

SDGs Monitor

A Journal of Implementation



NIGERIA

Introduction:
**An Appraisal of Nigeria's
Implementation of the
"Quality Education" Goal**

**Determinants of Youth Literacy in Nigeria:
Implications for Sustainable
Development Goals (SDGs)**

Plus:

Book Reviews:

- ◆ **Innovations in Implementing the SDGs**
- ◆ **SDGs: Law, Theory and Implementation**





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*Working with Visionaries on the
Frontiers of Social Change Worldwide*

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January – March 2019, Vol. 1, No. 1

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Announcing The SDGs Monitor: A Journal of Implementation

WE are happy to announce that beginning with this issue, *The SDGs Monitor* Magazine will begin a new style of presentation that combines its popular magazine focus with original data-based and researched articles that include some technical language in support of upper level academic research on the implementation of the Sustainable Development Goals (SDGs) in Nigeria.



We continue to be grateful for the support of the Ford Foundation which has enabled us to shun affiliation with any institution, political organization or government body, and to be obligated only to our readers- the general public and most especially, the academic and civil society communities. As such, we maintain a level of independence and objectivity that few other publications in Nigeria can achieve.

This issue focuses on education. After an in-depth appraisal of Nigeria's implementation of the Quality of Education Goal (SDG 4), we find that Nigeria has a long way to go to achieve quality education. Our review of the sector finds moribund education policies, woeful underfunding of the entire sector and little political will to establish policies that promote quality education. Consequently, many Nigerian children are not reaching minimum proficiency levels in reading and mathematics. The country is hardly producing enough citizens who are both well-educated and properly skilled for employment in the 21st century. Nigeria faces a truly severe learning crisis especially in its northern region, a crisis that threatens its hopes of attaining SDG 4. We therefore focus our research on the education of Nigerian youths.

We investigate the determinants of youth literacy in the country using the 2016/2017 Multiple Indicator Cluster Survey (MICS5) dataset for Nigeria. We show that youth literacy differs by sex and across geo-political zones. And that sex, age, area of residence, wealth quintile, geo-political zone and educational attainment of household head are key determinants of youth literacy in Nigeria. The study written by our two consultants, Dr. Joseph O. Ogebe of the University of Ibadan and Dr. Adedeji P. Adeniran of the Centre for the Study of the Economies of Africa (CSEA), recommends that policies aimed at meeting the SDGs should focus on improving the quality of education in lagging geo-political zones and rural areas, boosting access of the girl child, enlightening household heads, and targeting poor households to improve literacy rates across Nigeria.

Happy reading!

A handwritten signature in blue ink that reads "Ebere".

Ebere Onwudiwe

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Introduction: An Appraisal of Nigeria's Implementation of the “Quality Education” Goal

There is little doubt that the failure of countries like Nigeria to attain real appreciable progress towards the Millennium Development Goals (MDGs) was what led to the adoption of the 17 Sustainable Development Goals (SDGs) at the 70th session of the United Nations General Assembly (UNGAS) in New York in September 2015.

Among the 17 SDGs for transforming the world by 2030, SDG 4, which emphasizes “Quality Education”, ranks high, and for obvious reasons. Basically, SDG 4 encourages all UN-member countries, including Nigeria, to ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all - through the Education 2030 Framework for Action (FFA).

The role of education in the march towards development for any nation cannot be overemphasized. There is a nexus between quality education and national development. A country which is able to achieve quality education will in turn, make progress in other areas of development. Succinctly put, quality education is key to the attainment of sustainable development because as Adeyanju (2010) notes, no development can occur at all without education. Indeed, the late Nelson Mandela, an anti-apartheid revolutionary, a Nobel Peace Prize laureate and former President of the Republic of South Africa, alluded to this when he said that:

“Education is the most powerful weapon which you can use to change the world. No country can really develop unless its citizens are educated.”

Clearly, quality education is one of the strongest weapons for escaping from poverty since it improves the quality and chances of the individual's progress. This is why eradicating poverty in all its forms remains one of the greatest challenges facing humanity. Indeed, poverty reduction is an indispensable precondition for sustainable development, which entails meeting human development goals such as improvement of human well-being, removal of hunger, disease and promotion of productive employment for all (Edoh, 2003; Kankwanda, 2002; Mahammed, 2006).

There is therefore a link between quality education and poverty reduction. This explains the decision of the United Nations to make enhancing the quality of education number four of the SDGs. Long before the adoption of the SDGs in 2015, Nigeria had been ranked as one of the poorest countries in the world. In fact, the latest report by the World Poverty Clock indicates that Nigeria, the most populous black nation, has the dubious distinction of having overtaking India as home to the highest number of the extremely poor.

This has made it imperative for the country to ensure effective implementation of SDG 4, as quality education is a *sine qua non* for lifting millions of Nigerians out of poverty. Quality education can help reduce poverty and inequality in Nigeria. The basic premise is that quality education will empower all Nigerians, male and female, to create income-earning opportunities for themselves and thus escape the web of ignorance and poverty.

According to Ochoyi and Danladi (2008), education is generally concerned with the transmission of worthwhile values such as skills, knowledge and planned activities that can develop the potential contribution of learners to national development.



A cross section of some Nigerian students

However, education is not only for escaping poverty. It also influences an individual's moral, spiritual, physical and intellectual self. Education trains people to be good citizens. An individual does not automatically become a good citizen. She or he is educated to be one. This education begins from the home and continues through school. Adeyanju (2010) rightly points out that it may well be that some of the corrupt practices, unprofessional and anti-social behaviours at all levels of society today, including the aggressive disruptive behaviour in the political, social and economic lives of people, result directly from the neglect of character education at home and in schools.

Adeyanju, however, cites a World Bank Report as noting that Nigerians have not been receiving quality or job-related education. According to Omotayo, Ihebereme and Maduwesi (2008), quality education can

be viewed as a specific standard of education attainable against the backdrop of existing international standards. Such education must be functional. Educationists describe functional education as that which emphasizes technological growth, self employment, self reliance, positive nation building, job performance, competency, life skills and lifelong education (Akubuilu, 2008). Fafunwa (1986) also considers qualitative education as functional in nature. He sees qualitative education as that which can empower the recipients to be useful members of society through the acquisition of certain basic skills, abilities and

competencies. Education is therefore qualitative to the extent that it strives to achieve national objectives and prepares students for success in life. This brings out the need for a more pro-active effort in the promotion of education for all (EFA) in Nigeria.

Quality Education: Nigeria's Progress Report

The realisation of the fact that the education sector in many of its member-nations, including Nigeria, is in poor shape generally and requires upgrading made the United Nations to adopt it as one of the 17 SDGs. The state of education in Nigeria has remained a matter of concern as it has been consistently low in world rankings, and is continuously plagued by underfunding, low-quality teaching personnel, poor infrastructure, poverty of curriculum, absence of dedicated practitioners, corruption, poor welfare package and strike actions which disrupt academic calendar. In fact, some of the common features of public schools in Nigeria are dilapidated structures, overcrowding and lack of adequate furniture. From primary through secondary to the tertiary level, the rot is hard to comprehend.

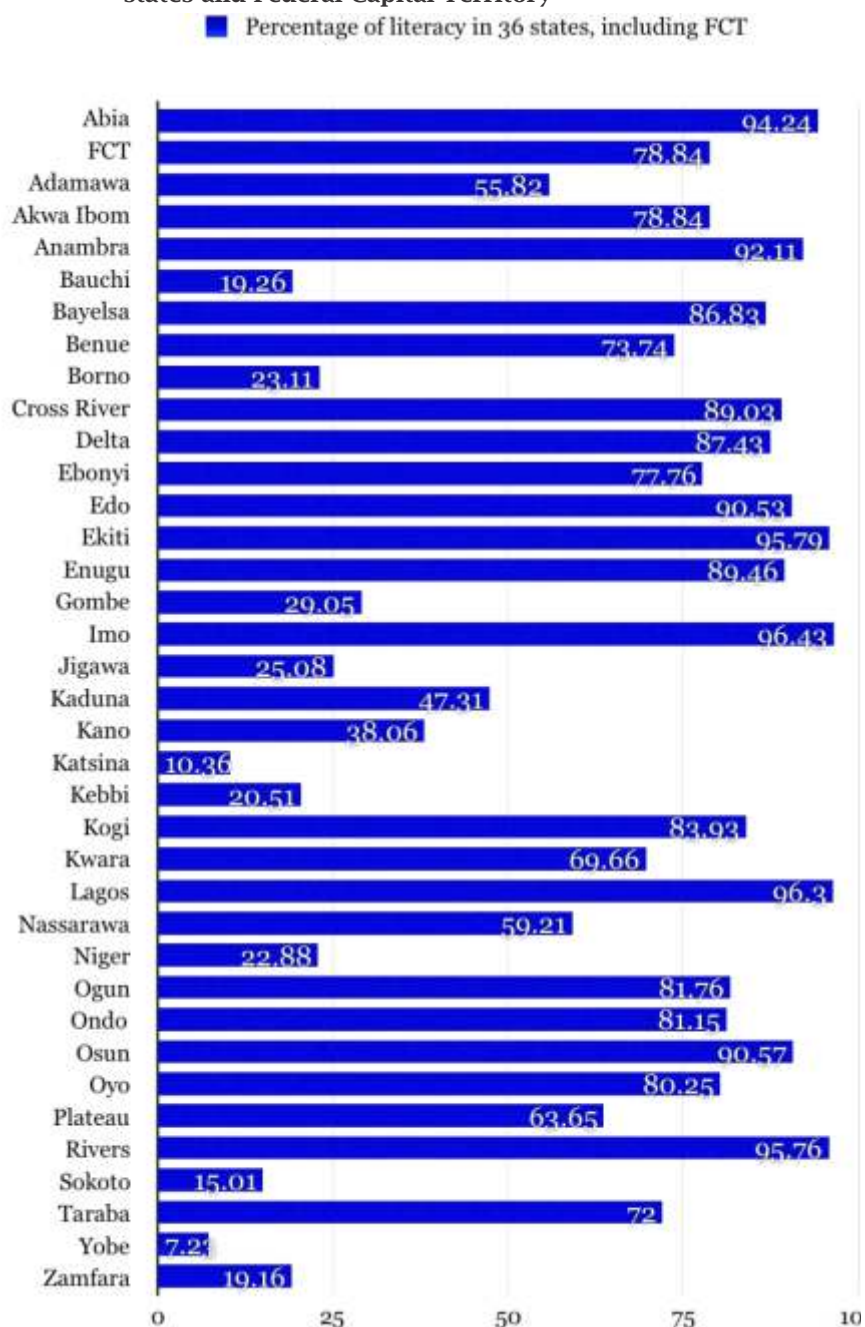
Nigeria's problem in the education sector is worsened by its huge and increasing population, as the increase is not matched by a corresponding increase in facilities and infrastructure, a failure which ultimately impacts learning. According to the Global Partnership for Education, Nigeria faces the challenge of demographic pressure with about 11,000 newborns every day, a challenge that overburdens the system's already-handicapped capacity to deliver quality education.

The situation is worse in the Northern part of Nigeria where almost two-thirds of students are functionally illiterate. According to the data on literacy index published by the National Bureau of Statistics (NBS) in 2015, the states where majority of the people can neither read nor write are those in the North East, North West, and North Central. The data shows that Yobe State has an only 7.23 per cent literacy level, the lowest in the country. The dismal record of Yobe is followed by Katsina (10.36 per cent); Sokoto (15.01); Zamfara (19.16 per cent); Bauchi (19.26); Kebbi (20.51); and Niger (22.88) respectively. Only Taraba is an exception with a 72 per cent literacy rate.

The Northern states of Jigawa, Kaduna, Katsina, Kano, and Sokoto have shown commitment to improving their education systems, but they face severe challenges, including high poverty levels, low enrolment, gender disparity, poor quality and relevance, poor infrastructure and learning conditions.

To reverse the trend, the Nigerian leader, President Muhammadu Buhari has pledged the commitment of his administration to achieve inclusive and equitable quality education, and to promote lifelong learning opportunities for all. To reach this goal, the Ministry of

TABLE 1: Percentage of literacy in 36 states and Federal Capital Territory



Source: National Bureau of Statistics 2015

Education articulated a road map titled: “*Education for Change: A Ministerial Strategic Plan (2016 - 2019.*” The ten pillars of the Ministerial Strategic Plan are as follows:

- i) Addressing the out-of-school children phenomenon;
- ii) Strengthening basic and secondary school education;
- iii) Prioritizing teacher education, capacity building and professional development;
- iv) Promoting adult literacy and special needs education;
- v) Reviving technical and vocational education and training;
- vi) Driving Basic and Secondary Education Curriculum and Policy Matters;
- vii) Ensuring quality and access in higher education;
- viii) Institutionalising education data and planning;
- ix) Promoting Information Communication Technology (ICT) in Education and
- x) Boosting Library Services in Education.

To address the problem of out-of-school children, the Federal Government had proposed strategies for engaging with state governments. It also planned to raise the national Net Enrolment Rate (NET) by enrolling 2,875,000 pupils annually between 2015 and 2019 as well as renovate schools destroyed by the *Boko Haram* insurgents and construct additional 71, 874 classrooms annually. As part of measures to increase the enrolment of pupils in primary schools across the country, the Federal Government introduced the Home-Grown School Feeding Programme (HGSF) and so far about five million pupils have benefited from the scheme. Since 2017, the Federal Ministry of Education has embarked on a National Enrolment Drive Campaign to boost enrolment, and to improve retention and completion rates.

In addition, the Federal Government promised to provide additional 71, 875 qualified teachers through the deployment of 14 per cent of the new teachers to be recruited annually. It also pledged to raise the enrolment of girls in basic education schools by 1.5 million annually between 2015 and 2019.

However, the government has not been able to effectively implement its strategic plan for the education sector in the past three and half years as there has been a severe cut in financial allocation to the sector. The education sector's budget allocation has never reached the international benchmark of between 15 and 20 per cent of national budget required to bridge education funding gaps, but since 2015 when it was 10.78

per cent, it has fallen even further below the international benchmark, and in 2018, was just 7.04 per cent. School enrolment has also been declining consistently over the years. This has been attributed to the unrests in the North East geo-political zone and incomplete data from some states (Federal Ministry of Education, 2017). (see Figure 1).

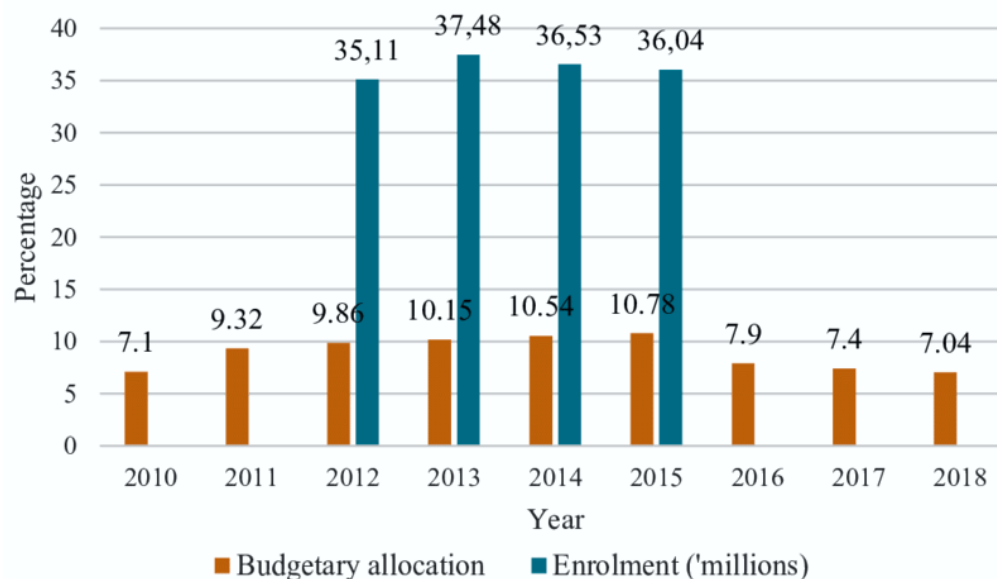
In 2018, only 7.04 per cent of the N8.6 trillion 2018 budget was allocated to education. The total amount allocated to the sector was N605.8 billion with N435.1 billion for recurrent expenditure, N61.73 billion for capital expenditure and N109.06 billion for the Universal Basic Education Commission (UBEC). That allocation is lower than the 7.4 per cent the government earmarked for education in the N7.4 trillion 2017 budget. A breakdown of the N550 billion allocated in 2017 was N398 billion for recurrent expenditure, N56 billion for capital expenditure and N95 billion to UBEC.

