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INVESTMENT IN HUMAN CAPITAL DEVELOPMENT FOR CAPACITY BUILDING IN NIGERIA

Abstract

The study examined human capital development in Nigeria, in comparison with other emerging economies such as Brazil, Russia, India, China and South Africa (BRICS). The historical research method was adopted using secondary sources of data, which were derived from the Global Competitiveness Report of 2017 and 2018; the National Bureau of Statistics (NBS) and a systematic review of relevant documents. The outcome of the study revealed that there exists a wide gap between Nigeria and other emerging economies of BRICS; particularly with respect to human capital development in the two critical sectors which are the health and educational sectors. From the foregoing, the authors recommended that the Nigerian government should increase the budgetary allocation to the health and educational sectors for the sustainability of the sectors. The authors noted that for Sustainable Development Goals (SDGs) to be realised in 2030, more emphasis should be focused on investing in the abundant human capital in Nigeria if sustainable national development and global competitiveness in critical sectors of the Nigerian economy are to be achieved.

Key words: Investment, Human Capital, Development, Capacity Building, Nigeria

Introduction

The advent of globalisation coupled with economic recession occasioned by the down-turn in global oil prices from mid-2014, ushered in dramatic changes to the Nigerian economy (IMF, 2015; Adeyeye, 2016; Fajana, 2018). The changes have had profound or dramatic effect on human capital development. Developed countries make frantic efforts towards improving their national economy by investing in the education of the citizenry; improve standard of living so as to make large chunk of the population knowledgeable, resourceful and competitive at both the local and global levels (Monimah, 2010; Dergisi, 2009; UNESCO, 2001).

Human capital development is an important tool that is needed in the contemporary world to attain lofty heights in virtually all spheres of life. According to Jain (2019), education is the backbone of prosperous societies. The knowledge that is attained through education helps open doors to a lot of opportunities for better prospects in life and career growth. In his explanation of the importance of investment in human capital, Kuan Chung Tzu, (as cited in Ojo 1998, p. 211) posits that "if you wish to plan for a year sow seeds, if you wish to plan for ten years plant trees, but if you wish to plan for a lifetime educate or develop people." Thus, investment in human capital

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development is a worthwhile investment far superior to material acquisitions or physical capital (Olaniyan & Okemakinde, 2008).

Human capital development is considered an escape route from penury, a primary source of national prosperity and the foundation of an egalitarian society devoid of all forms of discrimination. It is instructive to note that what differentiates the developed countries of Europe, Asia and America from the developing countries of Africa is the quality of human capital and state-of-the-art technology. Thus, globally social progress and change are hinged on human capital development. According to Van-Den-Berg (2001), countries that possess technological savvy have highly educated people.

Improved capabilities, knowledge and skills of a country's workforce are the critical source of competitive advantage (Future Watch, 2007; IMF, 2015). The reason is that human capital development entails investment in both short and long-term citizens' capacity building so that they would be able to cope with unforeseen contingencies or unfavourable economic conditions that may occur either as a result of globalisation, global economic melt-down, recession or change of government *inter alia* (Future Watch, 2007; Peters, 2013). From the foregoing, the concept of human capital makes countries and organisations to realise that human beings are essential to the effective functioning of a country and that of organisation that wants to perform optimally (Future Watch, 2007; Armstrong, 2012; Adeyeye, 2016). This implies that adequate investment in people would make any country to be healthy, have adequate human asset, and a source of competitive advantage in the contemporary knowledge-based economy (Brinkley, 2008).

The efforts of the Federal Government of Nigeria at various levels to achieve this stride has led to the introduction of policies and reforms since the inception of democratic government in 1999 till date (Sanusi 2010; Akinlo, 2015; Adeyeye, 2016). Unfortunately, this effort leaves much to be desired, when one examines the living conditions of the citizenry, the health sector, higher education institutions and the gap between Nigeria and

other developing countries (Obisi, 2011; Ekperiware, Olatayo & Egbetokun, 2017; Global Competitiveness Report, 2017-2018). In spite of the billions of dollars realised from the sale of crude oil for the past 60 years (Peters, 2013); there is little or no significant effect on human capital transformation as well as other sectors of the economy (FGN/ASUU Agreement, 2009; BGL, 2012).

