

IMPLEMENTATION OF MDGS PROGRAMME AND THE INFRASTRUCTURAL DEVELOPMENT IN IVO L.G.A.

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Abstract

The Millennium Development Goals (MDGs) was a programme of action designed for worldwide rapid socio-economic development. The study examined the interface between the implementation of MDGs (Goal II) and provision of infrastructures for the development of education sector in Ivo Local Government Area of Ebonyi State. Specifically, the study interrogated whether the implementation of MDG II has increased the number of infrastructures in the primary schools in Ivo Local Government. The broad objective of this paper was to examine whether MDGs have been implemented in Ivo Local Government Area of Ebonyi State with emphasis on educational infrastructures. Furthermore, the study strived to achieve the following objectives: (i) to established whether the implementation of MDG II has increased the number of classroom blocks in the primary schools in Ivo Local Government Area. (ii) to determine whether the implementation of MDG Goal II increased the number of ICT equipment installed in primary schools in Ivo LGA. The study adopted the rentier state theory in analysing the study. It adopted ex post facto research design in carrying out its investigation. The methods of data collection were documentary and survey methods. Data employed were generated through primary and secondary sources while it adopted interpretive research studies and descriptive statistics as preferred tools for data analysis. The findings indicated that many of the primary schools in Ivo Local Government Area were still lacking essential infrastructures needed to enhance teaching and learning. The implication was that the expected benefits arising from the implementation of MDGs were not fully realised in respect to infrastructures in the primary schools in Ivo Local Government Area. The study recommended increased citizen's participation in making and implementing government development programmes in Nigeria as a way of ensuring that the citizen's needs were identified and solved particularly as it concerned the needs for educational development in the rural area. It was also recommended that educational infrastructures namely, school building, provision of water, e-library and ICT equipment should be the top priority of all levels of government in Nigeria.

Key Words: Implementation, MDGs, Development, Infrastructure, Goals.

Introduction

The Millennium Development Goals (MDGs) were the world biggest promise to mankind articulated by the United Nations in the year 2000. It was a bundle of developmental goals and targets committing about 189 independent countries and virtually all of the world's main multilateral organisations to an unprecedented effort to reduce multi-dimensional poverty through global partnership. The Millennium development goals grew out of the various agreements and resolutions of the multilateral organisations in the past decades, and it was aimed at addressing the ever-growing poverty among the populace, especially in developing countries (Onuoha, 2008). It has specifically eight goals: (i) eradicate extreme poverty and hunger, (ii) achieve universal primary education, (iii) promote gender and women empowerment; (iv) reduce child mortality, (v) improve maternal health, (vi) combat HIV/AIDS, malaria and other diseases; (vii) ensure environmental sustainability, (viii) and develop a global partnership for development. The eight goals above were the main challenges facing the comity of nations before MDGs came on board in the year 2000.

The Millennium Summit held in September, 2003 in New York, United States of America, made the following declaration: "we will spare no efforts to free our fellow men, women and children from the abject and dehumanising conditions of extreme poverty to which more than a billion of them are currently subjected" (Source: United Nations Millennium Declaration September, 2003). This declaration by the United Nations captured the abject conditions of the very many states particularly in the third world in health, education, poverty and development indexes. In the third world countries, people wallow in abject poverty, disease, ignorance and underdevelopment.

In response to the declaration above, which created a new dimensions in attending to the issues of poverty ravaging developing nations, the United Nations set a date target to achieve these Millennium Development Goals. This has led to the formulation and acceptance of the Millennium Goals to be achieved by 2015. Nigeria and other developing countries particularly the Sub-Saharan African Countries, faced the greatest challenges of meeting MDGs. Poverty has remained pervasive, growth is below the threshold of 7% per annum required for the MDGs. The private sector is weak an indicator generally pointing to low level of human development (Onuoha, 2008).

The World Health Organisation (2005) observed that MDGs were currently the highest level of expression of international community to developmental priorities. It explained that MDGs committed the international community to an action agenda which emphasizes sustainable human development as the key to fulfilling social and economic progress. It further stressed that all the 191 member states of the United Nations Organisation have pledged to achieve these goals by the year 2015. It observed that MDGs goals and their targets and indicators have widely been accepted as for measuring national and global development.