As the Nigeria's Minister of Education, Malam Adamu Adamu rightly observed at a Presidential Retreat on Education for Ministers held in Abuja in November 2017, it is unfortunate that from 1999 to date, “the annual budgetary allocation to education has always been between four per cent and ten per cent.” He noted that apart from Nigeria, none of the E9 or D8 countries allocates less than 20% of its annual budget to education.

“Indeed even among sub-Saharan Africa countries, we are trailing far behind smaller and less endowed nations in terms of our investment in education. There is therefore need for a major investment in education in the national interest.”

Obviously, underfunding is an albatross to the provision of quality education in Nigeria. However, the problem of underfunding of education has been worsened by the overwhelming corruption in the

Figure 1: Nigeria's percentage of budgetary allocation to education (2010 – 2018) and number of school enrolment (in millions) (2012 – 2015)



Source: ORADI computation using data from World Bank (2018)

Due to poor funding, corruption and non-implementation of policies and programmes designed for the revival of the education sector, the Nigerian government appears not to be following a path that will enable the country to attain quality education in line with the SDGs by 2030.

country. Education in Nigeria is not insulated from this malaise. Because of corruption, a high percentage of the funds allocated to the sector get diverted into the private accounts of public officials. As a result, the amount actually spent on education is much lower than the figure in the budget. On a score which ranges from 0 for the highly corrupt to 100 for the least corrupt, the 2016 Corruption Perception Index gave Nigeria a score of 28. The country occupied the 136th position among the 176 countries ranked by the index.

Due to poor funding, corruption and non-implementation of policies and programmes designed for the revival of the education sector, the Nigerian government appears not to be following a path that will enable the country to attain quality education in line with the SDGs by 2030. As shown by recent indices, this is already manifesting. For instance, the United Nations Children's Education Fund (UNICEF) recently raised the alarm over the decline of basic education in the country. The Nigeria Multiple Indicator Cluster Survey (MICS5) 2016 - 2017 released by the National Bureau of Statistics (NBS) and UNICEF revealed that Nigeria still has 10.5 million out-of-school children - the world's highest number. Sixty per cent of those children are girls. The report showed there is a steady decline in primary school enrolment, and an increase in the number of out-of-school-children in the country, especially in states in the North East and North West. According to UNICEF, the education deprivation in northern Nigeria is driven by various factors, including economic barriers and socio-cultural norms and practices that discourage attendance in formal education, especially for girls.

Boko Haram extremists are further reducing the already low number of children in schools in northern Nigeria. The dangerous trend started on February 25, 2014, with the murder of 59 male students at the Federal Government College, Buni Yadi,

Yobe State, while the female students were released with a warning to abandon education. On April 14 the same year, 276 female students were abducted from Government Secondary School in Chibok, Borno State, and nearly five years later, 112 of them remain in captivity. On February 19, 2018 insurgents abducted 110 female students from Government Girls Science and Technical College, Dapchi in Yobe State. Although most of the Dapchi school girls were later released, one of them, Leah Sharibu was denied release for refusing to renounce her Christian faith by wearing a hijab.

Similarly, in August 2017, Boko Haram terrorists extended their bloodletting to students and staff in the University of Maiduguri, killing and maiming. The aim of these attacks is to discourage education through radical de-education which tallies with the agenda of Boko Haram - "education is a sin"

The despicable acts of Boko Haram coupled with poor funding of education by government have impeded the revival of the sector. It is therefore not surprising that the Nigeria Multiple Indicator Cluster Survey (MICS5) 2016 - 2017 revealed that the current figure for children enrolled in primary school in Nigeria is 39.4 per cent. It also showed that the net attendance ratio for children within the primary and secondary school age brackets, who entered the first grade of primary and secondary school, has decreased from 70.1 per cent to 60.9 per cent and from 54.2 per cent to 46.9 per cent respectively.

Sadly, the primary school completion rate, which was formerly 85.5 per cent, has also reduced to 63 per cent, while the transition rate from primary to secondary school has also witnessed a drastic downturn from 74 per cent to 49 per cent.

The study further states that more than a quarter of children, comprised of 27 per cent of primary school age and 26 per cent for secondary school age are out of school.

The report concluded that the education situation in Nigeria has worsened to such an extent that the future of more children stands in jeopardy.

Lack of Qualified Teachers

The statistics obtained from the Human

The frequent strike actions by university teachers have a negative effect on the education sector and have been blamed for the production of what are commonly called "half-baked graduates."

Development Index of 2016 revealed that Nigeria did not have sufficient qualified teachers in primary schools. Only 66 per cent of teachers in Nigerian primary schools were trained to teach. The implication is that about two out of every five teachers in Nigeria were not qualified to teach pupils. This shows that education is in disarray as people without requisite skills are being employed to transfer knowledge to hapless children.

Regrettably, as basic education in Nigeria continues to decline, government is not making any conscious effort to improve funding. The consequence is that teachers are underpaid and in the resulting absence of commitment or passion by those who work in the sector, a healthy learning environment is lacking. This has been at the heart of frequent industrial actions in the education sector often led by the Academic Staff Union of Universities (ASUU). The university teachers went on strike for more than two months in 2017, and again from November 2018 to February 2019 to protest the failure of government to implement an agreement it signed in 2009 with them to upgrade infrastructures on campuses and improve staff welfare. The frequent strike actions by university teachers have a negative effect on the education sector and have been blamed for the production of what are commonly called “half-baked graduates.”

Globally Ranked Universities

The unimpressive performance of Nigeria in the area of education is brought to the fore as universities are globally reviewed and ranked. Although Nigeria has the largest university system in Africa in terms of number and enrolment, comprising 43 Federal, 48 State and 79 Private universities – a total of 170 universities in the country – only three of them were ranked among the top 1,000 universities in the world. The three Nigerian universities which have been included in the 2019 Times Higher Education (THE) World University Ranking are Covenant University, University of Ibadan, and the University of Nigeria, Nsukka.

Although Nigeria has the largest university system in Africa in terms of number and enrolment, comprising 43 Federal, 48 State and 79 Private universities – a total of 170 universities in the country – only three of them were ranked among the top 1,000 universities in the world.

Worried by the decline in the quality of education in Nigerian universities, in the past few years, the Federal Government has propelled the National Universities Commission (NUC) to live up to expectations as a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in the country.

Out of more than 1,250 higher institutions on the list, Covenant University is ranked in the 601- 800 band, as is the University of Ibadan, while the University of Nigeria, Nsukka, is ranked 1001+ band. This is a slight improvement for Nigeria, compared to the previous year's ranking where only one school, the University of Ibadan, made the list and was ranked in the 801-1000 band.

On the table of the 28 African ranked institutions for the 2019 THE list, Covenant University and University of Ibadan occupy the 7th and 8th positions respectively, while the University of Nigeria, Nsukka is 23rd best in Africa. South African institutions – University of Cape Town, ranked 156; University of the Witwatersrand, ranked in the 201-250 band; Stellenbosch University, ranked in the 301-350 band; and University of KwaZulu-Natal, ranked in the 401-500 band – occupy the first, second, third, and fourth positions respectively, on the African table.

Overall, Egypt and South Africa are the two best represented African countries in the ranking, with 19 and nine universities each, but South Africa is the only country with a university in the top 500.

The ranking rates university performance using 13 different indicators which measure teaching, research, research impact, innovation, knowledge transfer and international outlook.

Even though the latest Times Higher Education's World University Rankings is a slight improvement from Nigeria's performance in the past, scholars contend that it shows that the quality of higher education in the country is degenerating. Jegede (2017) posits that:

“...using the glorious past of academia and higher education development in Africa, and Nigeria in particular, as measures for progress, it is the belief of millions of Nigerians that the quality of

university education, indeed the quality of education as a whole is no more what it had been and we seem to be degenerating into mediocrity.”

Noting that “...the glorious heights of higher education have been lowered beyond the valley and we are now left to begin to pick the pieces,” Jegede wondered “How and why did we descend so terribly low, you may ask?”

Reflecting on why quality education in Nigeria seems to be degenerating, Jegede believes that:

“...a combination of dwindling funds, dilapidating infrastructure, aging professoriate, dated curricula, absence of high tech research, lack of foresight and the absence of strategic planning have combined to erode our universities of the high reputation and international respect they had in the 60s, through to early 80s.”

Jegede also believes that another reason why quality education is degenerating in Nigerian universities is their failure to align themselves with the top four trends in higher education which The Commonwealth of Learning (COL) listed on page 5 of its newsletter, *Connections: Learning for Sustainable Development*, Vol. 22, No. 2, July, 2017.

The four top trends listed by COL are:

1. Increase in blended learning programmes (best practices of traditional classroom-based learning with online and digital learning).
2. Integrating life skills into higher education (imparting training in life skills in learners to be competent in the dynamic world of work).
3. Rapid rise in micro-credentials (mini-degrees or certifications in a specific topic area that are geared towards providing hands-on training to supplement their learners' education for better employment prospects).
4. Growth and potential of mobile technology (the integration of mobile technology in higher

Table 2: Top ranking universities in Africa

Africa Rank 2019	WUR Rank 2019	University	Country	City
1	156	University of Cape Town	South Africa	Cape Town
2	201–250	University of the Witwatersrand	South Africa	Johannesburg
3	301–350	Stellenbosch University	South Africa	Stellenbosch
4	401–500	University of KwaZulu-Natal	South Africa	Durban
5	501–600	Makerere University	Uganda	Kampala
6	601–800	American University in Cairo	Egypt	Cairo
6	601–800	Benha University	Egypt	Banha
6	601–800	Beni-Suef University	Egypt	Beni Suef
6	601–800	Covenant University	Nigeria	Ota
6	601–800	University of Ibadan	Nigeria	Ibadan
6	601–800	University of Johannesburg	South Africa	Johannesburg
6	601–800	Kafrelsheikh University	Egypt	Kafr el-Sheikh
6	601–800	Mansoura University	Egypt	Dakahlia
6	601–800	University of Pretoria	South Africa	Pretoria
6	601–800	Suez Canal University	Egypt	Ismailia
6	601–800	University of the Western Cape	South Africa	Cape Town
17	801–1000	Alexandria University	Egypt	Alexandria
17	801–1000	University of Béjaïa	Algeria	Béjaïa
17	801–1000	Cairo University	Egypt	Cairo
17	801–1000	Fayoum University	Egypt	Fauyoum
17	801–1000	Ferhat Abbas Sétif University 1	Algeria	Setif
17	801–1000	University of Ghana	Ghana	Accra
17	801–1000	University of Marrakech Cadi Ayyad	Morocco	Marrakech

education to increase access to education and offering learners high levels of interactivity, flexibility and personalisation).

As Jegede rightly observes, a cursory look at what The Commonwealth of Learning has said about current trends in education world-wide, shows that they all relate to what quality university education should be at this day and age. “Any University that does not strive to attain all the four trends listed by the COL is not offering quality education.”

He notes that there is a less-than-quiet dissatisfaction with the way and where our education in Nigeria is right now:

“There is therefore an urgent need for a redress to make it suit our current and evolving needs as well as make it competitive or comparable with what

Table 2: Top ranking universities in Africa (continued)

17	801–1000	Mohammed V University of Rabat	Morocco	Rabat
17	801–1000	University of Sfax	Tunisia	Sfax
17	801–1000	Sidi Mohamed Ben Abdellah	Morocco	Fez
17	801–1000	Sohag University	Egypt	Sohag
17	801–1000	Tanta University	Egypt	Tanta
17	801–1000	Tshwane University of Technology	South Africa	Pretoria
30	1001+	Ain Shams University	Egypt	Cairo
30	1001+	Al-Azhar University	Egypt	Cairo
30	1001+	Assiut University	Egypt	Assiut
30	1001+	Badji Mokhtar University – Annaba	Algeria	Annaba
30	1001+	University of Constantine 1	Algeria	Constantine
30	1001+	Helwan University	Egypt	Ain Helwan
30	1001+	Menoufia University	Egypt	Menoufia
30	1001+	Minia University	Egypt	Minya
30	1001+	University of Monastir	Tunisia	Monastir
30	1001+	University of Nairobi	Kenya	Nairobi
30	1001+	University of Nigeria Nsukka	Nigeria	Nsukka
30	1001+	University of Sciences and Technology Houari Boumediene	Algeria	Bab-Ezzouar
30	1001+	University of South Africa	South Africa	Pretoria
30	1001+	South Valley University	Egypt	Qena
30	1001+	University of Tlemcen	Algeria	Tlemcen
30	1001+	University of Tunis El Manar	Tunisia	Tunis
30	1001+	Université Hassan II de Casablanca	Morocco	Casablanca
30	1001+	Zagazig University	Egypt	Zagazig

Source: Times Higher Education's World University Rankings 2019

obtains in other parts of the world.”

Jegede emphasizes that education is the best legacy a nation can bequeath its younger generations. Yet, the Nigerian government

“...seems to be playing politics with establishing universities and no concerted effort is made to completely redraft from scratch our national policy on education, as the one we are currently panel-beating has outlived its usefulness.”

He likens it to using 19th century tools to solve 21st century issues and concerns in nation building. Quoting Adeniran (2011), he notes that:

“While some of the private universities are administered admirably, with a clear vision, process, pattern and future promise which justify their establishment, many are being run purely as

market.”

In order to deliver quality education in the Nigerian university system, Jegede says that the authorities need to devise new ways of hiring senior academics, especially Vice Chancellors. He argues that:

“Poor leadership arising from compromised appointment (either through the son of the soil system or my local government candidate or through some form of less than desirable methods) would inevitably yield poor governance and globally unacceptable products in an age of global competition. Meritocracy rather than mediocrity must be entrenched. It must be business unusual in order to restore the universities to those glorious days when professors were professors! The bitter truth is

commercial ventures, with desperation for quick returns. The government universities, for their part, have for some time been suffering from regularly disrupted academic activities, structural and moral decay, a rather thin and obsolete curriculum structure that has not fully risen to the challenge of the twenty-first century knowledge economy, campus terrorism, inadequate strategic planning and funding. An unprecedented level of brain drain through the movement of the well-trained academic in quest of better facilities and remuneration and a calamitous decline in the quality of university education”.

As a result of these challenges, Nigerian universities are retrogressing into being obsolete in ideas, pursuit of knowledge and becoming irrelevant. Jegede submits that:

“Universities of the 21st century are embarking on knowledge-intensive development directed at capacity building and production of graduates with cutting edge training and know-how to meet the challenges of the prevailing employment

Quality education is an essential factor that can propel national development in Nigeria. It is capable of transforming the country from a resource-driven market to a knowledge-driven economy. However, for the SDG Quality Education goal to be attained in Nigeria, scholars insist that government must prioritize education.

that our higher education system has degenerated to a sad level that Nigeria must be ashamed of. Take it or leave it we are not the giant of Africa as far as education is concerned, if the truth must be told. The only option for our higher education transformation is restructuring the governance of universities, embarking upon knowledge-intensive development and internationalising our campuses on all grounds.”

Quest for Quality Education in the Nigerian University System

Worried by the decline in the quality of education in Nigerian universities, in the past few years, the Federal Government has propelled the National Universities Commission (NUC) to live up to expectations as a dynamic regulatory agency acting as a catalyst for positive change and innovation for the delivery of quality university education in the country. In performing its statutory regulatory functions of revitalising the Nigerian University System (NUS), the NUC has been making concerted efforts to improve quality and standards in University Education.

Some of the actions taken by the Commission to reposition the Nigerian university system for quality education include programmes accreditation and resource verification, review of curriculum, development of the university system

Programmes Accreditation and Resource Verification

In order to enhance quality and standards in the NUS, the Commission has consistently conducted the routine programmes accreditation and Resource Verification exercises to ensure that the requisite manpower and material resources in the universities are in line with laid down academic standards. Due to the increase in the number of universities, both exercises have now been structured to be conducted twice yearly for effective standardisation of Nigerian Universities to make them globally competitive.

