NATIONAL OPEN UNIVERSITY OF NIGERIA

THEORIES OF SOCIAL DEVELOPMENT
DES 309

FACULTY OF SOCIAL SCIENCES

COURSE GUIDE

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DES 309:

THEORIES OF SOCIAL DEVELOPMENT

CONTENTS

INTRODUCTION

The course, *Theories of Social Development (DES 309)*, is a core course which carries two (2) credit units for Undergraduate students in the faculty of Social sciences at the National Open University of Nigeria (NOUN). It is also available as an elective course for students pursuing other programmes in related departments and faculties in the university. This course guide introduces students to the themes and perspectives surrounding the concept of development, and the factors responsible for development in societies across the globe. Also included in this course guide are instructions on how to make the best out of the course and how to tackle the embedded tutor-marked assignments (TMA's). The course is carefully designed to accommodate tutorial sessions during which a facilitator will take the class through the intricate areas of the course and ensure extensive comprehension.

COURSE CONTENT

This course introduces students to the different definitions of social development, as well as the various theories and perspectives in social development studies. This course also discusses the dimensions of social development and development concerns in Nigeria.

COURSE AIMS

The aim of this course is to introduce students to the concept of social development as an aspect of development studies. The overall direction of the course is broken into specific objectives. These objectives are summarized below in the form of what students are expected to know on the successful completion of the course.

COURSE OBJECTIVES

- To introduce students to meaning and definitions of 'social development' as well as dimensions of social development.

- To expose student to the various characteristics of social development

- To expose students to development theories and perspectives in social development

- To expose students to the emerging issues in social development practices in Nigeria.

- To expose students to the issues surrounding rural development and how they connect to social development in Nigeria

- To expose students to the key social development challenges in Nigeria and how they impact on social development.

WORKING THROUGH THE COURSE

To successfully complete this course, students are required to study each of the units in every module, read the suggested materials, and texts on the course, and also read the references attached to every discussion. Each unit contains self-assessment exercises in addition to Tutor-Marked Assessments (TMAs). Furthermore, at some point in the course, each student will be required to submit assignments for assessment purposes. This course should take about fifteen weeks to complete, after which there will be a comprehensive examination.

STUDY MODULES AND UNITS

There are three (3) modules of eleven (11) units in this course guide; all of which should be studied carefully to acquire a complete understanding of the content of the course. The modules and the units are designed to enable students grasp the complexities in the arguments, and make meaningful contributions to the scholarship driving the course.

MODULE ONE: Understanding the concept of Social development

Unit One: The meaning and Definitions of Social Development

Unit Two: Factors and Agents of Social development

Unit Three: Dimensions of Social development

Unit Four: Implications and Challenges of Social development

MODULE TWO: Social development theories and Practice

Unit One: Development theories and Social development

Unit Two: Approaches to Social development (Statist, Enterprise, Populist, etc.)

Unit Three: Politics, Governance and Social development

Unit Four: Theoretical perspectives in social policy and Social development

MODULE THREE: Social development theories and practice Nigeria

Unit One: Social development challenges in Nigeria

Unit Two: Rural development and Social development in Nigeria

Unit Three: Politics and Gender issues and Social development in Nigeria

REFERENCES AND OTHER RESOURCES

Every unit contains a list of References and texts for further reading. Students are expected to get those textbooks and materials listed get as many as possible, especially as these textbooks and materials are carefully selected to deepen the knowledge of students on the course. Some of these texts include:

Anand, S. and Sen, A.K. (1996) 'Sustainable human development: concepts and priorities', Office of Development Studies Discussion Paper, No. 1, UNDP, New York

Blewitt, J (2015). Understanding Sustainable Development (2nd ed.). London: Routledge. ISBN 9780415707824. Retrieved 26 November 2019.

Dugarova, E., *et al.* (2014). "Social Drivers of Sustainable Development". UNRISD, Geneva.

Jones, J. & Pandey, R. (Eds) (1981). Social Development: Conceptual, Methodological and Policy Issues. New York: St. Martin's Press.

Magee, L, James, P, and Scerri, A (2012). "Measuring Social Sustainability: A Community-Centred Approach". Applied Research in the Quality of Life. 7 (3): 239–61. Doi:10.1007/s11482-012-9166-x.

Midgley, J. (2014). Theoretical debates and the social development process. In *Social development* (pp. 43-62). SAGE Publications Ltd, Accessed from https://www.doi.org/10.4135/9781446294987.n3

Partridge, E. (2005) 'Social sustainability': a useful theoretical framework? Paper presented at the Australasian Political Science Association Annual Conference 2005, Dunedin, New Zealand, 28–30 September 2005

Pawar, M.S. and Cox, D. (Eds) (2010). Social Development: Critical Themes and Perspectives. New York: Routledge.

Seers, D (1969) The Meaning of Development. International Development Review 11(4):3-4.

Sen, A (1999). Development as freedom (1st ed.). New York: Oxford University Press. ISBN 9780198297581

United Nations (2019) Social Development for Sustainable Development. Accessed 21st May, 2020 from https://www.un.org/development/desa/dspd/2030agenda-sdgs.html

Woodcraft, S., *et al*. (2012) Design for Social Sustainability, Social Life, London.

ASSIGNMENT FILE

There are **twenty-four (24)** assignments (TSA's) in the different units of this course guide, and students are expected to attempt all of them by following the schedule prescribed for them in terms of when to attempt the homework and submit same for grading by your tutor.

Module One

1)   What is development?

2)   Explain the different aspects of development

3)   What are the key factors of social development?

4)   Explain in clear terms how civil society contributes to social development

5)   Explain the various ways traditional institutions can drive social development

6)   In what ways does infrastructural development contribute to social development?

7)   How are the sustainable development goals connected to social development?

8)   Explain how social development impacts on public health and climate change

9)   Mention some challenges that hinder social development.

Module Two

10)   What are the key assumptions of the structural change model of development?

11)   Explain the ideological differences in the arguments of the modernization theory and the dependency theories.

12)   Mention and explain briefly the three approaches to social development.

13) Use any of these approaches to explain the policies associated with social development in your community.

14) How does Politics relate to Governance?

15) What are the key indicators of Good governance?

16) Explain the relationship between governance and development

17) Explain the different stages of policy making

18) Explain the key concerns of social development policies.

Module Three

19) Mention four social development policy areas in Nigeria

20) Explain some of the challenges of policy implementation in Nigeria

21) Explain the key characteristics of rural areas, and how they differ from urban centers.

22) What are the common social development challenges associated with rural areas?

23) Explain the following concepts: gender gap, gender ceiling, gender equity, and gender equality.

24) What are the common gender issues hindering Nigeria's social development?

ASSESSMENT

Your assessment will be based on tutor-marked assignments (TMAs) and a final examination which is written at the end of the course. The TMA's will be submitted at the completion of the entire modules and presented to the Tutor. Students are expected to turn in their TMAs at the due date as it constitutes a major part of the grades.

TUTOR-MARKED ASSIGNMENTS (TMAs)

Assignment questions for the 11 units in this course are presented at the end of each module. The TMAs usually constitute 30% of the total score for the course.

FINAL EXAMINATION AND GRADING

The final examination will be of three hours' duration and have a value of 70% of the total course grade. The examination will consist of questions which reflect the types of self-assessment practice exercises and tutor-marked problems you have previously encountered. All areas of the course will be assessed. You should use the time between finishing the last unit and sitting for the examination to revise the entire course material. You might find it useful to review your self-assessment exercises, tutor-marked assignments and comments on them before the examination. The final examination covers information from all parts of the course.

HOW TO GET THE MOST FROM THIS COURSE

One of the greatest advantages distance learning offers is that the programme is fluid and allows students to determine their own reading time. However, while that is an advantage, it has been observed to make some students complacent too. Thus, this section provides a guide to help students get the best out of the course.

First note that each of the study units follows a common format. The first item is an introduction to the subject matter of the unit and how the particular unit is integrated with the other units and the course as a whole. Next is a set of learning objectives. These objectives let students 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 to them 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 is designed in a self-explanatory way and guides students through the key issues in the unit. There are also self-assessment questions attached to the end of every unit titled Tutor Marked Assessments. You should do each self-assessment exercises as you come to it in the study unit.

The following is a practical strategy for working through the course. If you have any challenges understanding the discussions, do well to consult your Tutor. Remember that your Tutor's job is to help you, so do not hesitate to call and ask your Tutor to provide the help.

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.

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 the introduction of each unit you come across and see the objectives for the unit.

5.   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.

6. 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.

7. When you are confident that you have achieved a unit's objectives, you can then move on to the next unit.

8. When you have submitted an assignment to your Tutor for marking, do not wait for its return `before starting on the next units. Keep to your schedule.

9. 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.

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

COURSE MARKING SCHEME

The table presented below indicates the total marks allocated to the two key components of the course: assessments and examinations. The various assessments in the course will amount to 30% of the students' entire score, while the final examination will be 70%, making a total of 100%. Students are expected to score at least 50% to pass the course.

Assessment	Marks
Assignment (TMA's and Assignments)	30%
Final Examination	70%

Total	100%

COURSE OVERVIEW

The table presented below indicates the modules, the units, number of hours per week and assignments to be taken by students to successfully complete the course.

Module	Title of Units	Weekly activities (Max Hours)	Weekly activities (Min Hours)
1.	The meaning and Definitions of Social Development	3	$2^1/_2$
	Factors and Agents of Social development	2	$1^1/_2$
	Dimensions of Social development	2	$1^1/_2$
	Implications and Challenges of Social development	2	2
2.	Development theories and Social development	3	$2^1/_2$
	Approaches to Social development (Statist, Enterprise, Populist, etc.)	3	$1^1/_2$

	Politics, Governance and Social development	2	$1^1/_2$
	Policies for Social development	2	1
3.	Social development challenges in Nigeria	3	$1^1/_2$
	Rural development and Social development in Nigeria	2	$1^1/_2$
	Gender issues and Social development in Nigeria	2	1
Total maximum and minimum hours per week		**26**	**18**

COURSE CONTENT

MODULE ONE: Understanding the concept of Social development

Unit One: The meaning and Definitions of Social Development

Unit Two: Factors and Agents of Social development

Unit Three: Dimensions of Social development

Unit Four: Implications and Challenges of Social development

MODULE TWO: Social development theories and Practice

Unit One: Development theories and Social development

Unit Two: Approaches to Social development (Statist, Enterprise, Populist, etc.)

Unit Three: Politics, Governance and Social development

Unit Four: Policies for Social development

MODULE THREE: Social development theories and practice in Nigeria

Unit One: Social development challenges in Nigeria

Unit Two: Rural development and Social development in Nigeria

Unit Three: Gender issues and Social development in Nigeria

CONCLUSION

On successful completion of this course, a student would have developed critical thinking skills for efficient and effective discussion of the issues surrounding the phenomenon of development and social development in Nigeria. However, to gain a complete understanding of the course content, students are advised to read intensively and extensively, including literature from other academic fields.

MODULE ONE

UNDERSTANDING THE CONCEPT OF SOCIAL DEVELOPMENT

MODULE CONTENTS

Unit One:

The Meaning and Definitions of Social Development

Unit Two:

Factors and Agents of Social Development

Unit Three:

Dimensions of Social Development

Unit Four:

Implications and Challenges of Social Development

UNIT ONE: THE MEANING AND DEFINITIONS OF SOCIAL DEVELOPMENT

Unit Contents

1.0   Introduction

1.1   Objectives

1.2   Main contents

1.2.1   The concept of development

1.2.2   Aspects of development

1.2.3   The meaning and attributes of Social development

1.3   Conclusion

1.4   Summary

1.5   References/Further reading

1.6   Tutor-Marked Assignments

1.0   Introduction

This unit introduces students to the basic concepts in social development. The unit begins by explaining the various meanings associated with the concept of development. Furthermore, the unit discusses the characteristics of social development and how it derives from the general notion of development.

1.1   Objectives

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

- Explain the concept of development

- Discuss the various attributes of social development

- Explain how social development derives from the general notion of development

- Explain the theoretical foundation of the various definitions of social development

1.2   Main Contents

1.2.1 The concept of Development

The point of departure for every discuss on development and its subareas, such as the core interest of this course, is imperatively a comprehensive explanation of the meaning and definitions of the concept of development. This is because without a proper understanding of the concept of development, it becomes encumbering for a student to adequately delineate its dimensions and ramifications. It becomes more difficult when the concept of development itself is theoretically ambiguous, multifaceted, and has been explained in numerous dimensions. For instance, some scholars propose that development should mean the positive improvement in the lives of a people, and the enlargement as well as the enrichment of the range of choices at the disposal of the people. However, traditionally, development is understood as an increase in per capita

income, national income, and positive changes in the economic structure. Scholars such as Adam Smith and Water Crouse define development as that process that brings about an enduring increase in the economy. According to them, development manifests in the levels of per capita income and the increasing wealth of the nation. Bernard, Okun and Richardson (1961) have also argued that development is essentially the sustained improvement in wellbeing of a people, which is reflected in the increasing flow of goods and services.

