

Strengthening Training Institutions and Adaptation for Sustainable Democratic Principles and Cooperation in Nigeria

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ABSTRACT

Institutional Strengthening is a reference for organizations that wish to develop or improve existing institutional strengthening systems and processes. Strengthening training Institutions in Nigeria seems not to be feasible. It is against this background that the study examined strengthening training Institutions and adaptation for sustainable democratic principles and cooperation in Nigeria. This paper, therefore, relies on content analysis as its methodology. Through the analytic method, the researcher found out that strengthening institutions have evolved considerably in the last 50 years. Yet, to develop the knowledge base, to catalogue best practices and to improve the operational strategies that enhances sustainable democratic principles and cooperation in Nigeria on which democracy assistance is today is yet to be delivered as a result of bad governance. The study found that in strengthening training institutions' must adapt for sustainable democratic principles and cooperation in Nigeria thereby suggesting that the institutions need to better articulate not whether, but how, democratic principles and practices directly or indirectly contribute to gains in development, such that democracy is both intrinsically desirable for fulfillment of human rights but also instrumentally related to achieving development outcomes. Based on the above analysis and findings recommendations were made.

Keywords: Strengthening Training Institutions, Institutions, Adaptation, Democratic Principles and Cooperation

INTRODUCTION

Institutions are system of behavioural and relationship patterns that are densely interwoven and enduring, and function across an entire society. Institutional Strengthening is a reference for organizations that wish to develop or improve existing institutional strengthening systems and processes. The purpose of the Strengthening Institutions Program is to provide grants to eligible institutions of higher education to improve their academic programs, institutional management, and fiscal stability in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation [1]. They order and structure the behaviour of individuals by means of their normative character. It is essential to know that institutions regulate the behaviour of individuals in core areas of society. A good institution enhances democratic principles and cooperation's.

Redundant and a failed institution is does not promote sustainable democratic principles and cooperation because it reduces its democratic principles and cooperation. When we talk of institution, family, school is seen as agents of socialization.

Yet, labour-market and economy, institutions in the realm of law, governance and politics are considered. In this context, family and relationship networks carry out social reproduction and socialization. Same is applied to institutions in the realm of education and training which ensures the transmission and cultivation of knowledge, abilities and specialized skills. Institutions in the labour-market and economy provide for the production and distribution of goods and services. Extract from the University of Vienna in the same line of thought noted that institutions in the realm of law, governance and politics make provision for the maintenance of the

social order while cultural, media and religious institutions further the developmental contexts of meaning, value orientations and symbolic codes. As such values orientation becomes vitals to strengthen institutions in all its ramifications [2].

Strengthening institutions entails fortification and acceptance of the institutions as virile and change-agents for the development of the society. Strengthening institutions and organizations provides an opportunity to optimize performance of rural development projects. A strengthened institution breeds people with democratic principles or culture capable of improving the mindset of trainees in Education. Education as a process of developing the body physically, morally and mentally has become the single most important phenomenon in the life of the citizenry [3]. In this context, education becomes a new culture of rationality as parochialism is created. The I, me mine and my attitude changes to us, our attitude. A safer society is thus created and freedom is engendered. Strengthening of institutions results in emancipation, setting free which is the central demand of democracy and democratic principles. Emancipation leads to liberation from restrictive social and ecological imperatives institution. For instance, if you want to predict the prosperity of a country just look at her institutions in all levels [4]. Together the legal and administrative organizations that underpin every society form what economists call 'enabling environment' for the creation of wealth. When they fail, trust is eroded and economies can become damaged. [5] suggested that collaboration between public and private sectors is particularly important when it comes to boosting productivity. Where strong institutions are absent, the alliance between public and private sectors becomes dysfunctional with profit at the expense of the consumers.

It is correct when it is argued that a viable and symbiotic link between business and government should be a priority of an economy at any stage of its development. No doubt, institutions play key roles in creating a long- term agenda to ensure collaboration in the public interest which is not affected by changes in the

legislative cycle. There is agreements among researchers that national institutional frameworks have had pivotal influence since world economic forum started measuring competitiveness in 1979 [6]. It is therefore imperative to assess the importance, problems, situation analysis and impact of strengthening training institutions and adaptability for sustainable democratic principles and cooperation in Nigeria.

