

ADULT EDUCATION IN NIGERIA

Volume 20 Issue 1 2015



Journal of
NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION

Editorial Board

Editor

Prof. (Mrs) Lucy Adesomon Okukpon (Ph.D), University of Benin

Assistant Editor

Dr. Bala Zakari --- Bayero University, Kano

Consulting Editors

Prof. Akpovire Oduaran	—	North West University, Mmabatho, South Africa
Prof. Elizabeth Abama	---	University of Jos
Prof. Idowu Biao	---	University of Botswana, Gabarone, South Africa
Prof. E. U. Enuke	---	University of Benin
Prof. M. B. Dukku	---	National Teachers Institute
Prof. Kolawole Kazeem	---	University of Benin
Prof. Dele Fojonyomi	---	University of Maiduguri
Prof. O. O. Obilade	---	Obafemi Awolowo University & Tai Solarin University of Education
Prof. C. O. Oladapo	---	University of Lagos
Prof. Gidado Tahir	---	University of Abuja

Editorial Assistants

Mrs. Adesuwa Sarah Oimage	---	University of Benin
Mr. Felix U. Aghedo	---	University of Benin
Mrs. Grace C. Abey-Fashae	---	University of Benin

Shigbana A.O

Adult Education in Nigeria

Volume 20, Issue 1, 2015

Theme:

Experience (and Experiential learning), Adult and Community Development for
Justice and Peace: Empowering Harmony in Nigeria



**JOURNAL OF NIGERIAN NATIONAL COUNCIL FOR
ADULT EDUCATION**

Published For NNCAE by



**University of Benin Press Plc
Ekehuan Road Campus, P.M.B.1154,
Edo State, Nigeria**

(c) Nigerian National Council for Adult Education 2015

All Rights Reserved

Contents

Editorial-Adult Educators Must Use Experiential Learning To Bring About Community Development For Justice And Peace As Well As Sustain Harmony in Nigeria.	v
From the President NNCAE, Prof. F. M. Umar	vi
Experiential Learning, Adult Education and Community Development for Justice and Peace: Empowering Harmony in Nigeria. Lead Paper, Presented by Prof Ayodele Fajonyomi, University of Maiduguri.	1
Securing The Culture of Peace Through Literacy Education. Olomukoro, C. O.	8
The Development of Electronic Distance Education Delivery Systems in Nigeria: Implications for Adult Learning. Ezema James .O and Ukwaba I. C.	19
Economic Implications of Incessant Crises in Jos: Youth Empowerment as a Panacea. Abiodun Deborah Yetunde and Auwalu Halilu	31
Women in Higher Education in Nigeria: A Panacea for Developmental Growth. Okukpon Lucy Adesomon and Margaret Omolara Akerele	37
The Role of Social Workers in Flood Management for Peace and Harmony: Jigawa Flood Disaster Experience. Balarabe Abubakar	42
Idle Hands The Devil's Workshop: Creating Jobs to Foster Peaceful and Harmonious Living in Nigeria. Adebisi, T. A, Akinsooto, T. A and Akpomujie, P. Y.	49
Career Opportunities in Adult and Community Development Education for Graduates of Tertiary Institutions: A source for Peace and Harmony in Nigeria. Adamu Usman Gama	58
Peace and Moral Education: A Missing Focus in Adult Education Practice in Nigeria. Daramola, E. T	66
Relationship Between Educational Attainment and Income Earnings of Local Government and Non-local Government Employees and Their Participation In Community Development Activities In Jigawa State, Nigeria. Auajara, Idris Wada	72
The Need for Increased Public Awareness Towards Community Policing for Peace and Harmony in Nigeria: The Metropolitan Kano experience. Babangida Ladan and Ummu Babanzara Hassan	88
Promoting National Development Through Peace Education in Nigeria. Oyitso, M. O. and Oimage Adesuwa Sarah	93
The Intersection of Adult and Non-Formal Education and Sustainable Livelihood in Nigeria. Ya'u Haruna Usman	107
Assessment of Adult Literacy Programmes of Ilorin West Local Government of Kwara State. Aminat Hassan Najmuddeen	114
National Open University of Nigeria (NOUN) and The Need for Higher Education: Issues and Challenges. Garba Muhammad Tofa	122

