

Human Capacity Development of Young Adults as a Correlate of Socio-Economic Transformation Agenda of Millennium Development Goals in Oyo State

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Abstract

The major problem being experienced in Oyo state is the conflict among the youth who belong to different cult groups, the problem is prevalent because of the unemployment problem and other poverty related problems. The study adopted descriptive survey research design of ex-post facto. The sample size comprised of 160 young adults who were selected through simple random sampling technique from Ibadan-North and Ibadan-South Local Government Areas of Oyo State. The instrument used for the study was tagged Human Capacity Development Inventory (HCDI) with reliability $r = 0.87$. Two hypotheses were tested at 5% level of significance. The data collected was collated and analyzed using Pearson Product Moment Correlation Coefficient. Findings shows that there was no significant relationship between human capacity development and poverty alleviation programmes of Millennium Development Goals (MDG) among young adults ($r = - 0.14$, $N = 160$, $P = .05$). There was no significant relationship between human capacity development and educational empowerment of young adult ($r = - 0.41$, $N = 160$, $P = .608$). Based on the findings, it was recommended that for Nigeria to meet the human capacity development challenges through

the Millennium Development Goals transformation programmes, the gaps and flaws of the education system need to be urgently addressed

Keywords: Capacity development, empowerment, gender equality and young adults.

Introduction

Human development plays a fundamental role and remains the most important factor in economic growth and development in countries of the world. The Human Development Index (HDI) is a composite statistic used to rank countries by level of human development and to separate countries into developed, developing and underdeveloped categories. The statistics is computed using data on life expectancy, education and per capita GDP, each as an indicator of standard of living. Capacity refers to the people, institutions and practices that enable countries to achieve their developmental goals. Capacity building entails the ability to identify and analyse problems, make rational choices, formulate solutions, and implement actions designed to achieve set objectives (World Bank, 1996). Williams (1997) defined capacity building as the ability to formulate plans, identify and select viable options, execute, monitor and evaluate implementation of plans. Human Development (HD) and Human Development Index (HDI) are important concepts. The former refers to the process of empowerment in the possession of the capacity to build up oneself, so as to be able to live long, read and write, participate in the societal affairs effectively and be gainfully employed to earn a living. The latter merely establishes how far a country has been able to achieve this for her citizens in numerical qualitative evidence represented by a real number.

The 2010 human development report opined that human development is the expansion of peoples' freedom to live long, healthy and creative lives, to advance other goals they have reason to value and to engage actively in shaping development equitably and sustainably on a shared planet. People are both the beneficiaries and the drivers of human development, as individuals and in groups (UNDP, 2010). According to Utomi (2006) development simply put is discipline, it is about how discipline drives the human spirit to triumph over odds of poverty trap,

physical geography, fiscal trap, governance, cultural barriers, geopolitics, lack of innovation and demographic trap. Kambhampati (2004) argues that development requires growth and structural change, some measure of distributive equity, modernization in social and cultural attitudes, a degree of political transformation and stability, an improvement in health and education so that population growth stabilizes, and an increase in urban living and employment. Cowen and Shenton, (1996) have argued that the modern doctrine of development was invented in the first half of the 19th century to control the social disruptions of poverty, unemployment and human misery caused by capitalism.

The millennium development goals are series of eight time-bound development goals that seek to address issues of poverty, education, equality, health and the environment, to be achieved by the year 2015 (Chowwen, Orebiyi, Savadogo, Afere and Afolayan, 2009). They were agreed by the International community at the United Nations Millennium Summit, held in New York in September 2000. To address these challenges, all member countries of the United Nations signed the Millennium Declaration in September 2000, which laid out quantified, targeted goals the Millennium Development Goals (MDGs) to halve extreme poverty in its many forms by 2015. In January 2005, the UN Millennium Project, commissioned by the UN Secretary General, recommended an action plan detailing what needs to be done and how to achieve the MDGs. The report identified practical strategies to eradicate poverty by scaling up investments in infrastructure and human capital while promoting gender equality and environmental sustainability. The goals include those dedicated to eradicating poverty, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development.

The eight main targets, using 1990 as a baseline as pointed out by Igbuzor (2013) are:

1. Eradicate extreme poverty and hunger *2015 target: Halve proportion of people living on less than \$1 a day, and those suffering hunger*
2. Achieve Universal Basic Education *2015 target Achieve universal primary completion*

3. Promote Gender equality *2005/2015 target: Eliminate gender disparities in primary and secondary education enrolment by 2005, and achieve equity at all levels by 2015*
4. Reduce Child Mortality *2015 target: Reduce by two thirds the child mortality rate*
5. Improve maternal health *2015 target: Reduce by three quarters the proportion of women dying in childbirth*
6. Combat AIDS, Malaria and Other Diseases *2015 target: Halt and begin to reverse the incidence of HIV-AIDS, malaria and other major diseases*
7. Ensure environmental sustainability *Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources 2015: target reduce by half the proportion of people without access to clean drinking water and basic sanitation By 2020 achieve a significant improvement in the lives of at least 100 million slum dwellers*
8. Develop a Global Partnership for Development

It is important to point out that there are limitations of utilizing the MDGs as a framework for delivering or measuring development (Abani, Igbuzor and Moru, 2005) . First and foremost, the lack of consultation at its inception to build ownership led to the perception that it is a foreign and donor-centric agenda (UNDP, 2010). Secondly, they risk simplifying what development is about, by restricting the goals to what is measurable. Many aspects of development cannot be easily measured. Thirdly, some of the goals are very modest e.g. the goal to half the proportion of people living on less than \$1 a day by 2015 and the target to achieve a significant improvement in the lives of at least 100 million slum dwellers by 2020. Finally, some of the targets do not address the problems holistically. For instance, the MDG on education talks only of a full course of primary schooling with no reference to secondary and tertiary education.

