. As evidenced by goals seven, and eleven through fifteen, environmental concerns have become a focus in the SDGs. Like the SDG framework, the MDG framework was composed of a nested hierarchy of goals, targets, and indicators. The deadline for achieving many of the MDG targets was 2015.

Firstly, both SDGs and MDGs promote equal opportunities for women and enabling them to participate fully in economic and other aspects of life. Secondly, both also promote employment creation, rights at work, social protection, and social dialogue. In MDGs, International labour standards, the promotion of social protection such as maternity leave and the ability to reach women in the workplace all play a crucial role in reducing child mortality (Goal 4) and in improving maternal health (Goal 5).

**Table4**: showing the similarities between the MDGs and the SDGs

| Similarities based on: | MDGs | SDGs |
|---|---|---|
| 1.  **Both are Global Frameworks** | Yes | Yes |
| 2.  **Both have Indicators & Targets** | Yes | Yes |
| 3.  **Both have agreed starting and ending timelines** | Yes | Yes |
| 4.  **Member state countries signed and agreed to implement it.** | Yes | Yes |
| 5.  **Both frameworks have distinct goal** | Yes | Yes |

| | | |
|---|---|---|
| 6. **The UN played a major role in crafting these frameworks** | Yes | Yes |

## 2.5 THE IMPROVEMENT OF THE SDGS OVER THE MDGS

While there are many improvements that can be mentioned about how the SDGs is better positioned than the MDGs, we will do this under four headlines, in the boxes below:

| **1.The Sustainable Development Goals Will Be More Transformative for the Planet** |
|---|
| Like the MDGs, eradicating extreme poverty lies at the heart of the SDGs. While each of the 17 proposed goals has its own agenda, they collectively address the many facets that complicated global poverty—a distinction that has become increasingly important as political and environmental landscapes continue to change. |

| **2.The Sustainable Development Goals Will Be More Comprehensive in Scope.** |
|---|
| At their core, the SDGs and MDGs share the same target (eliminating poverty), however, the new SDGs seek to incorporate a more expansive platform than their 2000 counterpart. Most notably, the goals use the concept of sustainability to weave a comprehensive agenda that extends well beyond the social sector. The 17 proposed SDGs incorporate issues of environmental quality (climate change, biodiversity loss, and deforestation) and sustained economic resilience (improving access to sustainable energy sources, building sustainable cities, and promotion of sustained economic growth). |

| **3. The Sustainable Development Goals Will Seek a More Integrative Approach to Development** |
|---|
| Many of the objectives of the MDGs were addressed in isolation of one another (maternal health, hunger, gender equality). The SDGs seek to open communication and efforts between the 17 goals in order to present a united and integrated agenda. |

**4. The Sustainable Development Goals Will Operate on a Universal Scale**

The MDGs focused primarily on how the developed world could finance improvements in developing nations. The SDGs, however, speak to poverty in all nations (developed and developing). If the eradicating poverty is truly at the heart of the goals, then there must be a universal and comprehensive push to find an agenda that speaks to all countries and all levels of economic development, to ensure that no one is left behind.

SELF ASSESSMENT 2

Explain one improvement from MDGs to SDGs

### 2.6  Summary

We have seen the significant differences and similarities between the Millennium Development Goals launched in 2000 and the Sustainable Development Goals launched in 2015, most notably in the quest to completely roll back poverty and hunger, though they both enjoy a further similarity in that they are clear, concise, time-bound and measurable. Something worth mentioning as per the difference between the two-development agenda is the way they both approach development in developing parts of the world like Africa.

A major difference between the two development agendas is glaring when one looks at the processes that eventually lead to their adoption. It is fair to say the SDG is unique in this respect. The SDG is perhaps one of the most inclusive and participatory development processes the world has ever known, as it took a bottoms-up approach. This by implication meant the process directly benefited from impulse from the global citizenry, businesses, educational institutions, civil society organizations and governments. This SDG approach is quite different from the top-down approach of the MDGs. A significant proportion of the African populace post 2000 considered the MDGs as a development

agenda that was being forced down their throats without due consideration of their opinions and views. Africa today like most other developing countries the world over feel included in the present development agenda. It is ultimately fair to say the UN Sustainable Development Agenda is an inclusive and participatory moral compass for the Africa and the rest of the world in the 21$^{st}$ Century

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## 2.8 Answers to SAE s within the Content

**Answer to SAE 1**
MDG only emphasized on the prevalent challenges
The SDG emphasize on present and upcoming challenges

**Answer to SAE 2**
At their core, the SDGs and MDGs share the same target (eliminating poverty), however, the new SDGs seek to incorporate a more expansive platform than their 2000 counterpart. Most notably, the goals use the concept of sustainability to weave a comprehensive agenda that extends well beyond the social sector. The 17 proposed SDGs incorporate issues of environmental quality (climate change, biodiversity loss, and deforestation) and sustained economic resilience (improving access to sustainable energy sources, building sustainable cities, and promotion of sustained economic growth).

# Unit 3: THE SUSTAINABLE DEVELOPMENT GOALS (AN IN-DEPTH REVIEW)

## Unit Structure

## 3.1 Introduction

In this unit, we will describe, define, and give a brief background about the emergence and purpose of the Sustainable Development Goals. Indeed, the UN and other stakeholders played an important role in the development of the global goals. However, there is a point of convergence, where all seem to agree on what characteristics makeup or define international organizations.

## 3.2   Learning Outcomes

At the end of this unit, student will be able to:

1. Understand and appreciate the role of the UN in the development of the SDGs.

2.  Understand and appreciate pillars and the framework of the SDGs.

3.  Understand the SDGs and their relevance looking at it up close.

## Main Content

The **Sustainable Development Goals** (**SDGs**) or **Global Goals** are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all" (United Nations, 2017). The SDGs were set up in 2015 by the United Nations General

Assembly (UN-GA) and are intended to be achieved by 2030. They are included in a UN-GA Resolution called the **2030 Agenda** or what is colloquially known as **Agenda 2030** (United Nations, 2015). The SDGs were developed in the Post-2015 Development Agenda as the future global development framework to succeed the Millennium Development Goals which ended in 2015.

The 17 SDGs are: (1) No Poverty, (2) Zero Hunger, (3) Good Health and Well-being, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation and Infrastructure, (10) Reduced Inequality, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13) Climate Action, (14) Life Below Water, (15) Life On Land, (16) Peace, Justice, and Strong Institutions, (17) Partnerships for the Goals.

Though the goals are broad and interdependent, two years later (6 July 2017) the SDGs were made more "actionable" by a UN Resolution adopted by the General Assembly. The resolution identifies specific targets for each goal, along with indicators that are being used to measure progress toward each target. (United Nations, 2017). The year by which the target is meant to be achieved is usually between 2020 and 2030(UNDP, 2018).

## 3.3 THE ROLE OF THE UN IN THE DEVELOPMENT OF THE SDGs.

Negotiations on the Post-2015 Development Agenda began in January 2015 and ended in August 2015. The negotiations ran in parallel to United Nations negotiations on financing for development, which determined the financial means of implementing the Post-2015 Development Agenda; those negotiations resulted in adoption of the Addis Ababa Action Agenda in July 2015. A final document was adopted at the UN Sustainable Development Summit in September 2015 in New York. (UNDP, 2015).

On 25 September 2015, the 193 countries of the UN General Assembly adopted the 2030 Development Agenda titled "Transforming our world: the 2030 Agenda for Sustainable Development" (UNDP, 2017) This agenda has 92 paragraphs. Paragraph 59 outlines the 17 Sustainable Development Goals and the associated 169 targets and 232 indicators.

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals

(SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs:

- In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.
- Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.
- The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.
- At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future programmes of work in development financing, small island developing states and more.
- In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.

- In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.

- 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:

- Sendai Framework for Disaster Risk Reduction (March 2015)

- Addis Ababa Action Agenda on Financing for Development (July 2015)

- Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.

- Paris Agreement on Climate Change (December 2015)

- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

## 3.4 THE PILLARS AND THE FRAMEWORK OF THE SDGS.

Three principles guided the development and framing of the SDGs, while the **five Ps** describes the describes the most important themes that addresses what the SDGs seek to achieve, we will describe and discuss it more in-depth below:

From the figure below: sustainable development can only be achieved when the three pillars for development intersect to produce harmony and balance, the three pillars are: (i) Social equity pillar, (ii) Environmental stewardship pillar and (iii) Economic prosperity pillars.
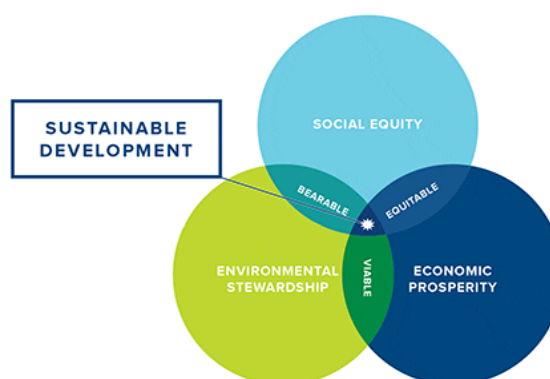


**Principle-1**: **Toward a principled shared cross-sector agenda**

The integrated notion of sustainable development and the achievement of the ambitious and comprehensive SDG Agenda requires us to build capacity for effective partnerships across sectors. It requires a shared knowledge on effective organizational practices and strategic systemic policies for partnerships among governments, the private sector, civil society, the United Nations system and other actors.

**<u>Principle-2:</u> The basic principle that no one can be left behind.**

The SDG agenda is based on the principle that no one can be left behind. That there are too many people in extreme and vulnerable situations of insecurity. It is based on the notion that the value of our civilizations is judged by how we reach out to those people and situations who are in distress at the margins of our national and global affairs.

**<u>Principle-3:</u> Sustainability is about achieving the present needs without compromising the ability of future generations to achieve their own needs.**

Overall, sustainability is based on the principles that all have rights for a better life, a life of dignity based on the fundamental human rights and on the awareness that we are part of an eco-system and a planetary equilibrium that requires our own global responsibility. In other words, sustainability is an integrative concept closely related to the values and principles of global citizenship and global-social responsibility. It is about realizing the interconnectedness of ourselves with our organizational and corporate decisions and with the systems elements of our local and global societies.

Similarly, the five key themes constitute the framework that the SDGs is built upon, which are (i) PEOPLE, (II) PROSPERITY, (III) PLANET, (IV) PEACE & (V) PARTNERSHIP. Sustainability has its foundation the principle--based preoccupation for practices that promote well-being of **People**, the preservations of our natural resources in this **Planet**, the elimination of extreme poverty for a life of **prosperity** for all, through the promotion of **peace** based on human rights, justice and rule of law, and through the **partnership** we need to have across nations, sectors and communities.

The Goals and targets for each goal are designed to stimulate action between 2015 and 20130 in areas of critical importance for humanity and the planet. The Transforming our world: the 2030 Agenda for Sustainable Development document highlights these 5P commitments as:

What is the principle 2 of the SDG?

| S/N | 5P's | The 5P's intent |
|---|---|---|
| 1. | **PEOPLE** | It speaks of the determination to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment |
| 2. | **PLANET** | It speaks of the determination to protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources and taking urgent action on climate change, so that it can support the needs of the present and future generations. |
| 3 | **PROSPERITY** | It speaks of the determination to ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social, and technological progress occurs in harmony with nature. |
| 4 | **PEACE** | It speaks of the determination to foster peaceful, just and inclusive societies which are free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development. |
| 5 | **PARTNERSHIP** | It speaks of the determination to mobilize the means required to implement this Agenda through a revitalized Global Partnership for Sustainable Development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders |

| | | | and all people. |
|---|---|---|---|

**Table 5: Schema showing how the 5Ps link with the SDGs.**



The interlinkages and integrated nature of the Sustainable Development Goals are of crucial importance in ensuring that the purpose of the new Agenda is realized. If we realize our ambitions across the full extent of the agenda, the lives of all will be profoundly improved and our world will be transformed for the better.

## 3.5    IN-DEPTH REVIEW OF THE SDGS AND THEIR RELEVANCE.

| S/N | NAME | SHORT NAME | PURPOSE |
|---|---|---|---|
| 1. | **SDG-1** | **No Poverty** | To end poverty in all its forms everywhere |
| **Relevance of Goal 1:** Poverty remains one of the core issues of the 21st century. While the Millennium Development Goals (UN targets for 2000-2015) have succeeded in halving the number of people living on less than $1.25 per day some 836 million people still live in extreme poverty. The most poverty-stricken regions remain in Southern Asia and sub-Saharan Africa, primarily in small and politically unstable countries. ||||
| 2 | **SDG-2** | **Zero Hunger** | To    End hunger,    achieve food security and improved nutrition, and promote agriculture |

**Relevance of the Goal 2:** Nutrition is one of the basic human needs. Since 1990, the number of undernourished people in developing countries has decreased by nearly half; accounting now for 13 percent of their total population. While some developed countries suffer from overconsumption-related malnutrition, most developing countries still experience the burden of extreme hunger. One in nine people globally (795 million) is undernourished. Poor nutrition of children adversely affects their education and therefore creates a vicious cycle of poverty and hunger for future generations.

| 3 | **SDG-3** | **Good health & Wellbeing** | To ensure healthy lives and promote well-being for all at all ages" |
|---|---|---|---|

**Relevance of Goal 3:** Physical and mental health has an impact on so many aspects of a human life that it is hard to address sustainable development without taking it into consideration. In the last decade, significant progress has been made in improving child and maternal health and reducing HIV infections (i.e. the Millennium Development Goals 4-6). Maternal mortality has decreased by almost half since 1990, while new HIV infections decreased by 38 percent between 2001 and 2013. Still, each year over six million children die before reaching their fifth birthday. Furthermore, newer health related issues such as substance abuse, traffic accidents, and air- and water-borne pollution and diseases are becoming more widespread.

| 4 | **SDG-4** | **Good Education** | to: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. |
|---|---|---|---|

**Relevance of Goal 4:** Quality education is necessary to tackle poverty and achieve progress in all aspects of sustainable development. Since the 2000, significant advancements have been made towards literacy rates and enrollment in primary education in developing countries. Despite continuous population growth, the number of out-of-school children decreased by 42 percent globally between 2000 and 2012 (primary school). Still, 57 million children remain out of school, most of them living in sub-Saharan Africa. Additionally, education is still severely affected

by several existing and partially growing socio-economic inequalities (gender, race, income).

| 5 | SDG-5 | **Gender Equality** | To achieve gender equality and empower all women and girls |
|---|---|---|---|

**Relevance of Goal 5:** The new goal clearly recognizes that gender equality is a critical element in achieving sustainable development. Until now, major progress has been made under the MDG #3 towards gender empowerment, resulting in equal access to primary education in many regions. Still, women and girls are often more acutely affected than men and boys by poverty, food insecurity and environmental pollution. Their voices and leadership are crucial to finding solutions. Therefore, SDG 5 aims at ending discrimination and violence against women and girls and ensuring that they have equal opportunities in life that boys and men have.

| 6 | SDG-6 | **Clean Water & sanitation** | To ensure availability and sustainable management of water and sanitation for all |
|---|---|---|---|

**Relevance of Goal 6:** Should the global population reach 9.6 billion by 2050, better management of water and sanitation is needed to sustain human wellbeing, while preserving the resilience of the ecosystem. Significant progress has been attained between 1990 and 2015, as the proportion of global population with access to improved drinking water sources has increased from 76 to 91 percent. Nevertheless, over 2.5 billion people still do not have access to basic sanitation facilities globally, and the access to water supply is unevenly distributed across the world. Especially in the developing world, this adversely affects economic and gender development, food security and water-borne diseases

| 7 | SDG-7 | **Affordable & clean energy** | To ensure access to affordable, reliable, sustainable, and modern energy for all |
|---|---|---|---|

**Relevance of Goal 7:** SDG 7 calls on leaders to accelerate sustainable energy solutions, central to almost every major issue the world faces today. While significant improvements in energy supply have been made in many developing

regions in the last decades, one fifth of the global population (1.3 billion people) still lacks access to electricity. The quality of energy supply is another issue. As the global energy supply still consists of widespread use of fossil fuels (81.3 percent), the transition to renewable energy is at the heart of this SDG, using the diversity of resources, combined with modern energy efficient technologies that address climate change mitigation, efficient energy generation and demand, and resilient energy infrastructure.

| 8 | SDG-8 | Decent work & Economic growth. | To Promote sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all |
|---|---|---|---|

**Relevance of the Goal 8:** A sustainable economy has an impact on practically on all aspects of human life and well-being. While many positive steps have been made to overcome different financial crises, global unemployment has increased from 170 million people in 2007 to nearly 202 million in 2012. Nearly 2.2 billion people still live below the US$2/day poverty line, and stable and well-paid jobs are needed to tackle poverty traps. Sustainable economic growth requires societies to create the conditions that stimulate sustainable business development and job creation, while safeguarding environmental sustainability. The creation of such employment will remain a major challenge for the whole development agenda

| 9 | SDG-9 | Industry, innovation, and infrastructure | Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation |
|---|---|---|---|

**Relevance of Goal 9:** Since the industrial revolution, built infrastructure and manufacturing has determined employment, economic development, and well-being. Despite incredible progress in this area, about 2.6 billion people in the developing world are still facing difficulties in accessing electricity, while 2.5 billion people worldwide lack access to basic sanitation. For many African countries, particularly the lower-income ones, lack of infrastructure affects business productivity by around 40 percent. The problem, however, is not only the lack of

widespread infrastructure and industrialization, but rather also about closing the gaps between different regions that have to develop industrially to meet their local needs.

| 10 | **SDG-10** | **Reduced Inequality** | To Reduce inequality within and among countries |
|---|---|---|---|

**Relevance of Goal 10:** High levels of inequality do not just create poverty traps – they impact all aspects of human development. Between 1990 and 2010, the global community has made significant strides towards social protection systems in most regions of the world; yet in the same period, income inequality increased by 11 percent in developing countries. Not only is the economic gap between countries striking, but inequality within countries has also risen as well. A growing consensus suggests that economic growth alone is not enough to tackle poverty. Inclusiveness, universality, and sustainability of economic development will have to address this problem.

| 11 | **SDG-11** | Sustainable cities and communities | Make cities and human settlements inclusive, safe, resilient, and sustainable |
|---|---|---|---|

**Relevance of Goal 11:** directly addresses the relevance of cities and local governments in fighting poverty and achieving sustainable development by 2030. It is of considerable political importance that the profile, responsibilities and opportunities of local and regional governments are raised in this way. This shall also help them to access financial means to implement transformative projects and infrastructure, much needed to make cities resilient and sustainable.

| 12 | **SDG-12** | **Sustainable consumption and production** | To ensure sustainable consumption and production patterns |
|---|---|---|---|

**Relevance of Goal 12:** Continuing and increasingly rapid urbanization is likely to cause significant increases in the consumption of energy, land and water, putting a large strain on natural resources in cities. However, these trends also have transformative powers to encourage a change in consumer attitudes and behavior.