Functional Literacy as a Tool for Poverty Alleviation and Rural Development in Nigeria. Kazeem Kolawole and Aghedo Felix. U	135
Mobilization Strategies for Community Development Programmes in Kano. Usman Abba Idris, Babangida Ladan and Samir Halliru	142
Encouraging Good Health Practices Among Rural Women in Nigeria Through Non-Formal Education. Ukwuaba, I. C. and Igbo, Rosemary. O	152
Community Capacity Building and Youth Empowerment: Implications for Social Work Practices for Rehabilitation of People Living with Hiv/Aids in Gumel, Jigawa State. Balarabe Abubakar	160
Women Empowerment: A Catalyst for Peace, Development and Justice in Nigeria. Omoruyi, F. E. O and Oronsaye, Rita. O	171
Exploring Experiential Learning in Improving The Quality of Training of Nigerian Adult Educators in the 21 st Century. Murtala Akanbi Yusuf and Bala Zakari	180
Promoting Women Empowerment Through Entrepreneurship Education. Mbara Kingsley Ugochukwu, Anurugwo Appolonia Osita and Alatare Sulyman Musa	190
Social Media, Civic Engagement and Lifelong Learning in Contemporary World: An Implication for Experiential Learning in Adult Education Practice. Samir Halliru	201
Promoting Sustainable Peace in Nigeria Through Literacy Education. Omiunu, S. E, Airhiavbere Osaro Friday and Olikabo Samuel. O	208
The Need for Literacy in The Successful Implementation of Sustainable Development Activities for Ensuring Harmony in Nigeria: The Jigawa State Agency for Mass Education Experience. Ya'u Haruna Usman	216
Empowerment and Development Strategies for The Attainment of MDGS in Ilorin West Local Government Area of Kwara State. Sholagberu, Abdulsalam Oladimeji, Kayode Sadiq Toyin and Alakoso, Ibrahim Musa	223
Strengthening Community Based Disaster Risk Management Practices in Nigeria: A Practical Guide to Change Agents. Usman Abba Idris, Babangida Ladan and Auwalu Halilu	231
Non-Formal Education: A Strategy for Promoting Harmonious Relations for Sustainable Development in Rural Communities. Omoruyi, F. E. O and Abey-Fashae, Grace.	246

Editorial – Adult Educators Must Use Experiential Learning To Bring About Community Development For Justice And Peace As Well As Sustain Harmony In Nigeria.

The theme of this issue of our Journal, is Experience (and Experiential Learning), Adult and Community Development for Justice and Peace: Empowering Harmony in Nigeria. The conference was held at the Institute of Education, University of Ilorin from the 7th-10th October, 2014. The NNCAE Ilorin conference saw the emergence of new executive members who were duly elected to run the affairs of the association. The President, Professor Fatima Umar, was full of commendation and gratitude to the former executive members who piloted the affairs of the association for four years. She solicited the support and cooperation of all members to ensure that justice, peace and harmony is sustained throughout the country.

There was a lead paper which was delivered by professor Fajonyomi and the said paper is reproduced in this issue for the benefit of all members.

The 27 (Twenty seven) papers published in this issue had gone through double blind peer review and were cleared for publication in May, 2015. The articles analyze different types of research in the field of Adult Education work and practice. In addition, the articles provide a wide range of implications for adult education both in theory and practice giving room for further exploration.

In recent times, our role as an association has been to develop human potentials with a continuous supportive process which motivates and stimulates individuals to acquire knowledge, skills and understanding in their interactions with people they come across with on a daily basis. The theme of this issue is broad and all encompassing especially for a professional journal of this nature, hence adult educators should strive to ensure that experiential learning and community development is reflected in the teaching and learning situation to bring about the desired change for justice, peace and harmony in all institutions of higher learning in the country.

Prof. (Mrs.) Lucy Adesomon Okukpon (PhD)
Editor

From The President NNCAE

The outgoing President, other members of the outgoing Executive, members of the new Exco, other members of NNCAE here present, good afternoon. Let me use this opportunity to express our propound appreciation to you members for giving us the opportunity to pilot the affairs of our Council. I must commend the outgoing Exco members for ably piloting the affairs of our great Council for the last 4 years. They have actually done a good job.

I feel overwhelmed at my election as President. However, since I cannot decline as you all have emphasized, I say a big thank you to you all for reposing your confidence in me. I believe strongly that with your support we would take the Council to greater heights.