Ensuing economic definitions of development moved away from the emphasis on economic growth to include the growing capacity in technology and ideological adjustments in decisions that help perpetuate economic stability. For instance, Simon Kuznets (1973) defined development as a long term rise in the capacity to supply increasing diverse economic goods to its population, the growing capacity based on advancing technology, and the institutional and ideological adjustment that the economy demands for expansion. Some scholars, such as Sinkovics, Sinkovics, Hoque, and Czaban (2015), have noted that development can be understood as an improvement in three core values: *sustenance* (the ability to meet basic needs, *self-esteem* (the dignity associated with being a human), and *freedom* (from servitude and social and political limitations). For these scholars, sustenance, which means the ability to meet basic needs, is one of three core values of economic development. The argument here is that economic development cannot be said to have taken place if people lack the ability to meet basic needs in a sustainable fashion. Freedom, on the other hand, implies that development includes freedom from servitude and inability to make choices. It includes political or ideological freedom, economic freedom, and freedom from social servitude Economic development means freeing people from a situation in which their choice is limited. Lastly, self-esteem means to be a person with self-dignity, honour, and respect. The concern here is that development must happen in such a way that the people do not lose their dignity in the process.

Nevertheless, economic development must be understood to be just one aspect of development, and erstwhile economic explanations of development are not encompassing. For instance, scholars such as Dudley Seers, Edgar Owens, and Michael Todaro had challenged the narrow conceptualization of development as economic growth, noting that development encompasses the entire facets of human life and environment. Dudley Seers (1969) argued is not only an increase in per capita income and national income, but includes the reduction and the total elimination of the problems as poverty, inequality and unemployment in the country. Edgar Owens (1987) suggested that development can be said to have happened when there is development of people (human development), not when there is development of things. According to Owen's thesis, development is an improvement in quality of life of people. Todaro (1985) expanded on this view of development, noting that development is a gamut of changes which includes the acceleration of economic growth, reduction of inequality, eradication of poverty, and all other changes that leads to the transformation of unsatisfactory conditions of life into materially and spiritually better conditions of life.

To provide a more encompassing definition, Pritchett and Kenny (2013) explained that the concept of development can be understood in two ways. For Pritchett and Kenny (2013), development can be understood as an improvement in the life of human beings with improvements in education levels, health, freedom, and food security; or in life satisfaction levels or happiness. The other explanation for the term "development" focuses on the improvement in the structure and efficiency of public and private institutions. Sen (2001) further added that development is beyond human development and the improvement in society; education is in part the realization of freedom and the abolishment of limitations (which he termed 'unfreedoms') such as poverty, famine, and lack of political rights in the world. Sen (2001) argues that a nation that attains the status of development has achieved certain levels of freedom, including economic protection from abject poverty, political freedoms and transparency in state-society relations, and freedom of opportunities and privileges.

1.2.2 Aspects of development

The notion that development is multidimensional points to the fact that development manifests in different facets of life and society. Beyond economic growth and improvement in technology, other aspects of development include cultural development, human development, geo-political development and environmental development. All of these are considered the different dimensions of development.

i.   *Political development* also points to the advancement in the political systems and practices of a community. As explained by Thomas (2011), it points to the development that enhances a state's capacity to mobilize and allocate resources, to process policy inputs into implementable outputs, and to direct the adaptation to environmental changes and goal realization. For Alfred Diamant (1966), political development entails the processes by which political system acquires an increased capacity to sustain successfully and continuously new types of goals and demands and the creation of new types of organisation. Almond (1967), explains it as the acquisition of a new capability to respond efficiently, and more or less, autonomously to a new range of problems. Both Almond and Powell (1978) reiterate that political development shows the formation of new capabilities, with specialised role-structure and differentiated orientation which enables the political system to deal with new challenges. Pye (1978) had earlier examined the diversity in the explanation of the concept of political development, noting that political development involves the building of a democratic, stable and orderly political system that has the capacity to meet the needs of governance. Thus, political development, according to him, is a three-dimensional process of equality, capacity, and differentiation. He admits that these do not necessarily or easily fit together; however, tensions and problems are generated by them that in the end cause development in the political system.

ii.   *Technological development*: Another key aspect of development is the advancement in inventions and tools that make living simpler for humans. Technological progress refers to the discovery of new and improved methods of meeting basic human needs, producing goods, ensuring quality health, providing security, and raising quality of life. Changes in technology is beneficial in diverse ways; asides making it easier for people to access quality healthcare, it leads to an increase in productivity of labour, capital, and other factors of production; it also helps man maintain his environment better, and drive development in other areas. As noted by Ruttan (2000), the level of technology is a key measure of development, especially as technological changes have been observed to contribute significantly in the development of advanced economies like the United Kingdom, United States, China, and France. Technology has helped these nations transform their political system, their value system, the educational system, their production system, medical care, and even their level of infrastructure and social services.

iii. *Cultural development* is used to explain the modifications in the cultural aspects of a people that increases the cultural assets and benefits of the community as a whole. Cultural development is understood to involve the improvements in the cultural activities of a people, including the arts, knowledge and beliefs, towards the realisation of a desired future, particularly of a culturally rich and vibrant community.

iv.   *Human development* points to the development processes that in the long run expands a people's freedoms and opportunities for quality life. Human development entails improving a people's access to basic amenities that make living easier, enlarging their capacity to make a meaningful living through productive jobs, quality health care, decent shelter, and in safe environments. The first human development report by the United Nations introduced the 'Human

Development Index' (HDI) as a measure of achievement in the basic dimensions of human development across countries. The Human Development Index is a measure of average achievement in key dimensions of human development, such as: long and healthy life, education levels, security, and access to decent living standards. The *health dimension* of human development is assessed by life expectancy and the various factors that contribute to morbidity and mortality rates. The *education dimension* is measured by the levels of literacy, the mean of years of schooling for adults aged 25 years and more, and expected years of schooling for children of school entering age. The *security dimension* is measured by the level of safety in neighbourhoods and the efficiency of policing in the country; while the *standard of living dimension* is measured by gross national income per capita (UNDP, 2020). It is important to note that the HDI was created to show that humans and their capabilities should be the ultimate criteria for assessing the development of a country, not economic growth alone. The HDI is also used to question national policy choices on different human development outcomes.

1.2.3 The meaning and attributes of Social development

The notion of development is multifaceted and involves the dynamic interaction of factors like technological growth, increase in morality, political stability, improved environmental stewardship, economic growth, and socio-cultural changes. As noted by scholars such as Teodorescu (2015) and Dannefer and Perlmutter (1990), development is three-pronged, in that it includes growth in three key areas, namely: the economy, environment, and social life of a people. Of these tripodal valence of development, social development has been noted to be key, especially as it embodies the development in the other two areas.

Social development is essentially about improving the well-being of every individual in society such that they can, though education, skills acquisition, women empowerment, and access to amenities privileges, reach their full potentials. The thesis here is on the

fact that the level of development of society is linked to the well-being of each and every citizen. Social development means investing in people. It requires the removal of social, economic, and political barriers so that allow citizens attain personal dreams and national goals with confidence and dignity.

Social development can be said to have happened when:

- there is less discrimination on the basis of ethnicity or gender

- there is access to jobs and productive engagement

- there is an improved gender relations and gender parity in a society,

- there is access to quality education for citizens irrespective of age, sex, or tribe.

- there is reduction in practices that promote illiteracy, violence, corruption or discrimination

- there is increased political participation for both females, and males.

- there is access to leisure and work life balance

- there increased access to quality healthcare, safety and security.

Cutter and Ullah (2015) argued that the processes of social development spreads into eight targets, namely: health, education, gender, inequality poverty, hunger, food security, peace and cities and communities. Munasinghe (2004) concludes that social development is fundamentally targeted at improving a society in both individual well-being and the overall welfare of society resulting from increases in social capital, typically the accumulation of capacity enabling individuals and communities to work together.

1.3   Conclusion

Providing a perfect definition for the concept of development has been a burden to social scientist and development scholars. This is owing to the varying theoretical backgrounds of the different scholars defining the concept. In all, development is understood to be a process that creates growth, progress, or positive changes in the economic, environmental, social and demographic components of a country. The purpose of development is to create increased access to the level and quality of life of the population, and the expansion of the wealth of the nation. The social aspect of development relates to the wellbeing of a people and include aspects like safety and security, healthcare, education, housing, employment, and access to leisure and work-life-balance. The thesis of social development is hinged on the understanding that economic, technological, cultural or political development is less meaningful if it does not translate into quality life for the people.

1.4   Summary

This unit explains the key concepts in social development, noting that discussions on any aspect of development must begin with a clarification on what development means, the various aspects of development, and the implications of development. The unit also explained the various aspects of development, and how they all connect to the concept of social development.

1.5   References/Further reading

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United Nations Development Programme (2020) Human development reports. http://hdr.undp.org/en/content/human-development-index-hdi

1.6   Tutor-Marked Assignments

—   What is development?

—   Explain the different aspects of development

UNIT TWO: FACTORS AND AGENTS OF SOCIAL DEVELOPMENT

Unit Contents

2.0   Introduction

2.1   Objectives

2.2   Main contents

2.2.1 Factors of social development

2.2.2 Agents of social development

2.3   Conclusion

2.4   Summary

2.5   References/Further reading

2.6   Tutor-Marked Assignments

2.0   Introduction

As a development process, social development is driven by a number of factors. There are also processes that influence social development or cause social development to happen in a society. In this unit, students will be exposed to some of the factors and agents of social development, as well as the processes of social development.

2.1   Objectives

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

•   Identify the various factors of social development

•   Mention some of the agents of social development

•   Explain the implications of each of these factors or agents for social development

2.2   Main Content

2.2.1   Factors of Social development

The idea that social development has to do with the social life of a people is connected to the fact that social development includes processes that cause an improvement in the welfare and wellbeing of a people in society. This sort of development includes, but is not limited to: reduced vulnerability; political inclusion; safety and security; accountability; freedom from violence, access to education, healthcare, and jobs; skills acquisition and empowerment for entrepreneurship; and access to basic amenities. As rightly proposed by Filgueira and Filgueira (2001), social development is fundamentally

concerned with human rights, formal and informal power relations, education, reduction of unfreedoms such as poverty, unemployment, and insecurity, and increasing possibilities for building greater equality among individuals and groups within societies. The following are thus factors that enable social development:

1)   Engagement in Human rights

Human rights generally include formally and universally recognized civil, political, economic, social, and cultural rights available to people as humans and members of a society. The International human rights law sets out the obligation of countries to respect and fulfil human rights for all; thus, the true engagement of these rights affects the social life of a people and indicates human development. Human rights for social development rely on mutual accountability, whereby the government and its citizens, communities, and organisations, are responsible for respecting and fulfilling mutually agreed human rights obligations. In simpler terms, without an active engagement in human rights, a society cannot be said to be on the pathway to actualizing a wholesome social development.

2)   Education

Education has been noted to encompass the acquisition of skills and knowledge necessary for better functioning as members of a society and improved ability to work and contribute to productivity and development. Education is also recognized as a human right that should be accessed by *without discrimination or exclusion*. Education is an important factor of social development, particularly as it improves the options of members of the society, and helps the grow socially and economically, reduces poverty, increases knowledge, and fosters peace; thus, it must be available; accessible (including to the most marginalized); of acceptable quality, relevant, non-discriminatory and culturally appropriate; and adaptable to suit local context. As noted by Browne and Millington (2015), there it is social development cannot be said to be complete and effective if people do not have access to education, or when education is discriminatory.

3) Gender equality

Scholars have noted that persistent and entrenched gender inequalities mean that men and women will experience lower human development outcomes. Beyond limiting the chances of one gender to enjoy certain privileges, gender inequality results in ill health, lower educational levels and poor access to services; thus, from a gender perspective, social development must include ways of addressing social factors perpetuating gender inequality

4) Social exclusion

Another important factor of social development is social inclusion. This because, exclusionary processes create inequitable distribution of resources and unequal access to capabilities and rights necessary for human development (Popay, 2010; Popay, et al., 2008). The World Bank in its 2019 world development report defines social inclusion as "the process of improving the terms for individuals and groups to take part in society", or more precisely "the process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society". Social inclusion includes increased participation in politics, economics, and social life, and unrestricted access to freedom, legal systems, land and labour market.

2.2.2 Agents of Social development

This unit discusses the various agencies that drive social development. As opined by different scholars, such as Browne and Millington (2015), Sen (1999), and Seers (1969), the Government, Education institutions, Traditional institutions, and Civil society, are key agencies of social development.

1) Government

The Government is a major driver of policies and actions for development. The government has the responsibility to make laws, generate policies, and initiate actions

that bring about development. It is also the responsibility of the state to ensure that the populace have the capacity to meet their basic needs, while enjoying social amenities and security in all ramifications.