Nigeria as a country has attempted at addressing the question of rural development prior to the articulation and formulation of MDGs by the world body in the year 2000. Development programme in Nigeria dated back as far as in the 1940s when projects as Bamenda Cross River and Niger Agricultural Scheme Mokwa were launched (Abba, 2000). It is discernible that successive impacts of all the efforts are yet to materialise particularly at the local government levels.

Arguably, there is absence of infrastructure, which improves the quality of life like potable water, electricity, and feeder roads in the rural areas (Olayiwola and Adeleye, 2005). Rural development as an exercise is geared towards a specific field requiring plans and action on the government and the populace which its effects is a socially condition one meaning that it brings about improved conscious relationship among individuals, groups and organisations (Ogwu, and Ojonemi, 2013). Ndagara (2005) articulated that development efforts must derive from the needs of the people and aspirations of the rural people and not necessarily in response to the needs of the urban people.

Prior Studies

The second goal among the MDGs, focused on achieving universal primary education. In 2004, the UNDP reported that at least 7 million children of primary school age (62 % of the number are girls) were not enrolled in school. This explained the poor performance of the government in improving upon enrolment and providing adequate infrastructures in primary school across the country.

In the light of the above, Olayode (2006) posited that for MDGs to be realised there was need to establish an appropriate political and institutional framework to guide state intervention,

market reforms, and poverty alleviation. He argued further that MDGs being benefit accrued from globalisation required Africa repositioning through appropriate policy measures. He continued to maintain that with appropriate policy measures, Africa in general and Nigeria in particular can more, attract capital flows and benefit immensely from integration into world economy, which will culminate into speedy realisation of MDGs objectives. It is decipherable from the argument of the author that Nigeria should rely on the support of the developed countries in order to fully implement her domestic policies. This amounts to receiving the neoliberal packages of developed countries without an inward looking into self-policy articulation and bottom down policy implementation. This is the bane of the most third world countries. The author has to reposition his intellectual base in order to help in suggesting method in solving Nigeria's policy implementation logjam. This is because neoliberal packages are not the best, even though we cannot isolate ourselves in the world of complex interdependence, but the position of Nigeria should be one of advantage.

Newman (2015) noted that while it was being shown that some countries were making advances in achieving the Millennium Development Goals, most countries in the Sub-Saharan Africa including the most populous nation of Nigeria were yet to mobilise resources, political and financial support to meet specific global challenges, especially fight against HIV/AIDS and weak fragile state. It is important to note that perennial political and economic challenges in most of the countries in the Sub Saharan Africa cannot allow them the opportunity to provide the needed development programmes. The author was not careful to note that domestic challenges facing Africa posed difficulties in achieving the MDGs within the stated period of time. Ignoring those factors are fundamental, and gross in the overall success of the programme. The question remains how will the poor countries match the neoliberal package of MDGs and their domestic challenges? The answer lies in the fact that fragile and failing states cannot meet and achieve the Millennium Development Goals before the expiration which was 2015.

Okeke and Nwali (2013) argued that in Africa, only a few of these goals were likely to be achieved by 2015. They maintained that there was no doubt that significant success has been recorded in terms of reduction in child and maternal mortality as well as creation of awareness about HIV/AIDS and malaria, and access to drugs and treatments. They went further to state that extreme poverty and hunger, lack of access to basic and quality education, gender inequality and discrimination, environmental degradation and underdevelopment were still prevalent in Africa

particularly in the Sub-Saharan Africa. The concentration of the authors above never bothered on the goal II of the MDG and on how to provide the needed infrastructures in the primary schools while ensuring that school enrolment was increased. Enrolment in the primary school must be matched with adequate infrastructures to enhance the quality of teaching and learning. This was not found in the purview of the Okeke and Nwali in their analysis on the performance and achievement of the MDGs in Africa.