The failure in this area has led to the high rate of poverty, increased dissatisfaction among citizens and human capital flight (Okafor, 2016). Croix and Docquier (2010) observed that massive and rapid outflows of high-skilled people tend to generate economic damage which is hard to reverse. The spate of human capital flight out of the country appears to be injurious to Nigeria as talented Nigerians travel abroad to develop such countries while Nigeria is lagging behind in terms of socio-economic development. This has been persistent and a cause for concern. Those caught in this wave of international labour migration have attributed their actions to not being valued at home, poor remuneration, high level of indecent work environment and under-utilisation (Okafor, 2007; Akinboye, 2013). This is tantamount to being beautiful abroad but ugly at home (Akinboye, 2013).

The education as well as the health sector seems to be the bedrock of human capital development and productivity (ILO, 2011; Birger & Ruth, 2013; Peters, 2013). However, these two sectors have suffered serious setback as a result of incessant strikes, coupled with the low budgetary allocation from successive governments, resulting in decayed infrastructure, poor knowledge sharing and production of graduates who cannot fit into the knowledge-based economy (Okebukola, 2015; Okafor, 2016). This situation runs counter to the economists' argument that, investment in education lead to higher rate of returns (Fletcher, 1974; World Bank 1995; UNESCO 2001). The International Labour Organisation (ILO) on the other hand stresses that a healthy country is a productive country (ILO, 2000).

Various studies have shown that proper investment in human capital development could contribute to both citizens' growth and societal

development (ILO, 2011; Peters, 2013; Okebukola, 2015). This implies that any society that appreciates investment in human capital development would easily attain sustainable growth and development (Future Watch Report, 2007; ILO, 2012). The inadequate investment by the Nigerian government in human capital development has led to drastic reduction in productivity and standard of living which invariably triggered high rate of unemployment, Boko Haram, banditry, kidnapping and a widespread of under-utilisation of human resource/capital in the country (Peters, 2013; Okebukola, 2015; Okafor, 2016).

The deplorable condition in Nigeria is not as a result of scarcity of resources to develop human capital, rather the problem has always been how to harness and utilise human capital for the betterment of the larger society (Banjoko 2009; Ilesanmi & Owoyemi, 2015). The poor level of infrastructure such as bad roads, non-functional rail system and epileptic power supply combine to raise the cost of doing business in Nigeria, which invariably affected the level of productivity and human capital development (Peters, 2013; Ilesanmi & Owoyemi, 2015; Okebukola, 2015).

In spite of the country's abundant human and natural resources which could have helped to promote capacity development (Gbosi 2005; Banjoko 2009; Okebukola, 2015); many Nigerians live below the poverty line and many live in abject poverty. Successive Nigerian governments at various levels have paid lip-service to education and health care. The yearly budgetary allocations to these sectors have been abysmally low. According to the United Nations Educational Scientific and Cultural Organisation (UNESCO) members countries are expected to allocate at least twenty six per cent (26%) of their annual budget to the educational sector. Regrettably, Nigeria has not been able to accomplish this target over the years.