As public authorities are such large buyers, they have considerable market power. The purchasing decisions they make can help overcome these difficulties by influencing the development of new, more sustainable products and services. Smart urbanization and planning can also help to decouple growth from negative environmental impacts and increased resource use.

| 13 | SDG-13 | Climate action | To take urgent action to combat climate change and its impacts |
|---|---|---|---|

**Relevance of Goal 13:** Greenhouse gas emissions from human activities continue to rise and accelerate climate change. Global carbon dioxide ($CO_2$) emissions have increased by almost 50 percent since 1990 and are now at their highest levels in history. Continuing with "business as usual" is not a feasible option, as the world's average surface temperature is projected to rise by more than 3 degrees Celsius in the 21st century. People in all parts of the world are already experiencing significant harmful impacts of climate change, which include changing weather patterns, more extreme weather events, rising sea levels. The poorest and most vulnerable people are being affected the most. Affordable, scalable solutions are available to enable countries to leapfrog to cleaner, more resilient economies based on renewable energy and energy efficiency, as are a host of measures that can reduce emissions, adapt to climate change and enhance resilience cities and disadvantaged urban populations are particularly vulnerable.

| 14 | SDG-14 | Life below water | To Conserve and sustainably use the oceans, seas and marine resources for sustainable development |
|---|---|---|---|

**Relevance of Goal 14:** Urbanization has historically happened along major water bodies and coastal areas. Consequently, the most harmful ways in which cities contaminate water reservoirs is by the discharge of sewage and waste. Statistically, two-thirds of the sewage from urban areas is discharged untreated into lakes, rivers, and marine water. While many coastal cities still discharge wastewater directly into marine ecosystems, many inspiring examples of local governments implementing comprehensive programs of integrated water resource management already exist.

| 15 | SDG-15 | Life on land | Protect, restore, and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss. |
|---|---|---|---|

**Relevance of Goal 15:** Although cities occupy only 2 percent of the global area, their demands for mineral, land and biodiversity resources are increasing. Cities interfere prominently with terrestrial ecosystems, convert land for industrial purposes and obtain large territories of land. It is not just the expanding human population that drives biodiversity loss, but primarily the production and consumption patterns of urban dwellers that require specific resource inputs within and outside of the urban ecosystems. Urban growth therefore affects the provision of many ecosystem services and the demands of cities are likely to reshape urban, peri-urban and rural natural landscapes in the coming decades.

| 16 | SDG-16 | Peace, justice, and strong institutions | To Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable, and inclusive institutions at all levels |
|---|---|---|---|

**Relevance of Goal 16:** While the number of international conflicts has significantly decreased in recent decades, the world is still shaken by war, terrorism, and widespread local conflicts (especially in poverty affected regions). According to the United Nations High Commissioner for Refugees, over 15 million refugees in 2013 had to flee to other states, while even greater numbers of people were internally displaced refugees in their own countries. Furthermore, malfunctioning institutions and justice systems remain a huge obstacle to tackling sustainability issues. It is estimated that bribery, corruption, and tax evasion alone cost some US $1.26 trillion for the developing world annually.

| 17 | SDG-17 | Partnerships for | To strengthen the means of |
|---|---|---|---|

| | | **achieving the goals.** | implementation and revitalize the global partnership for sustainable development |
|---|---|---|---|

**Relevance of Goal 17:** Cross-cutting sustainable development issue require solutions that work across different sectors and levels of governance. SDG 17 is about ensuring that individual actors and institutions are not left alone to deal with poverty and environmental degradation. The Goal stimulates the need to find new financial means to implement the 17 SDGs, while also cultivating cooperation at the global, regional, national, and local levels. Access to information, financial flows and technologies withing and between such partnerships is vital, as are vertical and horizontal connections that transcend North-South or State-State boundaries.

SELF ASSESSMENT 2

1   What is the relevance of goal 1?

### 3.6    International Organizations and Theory of Economic Integration

The theory of economic integration is the branch of economics concerned with analyzing the effects of different form of integration on economies of member states and the rest of the world. Consequently, there is need to bring to the fore its relevance for Africa.

- What is the aim of Economic Integration? The aim of economic integration is to reduce cost for both consumers and producers and increase trade between countries involved in the agreement.

- There are economic as well as political reasons why nations/countries pursue economic integration. Although the economic rationale for increase of trade between member states of economic unions rests on the supposed productivity gains from integration, it apposite to bring to the fore the success factors.

- It is important to draw attention to the degree of economic integration which can be categorized into seven (7) namely 1. Preferential Trade Area 2. Free Trade Area 3. Custom Union 4. Single Market. 5. Economic Union 6. Economic and Monetary Union. 7. Complete Integration. These differ in the degree of unification of economic policies with the highest one being the complete economic integration of states, which most likely involve political integration as well.

There is need to highlight advantages of integration for example, (a) Efficient use of Resources because many states are involved and by extension the economies of scale not only in production side but also on the administrative side which in turn leads to saving money, energy and time of all the member nations of the group.

(b). Since integration encourages trade between member countries the balance of money spent from cheaper goods and services, can be used to buy more products and services.

(c). Greater Consensus: Unlike World Trade Organization(WTO), with huge membership (147 countries), it is easier to gain consensus amongst small memberships in regional integration.

(d). Employment opportunities: integration creates employment opportunities because the easing of trade control and opening of the nations' economy, skilled labour can look for work not only in his/her home nation but also in other nations. Put differently, economic integration in a way eliminates borders between nations thereby ensuring that people have widespread job opportunities across member countries.

(e). It promotes Political Cooperation: A group of Nations can have significantly greater political influence than each nation would have individually. This integration is an essential strategy to address the effects of conflicts and political instability that may affect the region.

(f). A useful tool to handle the socio-economic challenges associated with globalization.

**Challenges of Integration**
(a). Creation of Trading Blocks: The biggest disadvantage of integration is that countries which are not part of the group are sidelined as member countries trade among themselves and ignores the other nations which in a way is an injustice to those other nations.

(b)Trade Diversion: Because of trade barriers, trade is diverted from a non-member country to a member country despite the inefficiency in cost. The tendency to ignore profitable opportunities as countries sometimes are forced to produce and sell for member nations only even if it is less profitable for them which in economic sense is not good.

(c ). National Sovereignty: Integration requires member countries to give up some degree of over key policies like trade, monetary and fiscal policies. The higher the level of integration, the greater the degree of controls that needs to be given up particularly in the case of a Political Union economic integration which requires that nations to give up a high degree of sovereignty.

**Levels of Regional Economic Integration** (Rodrigue, 2020)**.**

- Customs Union: Sets common external tariffs among member countries, implying that the same tariffs are applied to third countries with the core aim of achieving common trade regime. Custom unions are particularly useful to level the competitive playing field and address the problem of re-exports (using preferential tariffs in one country to enter another). The point of fact is that movements of capital and labour remain restricted.

- Common Market: Services and capital are free within member countries, expanding scale economies and comparative advantage. However, each national market has its own regulations, such as product standard.

- Economic Union (Single Market): All tariffs are removed for trade between member countries, creating a uniform(single) market. There are also movements of labour, enabling workers in a member country to move and work in another country. Monetary and fiscal policies between member countries are harmonized, which implies a level of political integration. A further step concerns a monetary union where a common currency is used, such as the European Union(Euro)

- Political Union: Represents the potentially most advanced form of integration with a common government and where the sovereignty of a country is significantly reduced. This type of integration is only found within Nation-States, such as Federations where a central government and regions (provinces, states, etc) have a level of autonomy over well-defined matters such as education.

It is pertinent to note that as the level of economic integration increases, so does the complexity of its regulation. This involves a set of numerous regulations, enforcement, and arbitration mechanism to ensure that importers and exporters comply. However, the complexity comes at a cost that may undermine the competitiveness of the areas under economic integration since it allows for less flexibility for national policies and loss of autonomy. The devolution of economic integration could occur if the complexity and

restrictions it creates, including the loss of sovereignty is no longer judged to be acceptable by its members.

> What is the Political Union level of the regional economic integration?

## 3.7 Summary

From this Unit, we saw that the Sustainable Development Goals adopted by the UN Member States are 17 thematic areas outlines a roadmap for sustainable development until 2030. All are a result of long-term negotiations and apply to all countries, while recognizing different priorities and different levels of development. The impact of these goals on global sustainable development will largely depend on the world's ability to transition to new governance for sustainability that recognizes the roles and responsibilities of local and subnational governments.

In summary, we now appreciate that Local governments – in urban, peri-urban and rural areas – are best-placed to link all global goals within their areas of work, to benefit their local communities. Local governments' proximity to citizens means they have the transformative power to understand and influence people's attitudes and behavior. To become catalysts of change – whether in addressing poverty, gender equality or sustainable infrastructure – local governments require additional political and financial powers to implement new changes.

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## 3.9 Possible Answers to SAE s within the Content

**Answer to SAE 1**
**Principle-2: The basic principle that no one can be left behind.**
The SDG agenda is based on the principle that no one can be left behind. That there are too many people in extreme and vulnerable situations of insecurity. It is based on the notion that the value of our civilizations is judged by how we reach out to those people and situations who are in distress at the margins of our national and global affairs.

**Answer to SAE 2**
Poverty remains one of the core issues of the 21st century. While the Millennium Development Goals (UN targets for 2000-2015) have succeeded in halving the number of people living on less than $1.25 per day some 836 million people still live in extreme poverty. The most poverty-stricken regions remain in Southern Asia and sub-Saharan Africa, primarily in small and politically unstable countries.

**Answer to SAE 3**
Political Union: Represents the potentially most advanced form of integration with a common government and where the sovereignty of a country is significantly reduced. This type of integration is only found within Nation-States, such as Federations where a central government and regions (provinces, states, etc) have a level of autonomy over well-defined matters such as education.

# Module 2: ADDRESSING CONTEMPORARY DEVELOPMENT ISSUES

## MODULE 2 - Unit 1:  HUMAN RIGHTS AND SECURITY – AMNESTY INTERNATIONAL

**Unit Structure**

## 1.1    Introduction

This unit describes, defines and gives a brief background about the meaning and emergence of Human rights and security. Indeed, there are different kinds of definitions and descriptions of Human rights and Security. However, we will attempt to converge the key elements of that truly describes the concept of human right and security. We will also discuss the principal components of the framework that guides human rights globally.

## 1.2    Learning Outcomes

At the end of this unit, student will be able to:

1. Understand the definition, concepts, and framework guiding Human rights & Security.

2. Understand and appreciate the role of international actors like Amnesty International etc.

3. Understand the important recommendations for achieving Human rights and security in a region.

 **Main Content**

The link between **security** and **human rights** is important. This link is reinforced if we consider that human rights define human security. Individual, international, and national development requires the protection of human rights; therefore, you cannot have security without the protection of human rights. Development requires respect for human rights, and respect for human rights prevents conflicts. Human rights and security mean **protecting fundamental freedoms** - freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations". Human security integrates three freedoms: freedom from fear, freedom from want, and freedom from indignity. At this point, it is also important to mention, the Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948, was the result of the experience of the Second World War. With the end of that war, and the creation of the United Nations, the international community vowed to never again allow atrocities like those of that conflict to happen again. World leaders decided to complement the UN Charter with a road map to guarantee the rights of every individual everywhere. The document they considered, and which would later become the Universal Declaration of Human Rights, was taken up at the first session of the General Assembly in 1946.

## 1.3 THE DEFINITION, CONCEPT, AND FRAMEWORK OF HUMAN RIGHTS & SECURITY.

We will start this unit by first discussing the Universal Declaration of Human rights by the United Nations (UDHR). By way of definition, **HUMAN RIGHTS** *are moral principles or norms that describe certain standards of human behaviour and are regularly protected as legal rights in municipal and international law*. According to **UNICEF's definition**, *Human rights are standards that recognize and protect the dignity of all human beings. Human rights govern how individual human beings live in society*

*and with each other, as well as their relationship with the State and the obligations that the State have towards them.*

Everyone born in this world has human rights that must be protected by the law. According to United Nations, there are 30 basic human rights that are recognized around the world. So what are the 30 human rights according to the Universal Declaration of Human Rights by the United Nations? Basic human rights recognized around the world are declared by United Nations through the Universal Declaration of Human Rights. This declaration held by United Nations General Assembly at the Palais de Chaillot in Paris, France on 10 December 1948. Of the then 58 members of the United Nations, 48 voted in favor, none against, eight abstained, and two did not vote.

This declaration consists of 30 articles affirming an individual's rights. Those 30 articles are currently known as 30 universal declarations of human rights or 30 basic human rights, including rights to life, rights to education, rights to organize, and rights to treated fair among other things. The 30 universal human rights also cover up freedom of opinion, expression, thought, and religion. The table below briefly describes the most popular ten out of the rest:

| Human Rights | Explanation and meaning |
|---|---|
| **1. All human beings are free and equal** | All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. |
| **2. No discrimination** | Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth, or another status. |
| **3. Right to life** | Everyone has the right to life, liberty and security of person. |
| **4. Right to social security** | Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality. |

| | |
|---|---|
| **5. Right to education** | Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit |
| **6. Freedom of opinion and expression** | Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers |
| **7. Right to assemble** | Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association. |
| **8. Right to trial** | Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him |
| **9. Rights to marry and have family** | Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. |
| **10. Freedom of thought and religion** | Everyone has the right to freedom of thought, conscience, and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance |

As we progress in this discussion, it is imperative to make a few points on the principles of the human rights-based approach to programming. Any genuine human right programming is underpinned by five key human right principles also known as **P**-participation **A**- Accountability, **N**-Non-discrimination& equality **E**-Empowerment, **L**-Legality (**PANEL**), which is fully described and, in the table, below:

| | | |
|---|---|---|
| | **1.Participation-** everyone is entitled to active participation in decision-making processes that affect the enjoyment of their rights. | |
| **2.Accountability** – duty- | **3.Legality** – approaches | **4. Non-discrimination and** |

| bearers are held accountable for failing to fulfill their obligations towards rights-holders. There should be effective remedies in place when human rights breaches occur. | should be in line with the legal rights set out in domestic and international laws. | **equality** – all individuals are entitled to their rights without discrimination of any kind. All types of discrimination should be prohibited, prevented, and eliminated. |
|---|---|---|
| | **5-Empowerment** – everyone is entitled to claim and exercise their rights. Individuals and communities need to understand their rights and participate in the development of policies that affect their lives. | |
| | | |

Explain the scope of the right to social security

## 1.4 THE ROLE OF INTERNATIONAL ACTORS LIKE AMNESTY INTERNATIONAL ETC.

To start this session, we will briefly describe the organization called "Amnesty International" and the work they do amongst others.