2)   Education institutions

Education as earlier mentioned involves exposing people to the right skills and knowledge to lead a better life. The knowledge industry is important for social development as it teaches civic rights and responsibilities, equips people with skills that improve productivity, and also generates knowledge and theories for a better society.

3)   Traditional institutions

Traditional institutions also play an important role in driving social development. Omole (2016), identified traditional institutions as those social, economic or political organizations or bodies which derive their power, legitimacy, influence and authority from the traditions of a particular people. Traditional institutions are largely informal institutions formed and guided by cultural beliefs and practices, and are actively involved in resource allocation practices, conflict resolution, judicial systems, and decision-making practices. They can influence behaviour and can drive social changes; thus, can be used to influence behavioural, cultural and institutional changes.

4)   Civil society

The role of civil society in driving has been severally emphasized by different scholars. Nwakanma (2019) and Imobighe (2003) refer to civil societies as autonomous associations that pursue public good through resistance, protest, and advocacy for change, accountability, human rights and democratization of government. Civil society is regarded as the third sector of the society which helps to deepen governance through vibrant social intermediation between the state, business, and family. For Ingram (2020), civil society are those organizations that are not associated with government, however are

involved in the welfare needs of the people. This includes schools and universities, advocacy groups, professional associations, churches, and cultural institutions (business sometimes is covered by the term civil society and sometimes not). Civil society organizations play multiple roles. For instance, they are an important source of information for both citizens and government, they also monitor government policies and actions, and hold government accountable. They equally engage in advocacy and offer alternative policies for government, the private sector, and other institutions. Above all, they deliver services, especially to the poor and underserved and defend citizen rights and work to change and uphold social norms and behaviors (Ingram, 2020; Nwakanma, 2019; Results For Development, 2007).

2.3   Conclusion

Social development is understood to be made possible by factors such as human rights engagement, modification of formal and informal power relations, education, reduction of unfreedoms such as poverty, unemployment, and insecurity, and increasing the possibilities for building greater equality. Without these factors social development cannot be achieved easily. Browne and Millington (2015), Sen (1999), and Seers (1969), have also noted that the Government, Education institutions, Traditional institutions, and Civil society, are also important agencies that drive social development.

2.4   Summary

Issues surrounding social and human development spirals into reducing certain barriers to welfare of citizens and human development. For social development to be impactful, it must impact on the wellbeing of the people, their income, safety, access to leisure, access to jobs, and opportunities for quality life.

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2.6   Tutor-Marked Assignments

—   What are the key factors of social development?

—   Explain in clear terms how civil society contributes to social development

—   Explain the various ways traditional institutions can drive social development

UNIT THREE: DIMENSIONS OF SOCIAL DEVELOPMENT

Unit Contents

3.0   Introduction

3.1   Objectives

3.2   Main contents

3.2.1 Infrastructural development and Social development

3.2.2 Human development and Social development

3.2.3 Sustainable development goals and social development

3.3   Conclusion

3.4   Summary

3.5   References/Further reading

3.6   Tutor-Marked Assignments

3.0   Introduction

Social development is generally directed at improving social and human stability and progress. It is a process of progress and growth that is continuously comprehensive; however, varying in its forms and dimensions but all directed at expanding life options, living stability and prosperity, and human capabilities in all economic, social and

intellectual fields. This unit highlights the various dimensions of social development. As noted by some scholars, such as Todaro and Smith (2012) and Ruttan (2000), the dimensions of social development are divided into separate but consecutive dimensions characterized by infrastructural development, human development, and overall sustainable development.

3.1 Objectives

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

- Describe how infrastructural development impacts of social development

- Explain how human development connects to social development

- Explain the challenges of sustainable development as a factor of social development

3.2 Main contents

3.2.1 Infrastructural development and Social development

Infrastructural development can be explained as the deliberate construction and improvement of social amenities, facilities, and foundational services in place with the goal of sparking economic growth and improving quality of life. It involves improving the set of fundamental facilities and systems that support the sustainable functionality of people, households and firms; or expanding the availability and quality of services and facilities necessary for better living and a functional society.

Infrastructure includes services and facilities such as healthcare, transport systems, usable roads, electricity, potable water, education, Internet, social security, safe environments, and sanitation.

Fulmer (2009) opined that one way to classify the different types of infrastructure is to view them as two distinct kinds, namely: hard infrastructure and soft infrastructure. Whereas hard infrastructure refers to the physical or tangible facilities or systems necessary for the functioning of a society (such as potable water, roads, bridges, railways, etc), soft infrastructure refers to all the institutions that maintain the economic, health, social, environmental, and cultural standards of a country. This includes educational services, law enforcement, legal services, and recreational facilities.

For IGI Global (2018) the development of a country's infrastructure is vital to the growth of its sectors and the overall economy. Infrastructure is considered to be the key for promoting sustainable and inclusive economic and social development. Kasper (2015) noted that the development of the most basic infrastructure can affect the entirety of social development. For instance, the provision of potable water supply affects human life and the society in diverse ways, including: extending life expectancy by reducing the risk of water-related infections. Clean water also enables the irrigation of plantations in arid areas or seasons and thus prevents malnutrition. Irrigated plantations yield higher outputs and show lower risks in failure than non-irrigated plantations. The implication of this on the economy is also visible, as these excess-outputs can be sold on markets and the earnings invested in different nutritional products or in health care, or invested in education, leisure or community development (Kasper, 2015).

3.2.2 Human Development and Social Development

The concept of Human development is connected to the growth processes that enlarges a people's freedoms and opportunities, as well as improves their quality of life. The United Nations Development Programme (UNDP), in 1997 defined human development as the process of enlarging people's choices, allowing them to lead a long and healthy life, to be educated, to enjoy a decent standard of living, experience political freedom and other guaranteed human rights, alongside various ingredients of self-respect. Central to the concept of Human development is the notion of *capabilities*. As noted by Shirokova

(2012) and Streeten (1994), human development is essentially directed at improving a people's capabilities as regards what they can do to enjoy a better life and what they can become. These processes include providing people with good health, access to knowledge, decent material standard of living, and the ability to participate in the decisions that affect one's life, have control over one's living environment, enjoy freedom from violence, respect, and to relax. Without these, many choices are not available, and many opportunities in life remain inaccessible.

UNDP (1997) and Streeten (1994), further noted that there are six basic pillars of human development, namely: equity, sustainability, productivity, empowerment, cooperation, and security. *Equity* is the idea of ensuring fairness and justice for every person, irrespective of age, gender, religion, tribe or colour. *Sustainability* connects to the notion that humans must have access to sustainable living, and can access decent and productive jobs. *Productivity* takes into consideration the full participation of people in the process of income generation in decent work environments. *Empowerment*, on the other hand, is the freedom of the people to influence development and decisions that affect their lives. *Cooperation* stipulates participation and community solidarity as a means of mutual enrichment and growth; while *Security* suggests that development can only happen where there is safety, freedom, and people can work with the confidence that they will not suddenly lose their lives, or property, or privileges in the society.

Human development is usually measured with the Human Development Index (HDI). The HDI is an index that measures key dimensions of human development in three key areas:

— **A long and healthy life**: which is measured by *life expectancy*. Life expectancy here explains the average time a people are expected to live based on the circumstances of birth, the age, and other demographic, social and political factors. The life expectancy in societies with high level of human development is usually higher that that of societies with very low human development.

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— **Access to education**: measured by *expected years of schooling* of children at school-entry age and *mean years of schooling* of the adult population.

— **A decent standard of living**: measured by *Gross National Income per capita* adjusted for the price level of the country.

All of these shows the extent to which social development is feasible in such society, and the necessary steps that needs to be taken to ensure full and all-encompassing development.

3.2.3 Sustainable Development Goals and Social development

Sustainable development is the consideration of decent living, human wellbeing, economic stability, and healthy environments for people. Sustainable development is a recent way of thinking about the interdependencies among natural, social, and economic systems in our world. It represents a process in which financial, trade, energy, agricultural, and industrial policies are designed and implemented to bring about development that is sustainable. Thus, the goal of sustainable development is to ensure that the economic, social and environmental needs of the present and the future are seamlessly met.

As noted by the Brundtland report of 1987, sustainable development is the idea that human societies must live and meet their needs without compromising the ability of future generations to meet their own needs. Sustainable development is based on three key pillars, namely: economic development, economic development, and social development.
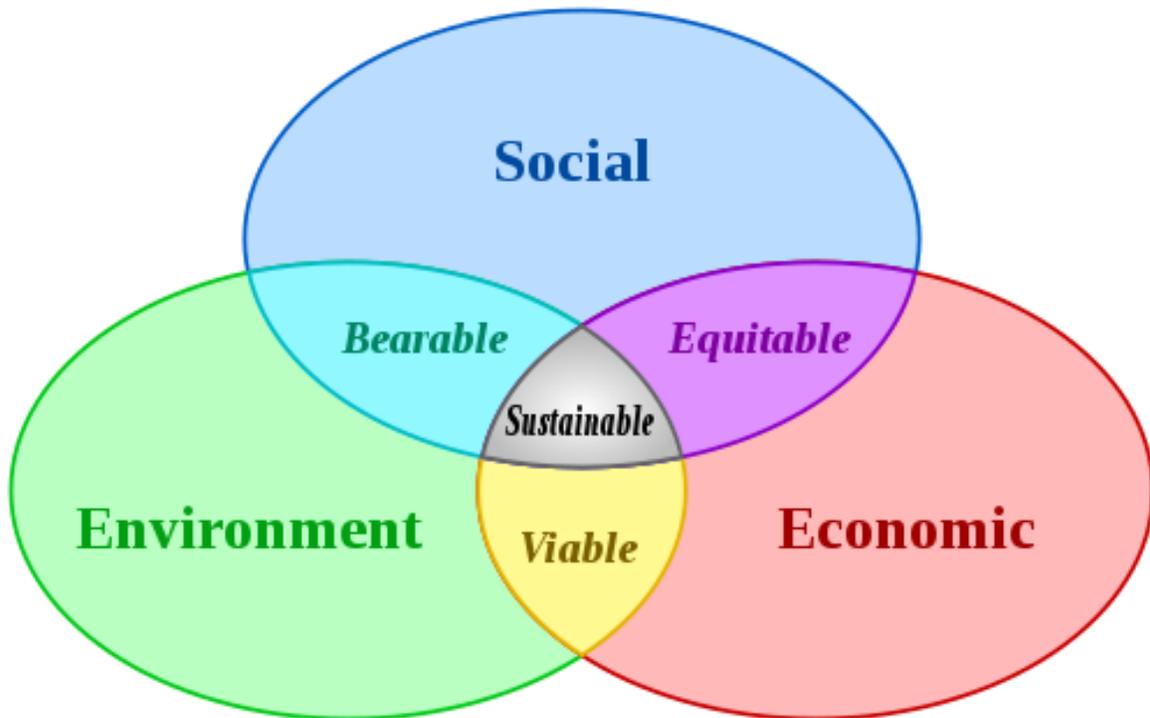
Figure 3.   Diagram showing Sustainable development. Source: UNHCR (2017)

Economic development points to the creation of wealth by increasing gross domestic product and income per capita of a country. Economic development is usually measured with Real GDP per capita – gross domestic product, GDP at purchasing power parity (PPP) which takes into account the local purchasing power of the currency and is a better guide to actual living standards; and the levels of absolute poverty, that is the percentage of the population with income less than minimum necessary to meet basic necessities of life. Environmental development involves creating a safe ecosystem for humans and other organisms in a geographic area. This includes ensuring a friendly and protective utilization of natural systems. As noted by development scholars, in sustainable communities', environments and ecosystems are consciously maintained both for their own essential natural functions, their beauty, their livability as a landscape, and their ability to provide sustainable supplies of natural resources for humans. These two aspects of sustainable development are further reinforced by social development in which the

people are equally adequately equipped to manage the economy and make good use of the environment for the benefit of present generation and the future.

The Sustainable Development Goals (SDGs) are a collection of seventeen interlinked global goals designed to be a blueprint to achieve a more sustainable, safe and advanced society for all. The SDGs were set in 2015 by the United Nations General Assembly and are intended to be achieved globally by the year 2030. The SDGs is concerned with the following:

(1) Eradicating Poverty,

(2) Ensuring Zero Hunger,

(3) Increasing Good Health and Well-being,

(4) Ensure Quality Education,

(5) Build Gender Equality,

(6) Ensure Sustainable Clean Water and Sanitation,

(7) Affordable and Clean Energy,

(8) Decent Work and Economic Growth,

(9) Industry, Innovation and Infrastructure,

(10) Reducing 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 (United Nations, 2017; United Nations, 2015).

All of these culminate into a better economically, environmentally, and socially developed society.

3.3   Conclusion

A sustainable society cannot be achieved unless and until social development also takes place. Consequently, the social dimensions of development are clearly as important as the economic and environmental dimensions. In societies where there is social inequality, stratification, poverty, social exclusion, there is hampered economic growth and individual prosperity, and people tend not to appreciate the environment or seek to protect it.