Investing in human capital development is very fundamental to the growth, development and wealth creation of any country or organisation be it private or public. Lately, there have been criticisms on how Nigerian governments at

various levels handle issues relating to welfare and human capital development. The insensitivity of government over the years has made the large proportion of the Nigerian population to lack access to health care, education and infrastructural facilities. The implications of this development led to a situation that made educated and skillful individuals to often migrate to developed countries that value human capital to seek employment opportunities for survival and prosperous life. This unfortunate development has created a lot of human capital flight or brain drain with repercussions for the various sectors of the economy coupled with bad reputation it has caused Nigerians at home and abroad. The study has made significant contribution to the literature, as it brings to the fore the challenges confronting the educational and the health sectors in the Nigerian context, which if not adequately addressed will adversely affect the sustainability of these critical sectors in the realisation of the Sustainable Development Goals (SDGs) by 2030. The objective of the study is to examine human capital development in Nigeria; in comparison with other emerging economies such as Brazil, Russia, India, China and South Africa (BRICS).

Literature Review

This section examines the conceptual review of the literature and theoretical underpinnings.

Conceptual Review of the Literature

Human capital represents the human factor in the organisation; the combined intelligence, skills and expertise that gives the organisation its distinctive character (Bontis, Dragonetti, Jacobsen & Roos, 1999). The human element of the organisation is capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long-term survival of the organisation and by extension the country at large.

Human capital development refers to training, education and other professional initiatives directed to increase the levels of knowledge, skills, abilities, values and social assets of an employee, which could lead to employees' satisfaction and

performance, and eventually to organisational performance (Ogunyomi & Bruning, 2015). Human capital development refers to the level of technical know-how, education, work-related competencies, state of the health sector and citizens' well-being in general (ILO, 2011; Peters, 2013; Ekperiware, Olatayo & Egbetokun, 2017; Fajana, 2018). This connotes that the development of the human resource represents the state affairs of the citizenry and how well governments invest in the citizenry, the value placed on citizens' welfare and how well the State or Government creates an enabling environment for citizens to achieve success and to be economically independent (Armstrong, 2012; ILO, 2012; UNESCO, 2001).

Hilderbrand and Grindle (1994) define capacity as the ability to perform appropriate tasks effectively, efficiently and sustainably. Meanwhile, capacity development involves acquisition of relevant skills for creative thinking and the practical demonstration of such thinking. Capacity building involves three main activities such as skill upgrading both in general and job-specific; procedural improvements and organisational strengthening (Berg, 1993; Blagescu & Young, 2010). The importance of capacity development necessitated Prasad (2011) to emphasise that developing countries must re-examine their capacity building through human resource training and institutional building. OECD (2011) argues that a country's wealth in the 21st century will depend on the capacity of its people to learn and to apply what has been learned either to improve standard of living or organisational performance (ILO, 2007).

The effect of investment in education on capacity development would increase productivity, help to disseminate information about new opportunities, increase graduates readiness for the labour market and entrepreneurial business ideas (World Bank, 1995; Lyakurwa, 2007; Ilegbinosa, 2013). Relating this to the Nigerian situation, it would reduce the level of illiteracy, the rate of uncontrollable population growth, the increasing number of orphans (known as Almajaris in the Northern part of Nigeria) that are being lured and used for Boko Haram and banditry in the Northern part of Nigeria amongst others.

Fig. 1: The Conceptual model



Source: Adapted from Michaelowa (2000); Hawkes and Ugur (2012).

Theoretical Underpinnings

i. Human Capital Theory

This theory was propounded by Schultz (1961). The human capital theory advocates that education is a tool or instrument for improving people, stimulating labour productivity and boosting the levels of technology across the globe. Schultz (1961) classified investment in human capital into investment in (i) schooling and higher education, (ii) post-school training and learning (iii) pre-school learning activities (iv) health (v) information and (vi) investment in children. Other human capital theorists encourage spending on the country's citizenry, workforce, as any investment made by any country in the citizenry serves as productive investment (Schultz, 1961; Becker, 1975; Olaniyan & Okemakinde, 2008; Armstrong, 2009). Developed countries have demonstrated that the growth of human capital has been the principal source of economic growth (Todaro, 1985, Todaro & Smith, 2009). This means that adequate investment in education and health is critical for economic growth and sustainable development (Torrington, Hall & Taylor, 2008). The manifestation of this could be seen in East Africa, Hong Kong, Korea, Singapore, and Taiwan. Torrington, Hall and Taylor (2008) posit that human capital signifies the combined intelligence and experience of citizens as a source of competitive advantage that cannot be imitated, an asset in the contemporary knowledge-based economy. Human capital theorists posit that education or training raises the productivity of workers by imparting useful knowledge and

skills, hence raising workers' future income by increasing their lifetime earnings. It is based on the assumption that formal education and training are highly instrumental and even crucial to improve the productive capacity of a population (Becker, 1964).