*A brief History of Amnesty International:*

Amnesty International is a credible global movement of more than 10 million people who take injustice personally. We are campaigning for a world where human rights are enjoyed by all. They are funded by ordinary well-meaning individual members. It is independent of any political ideology, economic interest, or religion. Amnesty beliefs No government is beyond scrutiny. No situation is beyond hope. In the year 1961, two Portuguese students took a toast for freedom and because of this act, they were both sentenced to seven years in prison. For the British lawyer Peter Benenson, this verdict was very outrageous, and he wrote to the British newspaper, The Observer, with the aim to launch an international campaign to protect the "forgotten prisoners" and try to get amnesty for the prisoners of conscience that existed around the world (Amnesty International - Handbook, 2002). Over the years, the organization called Amnesty

International grew larger and in the year 1977 their work was awarded with the Nobel Peace Prize. In the year 1978, Amnesty International was also honored with the UN Human Rights Award. Today, Amnesty International has been around for more than 50 years and have more than 7 million followers worldwide. They have gone from being a large London-based organization to having regional offices in both Africa, the Asia-Pacific region, Central and Eastern Europe, Latin America and the Middle East. Their campaigns to establish an International Criminal Court (ICC) paid off when it was introduced in the year 2002 to bring those responsible for crimes such as genocide and war crimes to justice (Amnesty International - Who we are, 2020).

The following describes the role and work of Amnesty International:

- Investigate and expose the facts, whenever and wherever abuses happen.
- lobby governments, and other powerful groups such as companies. Making sure they keep their promises and respect international law.
- Telling the powerful stories of the people we work with, we mobilize millions of supporters around the world to campaign for change and to stand in defense of activists on the frontline.
- -Support people to claim their rights through education and training.
- Conducting research and reporting
- Ensuring Amnesty International (AI) speaks with one voice globally about the whole range of human rights themes and situations and their impact on people and communities
- Providing expert legal analysis of our research data, forming the basis of expert lobbying of international government organizations
- Providing endorsed materials to sections for campaigning things

Considering the high numbers of human rights abuses that occur daily all over the world, there are only some nations that receive attention from Amnesty International (Meernik et al, 2012). Some countries that are guilty of many horrible cases of abuse will never get any publicity, while there are other countries that are responsible for only a few abuses that will get much more attention (Hafner-Burton, 2008).

**Relevance of the work of Amnesty International with the SDGs:**

In the 2030 agenda for Sustainable Development, a plan has been provided for how to create peace and prosperity in the world will be done. The goals include equality between the genders, reduction of inequalities, and promotion of peaceful and inclusive societies (UN, 2020). To achieve these sustainable development goals, it is recognized that human rights are an essential part of the work, (OHCHR, 2020) since many of the Sustainable development goals are based on human rights (UNDP, 2019). Amnesty International works to promote human rights and therefore it is important to achieve the Sustainable development goals 2030. However, Amnesty International cannot work with all the human rights abuses that occur, which forces Amnesty International to make different choices regarding which issues and cases they want to focus on (Meernik et al, 2012).

SELF ASSESSMENT 2

Explain one of the roles of Amnesty International

## 1.5 Recommendation for improving Human rights & Security.

The following are practical recommendations citizens can adopt to improve Human rights and security in their community. The foremost things that the government and its citizens can do are:

- **Legislation to control the human rights violation** and this law should be applicable to all the people belonging to any community. The government also makes human rights violation issues a part of their policy so that every government could understand beforehand.

- **Know your rights**: The first way to prevent human rights violations is adequate knowledge of human rights. As we all know, information and knowledge, they say are power. What do we mean by knowing your rights? it simply means that you have to possess the knowledge of human rights and equally know what to do and where to go to seek redress if your rights are violated.

- **Speak up against Human rights Violations:** Promptly reporting Human rights violations is the most important step in ensuring that the culture of silence does not continue.

- **Mobilizing public opinion**: Citizens can contribute enormously to raising public awareness of human rights and mobilizing public opinion on related issues – more so since political debate often focuses on questions such as discrimination against various groups, gender equality, and minority rights or social issues.
- **Support community sensitization on Human rights**: Use International Human Rights Day, observed on 10 December, to draw public attention to human rights. Use other international days (such as International Women's Day or International Day of Persons with Disabilities) to draw attention to the issues affecting those groups.
- **Support and fund Human rights Campaigns and rallies:** Encourage and participate in protest rallies to make your voice heard. Encourage debate within your own political party on human rights issues and your country's international obligations in that area.

SELF ASSESSMENT 3

Mention one recommendation for the improvement of human rights

## 1.6  Summary

In summary, Human rights are universal because they are based on every human being's dignity, irrespective of race, color, sex, ethnic or social origin, religion, language, nationality, age, sexual orientation, disability, or any other distinguishing characteristic. Since they are accepted by all States and people, they apply equally and indiscriminately to every person and are the same for everyone everywhere.

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## 1.8    Possible Answers to SAEs within content

**Answer to SAE 1**
Right to Social Security:
Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

**Answer to SAE 2**
Providing expert legal analysis of research data, forming the basis of expert lobbying of international government organizations

Answer to SAE 3
**Support and fund Human rights Campaigns and rallies:** Encourage and participate in protest rallies to make your voice heard. Encourage debate within your own political party on human rights issues and your country's international obligations in that area.

# MODULE 2 - Unit 2: HEALTH AND DEVELOPMENT - THE WORLD HEALTH ORGANIZATIONS.

**Unit Structure**

2.1    Introduction
2.2    Learning Outcomes
2.3    Concept and relationship between Health and Development.
2.4    The role of the World Health Organization in the maintenance of health and development.
2.5    Recommendations for improving Health &Development.
2.6    Summary
2.7    References/Further Readings/Web Resources
2.8    Possible Answers to Self-Assessment Exercise(s) within the content

## 2.1 Introduction

In this unit, we will describe the relationship between health and development and explore the role of the World Health organization in promoting health and development. Throughout history, **improved health has been one of the main benefits of development**. This benefit results partly from an increase in income and partly from scientific progress in the fight against disease and disability. This second factor is increasingly important compared to simple economic growth.

## 2.2    Learning Outcomes

At the end of this unit, student will be able to:

1. Understand the concepts, and relationships guiding Health & Development.

2. Understand and appreciate the role of international actors like the World Health Organization in the maintenance of Health and Development.

3. Understand important recommendations for achieving Health and development in a region.

**Main Content**

Ensuring the health and well-being of all is essential to poverty eradication efforts and achieving sustainable development, contributing to economic growth and prosperous communities. **Health** is also an inalienable human right according to the Universal Declaration of Human Rights, as good health allows people to reach their full potential, children to be better able to learn, workers to be more productive and parents to care for their children better. It is also a key indicator of a country's progress: a nation with a healthy population is more likely to experience sustained growth. Good health is also essential for the stability of entire regions, as pandemics, which transcend borders, can have severe social and economic impacts on families and communities, and can put increased pressure on health systems (WHO, 2019).

Reciprocally, health could be expected to have a favorable effect on development, although this effect is more difficult to detect. Nevertheless, health can be considered part of a society's capital stock, as long as the essential differences between this type of capital and physical capital are recognized. These differences, in turn, provide an insight into the health services market and, in particular, into the tendency to spend more and more resources on health. It is necessary to respect the intrinsic value of human capital, rather than focusing strictly on the economic productivity that may be derived from it, in order to prevent discrimination against children, the elderly, the poor, or the disabled (WHO, 2019).

### 2.3 The concept and relationship between Health and Development.

The past Director-General of the WHO, Gro Harlem Brundtland reiterated her constant message that "**health is central to development**". Brundtland advocated increased health sector investment in developing countries by demonstrating a strong link between health and economic development.

First, Good health enables individuals to be active agents of change in the development process, both within and outside the health sector. Increased investment in health requires public action and mobilization of resources, but it also brings individuals opportunities for social and political participation in health-system reform and implementation. Agency

is critical for development overall and for the development and sustainability of effective health systems, and individuals should have the opportunity to participate in political and social choices about public policies that affect them. These key elements are part of an alternative way of thinking about health and development, and several points are relevant to this view. This alternative viewpoint appeals to a particular vision of the good life that is derived from Aristotelian political philosophy (Marmort, 1995). According to Aristotle, society's obligation to maintain and improve health is grounded in the ethical principle of human flourishing, (Nussbaum,1990), which holds that society is obligated to enable human beings to live to flourish, and thus be healthy, lives. Certain aspects of health sustain all other aspects of human flourishing because without being alive no other human functioning, including agency, is possible. Therefore, public policy should focus on individuals' capacity to function, and health policy should aim to maintain and improve this capacity by meeting health needs.

Second, the link between health and economic development is two-directional because health depends on economic development in the same way that economic development depends on health. For example, health and demography can affect income through their impact on labor productivity, savings rates, investments in physical and human capital, and age structure. In the other direction, income can affect health and demography by, for example, improving the ability to obtain food, sanitation, housing, and education and providing incentives to limit the family size (Ruger,2001). However, inequalities in income and social position can also harm the health of the underdog, as Marmot's work demonstrates (Marmort, 1995). It is therefore important to integrate strategies for improving health and economic opportunities rather than assuming a one-directional relation going from health to increased affluence.

Third, health improvement and economic development are both linked to individuals' opportunities to exercise their agency and participate in political and social decision-making. Political and civil rights, especially the right to open discussion and dissent, are central to informed choice (Sen,1999). Agency is important for public policy because it supports individuals' participation in economic, social, and political actions and enables individuals to make decisions as active agents of change. This view contrasts with the

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perspective that individuals are passive recipients of health care and decisions about health expenditure or other development programs. An agency-centered view promotes individuals' ability to understand and "shape their own destiny and help each other" (Sen,1999). Development of institutions that aim to improve health and create economic opportunities should therefore be influenced by the "exercise of people's freedoms, through the liberty to participate in social choice and in the making of public decisions that impel the progress of these opportunities" (Sen,1999). It is important that any discussion of health and economic development take note of the significance of participation for effective and sustainable reforms.

SELF ASSESSMENT 1

Briefly explain the second aspect of the relationship between health and development

## 2.4    **The role of the World Health Organization in the improvement of Health and development.**

Before we discuss the role of WHO in maintaining Health and Development, we present here a brief history of WHO:

The World Health Organization was created in 1948 to coordinate health affairs within the United Nations system. Its initial priorities were malaria, tuberculosis, venereal disease, and other communicable diseases, plus women and children's health, nutrition, and sanitation. From the start, it worked with member countries to identify and address public health issues and support health research, and issue guidelines. It also classified diseases. In addition to governments, WHO coordinated with other UN agencies, donors, non-governmental organizations (NGOs), and the private sector (WHO, 2003). Investigating and managing disease outbreaks was the responsibility of each individual country, although, under the International Health Regulations, governments were expected to report cases of a few contagious diseases such as plague, cholera, and yellow fever. WHO had no authority to police what member countries did.

By 2003 WHO, headquartered in Geneva, was organized into 141 country offices which reported to six regional offices. It had 192 member countries and employed about 8,000 doctors, scientists, epidemiologists, managers, and administrators worldwide; the budget for 2002-2003 was $2.23 billion (WHO, 2002). Most of its funding comes from annual assessments plus voluntary contributions from member countries. WHO had enjoyed several signal successes over the years, most prominently a steep reduction in river blindness, and the eradication of smallpox (certified by the World Health Assembly in 1980). It was criticized, however, for being slow to react when HIV/AIDS exploded across the world.

**(The role of WHO in the promotion of health and development)**

WHO works worldwide to promote health, keep the world safe, and serve the vulnerable. It has a goal to ensure that a billion more people have universal health coverage, to protect a billion more people from health emergencies, and provide a further billion people with better health and well-being.

**In achieving universal health coverage, WHO Plays the following important function:**

- focus on primary health care to improve access to quality essential services
- work towards sustainable financing and financial protection
- improve access to essential medicines and health products
- train the health workforce and advise on labour policies
- support people's participation in national health policies
- improve monitoring, data, and information.

**In achieving health emergencies, WHO plays the following functions:**

- prepare for emergencies by identifying, mitigating, and managing risks.
- prevent emergencies and support the development of tools necessary during outbreaks.
- detect and respond to acute health emergencies.
- support delivery of essential health services in fragile settings.

**In achieving health and well-being, WHO plays the following functions:**

- address social determinants.

- promote intersectoral approaches to health.

- prioritize health in all policies and healthy settings.

**Lastly, through the work of WHO, the following is addressed:**

- human capital across the life-course

- noncommunicable diseases prevention

- mental health promotion

- climate change in small island developing states

- antimicrobial resistance

- elimination and eradication of high-impact communicable diseases.

<span style="color:red">SELF ASSESSMENT 2</span>

In health emergency, what role does the WHO play?

## 2.5    Recommendation for improving Health &Development.

Recommendations for accelerating health and development start with the adoption of **Universal Health Coverage** (UHC) which implies that all people have access to quality health services they need, without financial hardship (WHO, 2010).  UHC received a fresh momentum with the adoption of Sustainable Development Goals (SDG), the eighth target of the third goal which states, "Achieve UHC, including financial risk protection, access to quality essential healthcare services and access to safe, effective, quality and affordable essential medicines and vaccines for all" (United Nations, 2015) However, outdated public financial management structure, coupled with demand-side barriers (e.g., sociocultural disinclination, lack of citizen empowerment, and demand) pose a serious threat to the timely realization of UHC goals and aspirations. Therefore, customized, and context-specific policy adjustments need to be incorporated for progress towards UHC

and subsequently achieving the pertinent SDGs. The following recommendations are critical for improving health and development:

(1) **Redesign the Public Financial Management.** Countries must invest in addressing inequalities in access to health services and reducing reliance on out-of-pocket payments if it is to achieve UHC by 2030.

(2) **Health Insurance and Health-Financing Reform**. The government should consider introducing a national single-payer system and increase coverage gradually to different population segments; starting with the formal sector as they are more informed and more empowered to reclaim their right. Countries need its own model for health financing, which warrants further research and experiments.

(3) **Improve Regulatory Framework and Mediatory Mechanisms**. It should be done with the aim of decreasing the cost of medicines and healthcare. Policymakers need not only to develop protocols but also to ensure compliance with them. The private sector should be regulated for better management, improved quality, and reduced cost.

(4) **Improve Health Promotion and Disease Prevention**. In regard to the importance of SBCC in achieving UHC, a key informant from a multilateral organization remarked: "If we are able to provide good health promotion, prevention, and we are able to bring a change on the behavior of the people that could have a significant impact later on cost of the services so that we avoid expensive interventions."

(5) **Deciding on and Adhering to Quality Criteria.** Strict criteria for quality of care should be set, and a directive should be passed that providers will receive payment only if they comply with an agreed treatment protocol and quality criteria. A functioning referral mechanism should be ensured, along with a defined referral protocol.

(6) **Decentralization**: **Special Attention to Hard-to-Reach Areas and Marginalized Populations**. Special attention should be paid to hard-to-reach areas and the marginalized population. A key public sector, NGOs, multilateral organizations and donors, academic and research organizations, and the media, in alignment with the ESP.

(7) **Community Empowerment.** Communities should know what they are entitled to and how to get the responsible persons accountable for their work.

(8) **Improve Monitoring and Supervision.** In order to improve supervision, the managers should get more support from the government, e.g., they should get vehicles and communication costs, etc.

(9) **Health Systems Strengthening**. Comprehensive improvement in all health systems' building blocks, such as financing, governance, and human resources, should be planned and operationalized. With an aim of overall health system strengthening, PHC services should be prioritized, and duplication of services (between public and private sector, health, and family planning, etc.) must be avoided

## 2.6 Summary

In summary, we now appreciate the interconnectedness or influence of Health on development. Indeed, Health is also an inalienable human right according to the Universal Declaration of Human Rights. Evidence supports the fact that **good health allows people to reach their full potential, children to be better able to learn, and workers to be more productive, resultantly,** the country will experience more growth, productivity, and development in general.

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## 2.8    Possible Answer to SAEs within Content

**Answer to SAE 1**
Second, the link between health and economic development is two-directional because health depends on economic development in the same way that economic development depends on health. For example, health and demography can affect income through their impact on labor productivity, savings rates, investments in physical and human capital, and age structure.

**Answer to SAE 2**
In achieving health emergencies, WHO plays the following functions:
- address social determinants.
- promote intersectoral approaches to health.
- prioritize health in all policies and healthy settings.

# Unit 3: COVID-19 PANDEMIC AND THE ROLE OF INTERNATIONAL ORGANIZATIONS: WHO

**Unit Structure**
3.1    Introduction
3.2    Learning Outcomes
3.3    The origin and background of COVID_19.
3.4    A global situational analysis on COVID_19.
3.5    Significant role of WHO in curbing COVID_19 globally.
3.6    Summary
3.7    References/Further Readings/Web Resources
3.8    Possible Answers to Self-Assessment Exercise(s) within the content

 **3.1    Introduction**

In this unit, we will describe the role of international organizations like WHO in curbing the COVID_19 globally. The COVID-19 pandemic and ensuing global economic and social crisis are a reminder of how interconnected our world has become – and of the importance of cooperation in effectively addressing global policy challenges. The COVID-19 crisis has highlighted a number of areas where international regulatory cooperation can support domestic action to promote sustained and effective regulatory responses and where international organizations play a prominent role (OECD, 2020).