3.4   Summary

A more sustainable community is in harmony with natural systems by reducing and converting waste into non-harmful and beneficial purposes, and by utilizing the natural ability of environmental resources for human needs without undermining their function and longevity.

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3.6   Tutor-Marked Assignments

—   In what ways does infrastructural development contribute to social development?

— How are the sustainable development goals connected to social development?

UNIT FOUR: IMPLICATIONS AND CHALLENGES OF SOCIAL DEVELOPMENT

Unit Contents

4.0   Introduction

4.1   Objectives

4.2   Main contents

4.2.1 Implications of Social development

4.2.2 Challenges of Social development

4.3   Conclusion

4.4   Summary

4.5   References/Further reading

4.6   Tutor-Marked Assignments

4.0   Introduction

This unit revisits the discussions on the implications and challenges of social development. Efforts shall be made here to outline the key concerns in achieving social development.

4.1   Objectives

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

• Explain in more details the meaning of social development

• Mention some of the implications of social development

• Discuss the challenges of social development in the context of developing and underdeveloped societies.

4.2   Main Contents

4.2.1   Implications of Social development

Social development is largely about improving the options and privileges of people, improving their well-being, and creating a livable environment for them. In this context, the implications of social development are extensive, and generally impacts on the social life of a people, the extent to which they govern their resources, engage in productive activities, manage socio-economic challenges, as well as natural disasters. Scholars such as Dow and Wilbanks (2003) and Downing (2002) have argued that development impacts on different aspects of the human world. It impacts on man's social life, economic life, physical environment, and health, among many others. For instance, development policies on climate change will always have implications for economic production and services, human settlements, food security, and human social relationships (Downing, 2002).

Social development also has implications for public health, especially as it reduces the chances of people to indulge in risky behaviours that attract illness and diseases. It also helps people trust more public healthcare systems; thus, increasing access to quality healthcare. Another angle to this is that, social development will create the environment where people access the best of services and are treated properly irrespective of social status, tribe, gender, or colour.

Scholars, such as Frone (2003), have equally noted that social development also has implications for access to leisure, work-life-balance, and occupational productivity. A society that has attained a high level of social development appreciates the place of holiday, rest, and relaxation in the life of the people. Rest and relaxation help to improve a person's agility and enthusiasm for work. Frone (2000) revealed that there is a high correlation between work-family conflict and high degree of anxiety, irritability and

overall anxiety in one's life which often times translates into feelings of frustration and tension at home and at work. The overall outcome of this is that productivity is affected.

Social development also has implications for crime management. As rightly noted by Rawlinson (2004) and Hawkins (1985), social development eliminates the strains and motives for criminality and deviant behaviour. Whereas crime emanates from different sources, it is commonly associated with feelings of deprivation and marginalization, unemployment, poverty, lack of access to basic social amenities and infrastructure; as such, some affected persons indulge in crime as a way to afford a good living. Crime, for some scholars, is also connected to situations where neighbourhood structures are disorganized, infrastructure is dilapidated, and there is low social control. However, with social development, most of these concerns are taken care of, thus, reducing the number of persons who go into crime owing to them.

4.2.2 Challenges of Social development

The notion of social development was born out of the drive to eliminate socio-economic challenges that inhibit access to quality life, such as: poverty and exclusion, unemployment, climate change, conflict, public health concerns, and abuse of human rights and privileges. Social development galvanizes the gains of economic and environmental development, to create a decent living standard for members of the society. Having highlighted the importance of social development, it is also important to understand that, like many other things in life, it has challenges that make it difficult for some societies to achieve. Some of these challenges include, but are not limited to the following:

1. Lack of resources to plan and implement sustainable social development goals: Whereas some societies sincerely desire to actualize social development, lack of resources, especially finance, can hinder such drive.

2.   Weak governance and lack of political will to transform development programmes into sustainable long-term practices can also be a major hindrance to achieving social development.

3.   Social development is also difficult to achieve in situations of conflict or in war-torn countries as there are other priorities on hand such as making and keeping peace.

4.   Poor planning and lack of clear development goals can also be a major challenge, especially when the development programmes do not fit the local context

5.   Disasters and other devastating natural occurrences, such as flooding, volcanoes, earthquakes or tsunamis, can equally become a major hinderance to achieving sustainable social development. The natural disaster can destroy certain elements of infrastructure, or cause other socioeconomic challenges such as unemployment, poverty, and conflict.

6.   Corruption: lack of transparency, misappropriation of funds, or embezzlement of public funds makes it difficult for the government to pursue social developing, especially as corruption thrives in the absence of social development.

4.3   Conclusion

Whereas social development is desirable, and has implications for different important aspects and sectors of the society, studies have shown that some societies find it difficult to actualize. However, sustainable development cannot be said to be complete if there is no social development, especially as social development galvanizes the gains of other aspects of sustainable development, including economic and environmental development. It is thus important for societies to fashion out ways to manage these challenges in other to attain sustainability.

4.4   Summary

This unit examines the key implications of social development in the society. As identified by some scholars, social development has implications for virtually every facet of human society, especially: social relationships, public health, the physical environment, and climate change. This unit also examined some challenges usually faced by societies in the actualization of social development goals. These challenges such as poor development policies, corruption, diversion of public funds, excessive population growth, natural disasters, lack of resources to carry out development plans, and poor planning and implementation of development programmes, make it difficult for social development to happen.

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4.6   Tutor-Marked Assignments

—   Explain how social development impacts on public health and climate change

—   Mention some challenges that hinder social development.

MODULE TWO

SOCIAL DEVELOPMENT THEORIES AND PRACTICE

MODULE CONTENTS

Unit One:

Development theories and Social development

Unit Two:

Approaches to Social development (Statist, Enterprise, Populist, etc.)

Unit Three:

Politics, Governance and Social development

Unit Four:

Policies for Social development

UNIT ONE: DEVELOPMENT THEORIES AND SOCIAL DEVELOPMENT

Unit Contents

1.0   Introduction
1.1   Objectives
1.2   Main contents
1.2.1   Classical Development theories
1.2.2   Neoclassical theories of development
1.3   Conclusion
1.4   Summary
1.5   References/Further reading
1.6   Tutor-Marked Assignments

1.0   Introduction

Following the varying definitions attributed to the concept of development, various theories have been postulated to explain its nature and meaning. Development for some is a positive process that brings about transformations in the way of doing things; while for others, development is an exploitative process where some individuals, groups, or countries benefit from the growth challenges of others. Theories of development are usually classified into classical theories and neoclassical theories such as: linear stages theories, structural-change models, modernization theory, dependency theory, World's systems theory, and a host of many others.

1.1   Objectives

It is the aim of this chapter to carefully discuss the key concerns of these theories showing their basic assumptions and suppositions. At the end of this course, students should be able to explain these theories of development.

1.2   Main contents

1.2.1 Classical theories of Development

a)   Linear stages theories

Linear stages theory of development is an economic model that views the process of development as a series of successive stages of economic growth. Scholars of this school of thought argue that to achieve modernity, all societies must pass through certain stages that indicate growth and maturity. For instance, Walt Whitman Rostow, popularly known as W.W Rostow, suggested that developed countries have passed through five important stages that helped them become socio-economically stable. As shown in Figure 1 below, the different stages of development societies pass through, according to Rostow, are as follows: *Traditional Society*, *Precondition take-off*, *Take-off, Drive to Maturity*, and the *Stage of large scale of mass consumption*.

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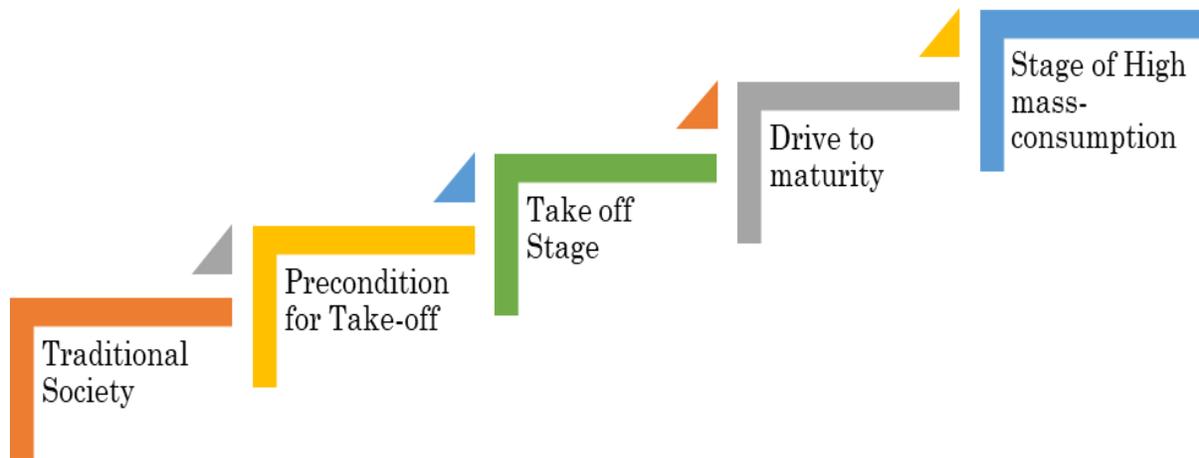
Figure 1: Rostow's development stages. Source: Author's illustration

For Rostow (1960), all societies begin as Traditional societies characterized by subsistence economic activities where trade are commonly based on barter, while production is less intensive, using only limited quantities of capital. Rostow noted that societies are to move away from this stage to a transitional stage which he referred to preconditions for takeoff. In this stage, there is increased specialization where surplus is generated for trading. As noted, Coccia (2019), at this stage, there is the emergence of transport infrastructure to support trade; external trade also occurs concentrating on primary products; while entrepreneurs emerge and savings and investment grow. In the Take-Off stage, there is rapid Industrialization, the level of investment also surpasses 10% of GNP, and investments lead to increasing incomes in turn generating more savings to finance further investment (Coccia, 2019). In the stage of Drive to Maturity there is industrial diversification and the country is now producing a wide range of goods and services, while reliance on exports and imports may start decreasing. This stage culminates into the stage of High Mass Consumption, where a country's economy

flourishes in a capitalist system, and is characterized by mass production and consumerism.

b) *Structural change models*

Theories in this model focuses on development mechanisms that help change economic structure of nations from traditional agriculture to industrial and service systems. Structural change model explains the various processes by which underdeveloped economies transform their domestic economic structures from traditional subsistence agriculture to a more modern, more urbanized and more industrially diverse manufacturing and service economy. Two main approaches are commonly discussed in this development model, namely: the model of two-sector surplus labor propounded by Lewis in 1954, and the econometric analysis of the patterns of development by Chenery and his colleagues in 1960.

The two-sector theory according to Lewis (1954) considers development as a process of growth and expansion that follows transfer of surplus rural labour to productive economic activities in industrial sectors of urban areas. For Lewis (1954), underdeveloped economies consist of two sectors: a traditional, over populated rural subsistence sector with surplus labour, and a high productivity modern sector to which this surplus labour must be transferred to, for high productivity, increased income, and economic growth. Lewis calculated that with an increase of 30% or more in the urban wages, workers will migrate from the rural areas to the urban areas, which would lead to growth in output and employment in the modern sector. The key assumptions of this theory as noted by Coccia (2019) and Ogoke (2016), are:

- All economies usually begin with two sectors, specifically: a rural agricultural sector and an urban industrial sector.

- The agricultural sector generally under-employs workers and the marginal productivity of agricultural labour is virtually zero.

- For economic growth, labour should be released for work in the more productive, urban, industrial sector.

- Transferring workers out of agriculture does not reduce productivity in the whole economy.

- Given the increase in the supply of labour, industrialisation is now possible.

- Industrial firms start to make profits, which can be re-invested into even more industrialisation, and capital starts to accumulate.

- As soon a capital accumulates, further economic development can sustain itself.

Whereas this theory has its limitations, it provides a basic explanation of how increased and productive labour is important for development.

Another theory of the Structural change model is that of H.B Chenery which is called the Patterns of Demand theory. Chenery's model defines development as economic growth that follows interrelated changes in the structure of an underdeveloped economy transforming it into an industrial economy from an agricultural economy, for continued growth in addition to accumulation of capital both human and physical. Chenery's development theory, as described by Ogoko (2016), requires an altering of the existing structures within an underdeveloped economy to pave way for the penetration of new industries and modern structures to attain the status of an industrial nation. Ogoke (2016) further noted that Chenery's model adopts four main strategies to achieve economic growth:

- Transformation of production from agricultural to industrial production

- Changing composition of the consumer demand from emphasis on food commodities and other consumables to desire for multiple manufactured goods and services

- International trade; creating a market for its exports

- Using resources as well as changes in socio-economic factors as the distribution of the country's population.