The NNCAE is a very viable organization, one that if taken seriously has the capacity to enhance Adult Education delivery in Nigeria. Actually, the NNCAE has succeeded in attracting and maintaining State interest and support to Adult Education in Nigeria. Indeed if Nigeria is to achieve EFA and MDG Goals at all, government at all levels must work hand in hand with non-governmental organizations like the NNCAE which comprises of professionals and practitioners.

The roles of Adult Education are complementary and supplementary to formal education, unfortunately, government places more attention on formal education without commensurate support to Non-Formal Education. We at the NNCAE would explore avenues for greater involvement of our great Council in issues that have to do with Adult Education policies and practice in Nigeria.

At this point, I would like to call on all members here present to join hands with the new Executives in the effort of improving Adult Education practice in Nigeria. Needless to say it is our call. So let us work towards achieving this goal. Once again, thank you very much indeed.

Prof. Fatima M. Umar



**EMPOWERMENT AND DEVELOPMENT STRATEGIES FOR THE
ATTAINMENT OF MILLENNIUM DEVELOPMENT GOALS IN ILORIN
WEST LOCAL GOVERNMENT AREA OF KWARA STATE.**

By

Sholagberu, Abdulsalam Oladimeji.

Department of Educational Foundations, Kwara State College of Education, Ilorin

Kayode, Sadiq Toyin.

Department of Adult and Primary Education, University of Ilorin

Sadiqtoyin2011@gmail.com

and

Alakoso, Ibrahim Musa

Department of Adult and Non-Formal Education,

Federal College of Education, Kontagora

ibrahimmusaalakoso@gmail.com

Abstract

This paper is on local empowerment development strategies for the attainment of MDGs in Ilorin West Local Government Area. The aim is to provide a formidable basis needed for adopting meaningful policy measures geared towards the empowerment of communities and development strategies for attaining the MDGs. The paper addressed the following issues among which are empowerment and development, the millennium development goals in perspectives, development strategies in empowering the community for the achievement of the MDGs and the challenges faced with its attainment. The paper concludes with the fact that empowerment of communities are needed to achieve the MDGs. Based on this, recommendations made were intensive awareness campaign for the people of the rural areas in Ilorin West Local Government, the need for collaborative efforts between the government and community based association and extension of MDG programmes to the identified areas by the government.

Introduction

Ilorin town is an old settlement which has an emir and district areas with many villages under it. The Local Government headquarters is situated in the town. According to the district head of Egbejila (one of the district areas was set up over a hundred years ago.) It

is presently a local government area in Kwara State. The predominantly spoken language of the people of the area is Hausa. Agriculture which involves subsistent farming and animal husbandry has been observed as their major occupation.

The study was aimed at providing the basis for meaningful policy measures towards the attainment of Millennium Development Goals (MDGs) in the year 2015 in both the urban and the rural areas in Ilorin using the Local Economic Empowerment and Development strategies as a yardstick. In the study, the communities used were: Wara, Osin Aremu and Egbejila. The three selected MDGs used for the study include the following:

- Improvement of gender equality and women empowerment
- Eradication of HIV/AIDS, malaria and other killer diseases, and
- Improvement of basic education.

The above key MDGs have become necessary for a discourse in this paper due to the need to enhance the development of the areas of study. The millennium development goals which was adopted in September 2000 is a development strategy that targets poverty reduction and to make life meaningful for community existence. According to Fasokun (2006), the MDGs are designed as a human right approach to development issues with emphasis on equality and non-discrimination, while Biao (2008) asserts that the maintenance of life especially for those in the rural areas should be the focus around the human development agenda. The MDG campaign which started in 2002 supports and inspires government and the people all over the world to take action that will better the living standard of the ordinary people.