**3.2    Learning Outcomes**

At the end of this unit, student will be able to:

1.  Understand the origin and background of COVID_19.

2.  Understand the global situational analysis on COVID_19.

3.    Understand the significant role of WHO in curbing COVID_19 globally.

**Main Content**

International organizations (IOs) provide a permanent institutional framework for various countries to cooperate and, as such, have an instrumental role to play in the COVID-19 response and recovery. They possess large stores of information and experience on which a wide range of governments representatives and various stakeholders can draw and allow for the aligning of approaches across countries facing similar policy issues, namely through the development of international instruments. IOs bolster and complement national institutions by helping develop and promote common solutions for global challenges. In the context of COVID-19, the role of IOs has therefore proved ever more crucial. To provide timely, evidence-based, and effective support to their constituency in managing the crisis, IOs have adapted their rulemaking practices to continue their normative activities while shifting to virtual operations. We will explore more of this discussion in the subsequent headings below.

### 3.3 The origin and background of COVID_19.

The disease known as a coronavirus (COVID-19) caused by SARS-CoV-2 is designated a global pandemic. This viral infectious disease is an acute respiratory illness, which has now spread across the world (Wang, 2013), Coronaviruses belong to the *"Coronaviridae"* family in the *"Nidovirales"* order. Coronavirus has crown-like spikes on the outer surface; thus, it was named a coronavirus. The International Committee on Taxonomy of Viruses (ICTV) named the virus as SARS-CoV-2 and the disease COVID-19 (Cui Jie, 2019). The animal to man transition (zoonotic source) of SARS-CoV-2 is not confirmed. However, medical sequence-based analysis suggests the key reservoir is bats. COVID-19 presents a colossal global health challenge with several grave implications for different sectors. The coronavirus disease is a pathogenic viral infection and highly transmittable and caused by severe acute respiratory syndrome coronavirus-2 (SARS-CoV-2). The coronavirus's genomic analysis revealed that (SARS-CoV-2) is related pathogenically to severe acute respiratory syndrome comparable to (SARS-like) viruses from bats. Nevertheless, the intermediate source of origin and transfer to human beings is unknown,

but the rapid human-to-human transfer is widely confirmed. In terms of treatment, there is yet to be a clinically approved antiviral drug available for the treatment of COVID-19. On the other hand, few broad-spectrum antiviral drugs have gone through an evaluation process for COVID-19 clinical trials, resulting in clinical recovery (Jiang, 2020).

Undeniably, the world is facing an unprecedented public health crisis. Coronavirus has spread across more than 186 countries and territories since it first emerged in China in late 2019. According to the WHO global tracker (providing global COVID-19 prevalence statistics), the death toll has risen to 2,082,745 as of January 22, 2022, 7:11 p.m., while the number of confirmed cases has risen faster, to more than 96,267,473.[1] This major paper gives a secondary analysis of the citizen's perception survey of the COVID-19 situation in Nigeria and its citizens' impact. The abridged secondary analysis covered three major areas: (i) citizens' awareness of preventive measures, (ii) practice of preventive measures, (ii) secondary impacts, and concludes with practical policy recommendations for action (Jiang, 2020).

**3.4 A global situational analysis of COVID_19.**

No health challenge in the past century has equaled the pace of the spread of COVID-19, bearing in mind that this is not the first pandemic that the world has experienced. As countries globally struggle to contain the spread of the COVID-19 pandemic as the second wave of the virus looms, a series of global (partial or full) lockdown measures to contain the virus are being implemented. Experts have advised countries to leverage on the experience and the investment made during the HIV pandemic and to (i) leverage systems, identify the dynamic changes required to build a new way forward, (ii) apply lessons learned, and (iii) strengthen the health system to be inclusive, optimally effective, equitable and adequately financed to deliver services that are people-focused, integrated and readily accessible.

The known transmission of coronavirus is through aerosols that can remain suspended in the air for may minute after sneezing, coughing, or by close personal contact, such as shaking or touching an infected person. Similarly, the coronavirus also spread when people touch contaminated surfaces and objects with their eyes, mouth, or nose. Likewise, it can remain viable for a few days on multiple surfaces (Oda 2016) Medical professionals in different countries are trying their best to curb the spread through prevention, and vaccination as much as possible.[2] All age groups in a population have been identified as at risk of COVID-19 regardless of their demographic makeup. However, persons with comorbidities or pre-existing conditions and females or males older than 60 are more at risk of getting infected with the virus. The modeling study pioneered by Gilbert on the risk of COVID-19 importation from China revealed that African countries' ability to manage the virus's local transmission after importation hinges on implementing stringent measures of detection, prevention, and control. Similarly, from the modeling analysis, Nigeria was identified as the country with the second-highest import risk ranking country, with moderate capacity but high vulnerability and a potentially significant larger population exposed to an ineffective healthcare system. Nigeria's first reported case of the novel coronavirus was imported by an Italian citizen in February 2020 (Ebenso, & Otu, 2020). The current situation of COVID-19 prevalence and incidence in Nigeria stands as 1,386 new cases, 93,646 recovered cases, 1,490 deaths, and 22,518 are currently infected cases whereas as of January 22, 2022, the whole of Africa has 2,416,834 confirmed cases, and the Americas has the highest confirmed cases, which stands at 42,807,169. With the gradual availability of the vaccine, the country has adopted a combination approach of slowing

the virus's transmission through extreme behavioral change and societal coordination, 2020).

The preventive measures implemented in countries worldwide now affect the daily routine of millions of people worldwide, and the rule includes social distancing and non-movement between and within countries. These changes are necessary and essential to curb the coronavirus and protect health systems. Current studies demonstrate that the most efficient and effective public health interventions are only feasible when the public complies. Initial research reports reveal a vast difference in peoples' willingness to practice measures that can reduce pathogen transmission. Other findings from a study in Italy concluded that most of the respondents adhere to national prescribed health measures. Similarly, the perception study conducted on the lockdown compliance in India showed a positive curve despite the negativity, fear, antipathy, and sadness about the lockdown. Due to the high cost of safeguarding public health and health care, compliance with prescribed national lockdown recommendations remains the viable option for reducing person-to-person transmission.

The Lockdown situation required that people stay at home and physically and socially isolate themselves to avoid coming down with the syndrome. The lockdown is a necessary measure to fight the novel coronavirus disease. Though useful in preventing the uncontrolled spreading of COVID-19, these measures can negatively affect mental health,[3] and non-relaxation will almost certainly trigger a further epidemic wave of death.[4] Likewise, other studies have shown that quarantine or social separation of noninfected persons for an extended person may have adverse effects, such as anxiety, rise in fear, mental health consequences, and loneliness (WHO,2020). Evidence from a previous outbreak of another family of coronaviruses such as the middle respiratory syndrome coronavirus (MERS-CoV) and severe acute respiratory syndrome coronavirus (SARS-CoV2) is linked to depression, psychological issues, and anxiety. High level of anxiety is raised in individuals who experience protected fear of the unknown, as well as those with pre-existing mental health conditions (WHO,2020).

> What are the strategies to averting recurrence of corona virus?

**A brief about the World Health Organization**

Founded in 1948, WHO was established as the successor to a century-long legacy of international health cooperation. Created as a coordinating authority on international health work, WHO enjoys an expansive constitutional mandate and far-reaching powers under international law. As a multilateral agency, WHO is unique among stakeholders in global health in that it wields the authority to promulgate both binding as well as non-binding agreements. The International Health Regulations (IHR) serve as a particularly noteworthy example of a binding agreement made by WHO and have presently been accepted by 196 member countries. The IHR specifies the process by which WHO may formally declare a *Public Health Emergency of International Concern* (PHEIC). This agreement played a crucial role in directing WHO's initial response to the COVID-19 outbreak in Wuhan, China.

**3.5 The functions and the leadership role played by WHO during COVID_19:**

Unless noted otherwise, country-specific information and data are as reported to WHO by its Member States. The list below is not exhaustive and does not contain details of every event or WHO activity. The following milestones and events focused on COVID-19 with technical and financial support from WHO have taken place:

- WHO Headquarters held 134 media briefings. The Director-General's opening remarks, transcripts, videos, and audio recordings for these media briefings are available online.
- There have been 41 Member State Briefings and information sessions.

- WHO convenes international expert networks, covering topics such as clinical management, laboratory and virology, infection prevention and control, mathematical modeling, seroepidemiology, and research and development for diagnostics, therapeutics, and vaccines, which have held frequent teleconferences, starting in early January 2020. These networks include thousands of scientists and medical and public health professionals from around the world.

- The Open WHO platform has had more than 4.8 million total course enrolments, with 25 different COVID-19 courses available to support the COVID-19 response, spanning 44 languages for COVID-19.

- The Strategic and Technical Advisory Group on Infectious Hazards (STAG-IH) has met 57 times. STAG-IH provides independent advice and analysis to the WHO Health Emergencies Programme on the infectious hazards that may pose a threat to global health security.

- As of 26 January 2021, WHO's landscape of COVID-19 candidate vaccines lists 63 candidate vaccines in clinical development and-173 in preclinical development.

- WHO activated its Incident Management Support Team (IMST), as part of its emergency response framework, which ensures coordination of activities and response across the three levels of WHO (Headquarters, Regional, Country) for public health emergencies.

- WHO informed Global Outbreak Alert and Response Network (GOARN) partners about the cluster of pneumonia cases in the People's Republic of China. GOARN partners include major public health agencies, laboratories, sister UN agencies, international organizations, and NGOs.

- WHO published a comprehensive package of guidance documents for countries, covering topics related to the management of an outbreak of a new disease: Infection prevention and control, Laboratory testing, National capacities review tool, Risk communication and community engagement, Disease Commodity Package (v1), Disease Commodity Package (v2), Travel advice, Clinical management, Surveillance case definitions.

- WHO, the Coalition for Epidemic Preparedness Innovations (CEPI) and Gavi, the Vaccine Alliance, alongside key delivery partner UNICEF, published COVAX's

first interim distribution forecast with information on the availability of vaccines doses in the first half of 2021 to COVAX participants.

- COVAX delivered life-saving vaccines to over 100 economies, 42 days after its first international delivery. As of this date, COVAX had delivered more than 38 million doses across six continents.

- WHO advised that ivermectin only be used to treat COVID-19 within clinical trials, due to the then-current evidence being inconclusive.

- The WHO Director-General joined with 25 heads of government and the President of the European Council in calling on the international community to work together towards a new international treaty for pandemic preparedness and response to build a more robust global health architecture that will protect future generations.

- WHO issued a joint statement on the prioritization of COVID-19 vaccination for seafarers and aircrew, together with the International Civil Aviation Organization (ICAO), International Labour Organization (ILO), International Maritime Organization (IMO) and International Organization for Migration (IOM).

- The WHO Director-General met with Religions for Peace (RfP) senior leaders – representing all major faith traditions – for a high-level dialogue centered on the value of multi-faith collaboration in the pandemic response, especially the role faith leaders and organizations play in the COVID-19 vaccine rollout.

- WHO issued interim recommendations for the use of the Janssen Ad26.COV2.S (COVID-19) vaccine, developed on the basis of the advice issued by the Strategic Advisory Group of Experts (SAGE) on Immunization at its extraordinary meeting on 15 March 2021.

SELF ASSESSMENT 2

Explain one of the remedies to the corona virus

### 3.6  Summary

In summary, the IO partnership has proved a useful platform under exceptional circumstances to facilitate the exchange of experience and information across IOs on their rulemaking activities. Going forward, the IO Partnership will continue to provide a platform for IOs to support greater understanding and exchange on the continued effectiveness of international rulemaking. The *Compendium of International Organizations' Practices for Effective International Rulemaking* will help IOs strive towards greater inclusiveness, quality, and impact of international rules, and will leverage the experiences of normative IOs in addressing the COVID-19 and lessons learnt to prepare international rulemaking for future crises.

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### 3.8    Possible Answers to SAEs within Content

**Answer to SAE 1**

(i) leverage systems, identify the dynamic changes required to build a new way forward, (ii) apply lessons learned, and (iii) strengthen the health system to be inclusive, optimally effective, equitable and adequately financed to deliver services that are people-focused, integrated and readily accessible.

**Answer to SAE 2**

WHO, the Coalition for Epidemic Preparedness Innovations (CEPI) and Gavi, the Vaccine Alliance, alongside key delivery partner UNICEF, published COVAX's first interim distribution forecast with information on the availability of vaccines doses in the first half of 2021 to COVAX participants

## Module 3: ENVIRONMENT AND SUSTAINABLE DEVELOPMENT: THE GLOBAL DISCOURSE

## Module 3 - Unit 1: ENVIRONMENT IN SUSTAINABLE DEVELOPMENT

**Unit Structure**

1.1     Introduction
1.2     Learning Outcomes
1.3     The Concept of Environment and Environmental Degradation
1.4     The Genesis of Environment and Sustainable Development in International
          Discourse
1.5     The 2002 World Summit on Environment
1.6     Issues in Environmental Sustainability
1.7     Summary
1.8    References/Further Readings/Web Resources
1.9     Possible Answers to Self-Assessment Exercise(s) within the content

### 1.1  Introduction

The dual problems of environmental degradation and poverty have over the years being a topic of great influence in international discussion because of the challenges they pose to Sustainable development. To combat the effects of this two problems World organizations; bodies and scholars have tried to establish links between the two problems. Some scholars are of the view that over dependence on the environment easily depletes resources when people are faced with poverty and high population density. When these resources become depleted, the people are once again pushed into more poverty. In this unit, we will look at the international discourse on environmental sustainability and the relevance of environmental issues in the SDG.

### 1.2    Learning Outcomes

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

1. understand the genesis of environment and sustainable development in international discourse
2. Be able to identify and explain critical issues in environment and development
3. Be informed of the environmental changes that have affected the world and how the international communities are addressing them

**Main Content**

## 1.3 The Concept of Environment

The concept of Environment has commanded the attention of the world nations especially this past century where the Environment has been defined in several ways but with commonly discernable elements. The Federal Environmental Protection Agency (FEPA) cited in Oyeshola (1995:23) defined the Environment to include water, air, land, plants, human beings and animals living herein and the inter-relationship, which exist among these or any of them. The United Nations Environmental Programme (UNEP, 2005 report) in a broader way defined the environment "*as that which provides flow of natural goods such as food, fresh water, air, marine products, soil fertility, vegetation and forest resources etc and also provides services which regulates eco-system processes in support of human well-being*". The environment offers these services through purification of air and water, renewal of soil and soil fertility and ensures regeneration of these resources for future use.

## 1.4 The Genesis of Environment and Sustainable Development in International Discourse

Global concerns about the state of the environment have deep historical roots. Initial concern for the environment was mainly limited to the developed industrialized countries. Initially, many developing countries considered environmental protection as a luxury to be tackled when the challenge of development was overcome. On this note Glasbergen and Blowers (1996:25) noted that most developing countries treated environmental protection issues as the concern of the advanced nations who they concluded can afford to protect their environment in the midst of plenty.

However, gradually a global consensus on the issue of environmental degradation due to human activities emerged to supersede the simple fear of environmental constraints as an impediment to development. This new outlook identified environment as a critical dimension of successful development. As a result of this view, environmental concerns grew visibly from global to regional and then to the local level. Not only the impact of development was recognized, but also the overall impact of rapid population growth and unsustainable human activities especially in the case of resource management, began to receive greater attention. This is because it became clear that many of these environmental problems were inextricably linked to the broader aspects of social and economic development.

Accordingly, the contemporary challenge became the need to re-examine the critical issues of environment, development and social well-being and to formulate innovative, concrete and realistic proposals to deal with them and to strengthen international co-operation on environment and development. (Leach and Mearns, 1991:15). Global resolution of the challenges of environmental problems centered on the fact that human activities could and should be re-directed towards a pathway of sustainable development, with the environment seen not as an obstacle to growth, but rather as an aspect, which needed to be reflected in policies, if growth is to be sustained. The concept of sustainable development embodies the potential for and the need to integrate environmental protection with continuing social and economic development and the task of examining their inter-linkages.

The term "Sustainable Development" was brought into common use by the World Commission on Environment and Development (WCED) in its 1987 landmark report known as "*OUR COMMON FUTURE*". The commission definition of the term cited in Arunsi (2000:39) is meeting the needs of the present generation without compromising the needs of the future generation. According to Arunsi, this implies that environmental capital should be preserved in the same aggregate sense with the replenishment of the losses in one area and attention focused on the need to estimate the value of the environmental resources and the protection of certain essential ecological systems. In most developing countries, the benefits from human activities have often been

exaggerated and the cost of the environment neglected. Most of the time, these costs have never being built into decision making and all the short and long term impact not carefully explored (Emeribe, 2000:67). This unfortunately is the result of many environmental degradation found in these countries today.