1.2.2 Neoclassical theories of Development

Theories such as the modernization theory, dependency theory, World's systems theory, and a host of many others, are regarded as neoclassical theories in that they emerged after the era of economic definitions of development.

a) *Modernization theory:*

Modernization theory is one of the popular theories of development. The theory attempts to identify the social variables that contribute to development and progress of societies, as well as the processes of social change. For scholars in this school of thought, development is a gradual process that follows certain principles and concerted efforts that help a society transmute from a simple and traditional society to a very organized and complex society. For Thompson (2015) modernization theories have two major aims: firstly, it attempted to explain why less developed countries have failed to develop, focusing on how cultural and economic conditions act as 'barriers' to development. Secondly, it aimed to provide a non-communist solution to poverty in the developing world by suggesting that economic change, in the form of Capitalism, and the adoption of western financial values and culture will play a key role in bringing about modernization.

Modernization scholars argue that traditional societies are entangled by norms, beliefs and values which hinder their development process. Thus, they must adapt the western style of financial management, culture, market systems, and mode oof production to drive development. In line with this set of assumptions, scholars such as W.W Rostow, have proposed swift machineries that can help societies transit from traditional societies to developed societies, which includes stages like the preparation to take-off, take-off stage,

the drive to maturity, and the period of mass consumption. For Rostow, these transitional path processes must be conscientiously followed to put less developed societies on the path of development. Thompson (2015) has documented the differences in the ideas, norms, values and beliefs of traditional and modern societies, and how they affect the rapidity of social change and development.

Table 1: Attributes of Traditional and Modern societies

Traditional Societies	Modern Societies
In traditional societies, there is simple division of labour, less specialised job roles, individuals rely on few persons in for basic needs to be met.	In modern societies, there is a complex division of labour, individuals tend to have very specialised jobs and rely on thousands of others for basic needs to be met.
Also, religious beliefs and tradition influence day-to-day life, and sometimes creates resistance to change. There is also stronger community and family bonds. Collectivism, and affective relationships. Roles and responsibilities are largely ascribed, which oftentimes encourages mediocrity and laxity. The society is also largely patriarchal; thus, restricting the potentials of women for development.	Rational decision making driven by cost-benefit analysis is dominant. This creates positive attitude to social change There are a weaker community and family bonds means more individual freedom in modern societies. Responsibilities are distributed on the basis of merit, and people are more motivated to innovate and change society for the better. There are gender rights and policies that ensure gender equality and the active participation of women in development.

Source: Thompson (2015)

For Thompson (2015), the characteristics of traditional societies prevent sustainable economic growth, and cannot inspire social change and economic growth. The concept of modernization is today understood in three different meanings; firstly, as the internal development of Western Europe and North American countries. Secondly, as a process by which countries, that do not belong to the first group of countries, can equally develop like them; and thirdly, as a process of evolutionary development that helps societies transit from low-income economies to a postindustrial society (Gavrov and Klyukanov, 2015). It is important to note that the modernization theory has been accused of being Eurocentric, and encouraging the dependency of nations on the West.

b)   Dependency theories:

Dependency theory is a direct response to the Eurocentric modernization theory, and is used to explain the causal factors of the failure of non-European countries to develop economically. Scholars of the dependency school of thought argue that the problem of underdevelopment is essentially exogenous and is connected to contact with advanced economies (Crossman, 2017; Gavrov and Klyukanov, 2015). The central argument of this school of thought is that the world economic system is highly unequal in its distribution of power and resources due to factors like colonialism and neocolonialism, and thus leaves less developed countries disarticulated and depending on external economies for survival and efficiency. For instance, Andre Gunder Frank (1966) in his thesis on '*The Development of Underdevelopment*', argued that developing nations have failed to progress socially and economically not because of 'internal barriers' to development as modernization theorists argue, but because the developed West has systematically underdeveloped them, keeping them in a state of dependency.

The concern of this theory is that is that, the persistent increment in industrialization in the developed countries rather equally subject poor countries to underdevelopment as a result of the economic surplus of the poor countries being exploited by developed countries. Andre Gunder Frank further noted that the factors such as colonialism,

globalization and neocolonialism antics of West, and the exploitation of economic surplus in developing countries enabled the economic and technological inequalities between the developed countries the various periphery countries (Munro, 2018). Theotonio Dos Santos, one of the renowned scholars of the dependency school of thought, describes dependency as "a situation in which the economy of some countries is conditioned by the development and expansion of another economy to which the former is subjected" (Dos Santos 1970:231). Dependency theorists argue that underdeveloped countries are not merely primitive versions of developed countries, but have unique features and structures of their own; but are unfortunately weaker members in a world market economy owing to their contact with the Western and the destruction of their economy through slavery, colonization, political interference, and unequal trade relationships.

c)	*World systems theory:*

The World systems theory, like dependency theories, suggests that there is a global inequality where some countries benefit from other economically weak and less organized countries. The theory originated with Immanuel Wallerstein who argued that the way a country is integrated into the capitalist world system determines how economic development takes place in such country, and how much the country benefits from the world system. For Wallerstein (1974), there are three types of economic nations, namely: the core, the semi-periphery, and the periphery (see Figure 2). The *core* consists of those nations which are economically advanced and have a dominant economic relationship with other countries. Examples of such countries include the United States of America, the Great Britain, France, etc. The *periphery* consists of those nations that have very weak economic and political systems, and depend on other nations for most of their needs. They are considered the periphery mainly because they benefit less from the world system, and like in most cases, even contribute more in terms of raw materials, cheap labour, and a market for finished goods. Majority of the nations in this category are found

in Africa, Asia, and many other developing nations countries. In between these two is the *semi-periphery*, which includes nations who both have dominating economic relationships with the periphery and less dominant relationship with the core nations.
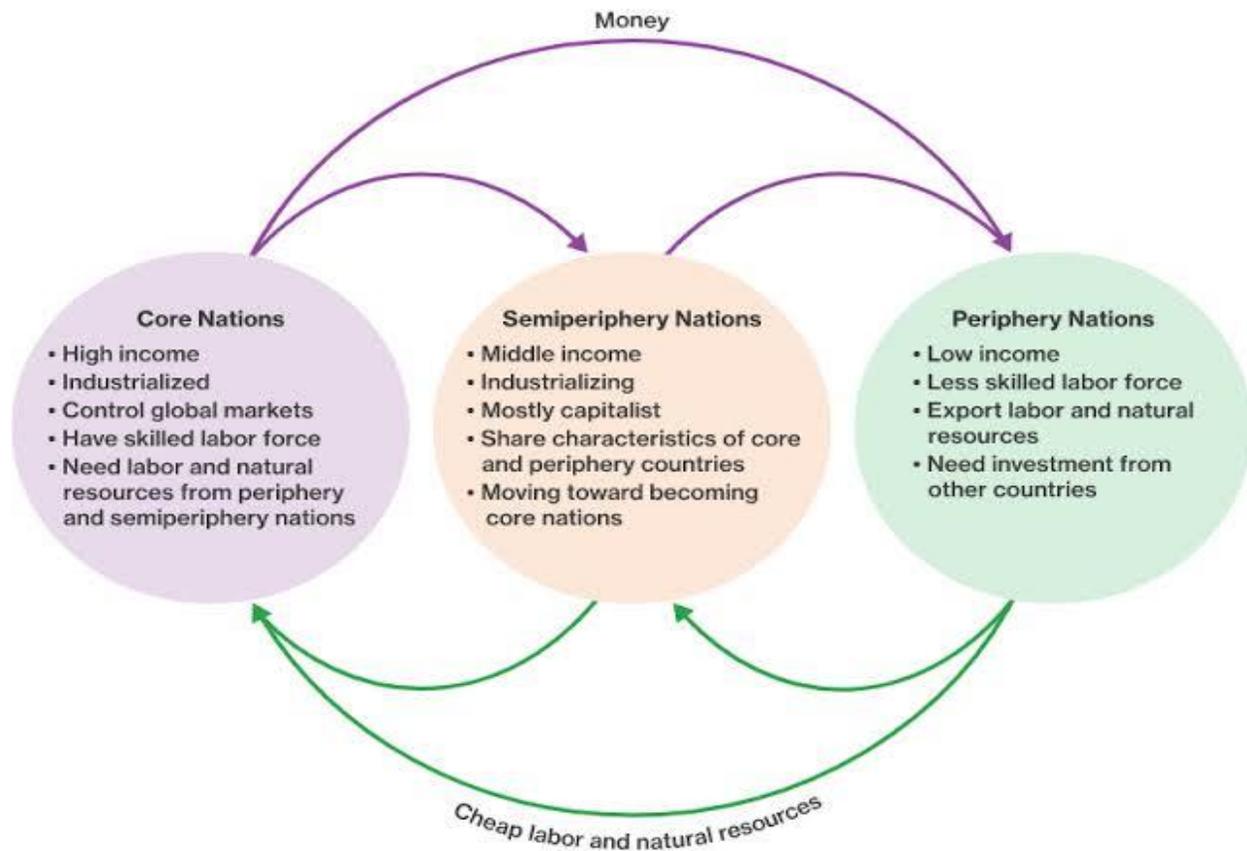
Figure 2: World systems theory. Source: Coursehero (2018)

As noted by Barfield (1998), the World systems theory was aiming to replace modernization theory which was heavily criticized for its assumption that there is only a single path of evolutionary development for all countries, while ignoring the existence of transnational structures that constrain local and national development.

1.3   Conclusion

Discussing the classical and neoclassical theories of development is important for a comprehensive understanding of the assumptions surrounding the definitions of development. The classical theories of development essentially explain development as

an economic process of growth involving linear changes or transformations from traditional societies to capitalist societies characterized by industrial production of goods and services. The neoclassical theories on the other hand rejects the notion economic growth as the only meaning of development, noting that development entails changes in the culture, intergroup relations, mode of production, and economic policies of a country.

1.4   Summary

This unit explains the theoretical explanations behind the meaning of development, and how development is understood by early and contemporary scholars. Classical theories generally see development as a process of growth that can only happen when societies modify their mode of production and expand on capitalism. Neoclassical theories on the other hand vary in their arguments. While some see development as an evolutionary process of westernization, others such as the dependency theories, emphasize on the ability of some societies to develop by exploiting other less organized societies. However, in spite of their ideological differences, both classical and neoclassical theories provide a complimentary continuum in the conceptualization of development.

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1.6   Tutor-Marked Assignments

—   What are the key assumptions of the structural change model of development?

—   Explain the ideological differences in the arguments of the modernization theory and the dependency theories.

UNIT TWO: APPROACHES TO SOCIAL DEVELOPMENT

Unit Contents

2.0   Introduction

2.1   Objectives

2.2   Main contents

2.2.1 The Statist approach to Social development

2.2.2 The Populist approach to Social development

2.2.3 The Enterprise approach to Social development

2.3   Conclusion

2.4   Summary

2.5   References/Further reading

2.6   Tutor-Marked Assignments

2.0   Introduction

Since the beginning of development studies different scholars have articulated various approaches to understanding the concept of social development, the role and importance of the State, and the strategies of development that countries should follow. Of these approaches, the Statist, the Populist, and the Enterprise approaches are common. This unit introduces students to these approaches and the implications of each approach to social development.

2.1   Objectives

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

*   explain the differences between these approaches to social development.

*   Use these approaches to explain the development challenges in some societies

2.2   Main contents

2.2.1 The Statist approach to Social development

The idea of Statism is drawn form the view that the political authority of the State is legitimate, and the State has a major and necessary role in directing the major aspects of the society, either directly through state-owned institutions, or indirectly through socio-economic policies and governance. In simpler terms, statism means that the State has a substantial centralized control over social and economic affairs of a country. *The Statist approach* to social development has historically been strongly influenced by the idea of Statism. The approach proposes that the society is better organized when the State takes charge and directs all development activities and in meeting the common needs of the populace. As opined by Hall, and Midgley (2004), this conception largely inspired nineteenth-century liberal reformers, and social democrats who believed that the State's power and ability to control and direct resources could be used to promote the well-being

of all, and countries that adopted this approach to social development are commonly referred to as *welfare states*.

2.2.2 The Populist approach to Social development

Populist theories center on 'the people' as a focus of governance. Populism, as a political ideology, is the idea that the society is usually divided into two contending groups: the people and the elite that represent the people. Populists argue that the society must be about the people, and the people should be first in the line for social benefits. Scholars of the Populist school of thought often contrast the interests and welfare of ordinary people with the interests of the elite class, noting that the elite class sometimes conspire with government to marginalize the people, and deprive them of welfare; thus, the interest of the State must be to protect the people and ensure that they have access to quality life (Hall and Midgley, 2004).

The *Populist approach* to Social development emphasizes the involvement of 'the people' and their common values, beliefs and culture in social welfare planning and implementation. Although the concept of 'the people' is sometimes inadequately defined, the populist approach to social development believe that the people rather than individuals or collectives form the core of society and that the best society is one that recognizes and gives expression to their needs and welfare.