Over the years, the MDGs have provided the much needed development framework for the least developed countries. Further to this, in 2004, the Federal government of Nigeria instituted the National Economic Empowerment Development Strategy (NEEDS) while the state and local governments followed suit, with the various State Economic Empowerment Development Strategy (SEEDs) and Local Economic Empowerment Development Strategy (LEEDS) respectively for the purpose of implementing the MDGs in Nigeria. Despite the initiated anti-poverty programmes, there has been limited socio-economic development activities. This has resulted in the underdevelopment of Ilorin West Local Government Area. Social and economic development should enable the people to realize their full potentials and to face the people from the evils of want, ignorance, deprivation and exploitation. Development should originate from the people to involve a full utilization of all available material resources and the full participation of the various people in the community for their own development. Furthermore, research evidence from a UNDP evaluation of 2000 rural development projects executed in developing countries in the 705 communities, demonstrates that the poorest communities cannot rely on the central government to meet their needs (Ocheni, Atakpa and Nwankwo, 2012). Past experience shows that the Federal Government of Nigeria applied a top-down (supply driven) approach to planning and management of rural

development programmes resulting in the marginalization of the grassroots beneficiary communities. Consequently, available local government resources for rural development are inefficiently utilized for the purpose intended, thus leaving the people in the local communities in a state of perpetual poverty and under-development.

However, the millennium development goals 2010-2012 midpoint report in Nigeria shows that high potential can be reached to attain some of the Millennium Development Goals through local empowerment initiatives and development strategies. With increased development of powers to the local government areas in the country, it is imperative to strengthen local capacity through empowerment programmes, and this will accelerate the attainment of the MDGs. In pursuance of this, this study seeks to make its initial contribution by assessing the development strategies necessary for local empowerment for the attainment of MDGs in Illorin West Local Government Area of Kwara State.

Concept of Empowerment and Development

Empowerment usually include a sense of people making decisions on matters which are important in their lives and being able to carry them out. Reflection, analyzing and action are involved in this process which may happen on an individual or a collective level. Empowerment is facilitated by local activities where individual members exercise their abilities, the power to act through collective action, mobilizing themselves in initiating and establishing various community groups, conducting group activities, organizing self-help and other communal projects, based on their interests in an effort to solve and alleviate common problems and needs of the society (Samah and Aref, 2011). The central theme of people's empowerment is the ability that they have to make changes based on their own needs after realizing the problems they face. At the community level, the effort to bring these changes is related to the objectives of the groups or activities initiated by the empowered individual members.

The term development in instructional parlance encompasses the need and the means to provide better life for people in various communities. It includes not only economic growth, although that is crucial but also human development providing for health, nutrition, education and clean environment. Development, within the national outlook depicts positive change or growth in socio-economic and political conditions of a society. According to Akintayo and Oghenekohwo (2004), development is considered as a process of economic, social, political and cultural change engineered in a given society by the efforts of all stakeholders both internal and external. However, development, be it political, economic, social, educational or physical, the central nucleus is man and by extension, the society or community. It should be a process of actualizing peoples' capacity to live a better and more rewarding life in the community.

Perspectives on the Millennium Development Goals

In present day Nigeria, the economic activities seems to be controlled by the process of deregulation, which allows markets to allocate resources. Thus, there is a reconstruction of Nigeria's social-political system to provide the basis for development efforts. There is a higher goal of overcoming the scourge of poverty in the country, thus creating a climate

for the rejuvenation of the economy. Nevertheless, the prospects of economic revival in Nigeria in order to meet the millennium development goals adopted by the United Nations in 2000 appears not to be forward looking (Imoudu, 2012). The Millennium Development Goals envisaged among other priorities to have by 2015 the proportion of people whose income is less than one dollar a day and the proportion of people who suffer from hunger.

By the same date, maternal mortality would have been reduced by three quarters and under five child mortality reduced by two thirds of their current levels, half and begin to reverse the spread of HIV/AIDs, malaria and other major diseases that affect humanity and ensure that children everywhere will be able to complete a full course of primary schooling. Efforts are also to be intensified to achieve by 2020 a significant improvement in the lives of at least 100 million slum dwellers, integrate the principles of sustainable development into country policies and programmes, reverse the loss of environmental resources and build a global partnership for development by dealing comprehensively with the development requirement of needy countries (United Nations, 2000).

In Kwara State, the social lives of the people has worsened, while the remedies for curtailing the menace have not provided the expected results as emphasized in the Niger Delta Development Report of 2004, the rural dwellers in this region have been identified as the worst hit by poverty, lack of access to social amenities, sustainable safe drinking water and sanitation, access to good and affordable healthcare services. They lack access roads in these communities, and are sometimes cut off completely from, urban communities. However, the government has initiated several programmes in defence of the poor such as the State Economic Empowerment and Development Strategy (SEEDs), skill acquisition and poverty eradication programmes, live above poverty schemes and micro-finance savings schemes.