Review of Curriculum

As part of the strategic plans to meet the national manpower needs, some new programmes have been introduced into the Nigerian University System. The Commission has developed Benchmark Minimum Academic Standard (BMAS), for some undergraduate

programmes that are new to the Nigerian University System. Some of these programmes include: Software Engineering, Cyber Security, Information and Communication Technology, Forensic Science, Agricultural Extension and Community Development, Aeronautical and Astronautical Engineering.

New postgraduate programmes were also introduced into the system. The NUC is also reviewing the BMAS for some old programmes in the NUS to enhance graduate competitiveness and meet global trends.

Development of the Nigerian University System

The NUC has also been the promoting professionalism in the Nigerian University System in line with global trends. The Commission has been organising a series of trainings and sensitisation workshops and seminars for academic staff of Nigerian Universities. For instance, in 2017, the Commission in conjunction with the University of Sussex in the United Kingdom, the Commission organised a professional development course for leaders of teaching and learning in Nigerian Universities. The intensive training was aimed at improving the pedagogical knowledge, skills and competence of Nigerian academics, in line with contemporary competitive Higher education sectors elsewhere. The Commission also convened an all-stakeholder summit on Open Educational Resources (OERs) which produced a draft National policy on OERs for Higher Education Institutions (HEIs) in Nigeria. The draft policy was presented at the 2nd World OER Congress in Slovenia in December 2017 and was highly acclaimed by participants. At its 63rd meeting held in Abuja in August 2018, the National Council on Education approved the National Policy on Open Educational Resources (OERs) for higher Education in Nigeria. With this, Nigeria has joined the rest of the World in using OERs as a worldwide emerging solution with the power to reduce costs, promotes easy access to ICT in education, increases access to learning resources and enhances the quality of teaching and learning in Nigeria.

In 2018, the National Universities Commission went into collaboration with the University of London to establish areas of cooperation in various aspects of Open and Distance Mode of Learning. Some of the specific areas the MoU is to cover included Open and Distance Learning (ODL) Policy Development; Course Material Development; Assessment in ODL; Research and Development in ODL; Tutor capacity development; Pedagogical considerations and innovations in ODL; Management of ODL; Technological developments in ODL; Development and deployment of Massive Open Online Courses (MOOCs); and Quality assurance and quality enhancement in ODL

Way forward

Quality education is an essential factor that can propel national development in Nigeria. It is capable of transforming the country from a resource-driven market to a knowledge-driven economy.

However, for the SDG Quality Education goal to be

attained in Nigeria, scholars insist that government must prioritize education. According to Foluke (2018), government must go beyond planning without effective implementation. "Plans must be succinctly outlined and effectively implemented with the objective of bringing education in Nigeria to a global standard."

Foluke outlines the measures that are necessary for the country's drive towards quality education:

"Funds allocated to education must be raised to a minimum of 15 per cent of total expenditure at the federal level. Also, the 36 state governments must be ready to commit 15 per cent of their states' annual expenditures to education. Libraries must be stocked with the newest editions of books. School laboratories must be properly equipped. Funds must be adequately provided for research by the country's universities. Nigeria is currently being underserved by its universities. Private sector organizations should be incentivized to establish more universities to absorb qualified students that are unable to get university admissions because of limited space. The Federal Government is advised to monitor standards as the number of institutions increases.

Vocational training is essential for the youths who are not intellectually endowed to go to the university. Institutions should be established to train people in this category. The scheme will provide employability skills for vocational trainees.

The public procurement system must be strengthened so that fraudulent practices of public officials are effectively nipped in the bud. Corruption must attract heavy penalties.

A transparent society will ensure that developmental projects receive value for every naira spent."

To bridge the gender gap in education, Foluke recommends that special attention must be given to the education of the girl-child.

"Parents in northern Nigeria must be encouraged to allow their daughters to go to school. State governments should introduce incentives, such as lower fees, that will encourage parents to send female children to school. Child marriage must be outlawed so that girls can spend a minimum of 14 years in school. Gender inequality will be reduced as increasing number of girls receive good education. Besides, education will give female citizens greater access to opportunities within the economic space."

In their own submission, Thom-otuya and Inko-tariah (2016) recommend that apart from adequate funding of education, there should be adequate remuneration and motivation of the teaching staff. According to them, the teaching staff represent the agents of change and facilitators of knowledge; they actualize and give impetus to education policies. This, they argue, is why teachers need to be committed to their duties without embracing a simultaneous business activity or other trades in order to enhance their salary,

by motivating them through incentives that will endear their emotion and attention to their duties.

Beyond motivating teachers through adequate remuneration Thom-otuya and Inko-tariah (2016) believe that school curricula/programmes need to be relevant to changing the trends, and be able to meet the needs of industries and society, as well as measuring up to international standards. There should also be effective and consistent supervision and monitoring of the school system to confirm their level of compliance to quality assurance standards and to identify and eliminate poor quality or misfits.

To ensure quality of the teaching and learning activities, Etesike (2011) says that there should be training and re-training of serving teachers in order to boost their knowledge base on contents as well as keep abreast with new knowledge and methods of curriculum delivery. "Teachers should be exposed to computer and ICT education because it is the in thing in modern education." ICT also facilitates access to education content, exchange of skills and experiences, as well as knowledge transfer. Therefore, the government must incorporate ICT into all aspects of learning.

Investment in research is another area that scholars want the Nigerian government to accord priority in order to achieve the goal of quality education. For Thom-otuya and Inko-tariah (2016), there is an urgent need for government agencies and private organizations to fund and encourage university research. They outline the reasons why investment in research is imperative for quality education:

"It is through research that new technologies and discoveries will be made, which will ease and improve human living on earth. Research grants should be conceded to university lecturers by government and private organizations. Government agencies and private organizations should go into the universities to recruit research consultants that will advance into discoveries and solve problems."

One other important thing which scholars would want the authorities overseeing the Nigerian education sector to address in the country's quest for quality education is the periodic review and update of school curricula. According to Foluke, such periodic reviews are imperative since the demands of modern society

If the Nigerian government could summon the political will to establish policies that promote quality education and ensure effective implementation, they will provide a genuine path to the attainment of the Sustainable Development Goals (SDGs) in the country by 2030.

should determine periodic review of curricula in line with the demands of modern society:

“While preparing for what students are taught in school.

Corroborating Foluke's position, Jegede elucidates why there should be a sustainable development and through that prepare the youth for the future world of work in an emerging technologically dependent environment, we need to be mindful of the following:

1. Millions of jobs we currently engage in will disappear to our amazement due to automation, robotics and nanotechnology and will result in businesses with a shrinking consumer base.
2. Analogue skills will be inappropriate for the digital world of teaching and learning, and work.
3. We must urgently create millions of jobs in specialised areas such as computing, mathematics, architecture and engineering (different from what we know them to be right

now) to answer to the need of the future directions of skill development and employment opportunities.”

Conclusion

There can be no doubt that Nigeria's education system has a long way to go to achieve quality education. At present, education policies are moribund, the whole sector is woefully underfunded and consequently strategic plans for its revival are not effectively implemented. To change this dynamic, the Nigerian government needs to initiate better education policies and ensure effective implementation of plans in order to improve the quality of learning of its citizens. If the Nigerian government could summon the political will to establish policies that promote quality education and ensure effective implementation, they will provide a genuine path to the attainment of the Sustainable Development Goals (SDGs) in the country by 2030. ■

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Determinants of Youth Literacy in Nigeria: Implications for Sustainable Development Goals (SDGs)

Abstract

This article investigates the determinants of youth literacy in Nigeria using the 2016/2017 Multiple Indicator Cluster Survey (MICS5) dataset for Nigeria. Binary logit regression was used to estimate the effects of individual and household characteristics on youth literacy in Nigeria. Results from the study show that youth literacy differs by sex and across geo-political zones. Also, the study found that sex, age, area of residence, wealth quintile, geo-political zone and educational attainment of household head are key determinants of youth literacy in Nigeria. The study recommends that policies aimed at improving the Sustainable Development Goals (SDGs) should focus on quality of education in lagging geo-political zones and rural areas, boosting access of the girl child, enlightening household heads, and targeting poor households to improve literacy rates across Nigeria.

1.0 Introduction

THE 2016 Sustainable Development Goals (SDGs) replace the previous Millennium Development Goals (MDGs) to serve as the global agenda for the next 15 years. SDGs set an ambitious target to end all dimensions of poverty and put the planet on a sustainable growth path by 2030. One of the important goals is to deliver a quality and equitable education for all. Specifically, SDG 4 seeks to “ensure inclusive and equitable education and promote lifelong learning opportunities for all” (Agenda 2030). This requires countries to complete the unfinished business around MDG 2 (100% enrolment and completion rate) and in addition ensure that those children already in school are learning. According to UNESCO (2017), 56% of children enrolled in primary schools globally are not learning — unable to read, write or do basic sums. The learning crisis is even more pronounced in Sub-Saharan Africa (SSA), where as many as 90% of primary school enrolled children are not learning.

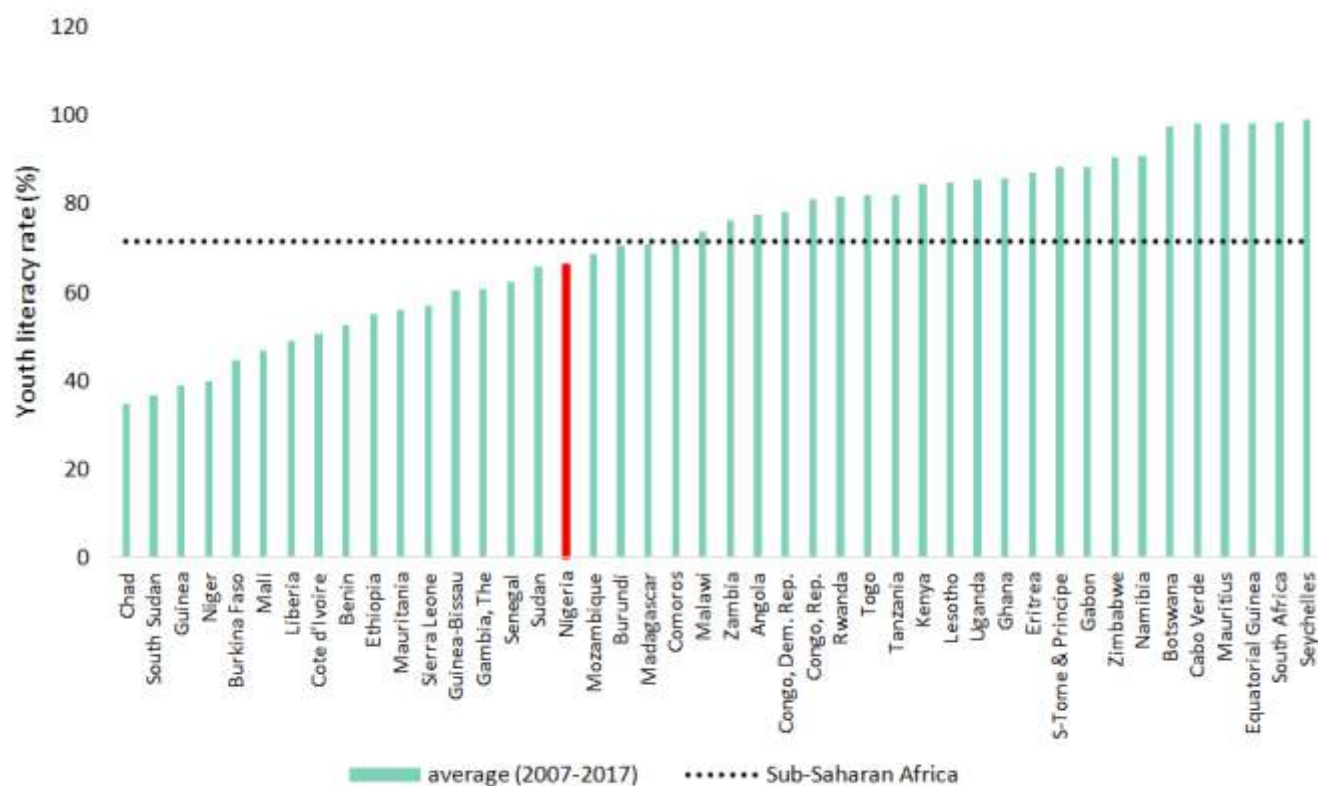
In Nigeria, the learning crisis cut across the quantity and quality of education. A 2013 UNICEF survey estimated that 10.5 million children were then out of school in Nigeria, which is the highest number in Africa. Even for those in school, the quality of education received is weak and not very relevant for lifelong development. For instance, in 2017 the World Economic Forum Competitiveness index ranked the quality of primary education in Nigeria at 124 out of 137 countries assessed. Also, looking at the youth literacy rate across sub-Saharan Africa between 2007 and 2017, Nigeria's score of 66% is below the regional

average of 71% (see Figure 1). Given the state of education in Nigeria, government has an important role to play to ensure the achievement of SDG 4 in Nigeria.

In this study we examine the present policy responses of government to the learning crisis in the context of the state of education in Nigeria. Specifically, we explore education policies from 1999 to date and investigate their effectiveness in delivering quality education for all. We limit the analysis to policies with broad coverage over the entire federation. In addition, we examine the trends in government investment over the period and investigate their adequacy in meeting the financing gap for SDG 4 in Nigeria. We also examine the variations in youth literacy rates across the geo-political zones and analyze the effects of individual and household characteristics on youth literacy in Nigeria.

Specifically, SDG 4 seeks to “ensure inclusive and equitable education and promote lifelong learning opportunities for all” (Agenda 2030). This requires countries to complete the unfinished business around MDG 2 (100% enrolment and completion rate) and in addition ensure that those children already in school are learning.

Figure 1: Youth Literacy Rate in sub-Saharan Africa (% of people ages 15-24)



Source: World Development Indicators

2.0 Background

2.1 Policy and Institutional Framework for Education in Nigeria

EDUCATION is a process that enables the transfer of functional skills and capacities useful for lifelong learning and the sustainability of participants. The key component in this process is ensuring access, and providing quality education and adequate financing in an equitable manner. These components feed into the SDGs' objective of leaving no one behind. In essence, the main issue for education policies and reforms in Nigeria is to address the problems in access, quality, equity and financing. In what follows, we review five major national policies that have been introduced since 1999 in response to educational issues facing Nigeria and briefly evaluate their effectiveness.

a. National Policy on Education

The National Policy on Education (NPE) defines the overall philosophy of education in Nigeria, and the objectives of education from pre-primary education up to tertiary level. It includes those for special and adult education. The NPE was first formulated in 1977 and has been subsequently revised six times- the last three happening in 2004, 2007 and 2013. The revisions were made to refocus government policy objectives and to ensure the education policy is in tandem with the development needs of the country and global

agenda for the education sector. For example, the sixth revision in 2013 introduced innovations and initiatives to the sector such as:

1. Consolidation of pre-primary, primary and junior secondary school into 10 years basic education.
2. Development and maintenance of a credible and up-to-date Nigeria Education Management Information System (NEMIS) at the federal level, and Education Management Information System (EMIS) at the state level.
3. Improvement of teacher quality through professionalizing the teaching profession, provision of in-service training opportunities and other incentives for teachers.
4. Robust integration, collaboration and networking of programmes among the three tiers of government, development partners and all other stakeholders, to eliminate overlaps.

The NPE is developed through a joint initiative among ministries of education at the federal, state and local government levels. The Nigerian Educational Research and Development Council (NERDC) coordinates the efforts. The parastatals under the education ministry, development partners and professionals are also involved in the development of the NPE. The approval for NPE was based on the consent of the National Council of Education, which

involves federal and state ministers of education and the Federal Capital Territory (FCT) education secretary. However, overall responsibility for formulating the national policy lies with the Federal Ministry of Education.

The NPE has helped in defining and implementing key policies at federal and state levels. The UBE policy, for instance, emanated from NPE 1998. Also, policies such as the School Feeding Programme, the National Policy on HIV & AIDS for the Education Sector in Nigeria, the National Policy for Integrated Early Childhood Development in Nigeria (2007), the National Policy on Gender in Basic Education (2007), the Guidelines for the Identification of Gifted Children (2006) and the Implementation Plan for Special Needs Education Strategy (2007) are all offshoots of the NPE. Strategic plans such as the Federal Ministry of Education's Strategic Plan for the Development of the Education Sector (2011-2015) and (2016-2019) were drawn out of the NPE.