2.2.3 The Enterprise approach to Social development

The enterprise approach to social development is largely based on the primacy of the market in social welfare planning and implementation. Scholars in this school of thought argue that social policies should be compatible with the market economy and must reinforce market relations. The implication of this is that, social development policies are more sustainable if it takes into consideration of the market economy. As noted by Hall, and Midgley (2004), social policies designed for social development should encourage individual responsibility and enterprise. Also, social needs should, as far as possible, be

met through the market. This requires the creation of viable markets in the social services. Private commercial firms should equally be encouraged to provide health, education, social security and other services previously supplied by government. Government health programmes should be replaced with private medical care and social insurance should be abolished and replaced with commercially managed retirement accounts. Similarly, education and housing should be obtained through the market. The enterprise approach also finds expression in efforts to integrate the poor and the recipients of social benefits into the capitalist economy (Midgley, 2014; Hall and Midgley, 2004).

2.3   Conclusion

Social development is understood to be instigated through different approaches. As noted by scholars such as Hall and Midgley (2004) and Law (2009), three methods have been identified by scholars as social development approaches. The Statist approach suggest that the State is the best institution to drive social development. Whereas this appears viable particularly as the State is seemingly the main administrator of the country; however, there may be challenges especially when the State lacks the resources or the will to deliver such necessities. The populist approach suggests that social policies for development should be designed to meet the needs and aspirations of the people, while the enterprise approach argues that social development is essentially about building capacities and the culture of enterprise, and as such, social policies for development should be designed to encourage that.

2.4   Summary

This unit provides explanations for the three key approaches to social development. The essence of these explanations is to show how each of these approaches influences the successes of social development in different societies. As noted by some scholars, any

approach employed has its own merits as well as limitation, and thus should be applied with such considerations.

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2.6   Tutor-Marked Assignments

—   Mention and explain briefly the three approaches to social development.

—   Use any of these approaches to explain the policies associated with social development in your community.

UNIT THREE: POLITICS, GOVERNANCE AND SOCIAL DEVELOPMENT

Unit Contents

3.0   Introduction
3.1   Objectives
3.2   Main contents

3.2.1 The concept of Politics and Governance

3.2.2 Governance and Social development

3.3 Conclusion

3.4 Summary

3.5 References/Further reading

3.6 Tutor-Marked Assignments

3.0 Introduction

As noted in earlier parts of this study guide, social development is oftentimes affected by politics and governance. Although these two concepts are sometimes used interchangeably, they mean different things. This course introduces students to the definitions and meanings of the concept of politics and governance, and how these two concepts are connected to social development.

3.1 Objectives

The aim of this unit is to expose students to the concept of politics and governance, and show how these two are associated and influence social development. At the end of this unit, students should be able to:

- Explain the meaning of politics and governance

- Show how Politics and Governance impact on social development

3.2 Main Content

3.2.1 The concept of Politics and Governance

Politics is commonly used to mean government; that is the institution of the society where power and the responsibility to govern the society, allocate resources, and make decisions resides. Politics refers to all the activities that are associated with making decisions or other forms of power relations between individuals and groups, including the

distribution of resources and delegation of duty. Bernard Crick (1972), in his popular thesis on Politics, argued that 'politics is a distinctive form of rule whereby people act together through institutionalized procedures to resolve differences, to conciliate diverse interests and values and to make public policies in the pursuit of common purposes'. For Leftwich (2004), politics comprises all the activities of co-operation, negotiation and conflict within and between societies, whereby people go about organizing the use, production or distribution of human, natural and other resources in the course of the production and reproduction of their biological and social life.

Governance, on the other hand, refers to the patterns of rule or practices of governing. As explained by Bevir (2012), governance comprises of all of the processes of governing – whether undertaken by the government of a state, by a market, or by a network – over a social system, and whether through the laws, norms, power or language of an organized society. According to the United Nations Development Programme's Regional Project on Local Governance for Latin America, governance is the rules of the political system to organize the society, solve social problems, manage resources, solve conflicts between actors, and adopt decision to move the society forward. In its most abstract sense, governance is a theoretical concept referring to the actions and processes by which stable practices and organizations arise and persist (Applebaugh, 2010; Lijun and Wei, 1998). Good governance is an indeterminate term used in international development literature to describe various normative accounts of how public institutions ought to conduct public affairs and manage public resources for the benefit of the society and the populace. For instance, the World Bank sees governance as the manner in which power is exercised in the management of a country's economic and social resources for development. The concept of governance is also used to refer to structures and processes that are designed be a society to ensure proper management, accountability, transparency, responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation.

Good governance, as explained by Tamayao (2014), is understood to have certain correlates as indicators or characteristics. For Tamayao (2014), governance is considered to be good when it is: participatory; effective and efficient; transparent; responsive; equitable and inclusive; consensus oriented; accountability; and very importantly respects rule of law. For instance, without the active participation among the various actors in governance, there would be a concomitant lack of responsiveness. Likewise, if decision-making is not transparent, then inevitably there would be no participation and accountability. However, it is important to note that these indicators must be understood in the context of democratic governance. This is because some of the indicators cannot be applied in other forms of government. For example, a communist governance may never be consensus oriented or genuinely participatory (Tamayao, 2014; Kjaer, 2004).

Kjaer (2004) also noted that governance entails two important processes, which are: *decision-making* and *implementation of the decision*. While decision-making is the process of arriving at action plans guided by socio-political structures, and communal needs and wants; implementation entails the actualization or materialization of the plan or decision. Governance becomes ineffective if it cannot make decisions or cannot implement decisions for the good of the society. As such, the two processes necessarily complement each other, and are constitutive of good governance.

3.2.2 Governance and Social development

The role of politics and governance has been highlighted by different scholars. It has been shown in several studies that politics and governance influences how a society's objectives are set and achieved, how risk is monitored and addressed, and how performance is optimized. As noted by Nwakanma (2019) and Cheema (2005), development is more likely to manifest in a society where good governance exists. For these scholars, societies where popular participation in electoral processes, the involvement of the people in decision-making, protected fundamental human rights, freedom of the press, freedom of association and expression, and transparency in

government are guaranteed, the basis for a developed society; and all these can only be driven and advanced by an active civil society.

Cheema (2005) explained that democratic governance addresses the distribution and management of a country's resources to meet collective problems in a manner that is distinguished by the principles of transparency, equity, participation, accountability, rule of law, effectiveness and strategic vision. For Cheema (2005), as cited in Nwakanma (2019), these principles eventually translate into tangible goods for the people such as: free, fair and frequent elections; a *representative* legislature that makes laws and provides oversight; and an independent judiciary that interprets laws. They also translate into the guarantee of human rights, the rule of law and transparent and accountable public institutions.

Islam (2017) and the UN Development Agenda (2015), have noted that governance manifests in development in the following ways:

a)   Development as meeting human needs and aspirations through governance: Governance is here understood to perform the function of meeting human needs and aspirations.

b)   Provision of Infrastructure Development: Overall development of a country depends on effective governance. By this process, a country achieves its ultimate social and economic goals. If government takes proper initiatives to both social and economic sector, the development of countries will be ensured.

c)   Macroeconomic stability and economic growth: Macroeconomic stability would involve a commitment to low inflation which creates a climate where foreign investors have more confidence to invest in that country. This process requires governance to ensure:

- Effective monetary policy.

- Disciplined Fiscal Policy

Economic growth on the hand must involve policies such as: improved macroeconomic conditions, free market supply policies (e.g., privatisation, deregulation, lower taxes, less regulation to stimulate private sector investment), government interventionist supply-side policies (such as increased spending on 'public goods' such as education, public transport and healthcare).

d) Governance as a means to enhance Human development: The meaning of governance is essentially a functional institution that ensures equity, transparency, participation, responsiveness, accountability, and the respect rule of law. These characteristics are crucial for human development. Governance, based on these key correlates, will create the environment for strengthening institutions and human resource capacities at all levels.

Obi and Obikeze (2004) have noted that governance as a tool for social development must:

i) focus on the people, be people-centered and for their overall advancement and benefits.

ii) Increase the availability and the distribution of basic life sustaining goods such as food, shelter, good health and protection from danger.

iii) Raise the level of living, and in addition to higher incomes, the provision of more jobs, better education and better attention to cultural and humanistic values all of which will serve not only to enhance material wellbeing but also generate individual freedom and participation in the decision of issues affecting his society.

iv) Expand the range of economic and social choices to individual and nations by freeing them from servitude and dependence, not only in relevance to other people and nation - state but also to the process of ignorance and human society.

3.3 Conclusion

The concept of governance is essentially intertwined with the notion of politics, in that politics is the business of acquiring powers to govern. However, they are distinct from each other in the sense that politics is broader than governance. Politics entails the activities surrounding acquiring power and legitimacy to exercise power through a government. The study of governance, on the contrary, is generally attuned to the concept of democracy, and on how government can ensure certain deliverables for the people.

This unit has looked at how politics and governance relate, and how governance contributes to social development. It is noted in this unit that governance is important for the provision of the means to achieve individual needs and aspirations, and enjoying quality life. As rightly observed by Obi and Obikeze (2004), governance as a tool for social development must, among other things, focus on the people, be people-centered and for their overall advancement and benefits.

3.4 Summary

Governance and development are essentially connected, and signify a broader spectrum of things such as: protection of human rights, equitable distribution of resources, enhancement of individual capabilities, and creation of an enabling environment to foster growth of human potentials. Human development is essentially about 'meeting basic needs', 'people empowerment', and 'respect for human rights', all of which requires a functional and effective governance system.

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3.6   Tutor-Marked Assignments

—   How does Politics relate to Governance?

—   What are the key indicators of Good governance?

—   Explain the relationship between governance and development

UNIT FOUR: POLICIES FOR SOCIAL DEVELOPEMNT

Unit Contents

4.0   Introduction

4.1   Objectives

4.2   Main contents

4.2.1 The meaning of policies

4.2.2 Typology of Policy

4.2.3 Social policies and Social development

4.3   Conclusion

4.4   Summary

4.5   References/Further reading

4.6   Tutor-Marked Assignments

4.0   Introduction

The notion of policy is frequently mentioned in development studies, political science, and governance. In development studies, policies are seen as the instruments of decision making and are generally adopted by a governance body within an organization or a society. This unit introduces students to the concept of policies and how social policies are important for social development.

4.1   Objectives

At the end of this unit, should be able to explain the key definitions of policy and social policy. Furthermore, students should be able to mention some of types and implications of social policies.

4.2   Main contents

4.2.1   The meaning of Policies

The concept of 'policy' is one that every student of the society will always come across, especially in studies relating to politics and governance. It is a term commonly used to explain the course of action proposed or adopted by the State. Scholars such as Howlett (2011), Anderson (1974), and Lowi (1972), have defined policy as a deliberate system of principles that guides the decisions, intents, and actions of a government. As a statement of intent, policies are usually deliberated on by policy makers to achieve rational outcomes, and are implemented as a procedure or protocol.

Scholars such as Howlett (2011) and Anderson (1974), have explained the principles and processes involved in policy making. For Anderson (1974), for improved outcomes, policies follow the following processes (see Figure 4):

1.   *Problem identification*: Policies usually begins from identification of problems or the recognition of certain subjects as a problem demanding further government attention.

2.   *Agenda setting*: The problem identification stage is usually followed by the agenda setting stage where policy actors determine the relevance, benefits and demerits of the policy as a tool for meeting public needs. In this stage, policy actors also decide what public policies shall take preeminence and what the priorities of the emerging policy-making process.

3.   *Policy formulation*: This stage involves exploring a variation of options or alternative courses of action available for addressing the problem. Actions taken in this stage entails appraisal, dialogue, and the consolidation of intents.

4. *Decision-making*: At this stage, the governance body deliberates on the ultimate course of action. The decisions taken here is to determine if the policies earlier formulated should be modified, expanded, or discarded considering new options.

5. *Implementation*: At the stage of implementation, the statement of intents and decisions of the policy makers are applied to solve the given problems in the society.