Statement of the Problem

It is generally believed that weak institutions are the basis for lack of growth and development that has hindered both national and continental growth. These may be why the prevalent challenges inherent in strengthening training institutions and adaptation for sustainable democratic principles and cooperation in Enugu State, Nigeria calls for attention. Now, to use the opportunities created by transitional moments in rapidly changing societies to simultaneously further training institutions, democracy and development objectives becomes necessary. This means ensuring that curriculum for national development plans and economic reforms are broadly inclusive and participatory, that training institutions are made more accountable and training processes and constitution making processes are designed in such a way as to be broadly inclusive, especially for the physically challenged, minorities, women and other vulnerable groups.

Same is applicable to accountability and transparency, grounded in checks and balances especially on executive power are elements that would remain a critical challenge in the years ahead for emerging democracies such as Nigeria, which would also be decisive for their development prospects calls for a serious attention.

In Nigeria, transparency, accountability etc in different government parastatals shows huge amount of financial malpractice, mismanagement and lack of development in the areas of infrastructures, basic amenities, provision of healthcares etc. All this problems noted seem to expose the problems inherent in strengthening of institutions because once there is a lack of capacity building, the whole system is turned around and becomes non negotiable. This

is central to the problems experienced in Nigeria and that is why the researcher sought to assess the importance, problems, situation analysis and impact of strengthening training institutions and adaptability for sustainable democratic principles and cooperation in Nigeria.

Importance of Strengthening Training Institutions to Economic Development in Nigeria

Special consideration shall be given to applications which propose, pursuant to the institution's plan, to engage in economic development; funds and administrative management in all parastatals in Enugu State, Nigeria; development and improvement of academic programs; acquisition of equipment for use in strengthening funds management and academic programs; joint use of facilities such as libraries and laboratories; and student services, including services that will assist in the education of special populations. From relevant literature from across the globe, empirical analysis shows the necessity showcasing level of developments in strengthening training institutions in Nigeria according to [7].

Cross-country empirical analyses, in combination with micro-level studies, provide strong support for the overwhelming importance of institutions in predicting the level of development in countries around the world [8]. Protection of property rights, effective law enforcement, and efficient bureaucracies, together with a broad range of norms and civic values, are found to be strongly correlated to better economic performance over time. This essay aims to explain why institutions are important to economic development and to provide evidence for the arguments made.

The study argues that training institutions support economic development through four broad channels: determining the costs of economic transactions, determining the degree of appropriability of return to investment. This deals with the capacity of the firm to retain the added value it creates for its own benefit [9]. However, who benefits from this added value depends on the decisions of the firm, the structure of the market in which it operates, and the sources of the added

value itself determining the level for oppression and expropriation, and determining the degree to which the environment is conducive to cooperation and increased social capital. This study is vital because, evidence is derived from the literature from comparison of countries, and from examples at the micro level.

Institutions and the Extent of their

Correlation to Development in Nigeria

In the words of [10]: "Institutions are the rules of the game in a society, the humanly devised constraints that shape human interaction. They structure incentives in human exchange, whether political, social or economic". Training institutions comprise for example technical and vocational, universities and reformatories, contracts and contract enforcement, protection of property rights, the rule of law, government bureaucracies, and financial institutions. They also, however, include habits and beliefs, norms, social cleavages and traditions in education (so-called informal institutions). Formal institutions typically tend to be the crystallization of informal institutions [11], as social norms in the realms of gender, class and caste, for example, determine rules of political participation and representation, methods of economic exchange, and inclusion of different groups in society [12]. In a landmark study of new institutional economics, Rodrik, [13] assess the relative importance of training institutions, geography and integration (trade) in determining the differences in incomes between the world most developed countries and the poorest ones. Adam Smith had already noted that this is surprising detail, referring to the importance of a justice system, private property rights, and the rule of law (*The Wealth of Nations*). Meanwhile, [14] surveys shows that the studies which correlate indices of development to institutional ones to find a positive correlation with property rights and enforcement, with civil liberties, others with political rights and democracy. All focused with institutions for cooperation (e.g. clubs and associations), and to find a negative correlation of development with political instability will all requires costs efficiency.

Costs

Training institutions are conducive to economic development. This is because training institutions reduces the costs of economic activity. The costs include transaction costs such as search and information costs, bargaining and decision costs, policing and enforcement costs [15]. They lower transaction costs by providing common legal frameworks (e.g. contracts and contract enforcement, commercial norms and rules), and they encourage trust by providing policing and justice systems for the adherence to common laws and regulations.

Communities in rural areas rely on kinship or ethnic and religious ties for trade. Norms and networks of common language and religion may be enough to ensure compliance with agreements on economic exchange; collective punishment and social reputation may be enough to ensure the enforcement which is often informal contracts even in the absence of a third party.