ii Resource-Based Theory

In the context of human capital development, the resource-based theory is concerned with the effective utilisation of resources for the benefit of the overall citizens. This theory was propounded by Barney (1991) and popularised by various scholars such as (Williamson, 1999; Phelan & Lewin, 2000; Barney, 2001; Mahoney, 2001; Makadok, 2001; Priem & Butler, 2001; Theriou, Aggelidis & Theriou, 2009; Armstrong, 2012). This theory is of importance to this study because it emphasises that the performance of a country and that of organisations lies in the unique resources which are people and natural resources. Effective utilisation of human and natural resources in the overall interest of the citizenry would improve their standard of living and could make a country to gain competitive advantage among the comity of nations (Theriou, Aggelidis & Theriou, 2009; Staglitz, 2009). This would make the citizens to have a sense of belonging and be proud of the system, committed to the system, as well as the reduction of human capital flight and foreign-centric behaviour (Akinboye, 2013). Effective utilisation of a country's resource-based endowment would create an atmosphere for improved standard of living, citizens' satisfaction and commitment, as well as prepare the educated and skillful citizens to toe the path of sustainable development (Barney, 1991; Theriou, Aggelidis & Theriou, 2009).

iii Citizens' Satisfaction Theory

This theory is based on the premise that citizens are satisfied with public performance to the extent that it corresponds to their wish and expectations (Lévy-Garboua, & Montmarquette, 2007). This entails citizens expressing judgments of satisfaction or dissatisfaction, or having positive perception about the actual performance of governments at various levels (Diener & Diener, 1995; Diener & Lucas, 1999). This means that the performance of government in connection with

the educational system, health system and an enabling environment is in perfect harmony with citizens' preferences or expectations; although if such performance is perceived otherwise there is likely to be dissatisfaction and frustration among the citizenry (Lévy-Garboua, & Montmarquette, 2007). The inability of the Nigerian government to achieve effective management of the country's resources in support of human capital development (HCD) has led to high level of dissatisfaction and frustration among Nigerians (Okafor, 2016).

Global Competitiveness Report of 2017-2018: Investment in Human Capital Development among Developing Countries

Sustainable Development Goals (SDGs) replaced the Millennium Development Goals (MDGs) in 2015. Of the 17 sustainable development goals, goals 3 and 4 are germane to human capital development and citizens' health and well-being respectively. While goal 3 focused on ensuring healthy lives and the promotion of well-being for all at all ages; goal 4 is concerned with ensuring inclusive and equitable quality education as well as the promotion of life-long learning opportunities for all. However, for Nigeria to achieve these goals come 2030; there is a need for massive investment in the health and educational sectors. Human capital is considered the most critical aspects of any country's development, and the only way to achieve this is through adequate investment in education (Hawkes & Ugur, 2012; Loredana & Andrei, 2015). According to Diaconu and Popescu (2016), investment in human capital remains the only means to abridge the gulf or gap existing between the global north (developed countries) and the south (developing countries).

Materials and Methods

The historical research method was adopted with the use of secondary sources of data. This research method entails the careful study and analysis of data about past events with a view to gaining a better understanding of the impact of past on present and future events processes. Data for the study were derived from the Global Competitiveness Report of 2017 and 2018; the National Bureau of Statistics (NBS) and a systematic review of relevant documents.