In response to the different factors responsible for the poor implementation. MDGs. In this regard, Ooms, Stuckler, Basu and McKee, (2010) lamented that many of the Millennium Development Goals were not being attained in the world's poorest countries mainly because of insufficient and temporary nature of the financing of these goals as well as poor coordination of aid delivery. They further stated that only about half of 120 billion dollars needed yearly from the international development institutions and the industrialised countries to finance the MDGs was being released, and this has made them unattainable in poor countries of Africa. Under this condition, it is apparently clear that meeting target of universal primary education with commensurate infrastructures were not possible. They argued that the MDGs were yet to be achieved in Africa because of the conditions usually attached to MDGs grants from the IMF, World Bank and other development partners which hindered any concrete effort towards the realisation of the MDGs. It is decipherable that most of the so called development partners foisted on developing countries reforms and policies that were based on market economy principles irrespective of whether such policies would produce positive results in these countries. Certainly, top down approach, which remains the mode of implementing development agendas does not accommodate the domestic needs contribute to the failure of the development agendas in the third world countries. Ake (1996) called it competing agendas, and according to him, nowhere is the conflict more evident than in the rift between the Bretton Woods institutions and the African Development.

Responding to this, Okeke and Nwali (2013) averred further that the Structural Adjustment Programme (SAP) of 1986 in Nigeria was one of such IMF/World Bank led reforms that had catastrophic consequences on the Nigerian economy. They stated also that the current liberal reforms, which tended to influence the choice of development partners in determining who gets, what, how and when of funds meant for the MDGs have proved to be abortive. They

looked at the influence of how liberal packages undermine the local development without focusing on the direction, which the developing countries channel MDGs. The author never saw the needs for the provision of basic infrastructures for the primary schools in Nigeria rather on the whole development paradigm.

In the same manner, Okpata (2009) examined the basic challenges of achieving MDGs in Nigeria. He admitted that MDGs represented another milestone in the ambitious undertaking of the UN to save mankind from the scourge of poverty and underdevelopment. The study revealed that the achievement of MDGs is fraught with variable factors like poor institutional framework, cultural values, over politicisation, Nigerian factors, poor leadership and lack of good governance. The writer went further to recommend a reformed public bureaucracy with overhauled public institutional framework, strong political will with a democratic attitude to leadership and value re-orientation to achieve MDGs in Nigeria. His recommendation is flat and does not differ from the recommendations in the extant literature and so cannot lead to improving policy and programme implementation in Nigeria. Okpata needed to have proffered the scientific approach to solving the developmental debacle Nigeria has in terms of implementing exogenous programme like the MDGs, and not recommending the flat approach evident in the extant literature.

Again Afolabi (2009) studied the institutional constraints to achieving the MDGs in Africa, using the example of Akure Millennium City and Ikaram/Ibaram Millennium Villages both in Ondo, and noted that although both the Millennium City and Millennium Village projects have taken off as programmed, effect of the programme has not been widespread especially in Akure, though the effect of the programme seemed visible in the Millennium Village. The writer observed that the problems which the programmes are designed to solve were still widespread and lack of adequate conceptualisation of the project militated against full implementation of the project. He equally identified lack of conceptualisation and understanding both by the implementers and the will of beneficiary (people at the grass root), over politicisation by the government, lack of interest on the part of grass root would be beneficiary/community and inadequate funding and capacity underutilisation as the major problems militating against the success of the project. His recommendations suggested collective participation that will carry the community along in the project design, and implementation as crucial to achievement of the

MDGs as well as complete removal of civil service bureaucracy. It is true his recommendation differed from that of Okpata 2009 by incorporating collective participation of the community, but he did not suggest any clear cut strategy to achieve full policy implementation.

In another development, Ajayi (2008) studied the success of the MDGs in Millennium Village, and discovered that Nigeria was off the track and very slow, when it came to MDGs implementation. The author called for a better understanding between the policy formulators and executors. The question remains: who creates the understanding between policy makers and the implementers? The role of the state and government cannot be neglected in this regard, since it is the leadership in the state that provides the guide. Therefore, government should rise to her duty of good governance and delivering of public good and services.