## 1.5    The 2002 World Summit on Sustainable Development held in Johannesburg

At the 2002 World Summit on Sustainable Development held in Johannesburg South-Africa, world leaders agreed that sound and equitable management of natural resources and ecosystem services is critical to sustained poverty reduction and achievement of the millennium development goals. This reflects to the important ways in which environmental conditions and access to environmental assets are linked to the livelihoods, health, security and empowerment of people living in poverty. Yet, it was noted that in most countries integrating the concerns of the environment in the mainstream development planning and investment remains a major challenge. In response, the United Nations Development Programme and the United Nations Environmental Programme have forged a global partnership termed Poverty and Environment Initiatives (PEI) that aims to scale up investments and capacity development support for mainstreaming environment in country-led processes, to achieve the Millennium Developmental Goals (with a focus on MDGs – based poverty reduction strategies). World leaders and major development and environment agencies came together to call for the significant scaling up of worldwide investments in environmental management as an essential addition to the global strategy to eradicate poverty.

## 3.4 Issues in Environment and Sustainable Development

According to Prakash (1997:42) for effective analysis of the relationship between environment and sustainable development, it is necessary to identify the crucial

factors or issues, which have taken considerable part in the discussions of these two issues. These issues are:

1. Environmental changes in the World
2. The wide spread of poverty to at least half of humanity
3. The drastic rate at which population grows in the Developing countries
4. The issue of Environmental management as a key factor in sustainable environmental protection

These issues cut across our discussions in module 3 as a whole. However, in this unit we will focus on the issues related to environmental changes in the world.

## 1. ENVIRONMENTAL CHANGES IN THE WORLD

In recent years the world has witnessed various environmental problems, which have resulted to the calling of many United Nations summit. In 1962 in her pioneering book Silent Spring, Rachel Carson warned about the health hazards resulting from the widespread use of pesticides and insecticides. She was the first person who drew the attention of the world on the effects of some human activities on the built environment. By the 1970s the environment had become a major issue in the world discussions with the recognition that the rapid rate of industrialization and development of most nation have relationship with the noticeable changes in the environment throughout the world. Below are the various environmental changes, which have come to be globally acknowledged.

## a. CLIMATE CHANGE:

The issue of climate change has come to form a major issue in discussing environmental realities in the world. In fact, in global discussion climate change occupies a greater part in plan and action of most international conferences. The evidence of global warming is a related discussion in climate change issue. The visible horrors such as Ozone hole and global warming contribute to the varied climate change, which worries the international communities. There are scholars who consider the conventional wisdom to be that global temperatures will rise between 1 and $2^{\circ}$ C around 2030 and further $0.5^{\circ}$ by mid-century. One of these bodies according to him is the Inter-governmental Panel on Climate Change (IPCC), which produced a state-of-the-art paper in 1990 documenting what they called a

consensus among researchers about the effects of atmospheric increase of greenhouse gases such as carbon monoxide. The $CO_2$ from fossil fuels would grow to about three-quarter percent (¾%) each year, mainly in the developing countries and Eastern Europe (Kumar et al., 2020). The probable increase mean temperature that follows this concentration might in turn contribute to changes in precipitation and wind patterns, raise the sea level and cause change in climatic zones. According to this report, in 60 years' time, temperature will rise about half as much as it has done over the last 18,000years. The problem is that such changes may come so rapidly that the natural eco-system will have problem with adaptation and thus threaten biodiversity and human existence.

## b. **DESERTIFICATION**

Desertification has in spite of the term really has nothing to do with deserts but should be called land degradation. This process whereby land becomes degraded through overgrazing, over-cropping, salinization and erosion by wind and water. It should be noted that land degradation is not confined only to dry land. The problem is pervasive in mainly agricultural systems. Degraded forestland, publicly and privately owned lands and large and smallholdings in the third world countries. New researches have shown the movement back and forth of vegetation between years in the third world. It becomes clear that social structure and nature appear to play a major role in the survival strategies of the people affected. Agro-forestry programmes, protective tree belts and production of rapid growing trees and bushes for firewood have become widespread in the developing countries. One serious effect on land degradation as noted by Kumar et al (2020) is caused by soil erosion. Unfortunately, according to him a great proportion of the occurrences of the natural disasters in the studies indicated the contributions of individuals in the problem.

## c. **BIODIVERSITY LOSS**

According to Kumar et al (2020) biological diversity is expressed in the many variations of living forms on the earth, i.e. the richness in variation among plants, animals, microorganisms and genetic variation we find within species. Another type of bio-diversity is the many type of ecosystems or living environments from untouched environment to those used for production for a long time.

The diversity has a value in itself and is also the basis for life sustaining ecosystem whish regulate the climate; create productive soil, clean water and air. Agriculture and food production, forestry, fisheries, pharmaceuticals industries, herbal medicines and the recreation sector (Tourist places) are all built on the use of vast amounts of richly varied biological and genetic resources. Much of these variations are threatened of extinction today and the loss of biodiversity has been one important aspect of the environmental debate. If the present trend continues about 25% of the world's species will be lost within the next 50 years. Saving the biodiversity is not merely a sentimental act but necessary, e.g., o conserve genetic materials is to improve future cultivation of genetic plants. Over exploitation of this variant diversity by the pharmaceutical industries, herbal medical practitioners and destruction of forest and vegetation by industries and people, contribute to the diminishing quality of these biodiversity. The consequences are increased climate change, global warming and extinction of valuable plants and animals.

## d. DEFORESTATION

According to Kumar et al (2020) when managed well tropical forests area are rich source of support for local people. Forest areas in marginal lands are rich source of both firewood and grazing for animals. Forest and growing trees during photosynthesis use large amount of carbon dioxide ($CO_2$) and form huge carbon sink (ibid). Among the tropical rainforest today, is the fact that these trees are the richest treasure troves of living things and they may guarantee a better living than the short-term income that comes from destroying them.

There are two major deforestation problem that exist in the world:

i. The reduction of tropical rainforests from logging and clearing of trees for agricultural lands

ii. Reduction of forests in marginal dry land basically for fuel wood use.

The world losses some 20 million hectares of forest on a yearly basis. It is important to stress that loses mainly come about through indiscriminate logging and land clearing for agricultural purposes and this trend in debate is blamed on the poor rural people who cut down trees for fuel-wood needs and for shifting cultivation.

Deforestation can lead to increase in malaria in that the sun loving anopheles mosquito thrives when forests are destroyed. Also, the problems of climatic change and precipitation have been attributed to massive deforestation in the developing countries. The issue of deforestation is a growing phenomenon in global environmental discussion and it has continually shown that bad economic decision of some countries is a sufficient linking factor to the growing incidence of this problem. Wholesale harvesting of tropical forest is usually driven by short-term economic considerations.

## e. THE CASE OF UNSUSTAINABLE AGRICULTURAL PRODUCTION

Protection and management of the natural resources are a large environmental issue facing human societies. Sustainable agriculture is a major issue in this context as food security must be the first priority of sustainable development. There must be an increased food production but on areas that are already in use in order to avoid the exploitation of marginal land. After all, one third of the entire earth's surface as at 1986 is used for agricultural production. Genetic diversity must somehow be conserved through genetic banks or continuous cultivation, or through protection of biodiversity commented Agarwal (2019). But equally important is the need for local populations to efficiently manage their own resources. This means that those traditional methods of land conservation must both be initiated and strengthened. A major and controversial issue in this context is the increasing rate of population growth and their demand for food supply, which though renewable, have ecological implications as well. Exploitation of marginal land for agricultural purpose is a critical issue in discussing environmental sustainability. Large population are compelled to overexploit marginal land and degrade them further when inadequate measures are taken to control them.

SELF ASSESSMENT 2

2   Explain the issue of climate change in environment and development

### 1.7 Summary

Global resolution of the challenges of environmental problems centered on the fact that human activities could and should be re-directed towards a pathway of sustainable development, with the environment seen not as an obstacle to growth, but rather as an aspect, which needed to be reflected in policies, if growth is to be sustained. The concept of sustainable development embodies the potential for and the need to integrate environmental protection with continuing social and economic development and the task of examining their inter-linkages. The next unit will further highlight the contribution of un-sustainable human activities (especially as a result of poverty) in enhancing the recent risks to environmental degradation.

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## 1.9 Possible Answers to SAEs within Content

**Answer to SAE 1**
The term "Sustainable Development" was brought into common use by the World Commission on Environment and Development (WCED) in its 1987 landmark report known as "*OUR COMMON FUTURE*". The commission definition of the term cited in Arunsi (2000:39) is meeting the needs of the present generation without compromising the needs of the future generation.

**Answer to SAE 2**
The issue of climate change has come to form a major issue in discussing environmental realities in the world. In fact, in global discussion climate change occupies a greater part in plan and action of most international conferences. The evidence of global warming is a related discussion in climate change issue.

# Unit 2: ENVIRONMENTAL DEGRADATION AND POVERTY – THE CYCLICAL THEORY PARADOX

**Unit Structure**

## 2.1 Introduction

The paradoxical linkages that exist between environmental degradation and poverty provides a justification for discussion of their impact on sustainable development. The environmental quality and livelihood implication of over-exploitation of resources both in both global and national levels have become a critical issue in discussing environmental degradation– poverty problems. It also provides a justification for a pragmatic evaluation of the linkages between the two problems. Therefore, in this unit we will focus on discussing the linkage that exist between environmental degradation and poverty, and evaluate the impact of this linkage on development and sustainability of the environment in the long term.

## 2.2    Learning Outcomes

At the end of this unit student will be able to:

1. Explain the concept of poverty and environmental degradation

2. Understand the cyclical relationship between poverty and environmental degradation

3. Understand the importance of environmental conservatism

**Main Content**

## 2.3    The Concept of Environmental Degradation and Poverty in Development

Environmental Degradation constitutes those instances in which people's behaviors affect their physical environment in such a way that they place the built environment and themselves in jeopardy. This is in the case of pollution (water, land and air), natural resource depletion due inefficient management and overexploitation, deforestation or where biodiversity is threatened on extinction. Environmental degradation in the context of this study depicts ways in which the resources that provide sources of agricultural production are inefficiently managed and unsustainably exploited either for human consumption or for commercial purposes. This degradation is found in some agricultural practices, which are considered disastrous to soil and marine habitats. The concern here is on the depletion of rural resources depended on for livelihood due to inefficient rural resource management.

In discussing poverty in the context of sustainable development there are 2 conceptualization that stand out – vulnerability and income poverty

**Vulnerability**

Poverty in this context is effectively defined by Duraiappah (1996:12). He used a poverty line indicator, which he called "Vulnerability", to capture a group of people who can be pushed to poverty when they are compelled by exogenous poverty (that is poverty inherent in the country involved or lack of adequate income) to deplete resources, which they depend on for livelihood. When this happens, they become victims of their own survival strategies.

**Income Poverty**

Also poverty can be measured in terms of income generation from all means of livelihood. Here Poverty means that poor people do not have adequate income to conduct appropriate resource management and conservation of resources depended on for livelihood.

SELF ASSESSMENT 1

What is the context of vulnerability in the discussion of environment and poverty?

Glasbergen and Blowers (1996:72) noted that by the opening of the 21$^{st}$ Century an unprecedented level of inequality had developed in the world; a person earning an income of $2 per day is in top half of the world income distribution. This situation is best described in the 1987 report of the World Commission on environment and Development (WCED) where it was explicitly stated that poverty is the cause of environmental degradation and for effective environmental management to be achieved policy makers and government should first address the issue of poverty. According to Leach and Mearns (1993:10) poverty is said to be both the cause and effect of environmental degradation.

The cyclical link between poverty and environmental degradation is an extremely complex phenomenon. Inequality may foster unsustainability because the poor who rely on their environment more than the rich deplete natural resources more than the rich, especially as they have no real prospects of gaining access to other types of resources. Moreover, degraded environment can accelerate the process of impoverishment, again because the poor depend on their environment for survival. Therefore, as Leach and Mearns and the influential WCED report noted, it is necessary that poverty problem in a country is first examined and possible solutions drawn for action before any meaningful environmental protection strategy can be established and achieved. Poverty hinders the pathway of sustainable development because it will not allow programmes drawn for sustainable environmental pursuit to be achieved. Poor countries and communities tend to engage in short-term resource exploitation in expense of long-term environmental problems ahead. The cost of exploiting the environment will tell on the future generation who are not yet born but awaits degraded and deteriorated environment. As McGranaham (1993:33) noted the future generation will come to bear the consequences of reckless wastages of environmental resources. They too will need them for survival and when they are not sufficient, hunger and unhealthy competition over limited resources can set in.

## 2.5    LINKING POVERTY AND ENVIRONMENTAL DEGRADATION

Leach and Mearns (1993:15) in their study of some selected developing countries, developed a conceptual framework in understanding the link between poverty and

environmental degradation. First, they set up two hypotheses, which will guide the explanation of the relationship between the two phenomena.

## HYPOTHESIS 1

### "Poor people are agents of environmental degradation"

This hypothesis, which was spearheaded by the famous WCED 1987 report called "Our Common Future", stated explicitly that the poor are the major perpetrators of environmental problems, which further impoverishes them. This hypothesis states that rural poor are major perpetrators of environmental problems, which further impoverishes them by reducing their livelihood means. The poor are compelled to over exploit marginal areas such as steep hillsides, degraded areas due to natural disasters or derive resources from protected areas. Compounded by the impact of population growth, they often lack incentives or means to intensify their production and are forced to over exploit new and fragile lands. The World Bank (1992, 1995) reports elaborate on some of the links between poverty and environmental degradation. These reports stated that a declining natural resource base, largely caused by poor people deprived of access to other means of livelihood, exacerbates the conditions of the poor by limiting their already restricted production possibilities.

This applies particularly in the rural water resources, soil and forestry. One of the basic forces behind the vicious cycle between poverty and environmental degradation is that poverty limits people's options and induces them to deplete resources faster than is compatible with long- term sustainability. Dasgupta (1993:15) described how closely dependent poor people are on their environment for livelihood support and how poverty can be a driving force in environmental degradation. He cited example of how poor nomadic dry land herdsmen in Sub-Saharan Africa often are excluded from formal credit, capital in cattle rearing, resulting in non-sustainable overgrazing. Poverty results in myopic production and precludes longer-term investments in preservation and accumulation of natural capital. Consequently, poor peoples limited economic options and low savings rate cause them to deplete and degrade their environment (soil, forest and fishes to be precise). It is not just short time horizon that push the poor to degrade their environment, but by exogenous factors and misguided policy and administrative

mechanisms that are primarily responsible for the environmental degradation attributed to the poor.

Some scholars have identified a vicious cycle between poverty and environmental degradation and have argued that high discount rates (derived by policy formulation) are one of the causes of environmental degradation by the poor because they encourage individuals to opt for short-term measures to satisfy immediate needs (discount rates) or wants (survival strategy). This according to them duly ignores more environmentally appropriate practices that are friendly tot eh environment. In turn this degradation leads to poverty that causes high discount rate again. This factor further prevents investments in human capital such as children's schooling, thereby reinforcing poverty even to another generation.

## HYPOTHESIS 2

### "Poor People are the Victims of a bad Environment"

Here they used what they called the "Victim" hypothesis to evaluate the way a group people can become vulnerable to a given environmental problem. They hypothesized that poor people are commonly bound to reside in areas with poor environmental quality. Leach and Mearns identified that about 60% of the sampled population, which they used for the study, lived in ecologically vulnerable areas, including rural areas of low agricultural potentials and smaller settlements within urban areas. Poor people lack resources (financial means) to relocate from these areas and to adopt defensive measures against negative exposure (ibid). Lower education increases their vulnerability to health risks (McGrahanan, 1993:33). The associated political marginalization as McGrahanan acknowledged, decreases the opportunities for environmental protection and provision of basic services such as, safe drinking water, access to clean air, functioning sewage system, and waste collection. Rural landless people are forced to settle in marginal lands and to cultivate poor soils, which further depletes these resources and increases vulnerability to poverty for the people.

Under this conceptual framework is also the issue that poor people are more vulnerable to loss of biological diversity. According to McGrahanan (ibid), poor people are more dependent on biological resources for their livelihood than the richer people. Loss of flora

and fauna (i.e. both land and marine plants and animals) is thus relatively more costly to poorer segments of the society. McGrahanan identified people who are dependent on these biological resources, they are:

a. Small scale farmers, who often derive additional sources of income from wild fruit nuts, herbs, medicinal plants, bush meats, root crops and vegetables

b. Trans human pastoralists, who derive essential nutrients from similar wild flora and fauna in marginal areas, such as dry lands.

c. Artisan fishermen who derive a variety of coastal and marine resources such as Shells, sea weed, coral and fishes, which provide food, building materials, ornament, cultural artifacts and cash income.