[16] describes the trade networks of Maghribi traders which permitted the sharing of information on dishonest traders and their collective punishment. To take advantage of opportunities for trade with different groups and increase the size of economic transactions, however, cultural ties are not enough. There is need for greater information about trading partners, and for institutions which ensure agreements on the details of exchange and compliance to the agreed conditions.

These take the form of contracts, codes of conduct, standardized weights and measures, disclosure agreements, and enforcement through courts and policing. Where transaction costs are small, the private enforcement of contracts may still be preferred. But as economic relations develop and become increasingly impersonal, the role of a third party to enforce compliance to rules is increasingly necessary [17].

Property Rights and the Return to Investment

Training institutions increase the security that the risk of incurring in an economic transaction is matched by the full appropriation of its eventual benefits. This includes the presence of individual private property rights. If property is

protected individuals are more willing to invest and to incur sunk costs. Recounting the land-ownership system in Ghana, [18] are able to show that where individual perception of security of land tenure is low, investment in the land is significantly reduced, and output consequently drops.

In fact, in the few cases in which land is obtained through commercial transactions (as opposed to the traditional informal system of land redistribution), there ceases to be any difference in levels of investment because security of tenure is assured. This increases output and thus is conducive to economic development. The protection of property rights requires an expanded role for state authority. Individuals and groups sacrifice a degree of freedom in order to ensure state protection; they accept levies and taxes to cover policing expenses, and state monopoly over the use of force for common security [19].

However, there is a risk that states which have the power to enforce property rights may use that power to expropriate property too. Instead of reducing risk of economic transactions, this increases it. By implication, property rights are by no means sufficient to spur economic growth, and must be balanced by institutions which limit the extractive capacity of state power. These typically involve independent parliaments and judiciaries. Democratic institutions of political representation strongly contribute to this process [20]. This process functions effectively when there is power of expropriation.

Power of Expropriation

The institutions for training determine the extent to which those in power are able to expropriate the economy's resources to their private advantage. Unequal institutions strongly limit development by reducing the capacity of individuals to access resources, expand production and increase their incomes. A comparative analysis of development trajectories of countries indicates that institutions which benefit elites and allow their appropriation of resources and products have perpetuated underdevelopment and examples abound.

Countries which have undergone colonial domination tend to be plagued by such extractive institutions. These have outlived the gaining of independence on behalf of these countries, and their control has largely been taken over by local elites. There are countless examples of societal outcomes the cause of which can be traced to institutional arrangements of many decades before. The unequal landownership system in Latin America (*latifundios*) has been indicated a fundamental cause of its underdevelopment. There is evidence that it limits the development of greater rural employment and higher rural incomes [21].

The Economic Commission for Latin America, has repeatedly flagged the importance of land reform in the process of poverty-reducing agriculture and rural development. A report by the United Nations Food and Agriculture Organization also emphasized the need to encourage strategies that enhances poverty-reducing agriculture and rural development. This is particularly urgent as population growth threatens to increase income inequalities and technological developments in agriculture which may serve the landowner and elites to further consolidate their grip on land and agriculture, thus perpetuating the process of path dependency in the formation of institutions [12].

Subsequently, more exposition on literature showed that greater equality and functional economic institutions is seen as the cause for the successful development of Vietnam compared to a similar country as Nicaragua, where high inequality has concentrated power in the hands of restricted elite, and governments have failed to adequately invest in infrastructure and public welfare. Similarly, institutional capacity to exploit domestic primary resources is indicated as the key to the success of Botswana and Mauritius in comparison to other developing countries for which primary resources have turned into a curse, i.e. Sierra Leone (diamonds), Angola, Equatorial Guinea and Nigeria (oil) [4].

The outcomes of institutions have effects which lie deep in the socio-economic fabric of societies. [7] recount the finding

by [9] that in India the coexistence of two systems of land-revenue collection under the British colonization caused very different outcomes; less than one system, the landlord was responsible for collecting taxes, and this strengthened his role, while under the other farmers themselves were responsible for the taxes. The regions where the second system was dominant, 150 years later (with the tax system long gone) exhibit higher agricultural yield, more schools and more hospitals, due to the development of more horizontal and cooperative social relationships among the inhabitants and that is likely why Cooperation and Social Capital becomes significant.