Results and Discussion

Table 1 shows the global competitiveness index of Nigeria comparable to other developing countries of Brazil, Russia, India, China and South Africa (BRICS) with respect to investment in human capital development. The Global Competitiveness Report 2017-2018 categorised health and education as the pillars of human capital development measurement across countries.

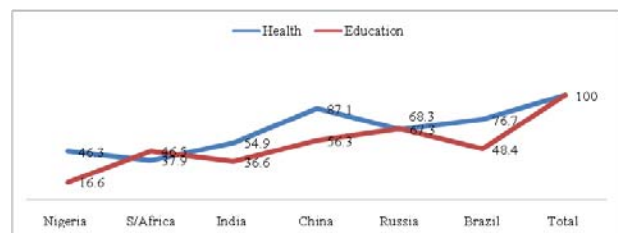
Table 1: Global Competitiveness Report of 2017-2018

Human Capital: Health and Education Skills PILARS 5th & 6th: Scores (0-100)						
Country	Nigeria	S/African	India	China	Russia	Brazil
Health	46.3	37.9	54.9	87.1	67.3	76.7
Education	16.6	46.5	36.6	56.3	68.3	48.4
Rank	116	85	75	47	32	79
Score	3.10	4.06	4.31	47.8	5.12	4.21

Source: Data extracted from the Global Competitiveness Report, 2017-2018

Legend: Rank is based on 137 economies and scores measured on a 1 to 7 scale

Figure 2: Human Capital: Health and Education Skills



Source: Generated from Table 1

Table 2: Nigeria's Budget for Educational and Health Sectors Between 2014 & 2018

S.No.	YEARS	EDUCATIONAL SECTOR	%	HEALTH SECTOR	%	TOTAL BUDGET
1	2014	493,000,000,000	12.14	264,046,000,000	6.50	4,060,000,000,000
2	2015	492,034,000,000	11.29	259,075,000,000	5.94	4,358,000,000,000
3	2016	368,900,000,000	6.07	257,041,000,000	4.23	6,080,000,000,000
4	2017	448,001,000,000	6.02	308,460,000,000	4.15	7,441,000,000,000
5	2018	439,026,000,000	4.81	269,097,000,000	2.95	9,120,000,000,000

Source: Compilation from Various Records of The National Bureau of Statistics (NBS).

Human Capital Development: Whither Nigeria?

As revealed in the Global Competitiveness Report of 2017-2018, Nigeria had the least investment in human capital development with the lowest score in education and the health sectors as shown in Table 1. This places Nigeria on a low pedestal as one of the countries with the least healthcare spending per head when compared with other BRICS countries. The information from Table 1 shows that the Nigerian government has a lot to do in the improvement of human capital development. Staglitz (2009) argues that we cannot imagine a modern economy without adequate development of human capital for which the government has to play an important role.

The poor performance rating of the Nigerian economy can be attributed to the poor budgetary allocation to the educational and health sectors over the years (Ilesanmi & Owoyemi 2015; Okafor; 2016; Fajana, 2018). Budgetary allocation to the health and educational sectors has been low over the years and is below the World Health Organisation (WHO) and the African Union (AU) recommendations of 11% and 15% respectively. Table 2 shows the budgetary allocations to the educational and health sectors from 2014-2018.

The implication of the low budgetary allocations to the two critical sectors from 2014 to 2018; reveals that the Nigerian government has not given sufficient priority to these sectors. This has made the sectors one of the poorest in terms of value addition and delivery, with the lowest segment of the population dying from treatable or controllable diseases and other health-related challenges. The educational sector seems to be producing graduates without requisite skills for the knowledge-based economy (World Health Organisation, 2014; Omoluabi, 2014; Okafor, 2016).