Poor people may be relatively more dependent on their environment, but better off people actually consume a greater amount of them. This lends the hypothesis as stated. Therefore, the policy implication is that biodiversity conservation might benefit the poor. To achieve this however, there is the need to know what specific resource the poor utilizes the most. In cases where local resource use would be limited, it is important to understand how the local population is affected and what compensation might be warranted.

Inequality between income groups has also shown to reinforce environmental pressure. For instance, small-scale farmers are compelled to utilize marginal land when landowners who occupy the best agricultural lands displace them. This is an important driving factor in analyzing the relationship. Leach and Mearns also emphasized that in the presence of inequality, many local common property management schemes breakdown. This in turn results in negative impacts on the most vulnerable. For a full account, the effects of economic growth on poverty and environment need to be evaluated on household levels. The effect on individual household members of a deteriorating environment can be identified. In particular, children and women are most vulnerable to poverty and environmental degradation.

SELF ASSESSMENT 2

Explain the second hypothesis of the link between poverty and environment

## 2.6  Summary

Poverty is a very vicious factor that reinforce environmental pressure. Most cases poor people will be compelled to utilize marginal land when landowners who occupy the best agricultural lands displace them. This unit showed that poverty is an important driving factor in analyzing the environmental degradation especially in rural areas where people rely on the environment for sustaining their livelihood earnings. In the presence of gross poverty and inequality, many local people will forfeit traditional methods of resource management for immediate needs thereby impeding opportunity of the future generation to survive. This in turn results in negative impacts on the most vulnerable. This entails that the effects of economic growth on poverty and environment need to be evaluated on local levels.

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## 2.8    Possible Answers to SAE s within Content

**Answer to SAE 1**

Poverty in the vulnerability context is effectively defined by Duraiappah (1996:12). He used a poverty line indicator, which he called "Vulnerability", to capture a group of people who can be pushed to poverty when they are compelled by exogenous poverty (that is poverty inherent in the country involved or lack of adequate income) to deplete resources, which they depend on for livelihood. When this happens, they become victims of their own survival strategies.

**Answer to SAE 2**

Inequality may foster unsustainability because the poor who rely on their environment more than the rich deplete natural resources more than the rich, especially as they have no real prospects of gaining access to other types of resources.

# Unit 3: ENVIRONMENTAL CONSERVATISM – LOCAL LEVEL RESOURCE MANAGEMENT

**Unit Structure**

## 3.1    Introduction

Resource management and conservation is a very crucial factor in evaluating environmental sustainability. Resource management have come to be neglected by local agriculturalists in developing world due to poverty challenges, and this negligence has its consequence on the built environment. When neglected, poor resource management impact negatively on the environment and aggravates depletion of resources depended on for livelihood and eventually pose great challenge to the livelihood of local people. This unit will look at the meaning of local level resource management and the factors that contribute to abandonment of local level resource conservatism by local people in developing world and how this affects the capacity for sustainable environmental conservationism.

## 3.2    Learning Outcomes

At the end of this unit student would be able to:

1. Understand the meaning of local level resource management

2. Identify the main factors that affect proper local level resource management in developing societies

3. Understand the importance of local level resource management and conservatism and its implication on environmental sustainability

## Main Content

### 3.3 The Meaning of Natural Resources

A resource is defined by Zakani (2000:41) as anything that has intrinsic economic and cultural value. Resource is desirable and meets a need. It also has the quality of an additional value after it has been processed. According to Dasgupta (1993:4), Natural resources include the abundant flow of energy, soil, minerals, forest trees, aquatic lives, birds and animals, that provide sources of food and income for people. There are two types of natural resources, renewable and non-renewable resources. Renewable natural resources (e.g., soil, biodiversity, plants and animal species, trees and other forest resources) are those resources, which can regenerate over a short period of time, while non-renewable resources (various kinds of raw materials and mineral resources) are those which takes a maximum period of time to regenerate. However, for the purpose of this research we will concentrate on only the renewable resources, which are mostly used by rural people for livelihood support.

### 3.4    Explaining the Meaning of Local Resource Management

In the 1950s and 1960s, the faith in the powers of science and technology supported the widely held perception that modernization would improve all facets of life. In particular, traditional agricultural and resource management practices in developing countries were seen as backward and inefficient, and suffering from a lack of scientific rationality. In some cases, traditional ways of resource management were portrayed as being an obstacle to improved productivity, while in others rural agricultural practices were actually regarded as being destructive and the cause of severe soil degradation or resource depletion. This was the case, for instance, in eastern and southern Africa, and in many parts of the world where shifting agriculture was practiced.

Holmberg et al (1992:23) noted that, much research has been done that demonstrates the existence of a wide variety of local level resource management systems that are both

environmentally sustainable and efficient, given the physical and social constraints limiting the productive options available. It has been documented that these resource management systems are often very intricate, and allow for resource regeneration, social insurance and often, social equity as well. They are maintained by social management mechanisms that form the basis of wider structures of social organization.

Of course, not all societies have been successful in developing sustainable resource management practices, but those that have not can suffer heavy social costs, up to and including the extinction of their society. The decline or disappearance of a number of civilizations, from those of pre-Columbian Central America to that of ancient Greece, has been hypothesized to result at least in part from environmental decline due to mismanagement. In general, however, a model that assumes environmentally rational traditional societies has displaced earlier perceptions that traditional societies are wasteful and inefficient utilizers of natural resources (Ibid).

According to Vivian et al (1994:17), the research documenting the sustainability, efficiency and adaptability of local systems of resource management in a wide variety of locales has generated interest in the possibility of reviving such systems where they have been displaced. In a limited number of cases, such a revival seems to be a possibility. However, the capacity and flexibility of traditional resource management systems have often been stretched to their limits, and they have become unable to handle successfully the environmental challenges with which they are now faced. According to Munasighe and Mohan (1993:19), in many cases, population pressure has been a crucial component of this transition. The increased needs of a growing population have meant that traditional resource management practices, where they have been maintained, now yield a declining level of resources per capita. However, population growth is only one of the elements putting pressure on the ability of traditional resource management schemes to continue to maintain societies as they have in the past (see box 3). The growth and spread of national and global markets and the resulting increasing demand for traded commodities mean that traditional mechanisms discouraging overexploitation and accumulation are losing their force. Changes in tenure systems, and land concentration in particular, have similarly disrupted previously sustainable local management practices. In addition,

migration and cultural homogenization mean that traditional management systems, and the social norms necessary to sustain them, are being forgotten. In other words, the processes described as globalization have had important environmental consequences at the local level.

SELF ASSESSMENT 1

Explain low resource management

## 3.5 Factors that Encourage Low Level of Resource Management in Local Communities

According to Kumar et al (2020) one of the most obvious limiting factors to local level resource management is poverty, and there is an observed correlation between environmental degradation and poverty in a wide variety of settings. This linkage has been exhaustively discussed, and the thinking on it has evolved similarly to that on local level resource management. After first blaming environmental degradation on the ignorance and wastefulness of the poor, conventional wisdom has turned to the explanation that the poor are forced to overexploit the environment by factors outside of their control (Ibid). The simple version of this argument explains the linkage between poverty and environmental degradation in terms of two main processes.

Firstly, environmental degradation is said to cause poverty because, by definition, degradation involves the erosion of the resource base upon which the poor often depend for their livelihood, while the adverse impacts of environmental decline on people's health further limits their productive potential.

Secondly, poverty is said to cause environmental degradation because the poor are forced into marginal resource areas: they are driven out of the best agricultural lands, for instance, and into fragile and unproductive ecosystems. In addition, the poor do not have sufficient security to invest in the maintenance activities necessary for long-term environmental health: their need for sufficient agricultural yields in the current season,

for instance, means that they cannot afford to undertake soil conservation works, which are labour intensive and reduce short-term land productivity. In short, it is argued that environmental conservation is a luxury that the poor cannot afford because their livelihood or even their immediate survival is at stake, and that the two processes together create a vicious circle, so that poverty and environmental degradation must be attacked simultaneously. Kumar et al (2020) noted that because of its emphasis on simultaneous poverty reduction and environmental rehabilitation, this argument has served to draw together people whose primary concern is environmental with those whose focus is on equitable development. It has been able to forge this coalition between the people-centered development lobby and environmentalists by asserting that the trade-offs between environmental rehabilitation and poverty alleviation are minimal: .an important conclusion of the links between environmental degradation and poverty is that there is no general conflict between environmental protection and economic development in developing countries, particularly not where the poorest people are concerned. Partially, as a consequence of this broad coalition, there has been a marked increase in the amount of attention paid to environmental concerns over the last few years. In addition, the rationale for poverty alleviation has been advanced, at least in theory, by linking poor people's livelihood to the environmental concerns of the rich.

However, hopes that promoting the environmental cause would advance the actual implementation of equitable development appear to have been unfounded. In spite of the repeated assertions that poverty prevents environmental improvement, the implementation of strategies to eliminate poverty seems no closer to reality than before. In fact, a positive correlation between poverty and environmental degradation is not inevitable: there is evidence from some regions in developing countries that periods of deforestation and environmental degradation can coincide both with periods of poverty alleviation, and with simultaneous economic growth and increasing poverty. In response to such empirical observations, the poverty-environment argument has recently become more sophisticated, accepting that. The links between poverty and environmental change are mediated by a diverse set of factors that affect the decisions that poor people make. Poverty alleviation will not automatically result from environmental rehabilitation, and

environmental improvement is not the inevitable consequence of poverty reduction.

Thirdly, the extent to which environmental degradation can be avoided in the process of development is itself a matter of contention. The governments of many developing countries assert that stringent environmental regulations would impede economic growth and thus slow poverty alleviation and many economists agree. One theoretical model asserts that environmental degradation necessarily increases with the initial stages of economic growth, and then begins to decline at a certain threshold of economic development. This is described as the environmental-Kuznets curve (Krishna: 1993:10). This theory assumes that growth, which begins from a low level of economic development, must be resource intensive, and cannot yet afford to invest in pollution-reducing technology.

Fourthly, social structures largely determine the outcome of social-environmental relations. In particular, the implications of land tenure systems for environmental degradation are clearly crucial. Early theoretical models emphasized the importance of private property for creating incentives for long-term environmental management. They drew on the tragedy of the commons scenario, which emphasizes the lack of incentives for individuals to restrain their resource extraction from a common pool, and concluded that overexploitation was the inevitable result of communal ownership. The primary policy implication was that communally held resources should be privatized.

However, empirical work has established that communal resource control can be efficiently maintained, and furthermore that it often fulfils an important insurance function by spreading the risks of poor productivity in a given season across the whole community. Empirical work has also established that, within social and economic structures that encourage land concentration and capital accumulation, private land ownership and unrestricted land markets can be very damaging to the environment. This process is particularly obvious in parts of Latin America, where land accumulation and economic policies can create incentives for speculation and throw away patterns of resource exploitation, in which resources are mined for short-term profit. Policies that decrease security of tenure for small farmers have also been implicated in environmental

damage. Increasingly large numbers of people alienated from their land often migrate to areas, which may be forested or more ecologically fragile.

Fifthly, in many cases, population pressure has been a crucial component in failure of successful resource management in the local level. The increased needs of a growing population have meant that traditional resource management practices, where they have been maintained, now yield a declining level of resources per capita. However, population growth is only one of the elements putting pressure on the ability of traditional resource management schemes to continue to maintain societies as they have in the past. The growth and spread of national and global markets and the resulting increasing demand for traded commodities, however damaging, means that traditional mechanisms discouraging overexploitation and accumulation are losing their force. For instance, the rate at which younglings of fishes are exploited because of the market demands in the coastal areas of Sub-Saharan Africa has become alarming and calls for Government intervention. Also, they noted that changes in tenure systems, and land concentration in particular, have similarly disrupted previously sustainable local management practices. In addition, influence of modernization means that traditional management systems, and the social norms necessary to sustain them, are being forgotten. In other words, the processes described as globalization have had important environmental consequences at the local level.

SELF ASSESSMENT 2

Explain how population pressure foster lack of resource management

**3.6  Summary**

This unit went ahead to buttress the vicious linkage between poverty and environmental degradation through the scenario of local level resource management. The ongoing debate on local level resource management mainly focus on how local people will evade local resource management for immediate gratification by over exploiting the renewable resources available to them. The consequence is that the environmental resources they depend on become depleted and this goes on to plunge them to more poverty and lack.

It could be said that environmental conservation is a luxury that the poor cannot afford because their livelihood or even their immediate survival is at stake, and that the two processes together create a vicious circle. The discussion on poor level of resource management has been able to give insight into the vicious circle of poverty and environment. Hence to address environmental degradation in local level, poverty reduction must be paramount.

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## 3.8 Possible Answers to SAEs within Content

**Answer to SAE 1**
Holmberg et al (1992:23) noted that, much research has been done that demonstrates the existence of a wide variety of local level resource management systems that are both environmentally sustainable and efficient, given the physical and social constraints limiting the productive options available. It has been documented that these resource management systems are often very intricate, and allow for resource regeneration, social insurance and often, social equity as well. They are maintained by social management mechanisms that form the basis of wider structures of social organization.

**Answer to SAE 2**
in many cases, population pressure has been a crucial component in failure of successful resource management in the local level. The increased needs of a growing population have meant that traditional resource management practices, where they have been maintained, now yield a declining level of resources per capita

# Module 4: OTHER INTERNATIONAL DEVELOPMENT ISSUES

## Module 4 - Unit 1:     GENDER AND DEVELOPMENT

Unit Structure

### 1.1  Introduction

It is now a well-known fact that sustainable development cannot be achieved without putting into perspective issues related to gender disparities in societies. Hence, this unit will critically explore the impact of gender disparities in development especially as the issue of gender touches all areas of development such as education, economy, politics, health, agriculture, communities, labour, organizations/workplace, poverty etc. The unit will also familiarise you with analytic debates in the field of gender and development, and help you understand the concepts of gender and development, as well as practical issues in gender and development.

### 1.2     Learning Outcomes

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

- Identify and understand the key issues of gender in development discourse

- Understand how gender equality is conceptualized in development discourse

- Understand why gender is crucial and important aspect of development

**Main Content**

### 1.3    The Concept of Gender and Development

#### a. What is Gender?

According to UNICEF Gender mainstreaming framework (2014) the term gender refers *"to the roles and responsibilities of men and women that are created in our families, our societies and our culture. It can also include the expectations held about the characteristics, aptitudes and likely behaviours of both women and men in terms of their nature, i.e., being either feminine or masculine"*.

According to World Health Organizations (WHO) Gender Policy (2002): *"Gender is used to describe characteristics of men and women that are socially constructed, however, when using it in the context of sex, it defines the biological constitution of individuals. This is to explain that people are born either female or male, learn to be girls and boys, who grow up into women and men"*. The learned behaviour constitute the gender identity which eventually determine roles assigned to each gender.

According to Mosse (1993:2): *"Gender is a set of roles which communicate to people that we are either female or male, feminine of masculine in the society"*

According to Miller and Razavi (1998): *"Gender refers to the socioeconomic, and cultural attributes and opportunities associated to being male or female by society. It applies to women and men, as well as their relations with one another and to their environment."*
*"Gender is a sociocultural expression of particular characteristics and roles that are associated with men and women in the society* (Robyne, 2003).

From the above definitions we can see that gender is a socially constructed phenomenon that differentiates women from men, and thereby create a system through which roles and certain features (feminine or masculine), attributes (weak or strong) and expectations are assigned to women and men in society. For instance, in several African cultures, when a child is born a male there is often celebrations that amount to killing of animals and performance of other rituals in order to welcome the male child. However, in some cases, this may not apply at the birth of a female child born into the same culture. This

differential in the act of welcoming the babies is in itself an example of a social construction of gender, and describes differences, disparities and roles people (female and male) are welcomed into even at birth. This is to say that gender roles, attributes and expectations are all socially learned; but is noteworthy to know that this changes over time and would vary within and across cultures and societies.

Moreover, systems of social differentiation in terms of social and economic class, political status, age and occupation etc. is said to change over time, but continue to ascertain gender roles in society. The concept of gender is therefore very essential because when applied to social analysis and evaluation of these systems of social differentiations it reveals concrete evidence of women's subordination (or men's domination), gender disparity, and how they are constructed by society.