Similarly, Falade (2008) asserted that most African countries were backward when it came to implementation and execution of the MDGs, when compared with other regions of the world. This according to the writer is explained due to poor technical capacity in formulating, implementing and monitoring the operational MDGs based on poverty reduction strategy process.

To Adejo (2006), he articulated a number factors to have been responsible for lack of clear cut policy implementation to include poverty of history, poverty of intellect and poverty of ideology. According to him, the deprived are usually poor, who have insufficient income, inadequate food intake, lack of basic healthcare, lack of shelter, and safe drinking water, poor environmental cleanliness, lack access to basic education and skill, ignorant of fundamental human rights, and access to information. To him these are albatross to full implementation of MDGs programmes in Africa and Nigeria in particular. However, he did not offer solution on how to overcome these challenges in order to have smooth implementation of policies.

In a related development, Hulme (2008) studied the process that led the formulation and implementation of MDGs, and observed that it is an incremental and ongoing process of negotiation and bargaining with the no clear cut phases or precise end . The writer is of the view that while the key actors present policy as an outcome of a linear rational process based on scientific analysis and weighing up evidence, the real process that they are engage in are quite different. It is observed further that at time the ideas of human development and result based on

management were pursued as crucial to survival of MDGs, when these ideas challenge the interests of powerful groups or nations, their principles are compromised or assiduously avoided (Hulme, 2007). It is obvious that if the developing nations keep on satisfying interest of the powerful group at the detriment of implementing domestic policy agendas, then it becomes perennial that neo imperialism remains *ad in finitum* in Nigeria. It is not worthy of mention to keep the interest of the powerful at heart while trying to drive policy domestically. At the emergence of MDGs, it was geared towards uplifting the qualitative standard of living of the rural inhabitants in Nigeria.

In the same view, Omale (2005) observed that the story of rural Nigeria was that of continuous woes, and that despite all that had gone into it in ideas and plans and relatively increased funding as at the early 1990s. Also, Muoghalu (1991) opined that despite the numerous strategy adopted in Nigeria, the rural areas are at best worse off. The obvious reason for the failure of previous development policies in Nigeria has been the application of top bottom model approach.

To this end, Omale (2005) argued that, one recurring factor in the problems of rural development in Nigeria from colonial era to date is that of failure by planners to involve the rural people in policies, strategies, and plans meant for their development. It is admitted that policies and plans have been designed and devised by government and brought down for implementation in the rural areas. The problem is not only domestic top bottom approach, but exogenous copying of policies that are incompatible with the domestic needs of the people.

In the same vein, virtually all foreign and home drawn rural development policies have fallen victim of this factor. The Millennium Development Goals meant to be realised in 2015 have fallen victim of this trap. This programme is designed in far away New York to develop Third World rural communities with their peculiarities and even without their notice to spell out their needs.

In response to this development, Tenuche and Ogwo (2005) maintained that people in turn distance themselves from government programmes and projects as they do not see it as their own, thus resulting in apathy. He noted further that top bottom approach to rural development exercise is the bane of rural underdevelopment in Nigeria in particular and developing countries

at large. In essence, this falls in tandem with what Onah (2006) observed that, this pervasive gloom from our observations is not necessarily due to lack of good development plans, but arguably, by a combination of such factors as exclusion of the masses from plan formulation and implementation processes.

On the other hand, Yonghyup (2005) was of the opinion that MDGs was a combination of enhanced foreign intervention, more external money and top down approach having a potential of depriving recipients of the spirit of independence as their eyes are clue to launch offer by donor agencies. He noted another area of concern is the post MDGs implementation periods, in other words, what become of MDGs after 2015. He noted further that top bottom approach to rural development exercise is the bane of rural underdevelopment in Nigeria in particular and developing countries at large. He maintained further that since MDGs focus mainly on building infrastructure to produce more public goods; chances are that poor funding may set in after 2015, the terminal year of MDGs. The critical issues remain what happens to the implemented MDGs projects, giving the poor maintenance attitudes of our government after 2015. There is no gainsaying the fact that what has happened to past projects before would befall the MDG projects in Nigeria.