Despite the sound policies in the NPE framework, the key challenge remains implementation. No tier of government is specifically mandated to implement the strategic policies in the NPE. This has led to the neglect of some laudable policies such as more involvement of sub-national governments in early childcare development education and the inclusion of innovation and enterprise as a component of tertiary education. The poor implementation of the policy is further amplified by the lack of a defined timeline to evaluate progress. Also, the revisions to the NPE have been made without any evaluation of the progress and implementation challenges of previous versions of the policy. In essence, NPE is at best a policy guidance for education in Nigeria, with no concerted implementation guidelines.

b. Universal Basic Education Policy

In 2003, the government of President Olusegun Obasanjo introduced the Universal Basic Education (UBE) scheme. This guaranteed every child in Nigeria access to free education for the first nine years of their education in all public primary and junior secondary schools. The scheme is an extension of the Universal Primary Education policy introduced in 1978 that was supposed to have already ensured access to primary education in Nigeria. The major target of the UBE scheme is the removal of cost as a barrier to schooling. However, UBE also stipulates severe penalties for parents or guardians who fail to bring their wards to school. Therefore, it makes basic education not only free, but compulsory in Nigeria.

Apart from addressing issues regarding access, UBE also tackles the financing challenges in implementing the ambitious target of education for all. Constitutionally, the Federal Government plays no role in primary education, except that it standardizes education across states. The establishment, management and policy setting for primary education are exclusively under the control of the State and Local governments. The Federal Government therefore uses UBE as an entry point for contributing solutions to the issues facing primary education. Specifically, at least 2% of the Consolidated Revenue Fund of the federation

is channelled to UBE. A matching funding model was adopted whereby States are required to contribute 50% of any Federal Government contribution to projects for basic education before they can access the Federal Government component. However, only capital projects such as school buildings, facilities and teaching aids are funded under the scheme.

UBE is built around three institutional structures: The Universal Basic Education Commission (UBEC) at the federal level, the State Universal Basic Education Board (SUBEB) at the state level and the Local Government Education Authority at the local government level. This structure allows for intergovernmental coordination and financing at the basic level.

Teacher quality is arguably the most important determinant to achieve quality education. In Nigeria, while the number of teachers with the necessary qualifications is increasing, the majority of them are still deficient in pedagogy and knowledge of the curriculum.

The effectiveness of the UBE policy is evident in the primary school enrolment trend, which shows a marked increase after 2003. A United Nations Development Programme (UNDP, 2010) report noted that Nigeria recorded its most impressive progress on MDGs in education performance measured by student enrolment. This progress is due to the momentum built around the education sector through the UBE.

However, several challenges are still present about access to education. Apart from the cost of school fees, UBE does not address the demand and supply side issues which could constrain access to education. On the supply side, there is a problem of limited availability of schools and poor quality of school facilities. On the demand side, there are cultural issues (community and parental perception of schooling), issues such as auxiliary costs of schooling (uniform, feeding and opportunity cost of going to school), learners' preparedness (health and nutrition of learners). This explains the high number of out-of-school children.

c. National Teacher Education Policy

Teacher quality is arguably the most important determinant to achieve quality education. In Nigeria, while the number of teachers with the necessary qualifications is increasing, the majority of them are still deficient in pedagogy and knowledge of the curriculum. This is evident in various teachers' assessments such as in Edo, Ekiti and more recently Kaduna states. The National Teacher Education Policy

Since the introduction of the national gender policy for basic education, there have been major improvements in reducing the gender gap. Nevertheless, it is very hard to draw a direct cause-effect relationship between gender policy and the identified improvement.

(NTEP) was introduced in 2012 to address problems in teacher training and development, standardization and incentives.

The new policy provides a major role for the Nigeria Teacher Registration Council. The Council is to certify new teachers after at least one year of successful internship and they are to be continuously evaluated every five years. The curriculum at the teacher training colleges and faculties of education is also to be expanded to include an Information Technology Programme. Another major initiative is the standardization of in-service training. Teachers are to participate in at least one continuous professional development programme. The programme will hold for at least 4 days, once every two years. This will be linked to salary structure and criteria for promotion.

The most significant component of NTEP is the recommendation for the establishment of a special funding scheme for teachers' development: the "Teacher Education Development Plan" (TEDP). The funding sources for the TEDP are traditional budget support for teachers, a proportion of UBEC funding, and two per cent (2%) of the national budget from 2014-2023 to be set aside for teachers' development. However, most of the initiatives are yet to be implemented, especially at the sub-national level. This means that laudable ideas in the plan are being stalled by the lack of political will for their implementation.

There are other challenges facing the teaching profession that the policy fails to respond to. For example, Babalola (n.d.) argued that the NTEP failed to address issue of recruitment of teachers, especially the concentration in the profession of people from poor economic backgrounds. This trend could ingrain an inferiority complex with its attendant sociological and psychological problems (ibid). Also, Mulugeta (2012) noted that a gender dimension is absent in the NTEP and that if not critically assessed, the gender imbalance in teachers' recruitment would have implications for girls' education. In essence, NTEP is a pragmatic document, yet it is incomplete. An important starting point would be a rigorous implementation of the present plan, while the key limitations are taken care of through periodic reviews.

d. National Policy on Gender in Basic Education

The National Policy on Gender in Basic Education was introduced in 2006 in response to imbalances in access and performance of the girl-child in basic education in Nigeria. In 2005, prior to the commencement of the policy, the net primary school enrolment for girls in Nigeria stood at 62% compared to 71% for boys (World Development Indicators, WDI, 2018). With regard to retention in school, the completion rate for girls stood at 75%, compared to 90% for boys in the same year. The gender policy is therefore designed to eliminate gender disparities in primary and secondary education, and ensure full and equal access to quality education for all children.

The Federal Ministry of Education developed the policy, but sub-national governments were actively engaged through the National Council on Education (NCE) and Joint Consultative Committee on Education (JCCE). However, implementation of the policy is fully the responsibility of State governments. The gender policy has four main objectives: increasing access to basic education; ensuring retention, completion and high performance; promoting adequate resource mobilization and sustainability; engendering a sound research, planning, implementation, monitoring and evaluation component.

In a way, the main objective of the gender policy is aligned with UBE, with a more explicit focus on girls. The policy therefore targets the key barriers facing girls' education in Nigeria. For example, in terms of access, gender-blind curriculum and school facilities, cultural and religious biases against women and skewed female-male teacher ratios have been identified as major hindrances. The policy responds to these challenges by advocating a gender-sensitive education budget, gender friendly school facilities and the use of advocacy and sensitization tools by using social and political influencers to correct biased cultural and religious practices. The issues of early marriages, teenage pregnancy and sex exploitation that affect retention in school were also addressed. States are also required to criminalize girl-child marriage or child betrothal, and to introduce second chance education centres or 'girls encouragement clubs' for dropout students. The agenda is also distinct as it provides a 5-year strategic plan and evaluation of achievement. This ensures that objectives are time-bound, specific and with well-defined evaluation parameters.

Since the introduction of the national gender policy for basic education, there have been major improvements in reducing the gender gap. Nevertheless, it is very hard to draw a direct cause-effect relationship between gender policy and the identified improvement. Other gender initiatives such as the National Policy on Gender and Child Right Acts are being implemented at the same time. In addition, the official development assistance inflow into the education sector increased significantly over this period, and disbursement of these funds is gender sensitive. It is, therefore, more appropriate to conclude that there are concerted national and international efforts to address gender imbalances in

education performance in Nigeria and this has produced significant improvements in outcomes. Yet issues remain, as the gaps have not been completely eliminated.

e. National Policy on Special Needs Education in Nigeria

Special education refers to efforts to educate children and youths with disabilities or learning difficulties. These are students for whose needs the conventional education system cannot cater. These include students with hearing impairment, vision impairment, other physical disabilities, intellectual disabilities, learning difficulties, behaviour disorders or emotional disturbance, and students with speech or language difficulties. According to the World Report on Disability by the World Health Organization (2011), 25 million Nigerians had at least one form of disability, among whom, 3.6 million had functional difficulties. Disabled pupils require specialized training and teaching procedures designed to meet their unique learning needs, such as sign language for the deaf or braille for the blind.

The National Policy on Special Needs Education was therefore introduced by the Federal Ministry of Education in 2015 to respond to the challenges faced by special needs students. The policy included two additional groups as recipients for special education. First, are the gifted and talented students—those with a very high intelligence quotient and those who are naturally endowed with special traits. The previous system had no systematic way of identifying and educating their special needs. Second, are at-risk children/youths such as nomadic populations and almajiri students. These groups have been excluded from the conventional education system due to their lifestyle or means of livelihood.

The two key challenges in special education that the policy addresses are classroom facilities (technology and learning material) and rehabilitation (exposure to community-based rehabilitation programmes that make learners self-reliant). To this end, the policy mapped out three key intervention areas. First is an early identification system at school and provision for early referral. A standardized proforma and anecdotal record chart is therefore to be distributed to schools, hospitals, homes and public offices for early detection and tracking. In addition, a national directory on service centres and special needs diagnostic and assessment centres is to be created across the States. Second, the policy initiated a process to generate comprehensive data on Persons with Special Needs. Third, facilities for educating special needs students are to be completely technologically-driven and special funding such as a special scheme for special education, is to be implemented. For example, a modality for coordination between public sector, donors, the private sector and community-based intervention was to be explored.

Since its introduction, most of the institutions and guidelines suggested in the policy are yet to be implemented. Education financing in general has been negatively affected by broad macroeconomic

Education financing in general has been negatively affected by broad macroeconomic problems in Nigeria. With the collapse of oil prices in 2014 and the resulting economic recession, overall public spending has declined. In many cases, states were unable to meet their financial obligations to their employees. This means that less priority has been given to the capital expenditure and technological upgrade needed for special education in the 21st century.

problems in Nigeria. With the collapse of oil prices in 2014 and the resulting economic recession, overall public spending has declined. In many cases, states were unable to meet their financial obligations to their employees. This means that less priority has been given to the capital expenditure and technological upgrade needed for special education in the 21st century.

2.2 Education Investment in Nigeria

Financing is no doubt the most important input to achieve the lofty and ambitious goals in the various education policies and SDG 4 in particular. The main investment in education comes from three sources: governments; households; education assistance (from overseas donor and domestic philanthropy). Table 2 shows the investment from governments (Federal and State) and from donors, mainly OECD countries for which data is available. Data on the out-of-pocket spending by households and domestic philanthropy is not available. The overall trend points to increasing investment in education by federal and state governments, and by donors. The Federal Government is the largest contributor to education. However, on average, 70% of federal spending is recurrent expenditure. Also, while the input of overseas donors has increased, their contribution is still modest compared to the contribution by governments. In essence, government remains the most important stakeholder in education investment in Nigeria.

However, to properly gauge the adequacy of government investment, we need to evaluate actual government investment vis-à-vis the expected level of investment. The expected level of investment in education is measured in two ways. First, the High-Level Group on Education for all recommended the allocation of between 1-2% of GDP to education by government. Using this benchmark, the minimum and maximum expected government contribution is calculated. Second, we use the estimated level of investment required to meet SDG 4 in Nigeria. An estimate by UNESCO (2015) indicated that about USD34 billion or NGN10trillion per annum will be required to meet SDG 4 in Nigeria.

Table 1: Budgetary Allocation to Education by Key Stakeholders (in billion, Naira)

YEAR	Statutory Transfer (UBE Scheme)	Recurrent	Capital	Total Federal Government	State Governments and FCT	General Government	ODA by OECD
2008	44.0	168.7	52.3	265.0	184.8*	309.0	5.1
2009	35.7	184.7	40.0	260.4	234.2	530.2	8.1
2010	46.1	195.6	60.0	301.7	256.0	603.8	12.0
2011	64.6	304.7	51.8	421.1	212.6	698.3	11.4
2012	61.1	342.7	66.8	470.6	212.7*	744.4	12.5
2013	76.3	366.2	71.2	513.7	425.8	1015.8	13.7
2014	70.5	375.5	50.8	496.8	384.6	951.9	14.6
2015	68.4	392.4	23.5	484.3	355.6	908.3	1.7
2016	77.1	367.7	35.4	480.2	373.1	930.4	30.1
2017	95.2	398.7	56.7	550.6	443.5	1089.3	32.4
2018	109.1	439.3	102.9	651.3	459.2*	1219.6*	34.2

Note: * = proposed

Source: CBN Annual Reports and Statistical Bulletin (various editions); ODA data from OECD-DAC database

Based on these two criteria, Table 2 reports on the adequacy of government financing in Nigeria. In all cases, Nigeria has failed to meet the required level of investment for education. On average, Federal Government expenditure stood at 0.001 of GDP. The highest gap is in actual government spending compared to SDG 4's financing requirements. In fact, the gap between what is required to meet SDG 4 and actual government investment stood at a ratio of 9:1 in 2016 when the implementation phase of the SDG started. This analysis points to the need for innovative financing options to meet SDG 4 in Nigeria. External financing will be important in this regard, but evidently this alone will not fill the gap. Domestic resource mobilization will therefore play a crucial role. This will include out-of-pocket spending, private sector investment and contributions, domestic philanthropist and other investment and financing opportunities.

2.3 Institution and Policy Alignment for SDG Implementation

It is important at this juncture to investigate the extent of alignment between various policies on education, the institutions implementing them and the SDGs. Three main institutions are central to the implementation of SDGs in Nigeria. First is the Office of the Senior Special Adviser to the President on SDGs (OSSAP-SDGs). The office coordinates and integrates the SDGs with Nigeria's national development policies.

In addition, it is charged with monitoring and evaluating Nigeria's progress in meeting the SDG targets. This latter role is implemented in collaboration with the Presidential Committee on the Assessment and Monitoring of the SDGs (PCAM-SDGs).

The second institution is the Ministry of Budget and National Planning (MBNP). The Ministry formulates and coordinates the implemented national development policies in Nigeria. Given the need to domesticate and mainstream the global agenda into national policy, the ministry's role is to ensure synergy between national policies and the SDGs. However, the MBNP's role is more limited to economic policy, as the Ministry of Education remains the main body in formulation and implementation of education policy. Third, at the legislative level, there are parliamentary committees on the SDGs, which carry out oversight functions.

Figure 2 shows the present architecture linking education policies in Nigeria with the SDGs. There is no direct link between the policies and institutions managing the education sector and those responsible for the SDGs. None of the SDG implementing institutions was involved in or contributed to the various education policies. Although this lack of direct relation does not imply complete absence of coordination, in fact, there are various inter-ministerial committees that ensure that policies are coordinated across the different sectors. For example, there is a special unit under the OSSAP SDGs that

Table 2: An Assessment of Government Education Spending (in billion, Naira)

YEAR	Actual Spending		Expected Spending	
	General Government	High Level Panel on EFA Minimum Expenditure	High Level Panel on EFA Maximum Expenditure	UNESCO SDG 4 funding gap
2008	309	391578.8	783157.6	10000
2009	530.2	442855.6	885711.2	10000
2010	603.8	546122.6	1092245.2	10000
2011	698.3	629804	1259607.9	10000
2012	744.4	717139.4	1434278.7	10000
2013	1015.8	800925.6	1601851.2	10000
2014	951.9	890436.2	1780872.3	10000
2015	908.3	941449.6	1882899.2	10000
2016	930.4	1014895	2029789.8	10000
2017	1089.3	1137116	2274232.6	10000
2018	1219.6	1277625	2555250.9	10000

Source: ORADI estimate

works with the Ministry of Education. Also, the popularity of a global agenda such as the SDGs means that the drafters of key policies on education will take them into consideration. But implementation for most of the education policies take place at the sub-national level, where more coordination is required. Yet the OSSAP SDGs' activities are not coordinated with any unit at the sub-national levels. Also, the disconnect between the various institutions implementing SDGs alluded to in "Nigeria's Road to SDGs: Country Transition Strategy" has not been effectively dealt with. Overall, delivery of SDG 4 in Nigeria could be enhanced by developing a direct coordination channel across sectors and tiers of governments.

2.4 Gaps and challenges

o Poor policy implementation: The various policies on education have the potential to deliver quantity and quality education for all in Nigeria. However, implementation has been a major impediment. The National Policy on Education, for instance, goes reasonably far in providing a clear implementation guideline. However, the political will for implementation varies across the States, a factor that could perpetuate regional inequality in Nigeria.