The under-investment in human capital coupled with lack of political will to improve human capital development in line with other developing countries across the world has often led the Academic Staff Union of Universities (ASUU) to take a more rigid stance which in most cases end up with incessant and prolonged strikes as a way to compel the federal and state governments to invest more in the educational sector. Many of the strikes in the educational sector particularly at the higher education level were caused by non-implementation of collective agreements or the renewal of expired agreements between ASUU and the Federal Government of Nigeria (Chidi, 2010; FGN/ASUU Agreement, 2009, Ilesanmi, 2017). The stance of ASUU has often been borne out of the conviction that human capital development is important for the achievement of economic growth and development which has been corroborated by various scholars and researchers (Barro & Lee, 2012; Stiglitz, 2009; Hawkes & Ugur, 2012; Loredana & Andrei, 2015; Diaconu & Popescu; 2016).

Diaconu and Popescu (2016) articulated that when a country invests in human capital, it tends to have good quality, healthy and a well-equipped workforce ready to take opportunities with the right decisions, and capability to enhance higher level of productivity through creativity, which in turn stimulates technological progress. The contemporary global economy depends on skills and knowledge, as well as competences that can identify necessary potential opportunities in both local and global economies.

The massive wastage and mismanagement of oil wealth coupled with official corruption in Nigeria

are the banes of Nigeria's development. Banjoko (2009) in his inaugural lecture titled *The Nigerian manufacturing sector: Bumpy past and shaky future-what options for survival?*; examined Nigeria's glorious past and uncertain future as well as the way forward. Although, hope is not completely lost with stability in the political system, if serious and pragmatic professionals continue to emerge as elected officials in the country it is likely that positive change is achievable. The efforts of the present government at the federal level towards improving the level of infrastructure as well as investment in the people should be seen as a worthwhile investment. The on-going fight against corruption should be intensified and continue into the future to reposition Nigeria towards the path of growth and prosperity.

This means that concerted efforts of all stakeholders should continue to think of tomorrow today by adequately investing in human capital development which has the potential to change the status-quo if Nigeria is to have a glorious future. There are concerns with respect to the 6 per cent budgetary allocation to education which is not significantly different from the share to this sector over the past 22 years (Fajana, 2018). With reference to educational delivery, emphasis should shift from theory-based curricula, to more oriented technical and entrepreneurial curricula. The rigidity in attitudinal behaviour of some instructors in higher education institutions especially in the public sector with respect to embracing new thinking and ICT as solutions providers leaves much to be desired (Ilesanmi & Owoyemi 2015; Fajana, 2018), lack of proper training for young academics before they commence teaching (FGN/ASUU Agreement, 2009), as well as the poor state of health care delivery (Okafor; 2016), are some of the challenges besetting the educational and health sectors in Nigeria. Health workers are poorly paid as they earn about 25% of what they would have earned if they were to work in North America, Europe or the Middle East (Nigeria-WHO, 2014).

This has contributed to brain drain and continuous decline in the health care delivery system in the country (Okafor, 2016; Nigeria-WHO, 2014). However, taking adequate care of these challenges

by investing in the health sector, knowledge, abilities, skills of individuals and value for talents in the labour market would lead to increased productivity/ performance (Loredana & Andrei, 2015). This would make Nigeria to cease from being a breeding ground for human capital needed by developed economies for growth and expansion, especially in the health and educational sectors. An individual's well-being is closely related to job performance (Diaconu & Popescu, 2016), which invariably impacts on economic growth and development.

The rating of the Global Competitiveness Report, 2017-2018 revealed that the performance of the Nigerian economy is not encouraging with macroeconomic conditions worsening, high inflation at 15.7 per cent, budget deficit at 4.4 per cent; institutions becoming more fragile coupled with uncertainty of the business environment (The Global Competitiveness Report, 2017-2018). These conditions have seriously undermined human capital development and the general well-being of the citizenry. Marimuthu, Arokiasamy and Ismail (2009) assert that human capital development in emerging economies serves as fundamental solution for developing countries to cope competitively with the global economy. Ireland and Hitt (2005) argue that human capital refers to the knowledge and skills of firm's entire workforce. For a firm to generate full competitive benefits from its human capital it requires a substantial investment. Youndt, Subramaniam and Snell (2004) posited that development of human capital is a strong leadership acumen that adds value to the organisation competencies which in turn becomes a boost to innovation.