Roy (2005) appreciates the global commitment to move about 50 percent poor of the world out of extreme poverty by 2015 through MDGs projects. However he advocated for a more thorough approach on the ground that not just 50 percent, but about 100 percent of the people living in poverty should be elevated. He noted that if we still have 40 percent or 50 percent of humanity struggling to subsist at between one and two dollars a day, then we have a deeper approach to fighting poverty. He equally observed that MDGs pay little or no significant attention to poverty in the urban economy, he is of the opinion that the MDGs should focus as well on provision of decent employment in the productive sector for the urban and rural dwellers. It is regrettable that the inability of the various government to tackle the goal I of the MDGs makes it difficult to actualise the goal II as it concerns primary school enrolment and infrastructural development in the primary school across Nigeria. The poverty and dwindling economy, bad leadership and corruption have hindered to a large extent the implementation of the MDGs in Nigeria.

Equally, Mistry (2005) observed that MDGs were laudable projects aimed at poverty reduction. He established the divergence between MDGs and developmental goals. He pointed out that ever since independence, most Africa states have been faced with developmental failure, he observed that aid to Africa has not worked because human, social and institutional capital pose constraints. He postulated for a shift in foreign direct investment (FDI) on concentration of funding to a blend of funding and domestic know how so as to maximize the gains of MDGs.

Lawal, Obasanju, and Rotimi (2012) probed to know the relationship between MDGs expectation and the actual levels of goals achieved in Nigeria. They observed that the degree of achievement recorded in Nigeria was convincingly below expectation. They went further to recommend that there should be aggressive investment in poverty reduction schemes both by the public and non-government institutions, massive mobilisation of grassroots participants in project implementation of MDGs programmes, aggressive investment in health, and integration of Nigeria development plan and budgetary allocation in line with MDGs provision.

UNDP (2010:14) posited:

It is clear then that approaching 2015, accelerated progress towards MDG achievements will depend on identifying and unlocking the constraints and bottlenecks in each of these areas. And they are all important. Policies without effective institutions to implement them are meaningless. Policies and institutions without resources are ineffective. The enormous diversity among countries, even within the same region, with respect to their specific conditions, institutions and governance structures implies that the accelerated progress on the MDGs will depend on the unique conditions, opportunities and constraints of each country. No single blueprint will do.

It is copiously clear that the UNDP looked at the institutional constraints without looking at the diversification of MDGs projects to meet the needs of the people. In many African countries, the MDGs agenda was not captured in the national budgets. And in a few places where it was part, not enough capital was allocated to it. There has been serious contention between the Academic Staff Union of Universities in Nigeria over poor budget allocation to education below the UNICEF standard of 26% of the annual budgets to education. Most countries in Africa are

over dependent on financial assistance to finance the MDGs. Unfortunately; the foreign monetary assistance to Africa in respect to the MDGs has been consistently insufficient

DISCUSSION OF THE FINDINGS

The 2015 target year for achieving the Millennium Development Goals has passed and there seemed to be much yet undone. Nigeria extended the goals with the vision 20:2020 project which seems to be next hope for the nation. But if the attitudes used in pursuing the MDGs are not changed for better, the target year for vision 20:2020 may also come and go with nothing achieved. The study looked at whether the implementation of MDGs has increased the number of classroom blocks in the schools in Ivo local government Area. In measuring the effects of education, human capital is very fundamental.

Human capital is the accumulated stock of skills and talents, and it manifests itself in the educated and skilled workforce in the country (Mathur, 1999). Human capital is at times measured in terms person's years of education and it can be increased through formal or informal education or training (Mathur, 1999). In this sense, human capital is not limited to formal educational. It includes experience; technical training that enhances skill development (Davidson and Honig, 2003). Human capital can have significant positive effects on economic development at the macroeconomic level in a number of ways (Ada, 2015). The growth of human capital is supported by corresponding basic education achieved on developed infrastructure. This is achieved through the development primary education.