6. *Evaluation*: The idea of evaluation is to assess the extent to which the implemented policies are effective in solving the identified concerns in the society. At this stage, policy actors attempt to determine whether the course of action is a success or failure by examining its impact and outcomes. It is important to note that at this stage, the policy is considered for either termination or renewal based on the assessment of the effectiveness in achieving policy goals.
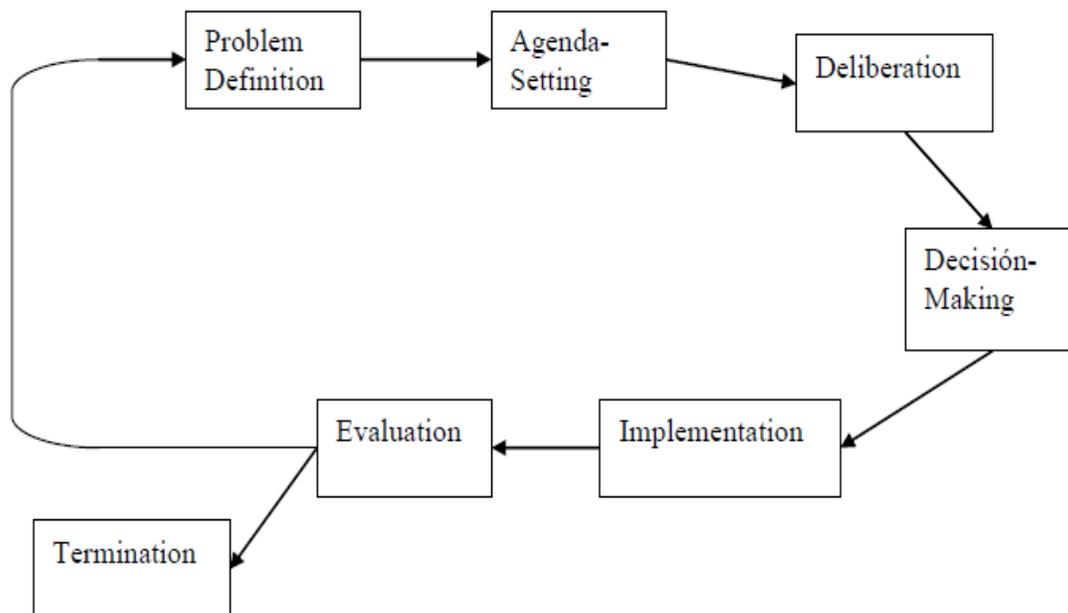

Figure 4: Processes of Policy making. Source: Karagiannis and Radaelli (2007)

Harold Lasswell (1971), as cited in Howlett (2011), had earlier developed a model of the policy cycle which divides the process of policy formulation and policy making into

seven distinct stages, namely: intelligence, promotion, prescription, invocation, application, termination and appraisal. As noted by Ronit and Porter (2015), Laswell argued that public policies begin with information on specific public concerns that require government attention and ends in the adoption of the most effective policy for public good. The decision-making process in Harold Laswell's policy cycle includes:

— **Intelligence**: At this stage in Laswell's policy cycle, various types of information are collected and processed into decision making.

— **Promotion**: This stage requires the policy actors to convince other policy actors on the significance of the policy. In some cases, as noted by Ronit and Porter (2015), agencies tasked with the promotion of policy may be asked to provide alternative actions and specify the various costs and benefits with each of them.

— **Prescription**: At this stage, the policy actors deliberate on the most suitable action to take based on the amount of information and options available to them.

— **Invocation**: In the stage of invocation, the guiding rules of the intended policies are evaluated and presented to the public. The stage of invocation is a preliminary stage that is meant to prepare for the later and stricter application of rules.

— **Application**: At this stage, the conduct of actors, both those that oversee rules and those that are supposed to comply with them, adjust their behaviour incompliance with the new policies.

— **Appraisal**: After rules have been adopted, and implemented, it is important for policy actors to assess the extent of effectiveness. Usually, the successes of the policy will be measured against the prescriptions. Furthermore, the reasons for successes or failure must be studied carefully in order to determine the best line of action.

— **Termination**: One of the normal outcomes of the appraisal stage is to either renew or to terminate the policies implemented. Policies are terminated when they do not elicit the expected behaviour or when they are ineffective in resolving the policy goals. Policies are also terminated when the outcomes generate further problems or when more viable alternatives emerge.

4.2.2 Typology of Policy

Scholars have suggested different types of policies based on the nature of problems they are created for. The American political scientist Theodore J. Lowi, in his thesis on 'Four systems of Policy, Politics and Choice', published in 1972, proposed four types of policy, namely *distributive*, *redistributive*, *regulatory* and *constituent*.

a) Distributive policies: For Lowi (1972), distributive policies are created to meet the needs of certain segments of the society. These policies extend goods and services to members of such selected groups and distribute the costs of the goods/services amongst the members of the group. Examples include government policies that impact spending for welfare, public education, highways, and public safety, or a professional organization's benefits plan.

b) Regulatory policies: Regulatory policies and practices are essentially created to keep check and *regulate* the tendencies of public institution to divert from the established plans and schemes as declared by the government. These policies are concerned with the regulation of businesses, healthcare systems, safety measures, public utilities and others. Regulatory policies compel specific types of behaviour and limit the discretion of agencies or individuals. The intent of this policy type is to ensure that the public get the best of services and quality products.

c) Redistributive policies: As noted by United Nations Economic and Social Commission for Western Asia, redistributive policies are essentially created to improve equality of outcome through the redistribution of income and for

enhancing equality of opportunity by improving the distribution of income-generating assets, such as human capital and wealth (including land and industrial and financial capital) across individuals and groups as well as between the private and the public sector.

d)   Constituent policies: Constituent policies deal with laws and create executive power entities. They also deal with fiscal policies under certain circumstances

Social policy addresses how governments and societies respond to social, demographic, and economic challenges faced by the populace. Social policy is concerned with welfare of the people and human needs, and describes the methods, approaches and techniques which governments use for welfare and social protection.

4.2.3   Social Policies and Social development

The term 'social policy', as earlier described, is used to refer to the instruments of governance with which governments use for social protection. It is intertwined with the concept of social development, and is fundamentally concerned with social services and the welfare of the populace. Spicker (1995) argued that social policy is a tool for social development and is meant to address needs of social life. Aravacik (2018) and Mkandawire (2001) explained that social development policy refers to collective interventions by the State directly affecting transformation in social welfare, social institutions, and social relations.

The aim of social development policies is to improve human welfare and to meet human needs for education, health, housing and economic security. Important policy of social development are wellbeing and welfare, poverty reduction, standard of living, employment, healthcare, social security, equality, pensions, social housing, family policy, social care, child protection, social exclusion, education policy, criminal justice, urban development, and labour welfare.

4.3   Conclusions

With the different misconceptions about the function of governance and public policies, this unit has provided an explanation for the types, processes and outcomes of public policies.

4.4   Summary

In this unit, it has been established that public policies are the collective actions of the government which includes laws, rules, regulations, judgments, case studies, and government programmes directed at meeting the needs and aspirations of the public. Public policies are also of different types based on the nature of social problem they ae created to cater for. Social development policies range from public health concerns to issues of criminal justice and social security.

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4.6 Tutor-Marked Assignments

—   Explain the different stages of policy making

—   Explain the key concerns of social development policies.

MODULE THREE:

SOCIAL DEVELOPMENT THEORIES AND PRACTICE NIGERIA

MODULE CONTENTS

Unit One:

Social development challenges in Nigeria

Unit Two:

Rural development and Social development in Nigeria

Unit Three:

Gender issues and Social development in Nigeria

UNIT ONE: SOCIAL DEVELOPMENT CHALLENGES IN NIGERIA

Unit Contents

1.0   Introduction

1.1   Objectives

1.2   Main contents

1.2.1 Policy actions for Social development in Nigeria

1.2.2 Social development challenges in Nigeria

1.3   Conclusion

1.4   Summary

1.5   References/Further reading

1.6   Tutor-Marked Assignments

1.0   Introduction

This unit examines the various challenges faced by Nigeria as a country in implementing social development policies.

1.1   Objectives

At the end of this unit, students should be to explain some of the challenges of social development policies in Nigeria.

1.2   Main content

1.2.1   Policy actions for Social development in Nigeria

Successive governments in Nigeria have made different interesting development policies with some directed at social protection and improving the wellbeing of the people. The extent to which these polices succeeded in driving development and improving the standard of living of Nigerians remains arguable especially as many Nigerians still live in excruciating poverty and squalor, suffer untold hardship owing to unemployment, live in despicable environments, and are exposed daily to risks and harm associated with environmental pollution, unregulated food products, fake drugs, poor working conditions, and insecurity.

According to Ogunmike (1995), Nigeria's first development policy was proposed in 1962 as part of Nigeria's post-Independence strategies for fostering economic growth and improving the general welfare of its citizens by improving her Gross Domestic product, and depending heavily on multilateral aid. The development plan was to be operational for a period of six years; however, it came to an abrupt end as a result of the collapse of the first republic and the subsequent eruption of the civil war. In addition, out of the 50 percent of foreign aid which were expected, only about 14 percent were received, thus leading to the inability to achieve the identified objectives (Ahmed and Dantata, 2016; Ogunmike, 1995). Ogumike (1995), as cited in Ahmed and Dantata (2016), further nited

that a second development plan was launched spanning from 1970 to 1974 after the civil war. The plan included policies aimed at developing agriculture, industry, transportation, man power, defence, electricity, communication, water supply and provision of social services. The plan also aimed at restructuring the nation from the structural and economic impact of the civil war. Following the actualize all the second development plan, the Nigerian State proposed a third development plan between 1975 to 1980 with special emphasis on rural development and agriculture, alongside other development policies in manufacturing, building and construction sectors. The fourth development plan followed the Structural Adjustment Programme (SAP), which was aimed at restructuring and diversifying the economy, achieving a stable fiscal and balance of payments over a stipulated period, laying foundation for non-inflationary growth and enhancing the possible growth of the private sector. As noted by Ahmed and Dantata (2016) and Ogumike (1995), other national development policies such as National Economic Empowerment Development Strategy (NEEDS), Seven Point Agenda and the Transformation Agenda have also been launched in recent times, as a response to the development challenges of Nigeria and a national plan for prosperity.

Nigeria have also made a number of policies in the areas of education, healthcare, labour and employment, electricity provision, waste management, food security, and provision of social amenities. For instance, after Independence, Nigeria operated an educational policy inherited from Britain at independence. However, the failure of this policy to satisfy the educational aspirations of the country rendered it unpopular. Thus, in 1973, a National Seminar was organised by the National Educational Research and Development Council (NERDC) to develop a framework for quality education in the country. This gave rise to the National Policy on Education of 1977. The Policy was aimed creating a free and democratic society; a just and egalitarian society; a united strong and self-reliant nation; a great and dynamic economy, and country of opportunities for all citizens. Another interesting educational policy is the universal basic education which started in 1976 under the name Universal Primary Education (U.P.E). UBE and U.P.E were both

intended to rejig the primary and secondary education in Nigeria. However, both policies appear to have achieved little especially as public primary and secondary education in Nigeria still remain elementary till date. The revised NHPP (2019) is also another policy meant to contribute to achieving *Nigeria's National Health Policy* commitment; and to deliver *health* care that is preventive, promotive, protective, restorative and rehabilitative to every citizen of the country.

1.2.2 Social development challenges in Nigeria

The inability of Nigeria to achieve most of its development policies has been linked to a number of factors. In spite of the different social policies on education, power, education, infrastructure, and economy, the country continues to face massive developmental challenges, including the need to reduce the dependency on oil and diversify the economy, address insufficient infrastructure, and build strong and effective institutions and public financial management systems. Scholars such as Umana (2018); Ahmed and Dantata (2016), and Egonmwan (2003), have identified the following as common challenges in Nigeria policy implementation for development, including social development.

1)   Politicization of public policies in Nigeria: Umana (2018) have noted that in Nigeria, most policies are usually affected by political changes and usually end when the government in power leaves office. Sometimes, the policies are merely proposed as political stunts to deceive the public or syphon funds. take place with much difficulty if not total failure and are usually affected by the politics of the day.

2)   Narrow view in policy formulation: Umana (2018) and Egonmwan (2003) also noted that in Nigeria, policy actors often focus on very few variables that influence the problem identified. In most cases, they focus on only the political and economic variables failing to include the social, administrative and external

environmental factors and variables. Hence, right from the start, the policy is formulated with deficiencies.

3) Bribery and Corruption: The phenomenon of bribery and corruption is another chronic problem in Nigeria. In the policy setting, corruption accounts for most of the difficulties faced at the implementation stage. Policy actors both at the top level and at the field syphon financial resources to satisfy themselves. Agents and institutions put in place to ensure accountability are also bribed to falsify their reports and massage their probing. In the end, the system is weakened and the formulated policies are unable to achieve their stated goals (Umana, 2018; Egonmwan, 2003).

4) Lack of participation by the target groups: Development is more successful when the concerned groups or communities participate in the development process. By participation, we mean when the target group which the policy is meant for is given much room to contribute in policy formulation and implementation. However, in Nigeria the target group is usually left out at the policy formulation stage. Only high officials of government and policy actors are made to participate. The policy so defined therefore fails to be client-oriented and gets out of touch from the local people (Umana, 2018; Ahmed and Dantata, 2016; Egonmwan, 2003).

5) Lack of clear policy goals: As noted by Ahmed and Dantata (2016) and Egonmwan (2003), various governments in Nigeria have the obvious tendencies of pursuing multiple goals that in most cases are complicated. Policy goals often lack clarity and consistency with demands of the people.

6) Lack of appropriate technology for implementation: Another common policy challenge in Nigeria as identified by scholars is the lack of appropriate modern

technology, managerial skill and administrative capacity required for effective policy implementation.

7) Lack of continuity and commitment to development policies: Ahmed and Dantata, (2016) and Egonmwan (2003) have also noted that in Nigeria, a change in government is more often accompanied by change in priorities and development strategies which makes policy implementation more difficult as the switch over to entirely different priorities and objectives will require new processes, personnel, resources and technology, as well as the duration of the new policies.