Cooperation and Social Capital

A cooperative, as a network by its nature and an organization with independent members, is a voluntary association of separate entities that is established with a purpose to solve common problems and achieve interests of the members through joining their common force. It is also the networks of relationships among people who live and work in a particular society, enabling that society to function effectively. Societal level examples of social capital include when someone opens a door for someone, returns a lost item to a stranger, gives someone directions, loans something without a contract, and any other beneficial interaction between people, even if they do not know each other.

There are three types of social capital bonding, bridging, and linking. Social capital can make or break businesses. By having a wide range of connections, some are able to thrive as they are able to get work done more effectively and efficiently. Social capital means the set of norms, institutions and organizations that promote trust and cooperation among persons in communities and also in wider society. Social capital allows a group of people to work together effectively to achieve a common purpose or goal. It allows a society or organization, such as a corporation or a nonprofit, to function together as a whole through trust and shared identity, norms, values, and mutual relationships

Social capital and cooperatives are “the dense networks of norms and social trust

which enable participants to cooperate in the pursuit of shared objectives” [4]. Therefore, cooperatives as well as social capital are based on analogical foundations and are characterized by similar particularities. Cooperatives and social capital have the same principles of operation. Cooperatives bring the same benefits as social capital, and people can take the same advantage of cooperative membership as of social capital. Social capital and cooperatives have common features, such as voluntary association of people, common interests and motives, common goals, necessity of investment, private and direct participation. The operation of social capital and cooperatives is based on common principles, in particular: trust, accepted norms and rules, transparency of relations and business activities.

Institutions designated for training which are conducive to development ensure greater self-expression, allow the free flow of information and encourage the formation of associations and clubs. These form prosperous social relationships, which are conducive to greater economic interaction by increasing levels of trust and wider availability of information [12]. They allow greater sharing of resources through democratic institutions and the use of the state to reduce the risk attached to economic activity [10]. The welfare state is an example of an institution which pools resources to limit the negative effects of business cycles on incomes and unemployment. Institutions conducive to development pool resources to provide the investments in education, health and infrastructure which lie at the basis of economic interaction and are necessary and complementary to private investment. Informal institutions lie at the basis of an economy. They include public agencies, trade unions, community structures and professional associations. They make up the fabric which determines the response to laws and government decisions. Most often they shape these outcomes themselves. There is wide-ranging evidence that training institutions matter a great deal in determining the level of economic development of a country. Cross-country analyses use indicators such as degree of

protection of property rights, the rule of law, and civic liberties and find that they are strongly correlated to economic performance. This study has described why institutions are so important for economic development and has provided evidence for the claims made. It has identified four broad channels through which the correlation can be explained. Institutions determine the costs of economic transactions: they spur development in the form of contracts and contract enforcement, common commercial codes, and increased availability of information, all of which reduce the costs of transactions, risk, and uncertainty. It is vital to know that institutions determine the degree of appropriability of return to investment: protection of property rights and the rule of law spur investment and thus increase incomes. Institutions also determine the scope for oppression and expropriation of resources by elites: unequal institutions which allow the dominance of powerful elites over economic exchange strongly limit development, as can be seen in the case of many ex-colonial countries. Lastly, institutions determine the degree to which the environment is conducive to cooperation and increased social capital; inclusive and participatory institutions increase the flow of information and the extent to which resources can be pooled to reduce risk and ensure sustained levels of wealth.

This fits nicely with the finding of historical studies that high quality institutions today are rooted in greater equality, political competition and cooperative norms in the distant past. Institutions strongly affect the economic development of countries and act in society at all levels by determining the frameworks in which economic exchange occurs. They determine the volume of interactions available, the benefits from economic exchange and the form which they can take.

Twelve key Recommendations about Democracy and Development, and the Role of the Training Institutions

1. Reflections on how democracy building is both an intrinsic goal, and serves instrumentally to advance development, should be essential to training institutions to