It is obvious at this material time that some of the targets do not address the problems holistically. For instance, the MDGs on education was hinged only on a full course of primary school with no reference to secondary and tertiary education. It is asserted that the situation of MDGs in Nigeria can be seen from two sources: Nigeria MDG Report 2004 and the Nigeria MDG Report 2005 as well as from MDG office especially the Debt Relief Gains as provided in the annual budget (Ada, 2015). In the same vein, Onuoha (2008) agreed that the Millennium Development (MDGs) is aimed at addressing the ever growing poverty among the populace, especially in the developing countries. He further asserted that Nigeria and other developing, especially the Sub-Saharan African countries, face the greatest challenge of meeting the MDGs. This according to him is because poverty has remained pervasive; growth is below the threshold

of 7% per annum required for the MDGs. This situation constituted impediment to the implementation of the programme in the rural setting of Ivo Local Government Area.

The findings of the study are presented in this section. The findings are presented in three sections. The first section is the socio-demographic characteristics of the respondents; while the second section deals with the objectives of the study and the last section is the test of hypothesis

Section A

This section presents the socio-demographic characteristics of the respondents. Characteristics such as sex, age, educational qualification and rank are presented below.

Table 1: Socio-demographic Characteristics of Respondent

Characteristics	Frequency	Percentage
Sex:		
Male	80	42.8
Female	107	57.2
Total	187	100.0
Age:		
30-39 years	33	17.6
40-49 years	125	66.8
50years and above	29	15.5
Total	187	100.0
Educational qualification:		
SSC	2	1.1
NCE	121	64.7
Degree	64	34.2
Total	187	100.0
Rank:		
Headmaster	8	4.3
Headmistress	6	3.2
Teacher	159	85.0
PTA chairman	14	7.5
Total	187	100.0

Source: Aro Gilbert's field survey, 2017

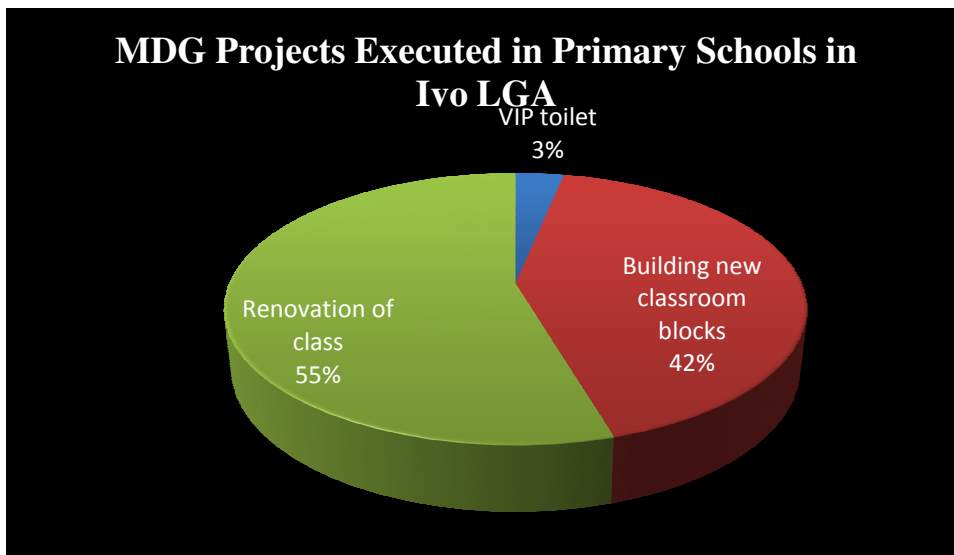
The above table is the socio-demographic characteristics of the respondents. The table shows that the majority of the respondents are females with 57.2% while males are 42.8%. This is not surprising knowing that the teaching profession at the primary and secondary school level are dominated mostly by women. The next is the age of the respondents, which shows that the highest percentage of the respondents are with the age category of 40-50 years with 66.8%, while the 17.6% and 15.5% respectively belong to age category 30–39 years and 50 years and above.