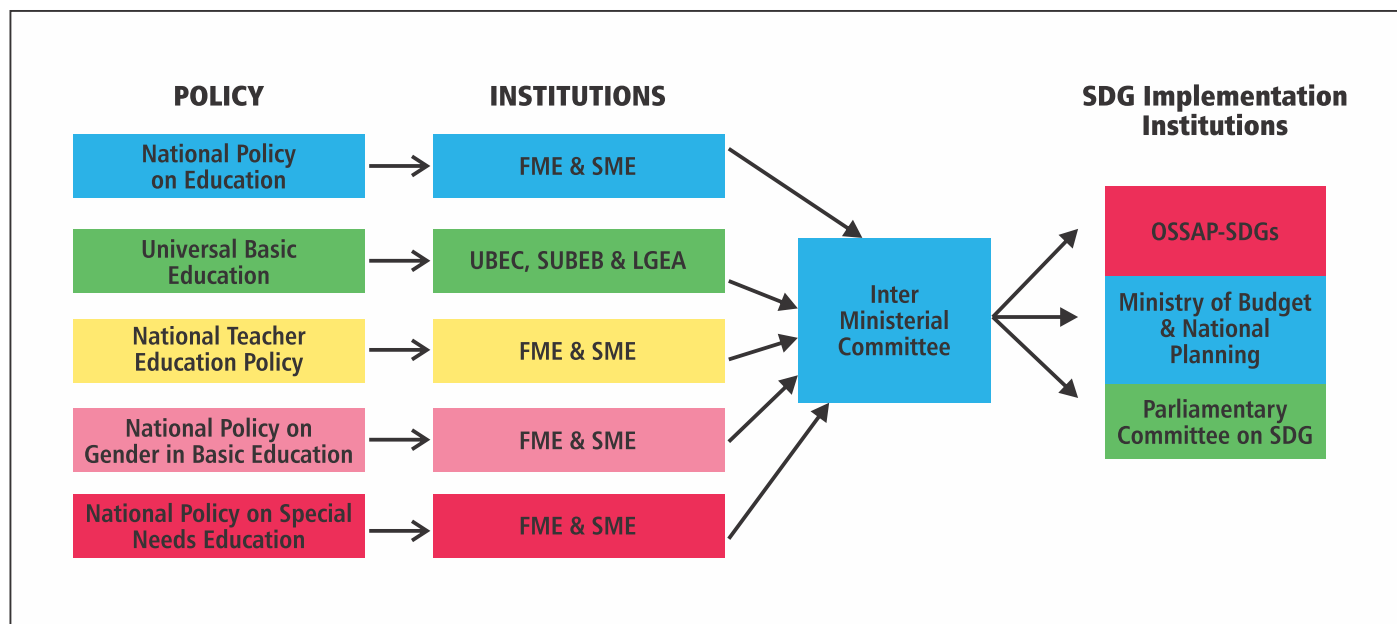
o Lack of synergy and coordination among central and sub-national governments: While there is synergy in policy formulation, implementation is not synchronized between central and the sub-national governments.

o Poor data quality for planning and measuring progress: Nigeria presently lacks comprehensive data to measure progress on SDG 4. The ambitious goal set in the target for education requires a comprehensive, national-wide and survey-based data on learning achievement at various levels of education. Available datasets mostly capture the quantity of education (enrolment and completion), while the only means of assessing quality is through literacy measurement. In the absence of data on quality, it will be hard for policymakers to accurately track progress and determine appropriate interventions.

o Insufficient resources and inefficient use of the available resources: Clearly, government alone cannot adequately finance education in a manner that will engender quality education for all. It is therefore necessary to explore alternative and innovative financing options in this regard. At the same time, the modest resources available for education need to be efficiently utilized. Evidence of poor resource management abounds in UBEC funding that many States have failed to access due to inability to provide their counterpart funding. This suggests that education remains a low priority for political leaders in some States.

o Political economy of education reforms: The plethora of problems facing the education sector in Nigeria requires holistic reforms to the education system. However, many attempted reforms have failed due to complex political economy issues within

Figure 2: Education Sector and SDG Policy and Institution Framework



Source: ORADI illustration

Abbreviation: FME: Federal Ministry of Education; SME: State Ministry of Education; UBEC: Universal Basic Education Commission; SUBEB: State Universal Basic Education Board; LGEA: Local Government Education Authority; OSSAP-SDGs: Office of the Senior Special Adviser to the President on SDGs.

the sector. A case in point is Ekiti State Government's 2012 proposed education reform. The lack of support and consensus building with the labour unions halted the initiative. While it is clear that reforms are needed in the system, strategy and modalities for implementing reforms represent a knotty issue for policymakers.

3.0 Stylized Facts on Youth Literacy in Nigeria

3.1 Youth Literacy Distribution in Nigeria

NIGERIA's youth literacy rate¹ stood at 67.2 per cent in 2016/2017, suggesting that about 32.8 per cent of Nigerian youths could not read a complete sentence in 2016/2017 (see Figure 3). Youth literacy rate declined from 71.2 per cent in 1991 to 64.4 per cent in 2008. However, a significant improvement in youth literacy was noticed in 2015, as it increased to 72.8 per cent. Youth literacy was higher among males compared to females. Both male and female literacy declined prior to 2015. Male youth literacy declined from 79.9 per cent in 2015 to 73.4 per cent in 2016/2017; while female youth literacy declined marginally from 65.6 per cent in 2015 to 63.8 per cent in 2017 (see Figure 4). This implies that about 26.6 per cent of male youths were unable to read a complete sentence and 36.2 per cent of female youths were unable to read a complete sentence in 2016/2017.

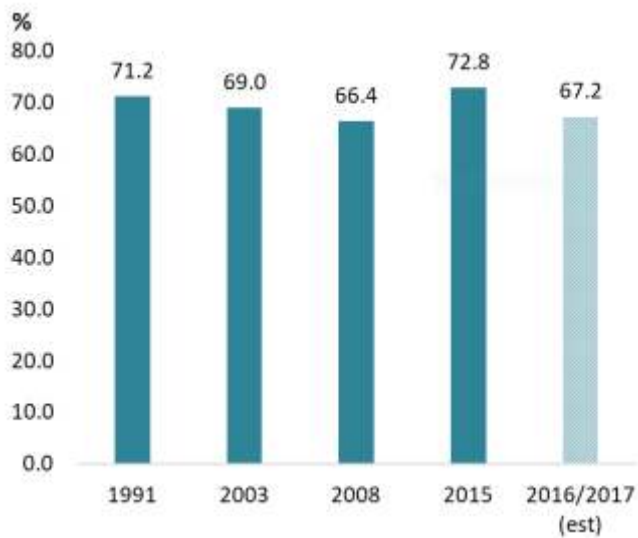
The distribution of youth literacy rate across geopolitical zones is presented in Figure 5. From the figure, the youth literacy gap between the north and south was wide in 2016/2017. The literacy rate was much lower in the northern States compared to the southern States. Specifically, the North West zone had the lowest literacy rate (43.6 per cent), followed by North East (47.0 per cent) and North Central (70.5 per cent). Among the northern States, Jigawa (28.9 per cent), Sokoto (30.9 per cent), Bauchi (36.3 per cent), Zamfara (37.4 per cent), Yobe (38.2 per cent), Kebbi (39.0 per cent), Katsina (42.6 per cent) and Niger (43.7 per cent) had the lowest youth literacy rates. This implies that more than half of the youths in those States were unable to read a complete sentence in 2016/2017. The relatively low literacy rate in the North could be attributed to cultural factors, low quality of education and the insurgency in the north-eastern part of the country.

On the other hand, the South South zone had the highest literacy rate (94.6 per cent), followed by the South East (94.1 per cent) and the South West (92.2 per cent). This suggests that less than 10 per cent of youths in the south were unable to read a complete sentence in 2016/2017. Youth literacy was highest in Imo (98.4 per cent), followed by Enugu (97.3 per cent), Rivers (97.3 per cent), Ekiti (97.2 per cent), Anambra (96.9 per cent), Abia (96.6 per cent), Bayelsa (96.4 per cent), Edo (96.0 per cent) and Lagos (95 per cent) (see Figure 6). This indicates that less than 5 per cent of youths in these States were unable to read a complete sentence in 2016/2017.

Figure 7 presents the youth literacy rate by age distribution. From the result, younger youths (15-19

¹ An individual is considered literate if he/she can read a complete sentence in English and/or attained secondary or higher education. This study focused on literacy in English Language and individuals that are literate in other languages (non-English) are not considered literate in this study.

Figure 3: Youth Literacy in Nigeria



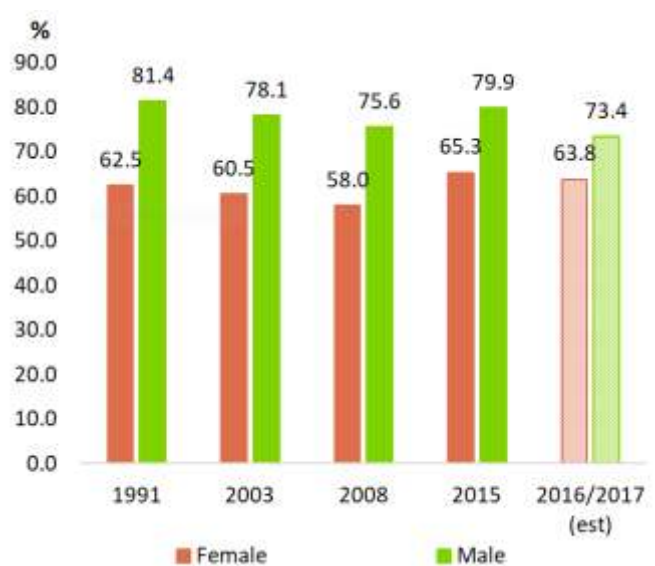
Source: UN data² and ORADI compilation using MICS5

years) are relatively more literate than older youths (20-24 years). The literacy rate was 69.5 per cent among youths aged 15-19 years and 64.3 per cent among youths aged 20-24 years. However, older male youths are more literate compared to younger male youths. In the case of females, older female youths are less literate compared to younger female youths. However, younger and older youths have a low literacy rate in the North East and North West (see Table 3), while in the south, younger and older youths have a high literacy rate.

Youth literacy rate was also higher among urban youths (see Figure 8). Youth literacy in urban areas was 89.7 per cent compared to 56.7 per cent in rural areas. Males in urban areas were more literate compared to their female counterparts. Male literacy in urban areas was 91.5 per cent, while female literacy in urban areas was 88.9 per cent. Male literacy in rural areas was 66.5 per cent, while female literacy in rural areas was 51.9 per cent.

In the north, youth literacy rate differs between individuals in the rural and urban areas. In the urban areas, youth literacy was lowest in the North East (75.5 per cent), followed by the North West (83.2 per cent) and North Central (88.8 per cent). In the rural areas, the North West (28.6 per cent) had the lowest literacy rate in the region, followed by the North East (40 per cent) and the North Central (63.8 per cent). The gap in youth literacy in the north suggests that there is a wide gap in terms of educational development among northern youths in the rural and urban areas. In the south, the youth literacy rate was high among individuals in both the urban and rural areas. In the rural areas, it was 80.2 per cent in the South West, 93.5 per cent in the South South and 92.8 per cent in the South East. In the urban areas, youth literacy was 95.4 per cent in the South

Figure 4: Youth Literacy by Sex

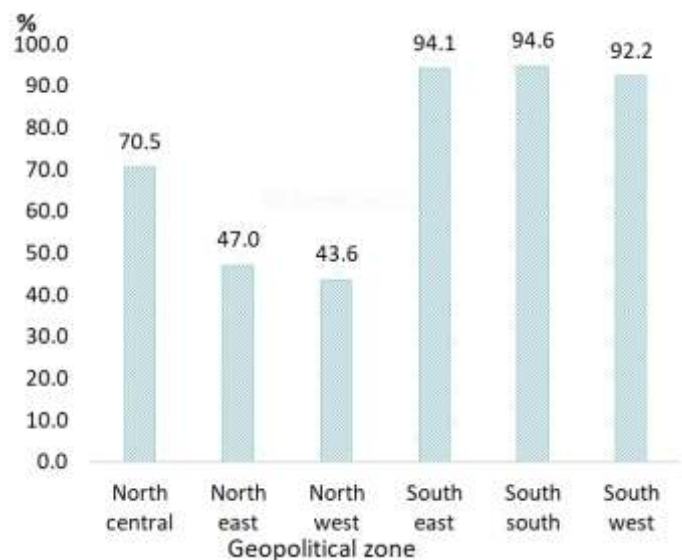


Source: UN data and ORADI compilation using MICS5

West, 97.4 per cent in the South South and 97.8 per cent in the South East.

The distribution of literacy rate by education attainment of household head and wealth quintile are shown in Figures 9 and 10. The literacy rate was lowest among youths in households with heads who have non-formal education, compared to households with educated household heads. The youth literacy rate was 30.0 per cent in households where the head has non-formal education³, 50.3 per cent in households where head has no education⁴, 73.4 per cent in

Figure 5: Youth literacy across geo-political zones



Source: ORADI compilation using MICS5

² http://data.un.org/Data.aspx?q=Nigeria+literacy&d=UNESCO&f=series%3aLR_AG15T24%3bref_area%3aNGA

³ This refers to households where head had either Islamic education or other forms of non-formal education

⁴ This refers to households where head is not educated

households whose head has primary education, 82.1 per cent in household where the head has secondary or technical education, and 93.2 per cent in households where the head has higher education. This suggests that the household head's level of education did influence literacy rates.

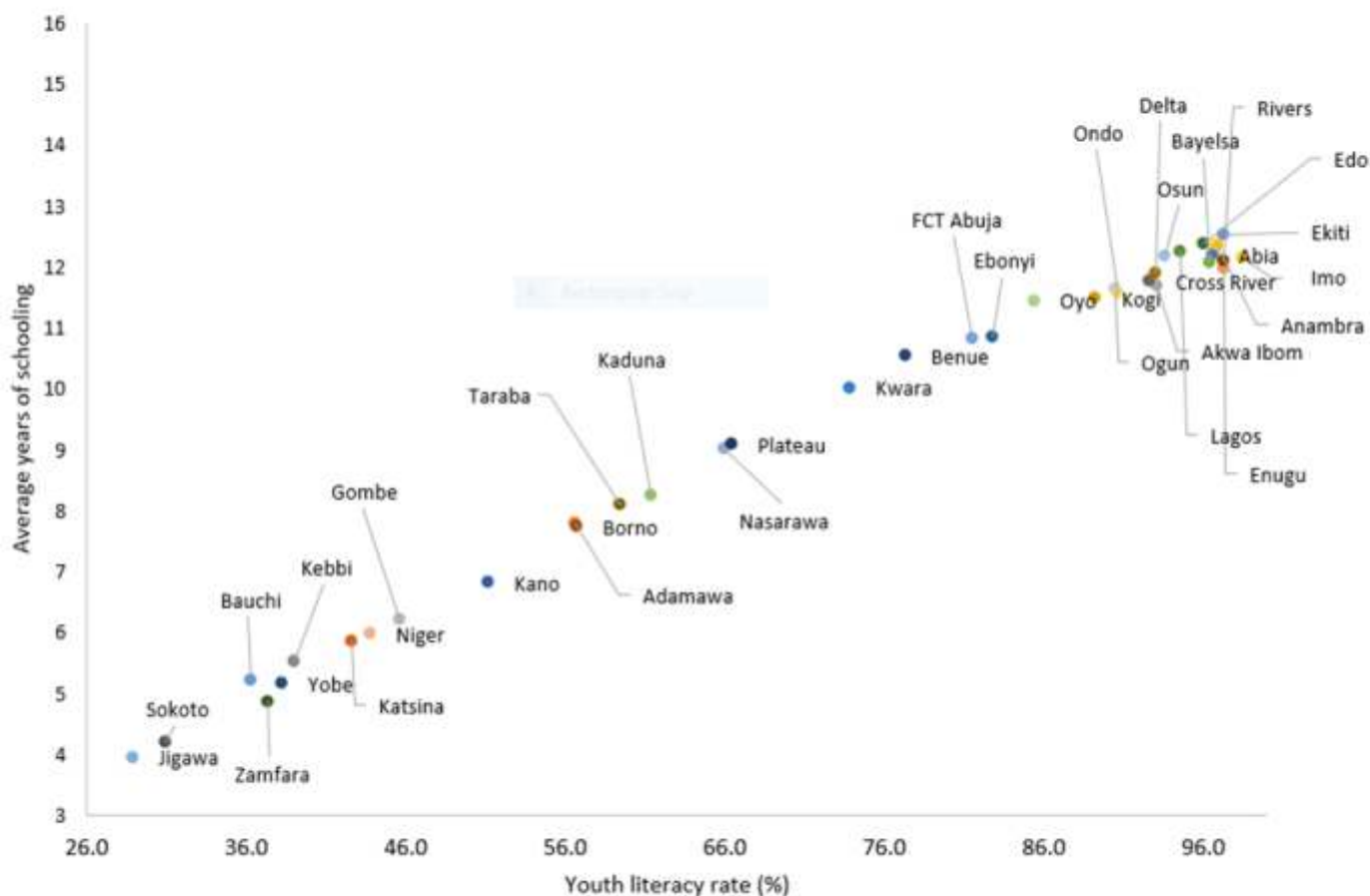
Only 22.1 per cent of females in households where the head has non-formal education are literate, while 44.6 per cent of their male counterparts are literate. About 45.8 per cent of females in households where the head has no education are literate while 58.5 per cent of their male counterparts are literate. For households where the head has primary education, the female literacy rate was 71.0 per cent and the male literacy rate was 78.3 per cent. Female literacy in households where the head has secondary or technical education was 77.6 per cent and male literacy was 93.1 per cent. Literacy rate was highest among male and females in households where the head has higher education: here female literacy was 91.7 per cent while male literacy was 96.5 per cent.