Also, gender is not biologically predetermined, nor is it fixed since it varies in societies. Sex is defined as biological features (genitals, reproductive organs and mammary gland) that determine whether someone is either female or male. Therefore, whereas gender is socially constructed, sex basically characterize our biological and physical features and makeup. It is critical to differentiate sex from gender when applying gender in development issues because the biological makeup of people have few contributions to make in the conceptualization of gender in development when compared to the use of gender in development (West and Zimmerman, 1991). This is why theorists have made judicious efforts to different the two concepts and reconceptualize gender as social construct instead of biological make up of the sexes. this is because the meaning people glean from the two words are bound to influence both their understanding and subsequent communication.
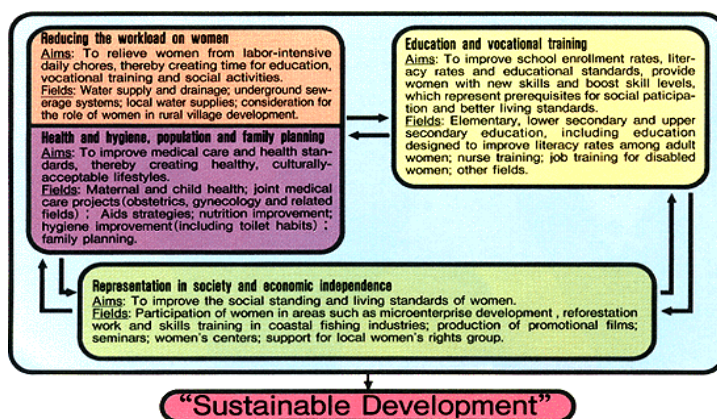
### b. What is Development- (Human Development)?

When discussing development in relation to gender issues, it pertinent to clarify the type of development we may be looking at. It is important to clarify this because there are various variants of development such as economic development, social development, community development, national development etc. which all content of development discourse. Therefore, in the context of gender, development is viewed as human

development. While finding the context for explaining human development in pool of development debate, Dudley Seer (1969) suggested that while there can be value judgements on what development is and is not, the universal aim of development rests on the realizations of the strategies that aim at improving the condition of people (especially women) in the society. Thus, human development will be channeled toward improving poor people's condition to enable them attain their potentials in life. Going forward, Seer outlined several conditions that can make for the achievement of human development:

- The capacity to obtain physical necessities especially food, clothing, water, shelter
- The ability to obtain a sustainable means of income generation through any form of occupation
- Ability to enjoy equal rights and be represented equally in opportunities where necessary
- Having autonomy and free will
- Ability to participate in political decisions and other decision-making processes
- Living in a country that is politically and economically independent
- Having adequate education
- In this human scale development, people (men, women, youths and children) are held to be the principal actors and receptors, that is, they must be involved and be benefactor of the dividends of their participation.
- Moreover, the human development initiative respects the diversity of people as well as the value of autonomy and human agency in achieving a reasonable development of people.
- Empowerment of people takes development much ahead of mere amelioration of poverty, but provision of necessary capabilities and sustainable measures for ensuring that people overcome poverty in present and long term.
- Human development critically looks at how people will achieve basic capabilities and freedoms and exploit their agencies in the process of development.

### i. Gendering Human Development

The limited access to resources and other benefits enjoyed by men conditions development strategies to focus on assessing the various ways that women have been marginalized and excluded from all forms of decision making in the society. The unsuccessful representation of women is a resultant effect of unsuccessful implementation of gender policies by most third world governments. Therefore, human development initiatives focus on women's self-reliance and autonomy. This focus on self-reliance and autonomy was engendered by the 'human-centered development' and "integrated' ideologies which calls for more inclusiveness of women in development and involves sensitive approaches in addressing fundamental social, economic and political issues facing women in the society. It relates to all aspects of women's life, their collective and individual efforts, their history and consciousness and their relations with other actors in the processes of their empowerment in order to make a balanced



advancement in the lives of women.

*measures for ensuring sustainability of women's development*

### ii. The Components of Human development

. The UNDP developed four components of human development as follows:

1. The creation of human capabilities

   Human development incorporates the important notion of capabilities, which is a perspective that focus on creating enabling environment for people to identify and make use of opportunities and choices that their environment can provide for them. These capabilities include access to improved health, economic

opportunities and income generation, freedom of choice, inclusion in decision making, and access to resources in society.

2. Elimination of barriers to economic and political opportunities

   The modern idea of development that is characteristic of the UNDP has tried to go beyond the GDP to arrive at a more pragmatic balance between the growths of income, human sustainability and people's needs to be full participants in the lives of their society. To achieve this, there is need to eliminate every barrier, both political, social and economic that may affect achievement of this goal. This also involves providing ways for women and men to have equal access to resources and opportunities

3. Participation of people in decision making processes

   The human scale development calls for a direct and participatory democracy where the state gives up its traditional paternalistic and welfarist role (top-down approach) in favour of a bottom-up approach in development with the people as its major targets. Development of the variety we have come to know is at best top-down approach with little participation of people in all levels of decision making. The human development favor more of bottom-top approach which involves the engagement of people in all levels of decision making that concerns them

4. Intergenerational sustainability of the development process

   Through its various strategies, e.g., MDGs, SDGs and the Human Development Index (HDI) (a composite index measuring strategy) the UNDP have endeavored to ensure the sustainability of the goals of human development. These sustainability measures ensure that present development activities do not impede the development of future generation. Unfortunately, some of these strategies have not yielded expected outcomes.

Explain the context of gendering development

## 1.4     Gender Issues in Development Discourse

There are 2 contentious issues when discussing gender in development, these are:

i.   Gender Inequality

ii.  Mainstreaming of gender in Development

### 1.4.1  *Gender Inequality*

When we are discussing gender inequality in development studies it is necessary to identify the gender (which can either be female or male) that is marginalized or suppressed within the prevailing social milieu. This particular issue has raised pragmatic questions, such as why should gender issue be directed only towards women and not men? Why women are considered more relevant in topical issue relating to gender in development? This is because throughout the whole world women have been considered generally as the weaker and inferior sex and have been marginalized more than men because of this notion. Moreover, throughout history, women have faced intense discriminations—from lack of legal rights and very little independence from their husbands, to being marginalized in terms of access to social justice, equality with male folks, and restrictions to some rights and resources in the society. Thus, this is why women are usually considered as the more vulnerable sex when we discuss gender inequality.

A glance through gender literature shows us that gender inequality reflect insurmountable processes of sex differences and often undermine certain needs of people. However, what is clear is that we know what engender or causes gender inequality in societies. This suggests that: Firstly, that we could find the analysis of biological differences in the origin of gender inequality that do not conflict idea of gender inequality. Secondly, we could see the hegemony of religion, culture and social norms as playing huge role in maintaining hegemonies of gender inequality in the society, and lastly, gender role socialization sustained through family and social systems continue to regenerate gender inequality

In development, gender-integrated approaches treat women and men's relative social, political, economic, educational, and health status as interrelated, intersectional, and interdependent but also changeable (cited in WHO, 2011). Sustainable Development Goal 5 emphasized the importance of ensuring gender equality in development options where women should be given precedence in development projects because of hardship they endure due to gender inequality in societies. According to the WHO (2011) report on Gender and Health, gender equality framework in development posits interrelated pathways to achieving improved wellbeing for women and girls through the following measures:

- Reduced inequalities between men and women in access to and control over social and economic assets and resources
- Reduced inequality in access to health for women
- Increased capacity of women to make decisions free of coercion or the threat of violence
- Increased adoption of gender norms that value men and women equally in all aspects of life and social institutions
- More equal participation of women and men as decision-makers and shapers of their societies
- Reduced gender-based disparities in men and women's rights and status
- women should have unlimited access to education, vocational skills and financial assets to support their livelihoods

These are some determinants of Gender inequality

1. Gender disparity in house hold responsibility – this is at the micro level analysis
2. Gender inequality in access to resources (financial and material)
3. Gender inequality in health (which include maternal health, reproductive health, access to water and sanitation)
4. Gender inequality in education
5. Inequality in freedom of choice
6. Gender inequality in decision making and women's participation in political

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sphere

7. Gender inequality in education and economic sustainability

8. Gender biased culture, norms and practices and religion

9. Social rights of women in male dominant/ patriarchal societies

10. Gender inequality in work place and organizations

### 1.4.2 *Gender mainstreaming*

Gender mainstreaming has been defined by UNESCO as " a strategy for making women as well as men men's concerns and experiences an integral dimension of the design, implementation , monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men can benefit equally and inequality not encourages". Gender mainstreaming allows development organizations align the objectives of development initiatives with concerns of women and men. This means that ender concern is seen as important in all aspect of development, sectors and areas of activity and as fundamental part of the planning process. It also ensures that gender policies are executed across organizational structures and maintained

- *Issues in gender mainstreaming*

Gender mainstreaming emerged from the experiences gained from the approaches in the WAD and GAD in the 1980s. It was discovered from the experiences of the WAD and GAD that gender issues affecting women have not been achieved in the policy level. Hence, many development organizations began to adopt the strategy of integrating women's issues as mainstream projects in various programmes, instead of establishing separate women projects. Therefore, it can be said that gender mainstreaming is a strategy that recognizes the benefit of ensuring that both women and men benefit equally from all organizational policies, programmes and practice. The UNESCO paper on gender mainstreaming provides some relevant characteristics of gender mainstreaming as follows:

- Gender mainstreaming is globally accepted strategy for promoting gender equality, mainstreaming is therefore not an end, but an approach to achieve the end, which is gender equality.

- In gender mainstreaming the independent and complementary roles of women and men are recognized

- Gender issues is not confined to one sector, but cut across various sectors of development and aims at transforming unequal relations between as well as the structures that maintain inequalities. Gender mainstreaming should be addressed as part of normal institutional

- mainstreaming and shouldn't only be in purview of women experts or institutions, rather it is the responsibility of entire organization and cannot be carried out in a single sector.

- Gender perspectives and attention to the goal of gender equality is central to all activities and must take place in policy development, implementation of programmes, advocacy activities, service delivery, legislation, resource allocation, dialogue, lobbying, and in all levels of project cycle (project planning, monitoring and evaluation.

SELF ASSESSMENT 2

What is gender mainstreaming?

 **1.5  Summary**

This unit looked at the meaning of gender inequalities, the various issues in gender and development, and how these issues are relevant in understanding the condition of women in gender biased societies. The unit gave us the meanings of gender inequality and gender mainstreaming, their importance and roles in gender and development initiatives. We saw that gender mainstreaming is not an end to the problem of gender inequality but a strategy towards ensuring that development initiatives meet the objectives of gender equality and reduce marginalization of women. In this unit, we saw that mainstreaming of gender in development will ensure that women and men have equal access to resource distribution and information, equal power and control over resources, and participation in decision making in society.

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## 1.7    Possible Answers to SAEs within Content

**Answer to SAE 1**

Human development initiatives focus on women's self-reliance and autonomy. This focus on self-reliance and autonomy was engendered by the 'human-centered development' and "integrated' ideologies which calls for more inclusiveness of women in development and involves sensitive approaches in addressing fundamental social, economic and political issues facing women in the society. It relates to all aspects of women's life, their collective and individual efforts, their history and consciousness and their relations with other actors in the processes of their empowerment in order to make a balanced advancement in the lives of women.

**Answer to SAE 2**

Gender mainstreaming has been defined by UNESCO as " a strategy for making women as well as men men's concerns and experiences an integral dimension of the design, implementation , monitoring and evaluation of the policies and programmes in all political, economic and societal spheres so that women and men can benefit equally and inequality not encourages".

# Module 4 - Unit 2:    POPULATION AND DEVELOPMENT

**Unit Structure**

## 2.1    Introduction

The discussion of population by international community usually focuses on the negative impact of overpopulation on the built environment. This is because the environment has a carrying capacity, and when this carrying capacity is exhausted due to overpopulation and over usage of resources in the environment, various global challenges including food insecurity and starvation can set. Hence, we need to look at how population can pose challenge to development through evaluation of its impact on the built environment and its resources. This the focus of this unit.

## 2.2    Learning Outcomes

At the end of this unit, student will be able to:

1. Identify population issues discussed or debated on in environment and sustainable development

2. Understand how high population increase can generate food insecurity

3. Critically analyze the negative consequences of overpopulation and its impact on environmental sustainability.

**Main Content**

## 2.3 Definitions of Population, Population Density and Carrying Capacity

*Brief conceptual clarifications*

- Population is defined by Brown (1998:21) as a group of individuals of the same species inhabiting an area.

- Population density is defined by Brown (1998:21) as the number of organisms per unit area. This occurs as natural selection in relation to availability of natural resources, where by such organism are distributed evenly. Such factors as birth rate, death rate and migration can affect the population density of a given area.

- The Carrying Capacity of an area is the number of individuals or species that can survive in that area over time.

## 2.4 Population and Environment in International Development Discourse

According to Leach and Mearns (1993:10), population is an important source of development, yet it is a major source of environmental degradation when it exceeds the threshold limit of the support systems. Unless the relationship between the multiplying population and the life supporting system can be stabilized, development programmes, however innovative they are, will not likely yield desirable outcome. Population impact on the environment primarily through the over-exploitation of natural resources to take care of the numerous population and production of waste is associated with other environmental stresses like loss of biodiversity, air and water pollution and increased pressure on arable land.

It is often asserted that population density impact negatively on the environment and this in turn exacerbates poverty. Most of the studies carried out shows that there is a crucial nexus of interaction between population growth, poverty and environmental degradation. There are driving forces behind the population-poverty –environmental degradation nexus. It was noticed that poor people tend to produce many children to secure income at old age and provide labour to collect essential goods such as water, firewood and fodder. Children play important role in attending grazing animals, do other household chores and

earn incomes by selling crops or other household produce. Furthermore, poor households are large due to lack of knowledge or means to sufficiently protect themselves from unwanted pregnancies.

Family size is also determined by social norms and cultural traditions. In some societies Adult are also expected to have many children as a sign of wealth or sign of fertility or some cases both. Mink argues that the poor living environment is characterized by low quality and access to good drinking water, poor sanitation and accumulation of waste residual which impact negatively on themselves both in livelihood pattern system and health wise. He noted that, lacking the means to relocate to better environment, large households suffer from their own degradation.

The mutual interdependence between these factors sets off a negative spiral, the poorer a household is, the more children are needed to secure current and future livelihood. The larger the family is, the more resources it needs. The higher resources demand, the higher the pressure exerted on scarce or fragile surrounding natural resource base. And the more depleted the environment is the more vulnerable these poor people are to the consequences of their unsustainable activities. Therefore, population growth plays a crucial role in determining the quality and quantity of natural capital.

SELF ASSESSMENT 1

Population affects the environment, discuss

## 2.5 Environmental Implications of Specific Population Factors

According to recent United Nations estimates cited in Fewers (2000:12), global population is increasing by approximately 80 million (the size of Germany) each year. Although fertility rates have declined in most areas of the world, population growth continues to be fueled by high levels of fertility, particularly in Asia and Africa. In numerous Middle Eastern and African nations, the average number of children a woman would be expected to have given current fertility levels remains above 6.0 for example, 6.4 in Saudi Arabia, 6.7 in Yemen, 6.9 in Uganda, and as high as 7.5 in Niger. Even in

areas where fertility rates have declined to near replacement levels (2.1 children per couple), population continues to grow because of "population momentum," which occurs when a high proportion of the population is young.

The population policy brief twrmed population matters (2000, pp.1-4) accessed on 5/12/2022 from https://www.rand.org/content/dam/rand/pubs/research_briefs/2000/RB5045.pdf) listed the following as the specific issues that connect population to environment. These include:

### i.     Population Size

No simple relationship exists between population size and environmental change. However, as global population continues to grow, limits on such global resources as arable land, potable water, forests, and fisheries have come into sharper focus. In the second half of the twentieth century, decreasing farmland contributed to growing concern of the limits to global food production. Assuming constant rates of production, per capita land requirements for food production will near the limits of arable land over the course of the twenty-first century. Likewise, continued population growth occurs in the context of an accelerating demand for water: Global water consumption rose six-fold between 1900 and 1995, more than double the rate of population growth.

### ii.     Population Distribution

The ways in which populations are distributed across the globe also affect the environment. Continued high fertility in many developing regions, coupled with low fertility in more-developed regions, means that 80 percent of the global population now lives in less-developed nations. Furthermore, human migration is at an all-time high: the net flow of international migrants is approximately 2 million to 4 million per year and, in 1996, 125 million people lived outside their country of birth. Much of this migration follows a rural-to-urban pattern, and, as a result, the Earth's population is also increasingly urbanized. As at 1960, only one-third of the world's population lived in

cities. By 1999, the percentage had increased to nearly half (47 percent). This trend is expected to continue well into the twenty-first century.

The distribution of people around the globe has three main implications for the environment. First, as less-developed regions cope with a growing share of population, pressures intensify on already dwindling resources within these areas. Second, migration shifts relative pressures exerted on local environments, easing the strain in some areas and increasing it in others. Finally, urbanization, particularly in less-developed regions, frequently outpaces the development of infrastructure and environmental regulations, often resulting in high levels of pollution.

### iii. Population Composition

Composition can also have an effect on the environment because different population subgroups behave differently. For example, the global population has both the largest cohort of young people (age 24 and under) and the largest proportion of elderly in history. Migration propensities vary by age. Young people are more likely than their older counterparts to migrate, primarily as they leave the parental home in search of new opportunities. As a result, given the relatively large younger generation, we might anticipate increasing levels of migration and urbanization, and therefore, intensified urban environmental concerns.