The ILO (2011) posits that a well-trained and skilled workforce strengthens the capability, performance and sustainable development of an organisation and by extension the country at large. For any country to grow, survive and prosper and be self-reliant, such a country must possess the right quality of human capital (Obisi, 1996; Fajana 2002). This means that investment in human capital would ensure that there is abundance in the quality of human stock ready to drive both the country and organisations towards sustainable growth and development (ILO, 2007; ILO, 2011). Achieving this feat would also make people to

secure decent jobs that would meet their aspirations in terms of right income, voice, recognition and personal development (ILO, 2007).

Eigbiremolen and Anaduaka (2014) assert that human capital development is a prerequisite for sustainable national development and growth. Therefore, for Nigeria to become competitive and perform optimally it has to create a broad base of adequately educated individuals who would be able to add value to national growth and development (ILO, 2011). Diaconu and Popescu (2016) posited that the investment in the human factor is the bedrock of sustainable development based on reports from the Human Sustainable Development Index (HSDI), Human Development Index (HDI) and Human Capital Index (HCI). Oluwatobi and Ogunrinola (2011) investigated the relationship between human capital development efforts of the Government and economic growth in Nigeria. The study relied on secondary data. The finding revealed that there exists a positive relationship between government recurrent expenditure on human capital development and the level of real output, while capital expenditure is negatively related to the level of real output. Eigbiremolen and Anaduaka (2014) found that capacity building is positively correlated with productivity level.

Conclusion and Recommendations

The study revealed that there a wide gap or differentials exists between Nigeria and other emerging economies of BRICS; particularly with reference to human capital development in the health and educational sectors. It is a truism that capacity building has not been given its pride of place in Nigeria. It is instructive to note that the development of human capital is a shared responsibility of all actors in the Nigerian economy. This means that state governments in Nigeria have to massively invest in human capital as a way to promote not only economic growth and development but as a means of reducing human capital flight and international labour migration. Adequate investment in human capital development would proffer solutions to the socio-economic problems confronting the youths and the country at large. This would also create an

enabling environment that would support a dynamic and competitive economy with a diversified productive base which would make the youths and skilled individuals to be properly engaged, valued and well-remunerated. With the current state of affairs in human capital development in Nigeria coupled with the attitudinal posture of government it is hereby recommended that:

- i. There is a need for the Nigerian government to increase the budgetary allocation to the health and educational sectors.
- ii. There is a need to ensure qualitative and state-of-the-art educational system at all levels in Nigeria.
- iii. There should be a radical shift from a full scale theoretical education delivery to practical skills development. For many decades, educational achievement was measured by the degree or certificate an individual obtained preferably from a college or university. But employers in the industrial and manufacturing sectors are seeking workers with hands-on vocational training in manufacturing and logistics not full of theoretical knowledge. This lofty idea could be introduced in primary/ nursery schools being the base or foundation of education. Practical or handicraft should be introduced at an early stage to tap the potentialities of pupils as early as 5 to 6 years of age.
- iv. There is a great need to educate and develop Nigerians right from the cradle to possess competence, perspectives as well as human values with a view to coping with the challenges of the 21st century and beyond.
- v. There is a need to adequately reward and encourage trained health personnel so as to make them feel comfortable and to discourage brain drain.
- vi. Educational institutions at all levels should take cognisance of the implications of globalisation, the advent of information and communication technology (ICT) to cope with the 21st century knowledge explosion.

- vii. For Sustainable Development Goals to be realised in 2030, more emphasis should be focused on investing in the abundant human capital in Nigeria consisting mostly the youths if sustainable national development and global competitiveness in critical sectors of the Nigerian economy are to be achieved.

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