Youth literacy rates also differ across wealth

The various policies on education have the potential to deliver quantity and quality education for all in Nigeria. However, implementation has been a major impediment. The National Policy on Education, for instance, goes reasonably far in providing a clear implementation guideline. However, the political will for implementation varies across the States, a factor that could perpetuate regional inequality in Nigeria.

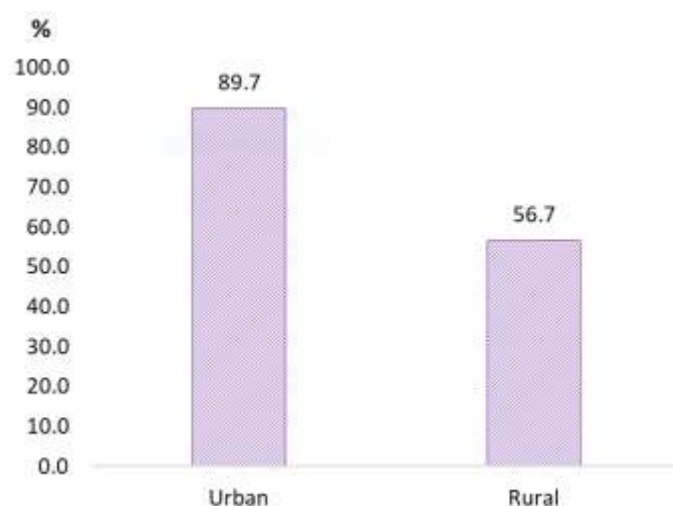
quintiles. The rate was highest among individuals in the richest wealth quintile and lowest among individuals in the poorest wealth quintile. Only 22 per cent of individuals in the poorest wealth quintile are literate, 43.1 per cent in the second quintile are literate, 71.7 per cent in the middle quintile are literate, 89.7 per cent in the fourth quintile are literate and 97.2 per cent in the richest wealth quintile are literate.

Figure 6: Youth literacy and Average years of schooling



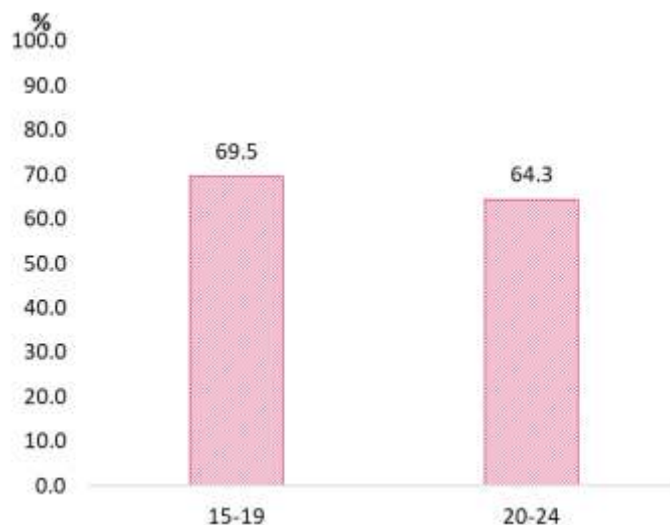
Source: ORADI compilation using MICS5

Figure 7: Youth literacy Distribution by Age



Source: ORADI computation using MICS5

Figure 8: Youth literacy Distribution by Residence



Source: ORADI computation using MICS5

Table 3: Literacy rate by Age and Residence across Sex and Zone

	Male	Female	North Central	North East	North West	South East	South South	South West
Age (years)								
15-19	72.0	68.1	73.8	49.4	46.8	94.1	95.8	94.4
20-24	77.7	58.7	66.2	44.0	39.3	94.0	93.1	89.8
Residence								
Urban	91.5	88.9	88.8	75.5	83.2	97.8	97.4	95.4
Rural	66.5	51.9	63.8	40.0	28.6	92.8	93.5	80.2

Source: ORADI computation using MICS5

Note: Values are in percentages

4.0 Data Source and Empirical Methodology

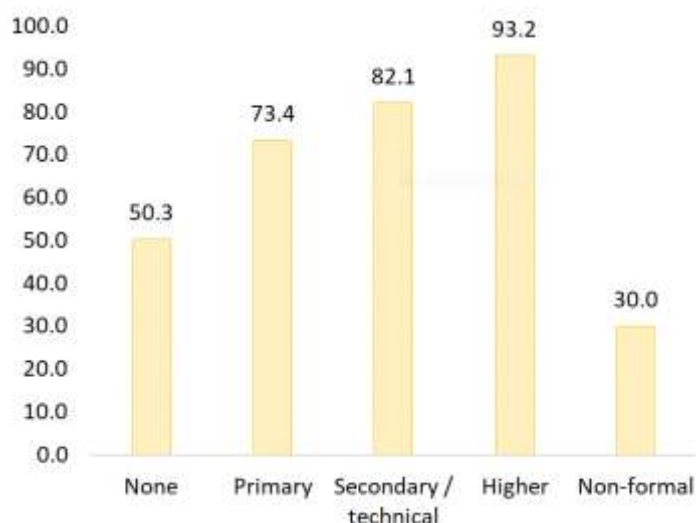
4.1 Data Source

THIS study used the 2016/2017 Multiple Indicator Cluster Survey⁵ (MICS5) data set to analyze the impact of sex, age, wealth, geopolitical zone, residence and educational attainment of household head on youth literacy in Nigeria. The survey was conducted by the National Bureau of Statistics (NBS) in collaboration with the National

Primary Health Care Development Agency (NPHCDA) and National Agency for the Control of AIDS (NACA), with support from international organizations. The survey collected information on 16,514 male individuals; 36,176 female individuals and 35,747 households in 2016/2017. The MICS5 is nationally representative and reports detailed information on key indicators, including literacy and education, child health and mortality, water and sanitation, nutrition and other relevant household and individual

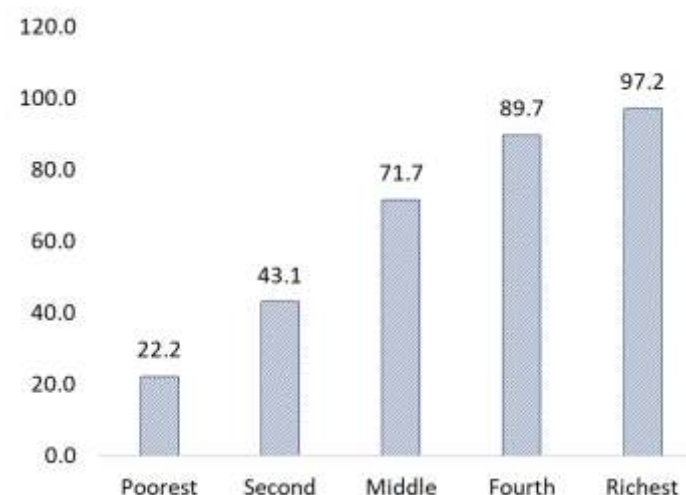
⁵ The global MICS programme was developed by United Nations Children's Fund (UNICEF) to support countries in the collection of internationally comparable data on a wide range of indicators on the situation of children and women (NBS and UNICEF, 2017). For Nigeria, the MICS survey data is available for 2007, 2011 and 2016/2017; however, we considered only 2016/2017 because our outcome indicator (Literacy rate) is only available for females in the previous MICS surveys (2007 and 2011). Also, the MICS 2016/2017 data better tracks the Sustainable Development Goals (SDGs).

Figure 9: Youth literacy Distribution by Education of household head



Source: ORADI computation using MICS5

Figure 10: Youth literacy Distribution by Wealth index quintile



Source: ORADI computation using MICS5

Table 4: Literacy rate by Wealth and Education of House Hold Head across Sex and Zone

	Male	Female	North Central	North East	North West	South East	South South	South West
Wealth index quintile								
Poorest	32.0	16.8	40.6	22.1	14.0	68.6	69.2	23.1
Second	56.7	36.9	52.8	37.1	26.2	81.2	85.0	72.6
Middle	84.7	65.5	70.8	60.3	51.3	92.7	93.1	87.2
Fourth	92.8	88.3	87.6	78.1	82.2	97.7	95.0	92.3
Richest	98.3	96.7	96.1	94.1	96.3	98.9	98.4	97.4
Education of household head								
None	58.5	45.8	56.4	32.4	29.0	87.4	87.8	77.3
Primary	78.3	71.0	73.3	42.9	32.6	93.8	91.6	88.8
Secondary / Secondary-technical	93.1	77.6	75.5	69.2	60.9	97.5	96.5	96.7
Higher	96.5	91.7	93.1	85.7	88.9	97.5	99.2	98.4
Non-formal	44.6	22.1	33.2	23.6	30.5	100.0	-	90.0

Source: ORADI computation using MICS5

Note: Values are in percentages

characteristics, including age, geo-political zone, residence, and level of education of household head.

4.2 Empirical Methodology

This study analyzed the distribution of youth literacy by sex and across geo-political zones in Nigeria. The regression model was used to analyze the key sex, age, wealth, geo-political zone, residence and educational attainment of household head on youth literacy in Nigeria. The model is shown below;

$$LIT_i = \alpha_0 + \beta SEX_i + \gamma ZONE_i + \delta AREA_i + \theta AGE_i + \tau HHEDU_i + \pi WEALTH_i + \varepsilon_i (1)$$

where the outcome variables LIT is a dummy variable which takes the value of "1" if an individual is literate and "0" otherwise⁶. An individual is considered literate if he/she can read a complete sentence in English and/or attained secondary or higher education. Sex is a

⁶ Please see Appendix A for description and measurement of variables used in the regression model.

dummy variable assumes “1” if an individual is female and “0” otherwise; ZONE is a categorical variable which captures the six geopolitical zones, AREA is a dummy which assumes “1” if an individual resides in the urban area and “0” otherwise; HHEDU captures the educational attainment of the household head and WEALTH is the wealth quintile of an individual. The coefficients β , γ , δ , θ , τ and π capture the effect of individual and household characteristics on youth literacy.

Furthermore, the interaction effect of sex and zone on literacy was also explored in this study; this is shown in equation (2).

$$LIT_i = \alpha_0 + \beta SEX_i + \gamma ZONE_i + \varphi SEX_i * ZONE_i + \delta AREA_i + \theta AGE_i + \tau HHEDU_i + \pi WEALTH_i + \varepsilon_i \quad (2)$$

The coefficient φ measures the interaction effect of sex and zone on literacy, while other coefficients remain as defined.

5. Result

5.1. Regression Results

TABLE 5 presents logistic regression results which show the effect of sex, age, wealth, geopolitical zone, residence and educational attainment of household head on youth literacy in Nigeria. In both models, the Wald chi-squared tests indicate that the explanatory variables are jointly statistically significant in explaining changes in youth literacy. Also, most of the coefficients are statistically significant, which suggests that sex, age, wealth, geopolitical zone, residence and educational attainment of household head are key determinants of youth literacy rates in Nigeria.

Sex

The result shows that female youths have a lower chance of being literate compared to their male counterparts. This is understandable given the large difference between enrolment of males and of females at all levels of education in Nigeria.

Zone

Youths in the North East and North West are less likely to be literate compared to youths in the North Central zone. The lower odds for literacy of youths in these zones can primarily be linked to cultural factors, low acceptance of western or formal education and low quality of education. On the other hand, youths in the south have higher odds of being literate compared to youths in the North Central. Although youths in the southern part of the country are more likely to be literate, the odds are higher among youths in South East and South South.

Sex and Zone (Female in a zone)

The interaction of sex and region shows that females in the North West⁷ have significantly lower odds of being literate compared to their female counterparts in the North Central zone. No significant

relationship was observed when sex was interacted with the North East geo-political zone. Also, females in the South East, South South and South West have higher odds of being literate compared to females in the North Central part of the country. This is reasonable, given the very high female literacy rates recorded in the South East, South South and South West zones.

Area of residence

In line with expectation, youths in rural areas have lower odds of being literate compared to youths in urban areas. The lower odds of being literate in rural areas could be linked to poor quality of education in most rural areas and disparity in access to education between the urban and rural communities in Nigeria.

Education of Household Head

The educational attainment of the head of the household has a significant influence on youth literacy in Nigeria. Youths from households where the head has non-formal education have a lower likelihood of being literate compared to youths from households where the head has no education. Youths from households where the head is educated have higher odds of being literate than youths from households where the head has no education. The odds increase with the level of education of the household head. Also, age has a significant influence on youth literacy. The older they are, the lower are the chances of youths being literate.

Wealth

Wealth index has a significant effect on youth literacy. The results show that the odds of an individual being literate increases with their wealth index. Youths in the second wealth quintile have higher odds of being literate compared to those in the poorest wealth quintile. Also, youths in the middle wealth quintile are more likely to be literate compared to those in the poorest wealth quintile and those in the second wealth quintile. For youths in the fourth quintile, they are more likely to be literate than those in the poorest wealth quintile and those in the middle wealth quintile. Youths in the richest wealth quintile have the highest likelihood of being literate compared to youths in other quintiles.

Clearly, government alone cannot adequately finance education in a manner that will engender quality education for all. It is therefore necessary to explore alternative and innovative financing options in this regard.

⁷ No significant relations were observed when sex was interacted with youths from the North East.

Table 5: Determinants of Youth Literacy in Nigeria

	(without interaction) Youth literacy	(with interaction) Youth literacy
Sex (reference=male)		
Female	0.374***(0.018)	0.409***(0.037)
Zone (reference=North Central)		
North East	0.515***(0.031)	0.539***(0.057)
North West	0.401***(0.024)	0.57***(0.058)
South East	5.529***(0.607)	2.424***(0.461)
South South	4.167***(0.435)	2.544***(0.491)
South West	1.509***(0.158)	0.91(0.166)
Interaction (sex and zone)		
Female in North East		0.949(0.122)
Female in North West		0.603***(0.071)
Female in South East		2.938***(0.678)
female in South South		1.857***(0.421)
female in South West		1.959***(0.427)
Area of residence (reference=Urban)		
Rural	0.422***(0.026)	0.421***(0.027)
Age	0.946***(0.007)	0.945***(0.007)
Education of HH (reference=no education)		
Primary Education	1.446***(0.088)	1.451***(0.089)
Secondary /Technical Education	2.486***(0.154)	2.505***(0.156)
Higher Education	4.867***(0.453)	4.862***(0.455)
Non-formal Education	0.784***(0.053)	0.756***(0.052)
Wealth index quintile (reference=first)		
Second	1.941***(0.119)	1.994***(0.123)
Middle	4.066***(0.264)	4.236***(0.277)
Fourth	8.526***(0.686)	8.831***(0.716)
Richest	20.853***(2.545)	21.856***(2.683)
Constant	5.015***(0.858)	4.636***(0.837)

Note: (i) the table reports odd ratios (ii) *,** and *** indicate significance at 10%, 5% and 1% respectively (iii) standard error in parenthesis
Source: ORADI compilation

6.0 Summary and Conclusion

THIS study examined the effects of sex, age, wealth, geo-political zone, residence and educational attainment of household head on youth literacy using the 2016/2017 Multiple Indicator Cluster Survey (MICS5) dataset for Nigeria. The results show that sex, age, wealth, geo-political zone, residence and educational attainment of household head are key determinants of youth literacy in Nigeria. This study demonstrates that females have a lower probability of being literate given the large difference in school enrolment rate, especially in the northern part of the country.