In all countries of the world, education has been identified as the cornerstone of development; and the Millennium development Goals seek to achieve universal primary education by 2015. But the trend in gross enrolment ratio has been abysmal. According to Odebiyi and Ayodele (2008), the gross enrolment rates for male and females in Nigeria are 85 and 67 respectively with an average of 76, although the government spends an average of 4% of the federal allocation instead of the 26% recommended by UNESCO. In Kwara State, there seems to be no gender parity in schools as both percentage of the girls are not in school due to poverty. To meet with this goal, sustained progress towards universal primary education would require actions to improve the status of girls and women.

The gender issue is considerably significant in the Nigerian society and is concerned with the imperative of equity. It should be noted however that no development effort can succeed if the life chances of more than half of the people involved are in jeopardy.

Granted that the gender disparity in access to opportunities in Nigeria is rooted in African traditional culture and the values of imposed religions, the consequences have increasingly translated into unequal access to education, health, employment and other areas between the male and female members of the Nigerian society. Nevertheless, due to government intervention over time, the imbalances in gender ratios on education, for instance have reduced, however women have not been given a fair chance of representation in politics. In Kwara state, for instance there has never been a woman governor or deputy and only few female members have seats in the House of Assembly. The need for equity must therefore, compel government to promote more effective programmes in favour of women in the cultural, political, economic and social sectors for their empowerment to meet the target of the Millennium Development Goals

Empowering the Community for the Achievement of the Millennium Development Goals

Education is the basis for the full promotion and improvement of the status of people in the community. It is the basic tool that should be given to everyone in order to fulfill their roles as members of the society. Education is particularly valuable as a strategic investment in human resources, as the social returns are high. The education of men/women according to Economic and social commission for Asia and the Pacific (ESCAP) (2005) has a tremendous impact not only for their development, but also for that of their families and communities. It acts as a catalyst in virtually every dimension of development and poverty alleviation; with outcomes such as reduced infant mortality, improved child survival, better family health, increased educational attainment, higher productivity, and general improvement in the nation's economic situation. Studies have shown that education influences decisively general well being of the individual and access to paid employment and therefore enable one to make informed decisions and to assume desirable status in life.

The communities would need to be enhanced through proper developed policies to help break them out of their poverty. The millenniums development goals reports (2012) recommended six policy clusters to help countries break out of their poverty traps, they are:

- Invest early and ambitiously in basic education and health while fostering gender equity. These are preconditions to sustained economic growth. Growth in turn can generate employment and raise incomes.
- Increase the productivity of small farmers in unfavourable environments-that is, the majority of the world's hungry people.
- Improve basic infrastructure- such as ports, roads, power and communication to reduce the costs of doing business and overcome geographical barriers
- Develop an industrial development policy that nurtures entrepreneurial activity and helps diversify the economy away from dependence on primary commodity exports-with an active role for small scale and medium scale enterprises.

- Promote democratic governance and human rights, remove discrimination, secure social justice and promote well being of all people.
- Ensure environmental sustainability and sound urban management so that development improvements are long term.

The report argued that for the Millennium Development Goals to be achieved, Nigeria must change the course of their activities and adopt Local, State and National level alternative economic policies that allow for much higher long term public investments in health, education and development. Nigeria has sufficient resources to meet the Millennium Development Goals in 2015. But to achieve this the country will have to change the conceptualization and implementation of policies and programmes to achieve the Millennium Development Goals. This will help foster active development of the communities.

One good initiative in Nigeria designed to meet the Millennium Development Goals is the Oversight of Public Expenditure in Nigeria (OPEN) set up to monitor the Debt relief Gain (DRG). Two issues made this initiative unique. The first is the leadership of the process which has been participation of private sector and civil society. The second and perhaps most important is that, systems have been put in place to track resources (Igbuzor, 2005). This is perhaps the model that should become the norm in every ministry, department and agency at all levels of government in Kwara State, and will help empower the communities in any development process.

Challenges with the Attainment of Millennium Development Goals

A review of the Nigerian Millennium Development Goals 2012 Report revealed a number of problems associated with the implementation of the Millennium Development Goals.