1.3   Conclusion

From the discussions above, it is clear that policies are meaningless without adequate implementation. One common problem in Nigeria has been the issues of implementing policies. As identified by some scholars, policy implementation in Nigeria are usually affected by corruption, lack of continuity, and commitment to development policies, and exclusion of target groups from policy processes, among many other issues.

1.4   Summary

This unit have explained some of the issues associated with the implementation of development policies in Nigeria. What comes out of the above discussion is that development becomes difficult in Nigeria owing to the inability of the Nigerian state to galvanize the necessary resources and follow the right processes to policy implementation.

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1.6   Tutor-Marked Assignments

⸺   Mention four social development policy areas in Nigeria

⸺   Explain some of the challenges of policy implementation in Nigeria

UNIT TWO: RURAL DEVELOPMENT AND SOCIAL DEVELOPMENT IN NIGERIA

Unit contents

2.0   Introduction

2.1   Objectives

2.2   Main contents

2.2.1 The concept of rural development

2.2.2 Rural development challenges and social development

2.3   Conclusion

2.4   Summary

2.5   References/Further reading

2.6   Tutor-Marked Assignments

2.0   Introduction

This unit examines the social development concerns associated with rural development. Rural development is understood to be the process of improving the quality of life and economic well-being of people living in rural areas which is equally a concern of social development.

2.1   Objectives

At the end of this unit, students will be able to discuss the processes of rural development, the implications of rural development and the development challenges associated with rural development

2.2   Main Content

2.2.1   The concept of Rural development

The term *rural development* generally refers the processes and approaches to interventions by the State in the economies of rural areas. The word 'rural' relates parts of a country that have a relatively low population density compared to cities, and where agriculture and related activities usually dominate the landscape and economy. In rural areas also, basic infrastructure, such as transport and communications, are absent, and the people residing in such areas depend more on local mechanisms for food production, healthcare, etc. (Pellissery, 2012; Moseley, Malcolm, 2003).

Rural development is a multi-dimensional and a comprehensive approach which takes into consideration rural poverty, livelihoods, system of education, health care and medical facilities, shelter, infrastructure, environmental conditions, skills development opportunities for the individuals, administration and management practices, employment opportunities and human resource development.

Scholars have noted that rural development is one of the key achievements of social development and is at the centre of sustainable development. As explained by the United Nations knowledge platform (2009), rural development is vital to the economic, social and environmental viability of nations. It is essential for poverty eradication since global poverty is overwhelmingly rural.

Kapur (2019) have identified the following as development objectives of rural areas:

1.   Improvement of Economic Capabilities

2.   Improvement of Human Capabilities

3.   Improvement of Protective Capabilities

4.   The rural individuals need to recognize the significance of education.

5.   Improvement of Political Capabilities

2.2.2 Rural development challenges and Social development

Rural areas, in comparison to urban centers, have peculiar problems that border on social development. In rural areas, there is usually low literacy levels, poor healthcare systems, limited access to social amenities, and heightened public heath challenges. Idachaba (1985) explained that rural areas are usually far from development and are befuddled with challenges such as: vicious cycle of poverty, poor rural infrastructure, high level of illiteracy, low social interaction and local politics, harmful traditional practices, and lack of employment opportunities.

On the phenomenon of rural poverty, Idachaba (1985) noted that owing to the low paying jobs they have access to, rural dwellers have low resulting in low capital formation. On poor rural infrastructures, Idachaba (1985) noted that rural areas grossly lack basic infrastructure and social amenities that guarantee quality life. Illiteracy is also high in the rural areas owing to inadequate schools and learning environment. Rural dwellers are

also rarely involved in politics; thus, do not contribute much to policies that affect their welfare. Furthermore, Idachaba (1985), noted that rural dwellers engage in ancient traditional practices that are inimical to civility, wellbeing, quality health, equality, and human safety. Practices such as female genital mutilation, tribal marking, patriarchy, child preference, child marriage, etc., are common in rural areas, and affect the development of their socio-economic and cultural lifestyle. There is equally low rate of employment opportunities in the rural areas. Men and women that are capable of working, and who possess natural skills are usually not gainfully employed. Other common social development challenges associated with rural areas include: rural migration, loss of livelihoods owing to urbanization, poor maternal healthcare, and increased child mortality.

2.3   Conclusion

The main objective of rural development is simply to improve the social, economic, and environmental life of rural people for them to enjoy quality life. This objective, fortunately, traverses the need for social development. For instance, an improvement in the livelihoods of rural people will cascade into better healthcare, access to descent living conditions and improved social chances, which satisfies social development. As such, when the challenges of development in rural areas is addressed, social development can be achieved.

2.4   Summary

This unit has explained the concept of rural development and how it is intertwined with the concept of social development. What comes out of the entire discussion is that when the challenges of rural areas are met, social development can be said to have been achieved. Thus, the aim of every government is to the problems associated with rural areas, especially the problems of rural poverty, lack of adequate healthcare, low literacy levels, and prevalence of harmful cultural practices, among many others.

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2.6   Tutor-Marked Assignments

—   Explain the key characteristics of rural areas, and how they differ from urban centers.

—   What are the common social development challenges associated with rural areas?

UNIT THREE:

GENDER ISSUES AND SOCIAL DEVELOPMENT IN NIGERIA

3.0   Introduction

3.1   Objectives

3.2   Main contents

3.2.1 The concept of Gender

3.2.2 Gender issues in Social development

3.3   Conclusion

3.4   Summary

3.0   Introduction

Another common issue in the study of social development is the relationship between gender and development. This unit explains the politics of gender and how gender issues manifest in social development.

3.1   Objectives

This unit aims to explain to students the concept of gender, the politics of gender, and the relationship between gender and development.

3.2   Main content

3.2.1   The concept of Gender

The concept of gender is erroneously used today to explain the social and economic issues faced by women in society; however, it is a socially constructed definition of the physical and social features of women and men. It is not the same as sex (*which refers to the biological characteristics and differences in women and men*), and it is not the same as women. Gender refers to the social characteristics of women and men in the society, such as the tasks, roles and functions attributed to women and men in society, as well as the relationships between groups of women and men.

Gender analysis is important for social development, especially as it takes into consideration the social, political and economic differences between women and men in different societies. The intention of such analysis is to understand: the differences between women's and men's life chances and privileges even within the same society; the social arrangements that determine women's and men's roles and responsibilities in the family, community and society at large; the differences between women and men,

based on age, wealth, ethnic background and other factors, and the way gender roles and relations change as a result of social, economic and technological trends.

As noted by John Hopkins University (2017), in gender analysis, the following concepts are regularly used:

1. **Gender equity** is the process of being fair to someone regardless of their sex or gender. To ensure fairness, measures must be taken to compensate for cumulative economic, social, and political disadvantages based on sex or gender that prevent someone from operating on a level playing field.

2. **Gender equality** is the concept that all human beings, irrespective of their age, sex or gender identity, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or discrimination. Gender equality means that the different behaviour, aspirations, and needs of men, women, and people of other gender identities are considered, valued, and favoured equally. It is important to note that gender equality does not mean that all people are physically or biologically "the same", rather, gender equality suggests that the rights, responsibilities, and opportunities of individuals will not depend on their biological makeup.

3. **Gender gap** is a measure of gender inequality. It is a useful social development indicator that shows the differences between women and men as reflected in social, political, intellectual. Cultural, and economic attainments, preferences, or attitudes. For example, one can measure the gender gap between boys and girls in terms of health outcomes, as well as educational levels achieved or labour income.

4. **Gender bias** is the tendency to make decisions or take actions based on preconceived notions of capability according to gender. Scholars use the concept of gender bias to explain how societies tend to favour a particular gender above others.

3.2.2 Gender issues in Social development in Nigeria

Gender analysis is important for social development studies, particularly as it reveals the nature of gender relations and how the roles, responsibilities, privileges and opportunities available to men and women are socially constructed. Gender issues feature prominently in the field of development, and is used as a measure of social development.

The focus of gender studies in social development includes addressing both social and economic needs of men and women by providing them with empowerment opportunities, social amenities, and useful infrastructure. A gender approach to social development also seeks to prevent further overburdening of women or men and in the society, and stresses the importance of not automatically reinforcing and perpetuating traditional roles. This implies the needs to address men as well as women, since men are required to change their attitude and behaviour to support this.

In Nigeria, a cursory examination of gender relations reveals that men and women do not have the same level of asses to social privileges and opportunities, including education, high paying employments, and leadership roles. Studies by scholars such as Idike, Okeke, Okorie, Ogba, and Ugodulunwa (2020), and Beaman, et al. (2009), have explained that in Nigeria the following gender issues are prevalent:

a)   Male preference in Education: This indicates the preference of many households to fund the education of a male child over a female child. Studies have shown that many parents in Nigeria prefer to send the male children to school while the female children engage in other vocational trainings, such as tailoring, hairdressing, catering, and trading. In some other cases, the girls are supported only to a certain level (e.g., Primary school or secondary school), and afterwards are made to drop for the males to continue. This gender bias in family formation and education eventually limits the privileges and opportunities women and girls have access to in the society.

b) Inheritance rights: Gender discrimination in inheritance rights is also another thorny gender issue Nigeria. Whereas Nigeria has a number of laws granting equal rights to men and women over property and inheritance, it is still a common practice that women do not inherit property from their parents. This discriminatory practice also manifests in many other forms and scope ranging from primogeniture rules, right of spouses, and rights of adopted and illegitimate child to inheritance and property. The implication of this is that the inability of women to access property further expands the phenomenon of women poverty in the society.

c) Women participation in politics: The number of women who participate in politics in Nigeria or hold public offices is also very low, and this can be traced to the practices associated with politics that exclude women or limit their participation. For instance, the processes of selecting representatives for political parties is usually favourbale to men, while women are only sometimes considered for the role of deputies or assistants. There is also the phenomenon of extreme violence and intimidation in Nigeria politics that oftentimes scare women away, thus denying the chance to vote and be voted for.

d) Gender ceiling in work environments: Gender differences in workplace has been a universal phenomenon, however with varying dimensions in developing countries like Nigeria. The concept of glass ceiling points to the sad fact that some jobs are designated as men's and women's jobs. In some other cases where the job is open to all, there may be barriers and restrictions. The notion of 'glass ceiling' is a metaphor used to represent an invisible barrier that prevents a given demographic, especially women, from rising beyond a certain level in a hierarchy. Whereas women are getting educated and are increasingly entering the labour force more than before, many women still find it difficult to transcend cultural, political and religious barriers at the workplace. The outcome of these is felt in the income level

of women, the extent to which women contribute to labour and productivity, and the empowerment of women to excel or at least meet their basic needs.

e)   Objectification of women in the Society: The concept of objectification provides an important framework for understanding how certain the society directly or indirectly permits the treating of women as objects that can be bought, sold, and used. Papadaki (2019), Langton (2009), and Nussbaum (1995), have explained the different ways objectification occurs noting that in most cases it involves: *denial of subjectivity*: that is, the treatment of a person as something whose experiences and feelings (if any) need not be taken into account, *reduction to body*: which is the treatment of a person as identified with their body, or body parts; *reduction to appearance*: which is the treatment of a person primarily in terms of how they look, or how they appear to the senses; and *silencing*: which entails the treatment of a person as if they are silent, and lacking the capacity to speak.

Women are regularly objectified in Nigeria, as shown in the pictures, words, and statements in the entertainment industry, text books, marital rites and practices, religion, etc. For instance, a study by Odukoya (2017) showed that women are used for *decorative* purposes and are *objectified* in over 70 per cent of the advertisements analyzed. The implication of objectification is that the objectified are viewed as less than fully human, perceived to have less of a mind for thoughts or decisions and viewed as less deserving of moral treatment by others, and in the end, cascades into negative repercussions for women and girls, including increasing men's willingness to rape women, violate them, domesticate them, sell and buy them, and in some cases kill them for different purposes (Nwakanma and Abu, 2020; Kellie, Blake, and Brooks, 2019; Heflick, Goldenberg, Cooper, and Puvia, 2011)

3.3   Conclusion

Social development has been shown to remain stunted in Nigeria owing to various gendered impairments in the country. For instance, scholars have noted that issues such as gender bias in employment, gender bias in leadership and political roles, and gender bias in education is still common in Nigeria. The lingering question arising from this border on how these social limitations affects the female gender, and limits their capacity to excel in personal aspirations or contribute meaningfully to society. The answer to this fundamental question lies the key to Nigeria's social development in the area of gender.

3.4   Summary

This unit has carefully explained the concept of gender, and the various concepts used in gender studies, such as: gender gap, gender ceiling, gender equity and gender equality. The unit also highlighted some of the key issues in gender and social development in Nigeria.

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3.6   Tutor-Marked Assignments

—   Explain the following concepts: gender gap, gender ceiling, gender equity, and gender equality.

—   What are the common gender issues hindering Nigeria's social development?