Also, the study showed that youths in the North East and North West have lower odds of being literate compared to youths in the North Central zone. The lower odds of youths in the North East and North West could be primarily linked to cultural factors and low quality of education in the region. Furthermore, youth in rural areas have a lower chance of being literate compared to youths in the urban areas. Also, wealth and educational attainment of household head have a significant influence on youth literacy in Nigeria.

The significant relationship between the key indicators and youth literacy has important

The plethora of problems facing the education sector in Nigeria requires holistic reforms to the education system. However, many attempted reforms have failed due to complex political economy issues within the sector.

implications for achieving the Sustainable Development Goals (SDGs). Therefore, policies aimed at improving the Sustainable Development Goals (SDGs) should focus more on the quality of education in the lagging geo-political zones and rural areas, boosting access of the girl-child, enlightening household heads, and targeting poor households to improve literacy rates across Nigeria. ■

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Appendix A

Table A1: Variable Measurement

Sn	Variable name	Measurement	Code
1	LIT	Dummy variable	1= Literate;0=otherwise
2	SEX	Dummy variable	1= Female; 0=otherwise
3	ZONE	Dummy for each category. The reference category is North Central	1= North East; 0=otherwise 1=North West; 0=otherwise 1=South East; 0=otherwise 1=South South; 0=otherwise 1=South West; 0=otherwise
4	AGE	Continuous variable	Age of respondent
5	HHEDU	Dummy variable. The reference category is Not educated	1=Primary; 0=otherwise 1=Secondary; 0=otherwise 1= Higher; 0=otherwise 1=non-formal education; 0=otherwise
6	WEALTH	Dummy variable. The reference category is first quintile	1=Second quintile; 0=otherwise 1=Middle quintile; 0=otherwise 1=Fourth quintile; 0=otherwise 1=Richest; 0=otherwise

Nigeria needs \$337bn to implement SDGs – UN

THE United Nations Support Plan for the Sahel estimates that Nigeria needs about \$337 billion to implement Sustainable Development Goals (SDGs) from 2019 to 2022. The cost of implementing the SDGs in Nigeria, according to the plan is \$80.65 billion in 2019, \$82.83 billion in 2020, \$85.07 billion in 2021 and \$87.37 billion in 2022.

On the investment needs in the Sahel, the plan reported the cost of implementing the SDGs in the Sahel is projected to be between \$140.25 billion and \$157.39 billion per year between 2019 and 2022 in the 10 Sahelian countries. The plan said the 10 countries under the UN Integrated Strategy for the Sahel (UNISS) needed an average of \$148.7 billion annually to implement the SDGs or \$594.8 billion from 2018 to 2022. The overarching goal of the plan, targeting 10 countries, namely Nigeria, Burkina Faso, Cameroon, Chad, The Gambia, Guinea, Mali, Mauritania, Niger and Senegal, is to scale up efforts to accelerate shared prosperity and lasting peace in the region. The plan would help implement identified priorities to achieve the 2030 Agenda for Sustainable Development and the African Union Agenda 2063.



The plan further stated that public-sector funding gap, on average, remained at 36.2 per cent of the required resources. UNISS was approved by the Security Council in 2013 and is part of a preventive and integrated approach to strengthening governance, security and development in the region. The plan aims at mobilising public resources and triggering private investments in the 10 countries in support of ongoing efforts and initiatives by governments, international and regional organisations, among other partners.

SDGs implementation more focused under Buhari, says Presidential Aide

PRINCESS Adejoke Orelupe-Adefulire, the Senior Special Assistant to the President on Sustainable Development Goals (SSAP-SDGs), says that Nigeria is making progress in the implementation of the Sustainable Development Goals (SDGs).

In a recent interview with The Nation newspaper, a Lagos-based tabloid, Orelupe-Adefulire said that since the implementation of the SDGs in the country took off in 2016, the Buhari administration has demonstrated commitment towards achieving the global goals. According to her, the Federal Government has laid much emphasis on the advocacy and sensitization of citizens so as to sustain what Nigeria achieved under the Millennium Development Goals (MDGs) and to scale up development. "Right now, we are doing very well and we were commended by the United Nations among member states, including developed countries in terms of our effective Action Plan, frameworks, baseline survey and the development plan we set up by ourselves as a country," she said.

Orelupe-Adefulire said Nigeria had increased awareness on global goals and put in place mechanisms for identifying and targeting the poor through a "National Social Register" to ensure that "no one is left behind."

She added that the Nigerian government has keyed into the Conditional Grants Scheme (CGS) which was designed by the World Bank and the international community to channel debt relief gains through which states and local governments can access funds annually from the Federal Government towards implementing pro-poor programmes under the SDGs. According to her, a paradigm shift is being put in place for its disbursement. She said that virtually all the 774 local government area in Nigeria have benefited from the scheme. Orelupe-Adefulire said Nigeria had increased awareness on the global goals and put in place mechanisms for identifying and targeting the poor through a "National Social Register" to ensure that "no one is left behind."

On how the CGS fund is being disbursed towards accelerating development in all parts of Nigeria, she said that the scheme provides 50% counterpart fund for the state and the local governments so they will match it with their own 50% for the development of their respective states and local governments.

She said OSSAP-SDGs will continue to work closely with sub-national governments to adequately mainstream the SDGs into their respective policies and development plans.

'Nigeria's social investment scheme targeted at developing human capital of the youths'

MARYAM Uwais, Special Adviser to the Nigerian President on Social Investments says the social investment schemes of President Muhammadu Buhari are targeted at developing the economic and human capital of the youths.

She spoke at the 16th *Daily Trust* Dialogue with the theme "Youths and Democracy: The African Challenge." Mrs Uwais said the N-Power job creation initiative has provided employment and skills acquisition for over 500,000 unemployed graduates and 20,000 non-graduates in various spheres of endeavour including health, agriculture, education, tax, community development, field monitoring, and

data capture as well as Information Technology.

"Statistics from the NBS show that when we engaged the initial batch in 2016 N-Power volunteers, the youth unemployment indices fell from 23.67% to 16.6%. For the 300,000 engaged in 2018, statistics fell from 32.45% to 29.75%," Uwais said.

She explained that other economic empowerment programmes aimed at improving the wellbeing of citizens, including the youths are the Government Enterprise Empowerment Programmes (GEEP), which provide loans to over 1.3 million micro and small businesses including traders, artisans, market women and farmers, 46% of which are within the youth age bracket.

IWD: Nigerian Women Demand Gender Balance

IN celebration of the 2019 International Women's Day (IWD) held on March 8, this year, the Nigerian women joined the rest of the world in demanding for gender balance for the development of the country.

This year's theme: "Think Equal, Build Smart, Innovative For Change: Balance For Better", focuses on the innovative ways to advance gender equality and the empowerment of women particularly in the areas of social protection systems, access to public services and sustainable infrastructure.

Mrs Angela Ajala, the National President, African Women Entrepreneurship Programme (AWEP) and Executive Director, Ladela Group of Schools, while speaking on the theme for this year's IWD said that it shows that this is the right time in Nigeria's history to help find a better gender balanced world. She added that the theme, #BalanceForbetter, is very apt, especially in Nigeria, where there has not been balance for women in many areas. She said this is an opportunity for women to engage government on how to have a more gender balanced world in appointments, nominations and engagements at various levels of government. "One of the programmes we are doing with all our members across the 36 states is to present letters of engagement to all the 36 state governors asking for 40 per cent inclusion of women in government to have a good balance," Mrs Ajala said.

Addressing journalists on the importance of the



IWD, Mrs Mary Ekpere-Eta, the Director-General of the National Centre for Women Development (NCWD), said the theme of this year's celebration resonates the efforts the NCWD is making to empower and strengthen women's agenda towards gender equality and sustainable national development.

She further said with the dismal performance of Nigerian women in the 2019 general elections, the theme for this year's celebration is quite apt as it speaks to current day realities women face in achieving equity and equality with regards to women's representation, information and communication technology and the emerging Artificial Intelligence (AI).

Eta said the NCWD, in collaboration with the office of the wife of the president, has established a Gender-Based Violence Electronic Dashboard to improve documentation and set up mechanism of Gender Based Violence trends across the country to better track efforts at prosecuting offenders, rehabilitating offenders and compensating victims and their families.

Hajia Aisha Abubakar, Minister of Women Affairs and Social Development, urged women to come out and be seen so they would be carried along in governance process. She said that although Nigeria has not achieved the 35 per cent affirmative action, the country has moved further from the percentage it had earlier. "It is a work in progress," she added.

UNICEF urges Nigeria to implement recommendations on child protection

MOHAMED Fall, the United Nations Children's Fund (UNICEF) Representative in Nigeria, has called on the Federal Government to implement recommendations on newly inaugurated reports on child protection in the country.

The reports are Financial Benchmark on Child Protection Services and the Economic Burden of Violence Against Children.

Fall made the appeal at the inauguration of the two reports in Abuja recently. He said the implementation would help the country to achieve target 16.2 of the Sustainable Development Goals (SDGs). He also emphasised the need to invest more in the protection of children in the country.

"With the report we now know that violence against children, in any form, not only has a lifelong impact on a child's physical and psychological development, it also eventually results in diminished human capital, affecting all of society. These reports are important because if Nigeria does not achieve the SDGs, including those on ending violence against children, the world will not achieve the SDGs. And the world is watching us," the UNICEF official said.

Fall, who noted this year as the 30th anniversary of the Convention on the Rights of the Child, said "the inauguration was an important moment of reflection on the state of children's rights in Nigeria 30 years after the world committed to promoting and protecting them."

He said it was an opportunity to reflect on what could be done to improve situation in Nigeria and measures needed to be in place to ensure that children could live happy, safe and productive lives.

Fall said that to combat the issue of violence against children and ensuring their protection a strong and comprehensive child protection system must be in place nationwide.

The UNICEF representative, who frowned at the current low fiscal budget and subsequent expenditure on child protection services, added that it was lower than 0.5 per cent of Nigeria's total expenditures. Specifically, he said that in 2015 about N10.1 billion or 0.16 per cent of the consolidated Federal and State expenditure was recorded.

"Currently, government expenditures cover mainly responsive child protection services, thereby neglecting the importance of essential preventive measures like the domestication of the Child Rights Act in all 36 states including the FCT. It also neglects ensuring universal access to birth registration services, giving an identity to each and every child and raising awareness of child abuse due to some prevailing social norms and harmful practices," he said.

Fall reiterated the commitment of the organisation to partner with the Nigerian government and to also provide continued support in the areas of child protection towards achieving the SDGs by 2030.

We're pace-setters in implementation of SDGs in Nigeria, says el-Rufai

MALAM Nasir El-Rufai, the Governor of Kaduna State in the North West geo-political zone of Nigeria says the state stands out as a pace-setter in the implementation of the Sustainable Development Goals (SDGs) in the country.

In his speech at the recent Kaduna State SDGs acceleration conference, held in Kaduna, the governor explained that the state made history as first state government in Nigeria to present an in-depth analysis of its SDGs data and strategy for implementation at the 72nd United Nations General Assembly. According to him, the state government has made progress by adopting the SDGs targets and indicators, investing in data that allows policy makers in the state to know where they are coming from and what they have achieved so far.

At the conference which was attended by Amina Mohammed, the Deputy Secretary-General of the United Nations (UN), El-Rufai highlighted the achievements of the state government in terms of enhancing quality education.

He said that his administration inherited 4,200 public primary schools in dilapidated conditions and today virtually all of them have been rehabilitated. He added that his administration inherited an enrolment rate that stagnated at 1.1 million pupils with at least 50 per cent of pupils taking lessons on the floor because of lack of furniture in June 2015. However, through the investment of the state government in the education sector, school enrolment has increased from 1.1 million to 2.1 million, almost doubling the number of pupils in the State.

Also speaking at the SDGs conference, the Deputy Secretary-General of the United Nations (UN), Amina Mohammed, while commending Kaduna State government for its efforts in implement the SDGs, disclosed that extreme poverty across the world in the last few years has remained high, the same way global hunger has increased. She also said climate change is threatening the actualization of the SDGs. Mohammed called for a holistic approach towards actualizing the SDGs, adding that priority should be given to women and girls.

EU tackles rural poverty, erosion menace in six states

WORRIED by ravaging effects of poverty and the environmental impact of erosion in some parts of Nigeria, the European Union (EU) has earmarked six pilot states in the country for intervention.

The beneficiary states include Akwa Ibom, Adamawa, Kwara, Imo, Delta and Lagos, where a team of assessors, drawn from a coalition of non-governmental organisations (NGOs) is working to establish disaster-prone areas in the affected communities.

Hon Al-mustapher Edoho, the president of the Network Advancement Programme for Poverty and Disaster Risks Reduction (NAPPDRR), one of the coordinating officials for the project, said 50 countries including Nigeria have been listed in the scheme. He listed some of the benefitting areas to include Ntak



Inyang and Abekpi in Esit Eket Local Government Area of Akwa Ibom; Mubi in Adamawa State; Oguta and Nekede in Imo State; Orhie Irri and Aradhe in Delta and Ilorin in Kwara.

Edoho said the programme aimed at alleviating rural poverty through the provision of essential lifeline for the disaster-prone communities. "It's a global social development initiative and the project helps United Nations International Strategy on Disaster Reduction (UNISDR) to review the progress towards the implementation of the Sendai, Japan's framework on disaster reduction globally, as well as climate change," he said.

He disclosed that the findings of the team of investigators and enumerators sent to the affected areas would be heavily deliberated upon at a comprehensive forum of all stakeholders before the commencement of implementation.



An erosion site in Anambra State

UNV, UNDP launch 'Volunteer Action Counts' to support communities hit by insurgency

THE United Nations Volunteers (UNV) programme recently launched the first pilot globally in the North East Nigeria to engage community members as UN Community Volunteers. This pilot is being implemented together with the United Nations Development Programme (UNDP) with funding support from the European Union Civil Protection and Humanitarian Aid (ECHO). The campaign is targeted at communities hit hard by the Boko Haram insurgency.

Launching the campaign, UNV mobilized a number of UN Community Volunteers to serve as Community Village Supervisors on the UNDP and ECHO project, to work in 10 communities across the crisis-affected region of North-East Nigeria, with a focus on Borno, Adamawa and Yobe states.

UN Community Volunteers respond to the needs of UN agencies to have immediate interlocutors at the local level to do community mobilization, data collection, information sharing and coordination of activities.

Over 130,000 people have been displaced in the North-East since late 2017, according to a report by the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) released in June, last year.

Afke Bootsman, Regional Director of the UNV Office for West and Central Africa said that the Volunteer Action Counts' is set to play a pivotal role in the humanitarian crisis response and to have a decisive impact on the 2030 Sustainable Development Goals (SDGs) agenda.

Innovations in Implementing the SDGs

TITLE: From Summits to Solutions: Innovations in Implementing the Sustainable Development Goals

EDITORS: Raj M. Desai, Hiroshi Kato, Homi Kharas, and John W. McArthur

PUBLISHER: Brookings Institution Press, Washington D.C.

REVIEWER: Gregory Stiles

BASED on a collaboration between the Japan International Cooperation Agency and the Brookings Institution, *From Summits to Solutions* recognises the culmination of the Sustainable Development Goals (SDGs), the Paris Agreement and the Addis Ababa Action Agenda as a triumph of multilateralism. Importantly, the editors acknowledge the rising threats to effective multilateralism, agreeing that shifts in the global political climate may precede a faltering in the anticipated need for transformative thinking that will be required to meet the United Nations Agenda 2030 aims. Yet, it is interesting to note that the authors' response to this conundrum lies not in adapting to changing political climates, but in doubling down on the need to expand the scope and scale of global and national action through what they term 'multistakeholder governance' and 'peer learning' to establish 'common understandings' of the nature of the required action in meeting the SDGs. Rejecting the 'business-as-usual' approach to sustainable development, the wide-ranging chapters in the book provide an interesting insight into potential technocratic solutions to meeting the SDGs through three broadly thematic policy areas.