Expectedly, only 1.1% has senior secondary education as the highest educational qualification, and the greater part of the respondents (64.7%) have NCE as their highest educational qualification. This no doubt is an indication that those with National Certificate of Education are mostly engaged in primary schools in Nigeria. It is good for them as a trained teacher to give the young pupil a sound base for their educational pursuit. Others have degree as their highest educational attainment with 34.2%. Lastly on the characteristics of the respondents is the rank of the respondents; 85% are teachers, 7.5% are PTA chairman, and 4.3% and 3.2% are headmasters and headmistress respectively.

This second section deals with the objectives of the study. In all, the study had two objective which were to ascertain if the implementation of MDG II has increased the number of classrooms in the LGA; and to examine whether the implementation of MDG II has increased the installation of ICT equipment in primary schools in the LGA.

Objective One: The implementation of MDG II and Number of Classroom Blocks in the Primary Schools in Ivo Local Government Area.

Chart 1 MDGs 11 Projects Executed in Primary Schools in Ivo LGA



Source: Aro Gilbert's field survey, 2017

The above pie chart is on the projects executed by MDG in the LGA, the major projects executed in the primary schools in the LGA were renovation of class room blocks and building of new classroom blocks; renovation had 55% and building new classroom blocks had 42%. Only 3% is for VIP toilets.

Table 2: Number of Classrooms Before the MDG in 2009 and After MDG in 2015

Number of Class Rooms	Before MDG in 2009 Frequency (%)	After MDG in 2015 Frequency (%)
1-5 classrooms	10 (5.3)	-
6-10 classrooms	62 (33.2)	24 (12.8)
11-15 classrooms	81 (43.3)	75 (40.1)
16-20 classrooms	31 (16.6)	59 (31.6)
21-25 classrooms	3 (1.6)	29 (15.5)
Total	187 (100.0)	187 (100.0)

Source: Aro Gilbert's field survey, 2017

The above table is on the number of classrooms in the primary schools before the MDG intervention in 2009 and after the intervention in 2015 in Ivo LGA. The table shows that 5.3% had 1-5 classrooms before the MDG intervention, and after the intervention, no school has 1-5 classroom. Before the intervention, only 1.6% had classrooms of 21-25, but after the intervention the number of primary schools with 21-25 classrooms increased to 15.5%. Similarly, the percentage of schools with 16-20 classrooms grew from 16.6% b to 31.6% after the intervention. From the table it is crystal clear that the MDG projects in the LGA increased the number class room blocks in schools in the Local Government.

It is noteworthy to measure and appreciate concretely the efforts of government in implementing the goal (ii) of the MDGs in Ivo local government focusing on educational projects in Ivo local government area of Ebonyi state. Ivo local government area has forty-two primary schools scattered across the two principal communities (Eke, 2014). The number of primary schools that got the MDG interventions were fourteen in number in the area cannot be said to be adequate in terms measuring the infrastructural development, even though there is increase in the number of classroom blocks in the fourteen of the schools sampled. In ideal

situation, all the schools in Ivo were meant to receive the MDG intervention between 2009 to 2015. Afolabi (2009) observed that institutional constraints were responsible for the inability of MDGs to be fully realised in Nigeria. Politics, institutional constrains and decay have been contributed in undermining full implementation of MDGs. Falade (2008) reiterated the backwardness of many African countries to implement the Millennium Development Goals (MDG). All these factors contributed to non-realisation of the set goals fully across the schools. (see Appendix iii for some pictures of the implemented projects.





CONCLUSION

The MDGs target year was 2015, which has come and gone, yet many of the goals are still begging for more attention. The SDG, which is an extension of the MDGs is yet another opportunity to right the wrongs. The follow up of Sustainable Development Goals, which has 2030 as a target year holds promise to address the fallout of the MDGs.

Nigeria has actually made efforts ranging from the period 2004-2015 to achieve the MDGs targets, but many factors still challenge the country. Although, the Obasanjo Economic Direction (OED) brought about improvement, it did not produce any appreciable realisation of the MDGs in terms of poverty reduction, unemployment, disease, hunger, malnutrition, and illiteracy. Lack of political will, lack of accountability, lack of transparency, wholesome corruption, and lack of vision characterise Nigerian leadership. And all these hamper the realisation of MDGs in Nigeria

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