Objectives of Study

The objectives of study include the following:

- To find out the extent to which the millennium development goals have helped to alleviate poverty among young adults in Oyo state
- To examine the extent to which the young adults have been empowered educationally through the millennium development goals in Oyo state.

Hypotheses

HO₁: There is no significant relationship between human capacity development and poverty alleviation among young adults in Oyo state

HO₂: There is no significant relationship between human capacity development and educational empowerment of young adults in Oyo state.

Methodology

The study adopted descriptive survey research design of *ex-post facto*. This research design was adopted because the variables of the study are already in existence. Thus, the variables could not be manipulated.

The sample size comprised 100 male and 60 female young adults from two local governments in Ibadan Metropolitan City. The two local governments are Ibadan-North and Ibadan-South.

The researcher adopted simple random sampling technique to select 160 young adults who were used for the study.

The instruments used for this study was tagged Human Capacity Development Inventory (HCDI). The instrument was developed by the researcher to examine the extent at which human capacity development of the youth in the locale used for the study have been enhanced through millennium development goals (MDG), It was a four likert instrument. The instrument (HCDI) used for the study was given to experts in the Department of Sociology and Psychology. The corrections pointed out by the experts were effected in the final draft of the questionnaire, this helped to ensure face, content and construct validity of the instrument. The instrument used for the study was tagged Human Capacity Development Inventory (HCDI), this was based on four point likert scale: Strongly agree, agree, strongly disagree and disagree.

The instrument was self-structured, as such pilot test was conducted in Moniya community in Akinyele local government in Ibadan in Oyo State and the instrument was administered on twenty young adult who have benefited from the Millennium Development Goals Transformation programme. The data obtained was analysed using pearson product moment correlation (PPMC) with reliability value of $r = 0.87$.

The data collected was collated and analysed using Pearson Product Moment Correlation Coefficient to test the hypothesis at 0.05 level of significant

Results

H_{01} : There is no significant relationship between human capacity development and poverty alleviation programmes of MDG among young adult

Table 1: Correlational table on Human Capacity Development and Povert Alleviation Programme

It is shown in the table that there was no significant relationship between human capacity development and poverty alleviation programmes of MDG among young adults ($r = -.014, N = 160, P = .863$)

H_{02} : There is no significant relationship between human capacity development and educational empowerment of young adult

Variable	Mean	Std. Dev.	N	r	P	Rel
Human Capacity Development	31.9938	4.1200	160	-.014	.863	No sign
Poverty Alleviation	30.4813	5.3939				

Table 2: Correlational table on Human Capacity Development and Educational Empowerment of Young adult

Variables	Mean	Std. Dev.	N	r	P	Remark
Human Capacity Development	31.9938	4.1200	160	-.041	.608	Not significant
Educational Empowerment	13.8688	2.2490				

Sig. P<0.05

It is shown in the above table that there was no significant relationship between human capacity development and educational empowerment of young adult ($r = -.041$, $N = 160$, $P = .608$).

Discussion of Findings

The findings revealed that the level of poverty is very high in Oyo State and as such Federal Government of Nigeria through the (MDG) transformation programmes, have not been able to alleviate poverty among the young adult. This is traceable to unemployment problem which is very high, this is in consonance to Osuntogun (2002) who asserted that Nigeria is blessed with enormous oil wealth, a large and diverse population, sea and river access, forests and land. Nonetheless it has not been able to translate these advantages into sustainable economic development. This is largely as a result of poor governance and weak state institutions, deeply embedded in the socio-political nature of the society.

The findings of the study show that the level of educational development among the youths in Oyo State was low and this is traceable to the views of the participants that they were unable to advance their studies beyond Secondary Schools level because of the abject poverty and they claimed that they have not gained Government intervention through Millennium Development Goal (MDG) this is in consonance to (Igbuzor, 2005) who asserted that the level of literacy among the youth in South Western Nigeria was low. Indeed, the most significant event in the sector in the recent past has been the continuing crisis that besets the educational system. This crisis is rooted in the deteriorating conditions within the citadels of learning, in respect of teaching facilities, other

infrastructural facilities, the welfare of those engaged in the teaching profession and the ever increasing cost of education.

Conclusion

In the study conducted, the participants pointed it out that the Millennium Development Goals were not achievable in their communities because the level of poverty was still high and none of them was empowered economically by the Government through this MDG intervention programmes. Apart from this, there was no significant improvement in the educational development in their communities where the study was carried out.

Recommendations

- It is advisable for the Government to examine the reasons for the failure of the Millennium Development Goals (MDG) most especially in the areas of human capacity development. This will help them to plan effectively the new Sustainable Development Goals (SDG) that has replaced the previous MDG. This is a prerequisite to revamping and repositioning the system to leverage national development.
- There is need for drastic and far reaching reforms in educational policies and programmes. Such reform policies and programmes must target at attaining increased stake-holding, extended partnerships and collaboration in educational development. Education policy formulation, planning, implementation, funding and quality assurance should as much as possible involve all key stakeholders including the private sector, the communities and the civil society. Since available resources for development are highly limited, public policies in the field of education must take full account of the needs of the people in terms of the development of manpower and skills.
- There is the need for a radical development strategy that guarantees inclusiveness as opposed to exclusiveness in governance and that is people-driven from conception to implementation. This development strategy must be sustainable

with the genuine desire to end poverty, provide productive employment, and satisfy basic needs of all categories of citizens and fair sharing of surplus value. This is the panacea to a realistic Transformation Agenda.

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