Other aspects of population composition are also important: Income is especially relevant to environmental conditions. Across countries, the relationship between economic development and environmental pressure resembles an inverted U-shaped curve; nations with economies in the middle-development range are most likely to exert powerful pressures on the natural environment, mostly in the form of intensified resource consumption and the production of wastes. By contrast, the least-developed nations, because of low levels of industrial activity, are likely to exert relatively lower levels of environmental pressure.

In highly advanced development stages, environmental pressures may subside because of improved technologies and energy efficiency. Within countries and across households,

however, the relationship between income and environmental pressure is different. Environmental pressures can be greatest at the lowest and highest income levels. Poverty can contribute to unsustainable levels of resource use as a means of meeting short-term subsistence needs. Furthermore, higher levels of income tend to correlate with disproportionate consumption of energy and production of waste.

## 2.6     Population and Food Insecurity

According to Fewer (2001:27) as the human population increases there is an increased demand for food. People must either grow food themselves or purchase it. Most people in the developed world purchase food what they need and have more than enough to eat. Whereas most people in the less developed world must grow their own food and have little money to purchase additional food. Typically, these people have very little surplus, if crops fail people must starve. Even in countries like China with large population, majority of the people live on land and farm. Fewer noted that when humans need food, they convert natural ecosystems to artificially maintained agricultural ecosystem. The natural mix of plants and animal is destroyed and replaced with species useful to humans (Ibid: 28). If these agricultural ecosystems are mismanaged. The region's total productivity may fall below that of the original eco-system. Fewer cited some examples such as the dust bowl of North America, desertification and destruction of tropical rainforest in Africa and Asia.

In countries where food is in short supply and the population is growing, there is intense pressure to convert remaining natural ecosystem to agriculture. Consequently, these areas are least desirable for agriculture and will not be productive. However, as Fewer commented, to a starving population, the short-term gain is all that matters. The long-term health of the environment is sacrificed for immediate needs of the growing population. The current situation with respect to food production and hunger is very

complicated. It involves the resources needed to produce food such as arable land, labour and machine; appropriate crop selection and economic incentives. It also involves the mal-distribution of food within countries. This is often an economic problem since the poorest in most countries have difficulty finding the basic necessities of life, while the rich have an excess of food and other resources. In addition, Fewer (2001) argues that political activities often determine food availability, war and payment of debts and poor management often contributes to hunger and malnutrition. Fewer (2001) noted that improved agricultural methods, irrigation system and plant varieties have dramatically increased food production in some parts of the world. Fewer (ibid) cited China and India as countries, which in recent years have been self-sufficient in food production in spite of their enormous number.

Fewer noted that the areas of greatest need are in Sub-Saharan Africa. Africa is the only major region of the world where per capita grain production has decreased over the years (ibid: 29). Fewer commented that people in these regions are trying to use marginal lands for food production, as forest, scrubland, and grass lands are converted to agriculture. Often, this land is not able to support continued agricultural production. This leads to erosion and desertification.

SELF ASSESSMENT 3

How can population affect food security?

## 2.7 Summary

The unit has shown that population is a very critical area of discussion in international community and global discourse in development. This is because of the complex relationship that has been seen between population and the built environment. The carrying capacity of the environment have limit, hence, it is justified that would be an international concern on controlling the extent at which population grows in the world, especially in Africa and Asia. This unit has revealed to us what would be of interest in

examining the impact of population in environmental and sustainable development discourse in the international level.

The issue of sustainable development takes into cognizant the importance of population management in relation to resource use and management. A population that is not well managed has great implication on sustainable development as the future generation may have problem having a reservoir of sustenance. When the population outweighs the carrying capacity of land, this has implication on food supply, development of infrastructures and environmental degradation incurred through waste generation and resource depletion. Therefore, population management has both environmental and development implications, in that it can inhibit development and escalate the rate at which resources are depleted. The decision to control overpopulation lies on the capacity of the government to efficiently harness resources to generate enough income to cater for the population. However, most of the time this policy is not well championed in the developing world where corruption in government and high rate of immoral practices as well as wars do not allow effective management of population in this very way.

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## 2.9    Possible Answers to SAEs within Content

Answer to SAE 1
Population impact on the environment primarily through the over-exploitation of natural resources to take care of the numerous population and production of waste is associated with other environmental stresses like loss of biodiversity, air and water pollution and increased pressure on arable land.

Answer to SAE 2
The ways in which populations are distributed across the globe also affect the environment. Continued high fertility in many developing regions, coupled with low fertility in more-developed regions, means that 80 percent of the global population now lives in less-developed nations

Answer to SAE 3
According to Fewer (2001:27) as the human population increases there is an increased demand for food. People must either grow food themselves or purchase it. Most people in the developed world purchase food what they need and have more than enough to eat. Whereas most people in the less developed world must grow their own food and have little money to purchase additional food.

## Module 4 - Unit 3: RELIGION IN INTERNATIONAL DISCOURSE AND DEVELOPMENT

**Unit Structure**

### 3.1    Introduction

Hitherto, the international community, donors and development scholars and researchers because of their secular orientations, have always viewed religion with much speculations and doubts. However, having any reservation towards the inclusion of religion in development policies and agenda affecting nations is more like secluding a viable proportion of the world population from engaging appropriately in development issues facing the world today. The theses supporting inclusion of religion in development scholarship demonstrates the challenges of secularism and modernization, which relegated religion to the background in the historical formation of civil society engagement in socio-economic development in world nations. In this unit we will identify the factors that encouraged the exclusion and emergence of religion in in international development discourses, and the theoretical framework for establishing a relationship between religion and development

### 3.2    Learning Outcomes

At the end of this unit student would be able to:

1. Have operational understanding of the meaning of religion in development

2. Develop understanding of the factors that encouraged the exclusion and emergence of religion in international development discourse

3. Appreciate the relevance of religion as a welcomed paradigm in development

 **Main Content**

## 3.3    Definition of Religion

There have been many attempts to define the phenomenon of religion and these attempts have taken different perspective to include the field of psychology, sociology, anthropology, philosophy and theology and most recently they come from biological sciences. Defining religion depends on the perspective from which it is defined. In the sociology of religion, the definitions of religion are categorized under two major schools of thought – the substantive and functional. The substantive definition of religion refers to the distinguished characteristics usually associated with the belief and practice of religion. The substantive definition attempts to describe religion in terms of the supernatural power and *being* controlling the universe.  A substantive definition of this kind was given by Kilani (1998:16) who defined religion as "the elation of man to that which man regards as holy; the system by which man recognizes the existence of super-human controller of the universe, the recognition of God as the object of worship, love and obedience which ultimately leads to practical piety and morality."

However, the substantive definition has been criticized because of its narrowed view on the concept of religion attributing only the belief and practices – worshipping, ritualistic activities and prayers – in the conceptualization of religion. This definition follows the main problem most scholars find in accepting religion in contemporary social studies. The argument raised is that accepting this view only limits the definition to the historical and westernized version of the concept. A belief in one God could be said to be a substance of Christendom - dominated by western history and hence perceived as narrow and inflexible when considering a global phenomenon of religion. To avoid being trapped in this narrow and inflexible perspective of religion, the functional view offers a more flexible conceptualization of religion. The functional school of thought perceives religion as more than just belief and practice but concentrates on what these beliefs and practice can offer to the individual or group adherents – hence, the objective or role it plays in the

continuity of human existence, such as found in its contribution to bonding, identity, comfort and security of the individual or group.

Yinger (1970:7) thus defined religion within this context as "a system of beliefs and practices by means of which a group of people struggle with the ultimate problems of human life." In this definition religion means more than just a ritualistic performance but goes beyond this to acknowledge it as beneficial in other ways more than just morality. Religion being a means by which people struggle with the existentialities of life seeks to provide meaning to religion as a source of fulfilment, a means of personal liberty and as a force for community and cohesion.

However, a major criticism of the functional conceptualization of religion is that it does not provide a continuum for understanding where religion begins or ends. In other words, it lacks specificity. In as much as it conceptualizes religion as a matter of ultimate importance by dealing distinctively with the individual or group necessities of life – it does not provide a specific way through which the people could utilize religion in achieving this purpose. Hence it seems that when conceptualizing religion, one is entrapped in the problems of accepting a substantive definition with its narrowed and inflexible perspectives. The problem could be said to lie in finding a definition that is empirically useful and testable.

SELF ASSESSMENT 1

What is the meaning of Religion in development context?

## 3.4 Religion in Development – The Forgotten and Welcomed Paradigm in International Discourses

Over the past decades, religion has been disregarded by the international community, and largely viewed as anti-developmental (Clarke and Jennings, 2008). The belief in supernatural forces rendered any promise of finding the relevance of religion in social thinking or development discourse. This is because it was considered the confine of the divine and thus received less attention in the development sphere. However, in the recent

years, researches have increased and taking a new dimension in fashioning religion beyond the realm of the divine to development discourses, both in the national and international levels. This new development has since motivated new studies that would project the engagement of religion in broad discussion of development in the world. International communities have convened conferences and funded researches to facilitate better understanding of the relationship that exists between religion and development. Moreover, with the lapses in secularization theory of the demise of religion, secular theorists have shifted their view from the crisis of religion to the crisis of secularism with the understanding that the neglect of religion in the analysis of contemporary affairs is a great risk policy makers should necessarily avoid. For instance, Selinger (2004) stressed that the disregard of religion and other cultural factors in development theory and strategy explains the failure of development.

Notwithstanding, the attempt to incorporate cultural factors in development discourse is not necessarily a recent development, for in the late 1970s, there had been the recognition that theories of economic development have not been able to yield the expected results (Selinger 2004). Since then, there has been a search for other factors that could bring the desired goal. Religion has been construed to be a definitive element for addressing successfulness and sustainability of development, especially in very cultural and religious societies (ibid). Considering the broad area of development in scholarship, it is pertinent to note that the discussant area of development this paper focuses on is the human development issue. By definition, human development encompasses the provision of development supports to poor communities or individuals to enhance their wellbeing.

Hitherto, international multilateral organizations such UN, USAID, DFID etc., considered association with religion as potentially difficult and challenging because of the ideological imbalance in accepting their religious tenets and practices which guide operations of these international (Tyndale, 2006). For them associating with religious groups posed problems in the acceptance of some religious practices, values and teachings which in effect contradicted the secular ideologies principal in donors' development initiatives. McCleary (2008) argued that in engaging civil society

organizations in development services, international multilateral organizations explicitly excluded religion because it was considered anti-developmental.

Closer investigation into this speculation exposes the fact that religion counteracts capital economic values and subdues the domination of the market sector in the economy – which is a capitalist agenda for prospering the elite class in the society. He observed the possible noted negative effects of religion on economic growth which include "religious restrictions on capital accumulation, profit-making, credit markets and interest. Religion may also increase resource allocation towards church activities, such as cathedral building, and thereby removing resources from free market activities" (ibid:5).

One of the most acknowledged policy shifts towards engagement of religion in development debates was the United States establishment of the White House Office of Faith Based and Community Initiatives which was established in 2001 by the then President - George Bush. The project was aimed at establishing a platform for partnership with religious and community-based groups in development issues and this assisted much in projecting the image of religious groups in the international community (Carlson-Thies 2004).

However, before this, in 1998, the World Bank had established a dialogue between faith leaders and development agencies under the chairmanship of the then World Bank President – James D. Wolfensohn and the then Archbishop of Canterbury – George Carey and launched the World Faiths Development Dialogue, which aimed to establish a dialoguing forum for engaging more of religion in topical issue in development. The dialogue published a famous book termed – *'Voices of the Poor'* which described the role of religion could play in development especially in projecting the services of Faith Based Organizations in the developing world. Specifically, the spiritual and material contents in Faith Based Organizations' services were acknowledged as viable conditions for achieving grass-root development and poverty reduction in communities underserved by either secular NGOs or governments. The argument the book established was that "Faith Based Organizations are valued by the poor for their spiritual and 'welfarist' roles such as in feeding of and caring for the very poor, provision of funds for personal expenses,

conducting befitting funerals for dead members and offering compassion in addition to serving as a medium of communication with God." (Narayan-Parker 2000:191).

The Department for International Development (DFID) has also funded major researches at the University of Birmingham termed the Religion and Development Research Programme Consortium (www.religionanddevelopment.org) with the aim of identifying the relationship between religions, development and poverty reduction in selected locations in the developing world. Moreover, it was initiated to enable dialogue between development partners – government, donors and Faith Based Organizations (in this case), in order to achieve developmental goals in the selected societies. The research focused on four low-income countries – India, Pakistan, Nigeria and Tanzania, which enabled studies of most of the world-renowned religions such as – Christianity, Islam, Hinduism, Sikhism, Buddhism and African Traditional Religion (ATR). Most specifically, the research aimed to answer questions related to the influence of religious values and beliefs on the action and interaction between Faith Based Organizations and service users in societies; the influence of religious values and beliefs on the relationship between the state and religious civil organizations; and finally to identify the outcomes of the interactions between development actors and faith communities with respect to achievement of the developmental goals in the selected societies. Most of the reports from these researches illustrated a distinct relationship between religion and development and advocated for inclusion of religion and the groups it builds in broad development policies and agenda of nations.

SELF ASSESSMENT 2

Why was religion excluded from development discourse in the past?

## 3.5 The Relevance of Religion in International Development

The recognition of the importance of religion in development in the recent time was conceived with the growing literature on its contribution in the subject area of Social Capital in the social sciences. The notion of social capital has been around since the past decades. It is with the work of Jane Jacobs (1961), Pierre Bourdieu (1983), James S.

Coleman (1988) and Robert D. Putnam (1993; 2000) that it has come into reputation in the social sciences. It was probably used first in the work of Jane Jacob (1961:138) when she studied the crisis in American neighborhoods and the perceived loss of self-organized capacity of individuals in these neighborhoods to participate in economic actions. The subsequent discovery in this literature was that informal relationships and networks developed by people living in the neighborhood were the only way they could engage in social actions – these networks were perceived as latent components for the functioning of the society. These networks though not mentioned literally, reflect social capital formations.

Collier (1998) argued that following the successive emphasis on physical, knowledge, human and financial capital on economic growth, religion was very much utilized to explain the presence of a new capital lodging - social capital - in development theses. McTernan (2003) opined that religion is a natural source (undiluted) of social capital because faith builds mutual and spiritual connections between individuals and helps people internalize an orientation for common good. Religion gives a sense of belonging, directs actions and motivates people to respond to social issues. James (2009) in exploring the importance of faith in development thesis suggested that there are three ways faith encourages civic engagement, this is through religious teaching, development of hope, meaning and purpose, and through transcendental power. Religious leaders utilize transcendental power because of their divine call or vocation – which is accepted with reverence (Inglehart 1990). It is stressed that religious groups constitute a position that can sustain civic engagement in social work because religious leaders are successful bridge-builders and have the relevant resources, for they can mobilize people, command community respect and speak with moral authority (Ibid) which encourage fellowship.

SELF ASSESSMENT 3

How did religion find relevance in development?

## 3.6  Summary

The theses supporting religious inclusion in development scholarship demonstrates the challenges of secularism and modernization towards this effect, especially in relegating religion to the background in the historical formation of religion engagement in international development. The unit went ahead to show the relevance of religion in building required social capital for development course. This is because essentially, religion produces instances for evaluating social ties formation in societies. Religion basically can afford this because it has a repertoire of financial and human resources. Religion could encourage civic engagement by developing certain moral traits which encourages hard-work; by promoting positive attitudes which are essential for building trust and encouragement of productivity; and by opening opportunity for accessing required resources and engaging civil society awareness on socio-economic and political issues that affect humanity.

Empirical data have shown that religion is in-separable from development, since both exist pari-passu.  Most empirical studies point at positive relationship existing between religion and development. However, there is still a gap in finding the causal relationship between the two and establishing which one is the cause or effect variable in these theses. This shortcoming result from insufficient empirical evidence. This has since caused skepticism in accepting the existence of a linkage between religion and development. However, from ongoing debates, it is suggested if there is any linkage between the two, it would be developed from social capital theory on religion.

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## 3.8    Possible Answers to SAEs within Content

Answer to SAE 1
Yinger (1970:7) defined religion within the development context as "a system of beliefs and practices by means of which a group of people struggle with the ultimate problems of human life." This implies that religion actually help people to survive or has important implication in human existence, survival and development.

Answer to SAE 2
Over the past decades, religion has been disregarded by the international community, and largely viewed as anti-developmental (Clarke and Jennings, 2008). The belief in supernatural forces rendered any promise of finding the relevance of religion in social thinking or development discourse.  This is because it was considered the confine of the divine and thus received less attention in the development sphere.

Answer to SAE 3
The recognition of the importance of religion in development in the recent time was conceived with the growing literature on its contribution in the subject area of Social Capital in the social sciences.