Inclusion

It is the work of Jeni Klugman and Laura Tyson (Chapter Two) in addressing the economic gender gap that establishes the importance of inclusionary development policies. Through the exploration of the disproportionate burden of unpaid care upon women, the authors highlight the key linkages between discriminatory social norms and the subsequent level of access and benefits available to women through easily accessible finance. These assessments of structural barriers to inclusion are developed further by Bettina Prato's analysis (Chapter Seven) of rural inequality. The focus on the impact that the urban-rural divide has upon the opportunities of women and

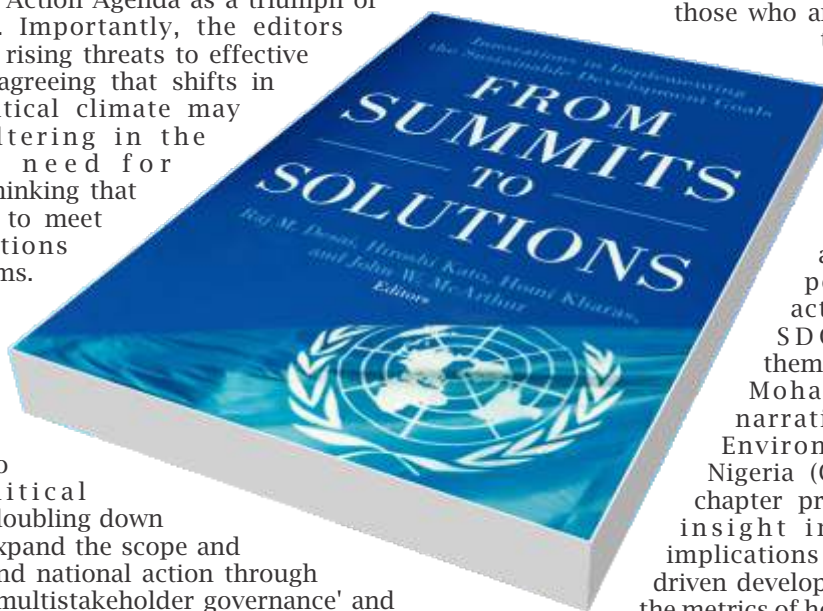
young people provides the basis for the author's theoretical ideas regarding a policy shift towards 'decentralised' improvements in agrifood and infrastructure access.

These inclusionary underpinnings for a policy shift to meet the SDGs are contradicted though by Reuben Abraham and Pritika Hingorani (Chapter Ten) for whom the focus of sustainable development lies with the positive shift towards urbanisation. They see the primary lever for this transformation as labour market growth through the specialisation of city governance frameworks. Although supported by economic data, the analysis leaves the reader wondering, as Prato does, about the impact and inequality levels of those who are left to fall between the cracks of the urban-rural divide in development policy.

Measurement

The importance of accurate assessment of both policy and resultant action in meeting the SDGs provides the thematic basis for Amina Mohammed's anecdotal narrative of her time as Environment Minister for Nigeria (Chapter Three). This chapter provides an interesting insight into the practical implications of targeted finance driven development policy. Yet, it is the metrics of how these 'Green Bonds' are both certified and measured as to their effectiveness that clearly remains a key roadblock to progress. This ethos of accurate assessment is developed further by Jane Nelson (Chapter Four) with an ambitious policy programme of shifting global market activity towards a model of sustainable growth through the establishment of common metrics of assessment for financial incentives that would nudge the private sector into alignment with the SDGs. In this, Nelson is supported by the policy ideas of Mahmoud Mohieldin et al (Chapter Sixteen) on the role of Multilateral Development Banks (MDBs) in providing both the impetus, and the accurate targeting parameters, for private finance to fill the investment gaps required to meet the SDGs. This is then further reinforced by Rogerio Studart's case study (Chapter Six) on the lack of sustainable domestic finance in maintaining private sector investment in Brazil's national infrastructure development programme.

Moreover, it is Ikuo Takizawa's work on global



From Summits to Solutions provides a challenging assessment of the improvements needed to achieve the SDGs and the authors provide innovative policy ideas. The theme of a 'multistakeholder' approach runs throughout

health architecture (Chapter Fifteen) which identifies the need for accurate assessment tools to deal with increasingly complex issues of programme overlap and agenda setting distortion in respect of donor funding for health development. These policy requirements are provided with a technological solution in the work of Linda See et al (Chapter Eight), for whom the focus upon satellite data to improve assessment metrics is key. However, the authors clearly note the limitations regarding levels of accuracy and inherent bias in data interpretation that mean the deployment of these advances should be seen as a contribution to the field, rather than a panacea for assessing the progress of the SDGs

Importantly, it is Ann Florini's contribution (Chapter Five) that begins to develop solutions to these problems by identifying the existing skills gap in collaborative expertise across business, government and NGO sectors. Florini identifies educational training as key to bridging this gap, with a particular focus upon developing specialised higher education qualifications for practitioners. Yet, the crux of Florini's policy solution lies in going beyond technocratic training, or technological advances, and instead focusing on the broadening of understanding in practitioner mindsets as to how different industries and sectors work in order to improve the effectiveness of collaborative development projects. Naoko Ishii's 'system theory' approach to resource allocation (Chapter Fourteen) provides further impetus for the efficacy of successful collaborative development projects in providing solutions to the SDGs.

Leadership

Margaret Biggs and John W. McArthur extol the virtues of leadership in development policy through their case study of Canada (Chapter Twelve) as a 'North Star' with which to guide developing countries in meeting the SDGs. Although the data shows that Canada still has a way to go in meeting development targets, it is interesting to note their argument focuses on using domestic policy overlap as the key driver to leading by example. This leadership principle is expanded upon by Ryuichi Tomizawa and Noriharu Masugi assessment of Japan's International Cooperation Agency activities in supporting the development of statistical and measurement capacity within developing countries (Chapter Nine). It is clear that both of these chapters focus upon the positives of

developed country guidance in meeting the SDGs: the question remains, however, as to the efficacy of externally led, and financed, programmes and their sustainability in building domestic resilience in developing countries.

Interestingly Dhananjayan Sriskandarajah's work highlights the important role of civil society organisations (Chapter Thirteen) in holding developed and developing countries accountable for their performance relating to the SDGs. This leadership principle is then challenged by Enric Sala and Kristin Rechberger's ambitious policy programme (Chapter Eleven) for meeting SDG 14's aims of ocean conservation through the creation of marine reserves equivalent to half the world's oceans. This rejection of a business-as-usual approach to the SDGs does not, unfortunately, elaborate on how this proposal could be established, beyond the already agreed level of protections in the SDG framework. However, it does provide a litmus test for both Canada and Japan as agenda setters for the SDGs.

Conclusion

From Summits to Solutions provides a challenging assessment of the improvements needed to achieve the SDGs and the authors provide innovative policy ideas. The theme of a 'multistakeholder' approach runs throughout, and yet it is a shame that the book has itself not engaged in its own 'peer learning' through the linkage of its authors key ideas into a viable programme of solutions.

For example, Prato, and Abraham and Hingorani's chapters on the urban-rural divide of development would have benefitted from a comparative assessment of how the authors' ideas could be amalgamated into a sustainable programme for reform. Moreover, Amina Mohammed and Jane Nelson's chapters on green bonds and private investment would have benefitted from collaboration with Mahmoud Mohieldin et al's work on the leadership potential of MDBs in this area. It is also evident that the chapters by Tomizawa and Masugi, as well as Biggs and McArthur, provide interesting insight into the leadership capabilities of developed nations in providing assistance to developing countries in meeting the SDGs. Yet the analytical structure of the book would have been enhanced by a further exploration of Sriskandarajah's work on developing accountability for both developing countries, but also developed countries' agenda-setting power and an assessment of the efficacy of their development led programmes.

That being said, *From Summits to Solutions* engages with some of the most important challenges facing the fulfilment of the SDGs and provides innovative ideas and solutions for these issues. It is a clarion call to policymakers worldwide that the 'business-as-usual' approach to global governance is no longer sustainable. ■

Gregory Stiles is a Doctoral Researcher at the University of Leeds.

Culled from <https://www.globalpolicyjournal.com/> Vol. 10, Issue 1, February 2019

SDGs: Law, Theory and Implementation

TITLE: Sustainable Development Goals: Law, Theory and Implementation

EDITORS: Duncan French, Professor of International Law, University of Lincoln, UK and Louis J. Kotzé, Research Professor, North-West University, South Africa

PUBLISHER: Edward Elgar Publishing, Cheltenham

PUBLICATION DATE: 2018

PAGINATION: 319 pages

- Sustainable Development Goals and Human Rights: Challenges and Opportunities by Lynda M. Collins.
 - Underpinning Commitments of the Sustainable Development goals: Indivisibility, universality, leaving no one behind by Graham Long.
 - How the Sustainable Development Goals Promote a New Conception of Ocean Commons Governance by Nadia Sánchez Castillo-Winckels.
- Part II focuses on a Selective Analysis of Particular Goals viz:

BUILDING on the previously established Millennium Development Goals, which ran from 2000–2015, the 2015 Sustainable Development Goals (SDGs) provide the UN with a roadmap for development until 2030. This topical book explores the associated legal and normative implications of these SDGs, which in themselves are not legally binding.

The 17 goals and 169 targets of the SDGs cover areas as crucial as poverty reduction, climate change, clean water and access to justice. Combining both thematic and goal-specific analysis, expert contributors establish the relevance not just of international law, but also of a broader range of normative frameworks including constitutional norms, domestic regulatory law and human rights. Connecting the SDGs to wider debates in international law and politics, this book ultimately demonstrates that law has an important constitutive and instrumental role to play in both implementation and analysis.

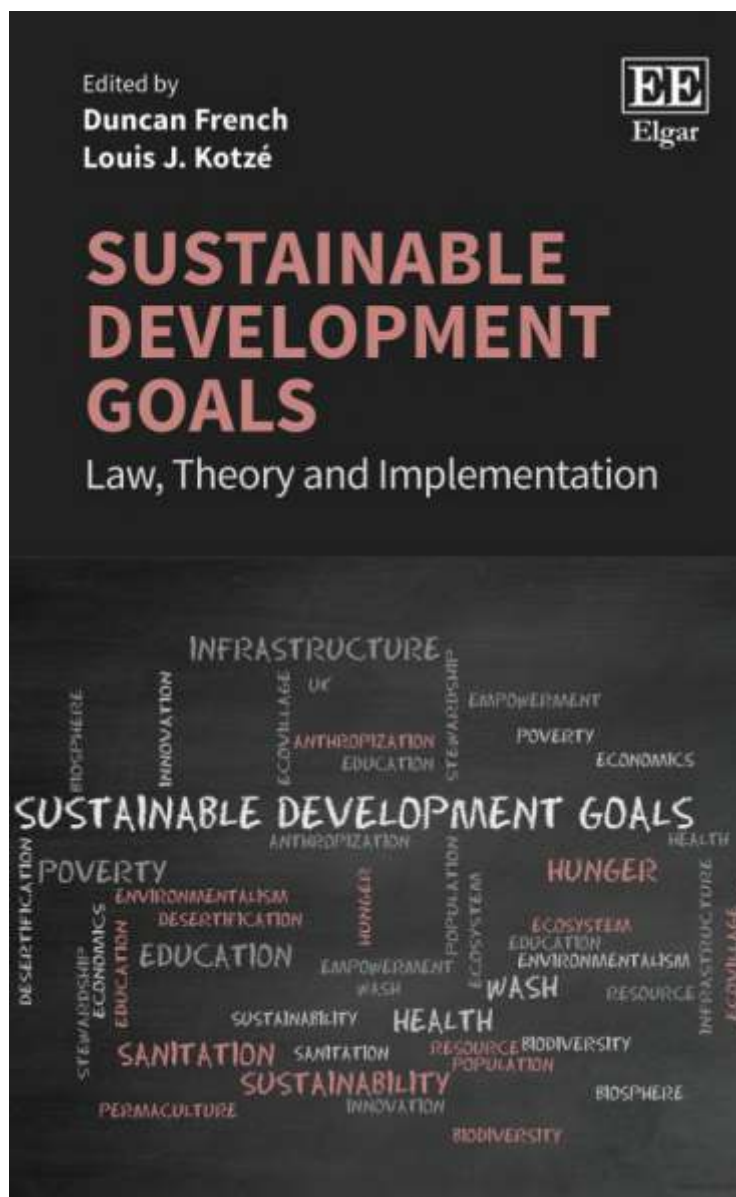
The first of its kind to offer a specific focus on the relationship between law and the SDGs, this much-needed book will prove invaluable for scholars in the field of international sustainable development. Its insightful observations will also provide food for thought for both related international organizations and national government officials.

Contents:

The Introduction is written by Duncan French and Louis J. Kotzé.

Part I of the book dwells on General Themes as follows:

- The Sustainable Development Goals, Anthropocentrism and Neoliberalism by Sam Adelman.
- The Sustainable Development Goals: An Existential Critique Alongside Three New-millennial Analytical Paradigms by Louis J. Kotzé.



The first of its kind to offer a specific focus on the relationship between law and the SDGs, this much-needed book will prove invaluable for scholars in the field of international sustainable development. Its insightful observations will also provide food for thought for both related international organizations and national government officials.

- Gender and the Sustainable Development Goals by Karen Morrow.
- International Water Law and SDG 6: Mutually Reinforcing Paradigms by Owen McIntyre.
- Good Urban Governance as a Global Aspiration: On the Potential and Limits of SDG 11 by Helmut Philipp Aust and Anél du Plessis.
- Good Environment and the Sustainable Development Goals: 'We are on a Road to Nowhere' by Werner Scholtz and Michelle Barnard.
- Torn by (un)certainty - Can There be Peace Between Rule of Law and Other Sustainable Development Goals? by Niko Soinenen.
- SDG 17: Partnerships for the Goals - Cooperation within the Context of a Voluntarist Framework by Nathan Cooper and Duncan French.

Critical Acclaim:

'The book is particularly innovative in its use of law and normative theory to build a coherent framework in which to work across the different SDGs. In this, contributions point to both the strengths and the weaknesses of the new SDG agenda, and to the broader limitations to the normative framework underlying the whole agenda. The central promise of the SDG agenda is to "leave no one behind". The agenda attempts to do this by working within the new "governing through goals" structure. This book will supply both academics and policy-makers within that structure with useful discussions and analytical tools.'

- *Journal of Peace Research*

'A must read for those who aim to understand the limitations and potentialities of the SDGs. Using the lens of law, this volume presents a critical analysis of whether the SDGs, rooted in neoliberalism and anthropocentrism, will be able to realize the promise that "no one will be left behind". Or, as Long writes in his chapter, "given that our world is unjust, and a more just world is possible, what role can the SDGs play in getting there from here?".'

- *Ellen Hey, Erasmus University Rotterdam, the Netherlands*

'This book addresses the questions around the importance and relevance of the SDGs that many lawyers have often wondered but struggled to articulate. It is an honest and deeply interrogated account of the different perspectives on the SDGs and the emerging trend of "governance through goals". The editors are to be commended on their thoughtful arrangement of these discussions and views.'

- *Olivia Rumble, University of Cape Town, South Africa*

'The Sustainable Development Goals aim to transform our world. Although a drastic change in the way we use the Earth is urgently needed, the question arises whether the SDG's sufficiently facilitate such a transformation. This excellent new book, edited by the world's leading legal scholars in the broad area of sustainable development law, provides clear answers to that pressing question and is a must read for all academics and policy-makers involved in steering human behaviour toward a more sustainable track.'

- *Jonathan Verschuuren, Tilburg University, the Netherlands*

Culled from: <https://www.e-elgar.com>

'This excellent new book, edited by the world's leading legal scholars in the broad area of sustainable development law, provides clear answers to that pressing question and is a must read for all academics and policy-makers involved in steering human behaviour toward a more sustainable track.'



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