First, there is the challenge of accurate, reliable, credible and dependable data or statistics. For instance, the draft of the first Nigeria Millennium Development Goals progress report has not been consistent on the gender ratio at the primary school level. The variations in gender ratio will not reflect the reality of attaining the goal. Again, statistics in Nigeria have always indicated increasing levels of poverty over the past years, but since the early 2000, studies have revealed that poverty rate was above 70% as against the pronouncement of a former president of Nigeria Olusegun Obasanjo, who had always insisted without any study that the poverty level was much lower.

The second problem according to the report is that of dependence on assistance from development partners. Nigeria seems to have relied more on assistance from its development partners abroad such as the World Bank, the International Monetary Fund (IMF), the bilateral donors and other sources for such assistance. It means the country has not concentrated on planning its development strategy. Given the time frame and importance for meeting the Millennium Development Goals by 2015, there is need to

move forward expeditiously with proper and organized system of policy programmes and implementation. The final problem based on the report is that the policies that need to be changed to attain the goals have not been addressed and, proper attention and commitment is lacking from those who are appointed to manage the programmes. Meanwhile, scholars and agencies have documented what needs to be done to tackle poverty and achieve the Millennium Development Goals.

Conclusion and Recommendation

In conclusion, it was observed that the Millennium Development Goals (MDGs) are far from reaching the set target as far as rural Ilorin is concerned where virtually nothing has been done to provide the basic amenities that are essential for the MDGs attainment.

1. There is need for intensive awareness campaign for the people of rural Ilorin in all development activities more especially on the formation of cooperative societies and loans accessibility.
2. Ilorin West Local Government should provide more primary schools in the rural areas and renovate the existing ones. In addition to this, the Local Government Education Authority should be made to concentrate more on the monitoring and supervision of teachers.
3. The Ilorin West Local Government should encourage the formation of support groups, invite and create an enabling environment for the international non-governmental organizations to operate effectively in the area.
4. Literacy education should be encouraged through assistance or even shouldering the total educational expenses of the girl child.
5. There is need for collaborative effort between the government and community based association in identifying areas of felt needs of the people.
6. Community assessment survey is also important for proper evaluation and re-evaluation of MDGs programmes in order to ensure that the programmes are fully implemented.
7. The target date of MDG may not be realizable giving the circumstances so far on the effort. MDG programmes should be extensively extended to these rural areas of Ilorin West Local Government

References

- Akintayo, M. and Oghenekohwo, J.E. (2004). *Development adult education and community development: New Paradigms* Ibadan: Education Research Group.
- Biao, M. (2008). *Attainment of the millennium development goals through Educational Reform: A Road map for Nigeria*. In Nkworgu, B.G. (2008). *Educational reform and the attainment of the millennium development goals: The Nigeria Experience*. Nsukka: University Trust Press.
- Fasokun, T.O. (2006). *The United Nations Millennium Development Goals in Perspective*. In *Adult Education in Nigeria* 2 (1), 13-20.

- Igbuzor, O. (2005). "The millennium development goals: Can Nigeria meet the Goals in 2015? A paper presented at a symposium on Millennium Development Goals and Nigeria: Issues, challenges and prospects. Organized by the Institute of Chartered Accountants of Nigeria (ICAN), Abuja.
- Imoudu, E.C. (2012). "The Millennium Development Goals and Nigeria's development: A Preliminary insight. *International Journal of Humanities and Social Sciences*, NDA Kaduna. 2 (5): 113-121.
- MDG Report (2012). "Assessing Progress in Africa towards the Millennium Development Goals". Emerging perspective from Africa on the post-2015 development agenda.
- Millennium Development Goal Report (2010-2012). Nigeria: Millennium Development Goals Report, Abuja, United Nation Office.
- Ocheni, S. Atakpa, M. and Nwamkwo, B. C. (2012). Local government and appropriate capacity building for accelerated and sustainable rural development. *European Journal of Business and social sciences*, 1 (3)
- Odebiyi, J. A and Ayodele, A.S. (2008). Nigeria and the Millennium Development Goals: An update in *Zenith Economic Quarterly*, 3 (4).
- Samah, A. and Aref, F (2011). The theoretical and conceptual framework and application of community empowerment and participation in processes of community development in Malaysia. *Journal of American Science*, 7 (2).
- UN (United Nations) (2012). The Millennium Development Reports 2012. New York
 United Nations (2000). United Nations Millennium Declaration, General Assembly Resolution 55/2 of 8th Sept. 2000, New York, United Nations, 2 (2), 195-200.