- derive a new development framework following the Millennium Development Goals (MDGs) in 2015.
2. While democracy's contribution to development, or development's contribution to democracy, are complex, context specific and at times contentious, the training institutions should continue to explore, support and promote the essential and mutually beneficial aspects of both processes.
 3. The training institutions should contribute to building an empirical body of knowledge which demonstrates that democratic governance, with a rights based perspective that mainstreams gender equality, is central to achieving development gains in the 21st century.
 4. The training institutions must be more systematic in its actions, and more explicit about its role, in democracy building worldwide. Grounded in its normative foundations, instructions' action should be committed to advancing democracy through principled, consistent engagement in pursuit of peace and security, human rights, and development.
 5. The training institutions must further develop its own internal policies and capacity to more effectively assist countries in transition toward democracy and support nascent democratic transitions.
 6. In view of democracy building being a long term, complex and highly context driven process, the instructions' democracy assistance needs to be grounded in both a deep understanding of local realities and solid comparative knowledge.
 7. The instructions' commitment to the principle of national ownership should be defined and exercised in a more inclusive manner, and informed by a context specific understanding of the mutually reinforcing relationship between democracy and development.
 8. Short term efforts to achieve peaceful transitions to a new, stable political order must be linked to strategic long term approaches that aim to develop training institutions that are more broadly participatory and that allow for all voices including those of the poor, historically disadvantaged and vulnerable to be heard.
 9. Within the training institutions, it remains a common concern that at the global policy and at field levels, more needs to be done to create a sense of common vision across the democracy building, peace building and development inventions.
 10. The training institutions should bridge the gap between policy and practice in addressing the linkages between democracy and development.
 11. Reforms are needed to address the way that training institutions' assistance is conceptualized and carried out.
 12. It will be necessary to develop stronger partnerships between the training institutions - both at the global level, in regional contexts and at country level - with other key actors in support.

Situation Analysis

While the evidence in scholarly literatures mixed and inconclusive, there is little disagreement that over time *democracy* and *development* are mutually reinforcing. Advances in one may produce advances in the other, in a process of mutual interaction and reinforcement. The term 'good governance' is often used as proxy to the broader concept of democracy's contribution to, and role in, development. However, it can be contended that democracy, not just 'good institution' is indeed essential to development, encompassing not only the key institutions and processes but also the concepts of citizens' voice, participation, and inclusion and nurturing a democratic culture.

There is no countervailing evidence to suggest that democracy must be sacrificed for development, or that somehow developmentally-oriented

autocracies have any better track record in the long run. It can be deciphered that democracy does matter for achieving development outcomes including building strong training institutions. The core attributes of democracy such as participation, inclusivity, responsiveness to citizen demands, and accountability, do contribute directly as well as indirectly to development, when paired with state capacities such as safety and security, rule of law and access to justice, a professional public administration, and basic service delivery in areas such as education and health care.

On the other hand poverty, hunger and disease can limit people's ability to effectively exercise their political and civil rights even with the best training institutions. Thus, development also matters for democracy. The lack of development in the form of economic stagnation, persistent inequalities and/or deep poverty, can result in undermining people's faith in formal democratic systems of government, even in countries or regions where these systems were considered well consolidated. It is a reality that democracies do not always deliver development at the level and pace expected by citizens. Furthermore, formal and essential democratic processes such as the organizing and holding of regular, competitive elections - often strongly favored by international donors in their democracy assistance on their own, are not enough to improve the lives of the poor.

In all, however, there should be an understanding that while individual democratic governments do not always get high marks for delivering on development in accordance with people's needs and expectations, the system's role in guaranteeing citizens' voice to express and demand those needs as well as citizens' rights to remove those who do not govern in accordance with those expectations. The essence of democracy is indispensable for accountability and for the sustainability of institutions of development. According to situation analysis, key to ensuring better development outcomes, which democracy can provide, is an enabling environment in which even the poorest and most marginalized can have a voice and help to

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shape the development agenda. It should be understood that training institution is not the only variable to consider development, in the long term, is less likely to succeed unless it is based on an inclusive, democratic political settlement.

Impacts and Recommendations.

1. Reflections on how democracy building is both an intrinsic goal, and serves instrumentally to advance development, should be essential to the training institutions to derive a new development framework following the Millennium Development Goals (MDGs) in 2015. Recognizing that each country specific context is unique, there should be deliberation on how improvements in democracy representation, accountability and access to information, and inclusive governance are instrumental to development goals, especially for women. These issues should be central to the deliberations of trainers and to the discussions of government, which will be the ultimate framers of the Post-2015 Development Agenda".
2. While democracy's contributions to development, or development's contribution to democracy, are complex, context specific and at times contentious, the institutions should continue to explore, support and promote the essential and mutually beneficial aspects of both processes.
3. The institutions should contribute to building an empirical body of knowledge which demonstrates that democratic governance, with a rights based perspective that mainstreams gender equality, is central to achieving development gains in the 21st century institutions bodies and agencies should aim to demonstrate consistently *how* democratic principles and practices such as respect for human rights, rule of law, accountability, credible and transparent electoral processes, political pluralism and civil society engagement can directly and indirectly contribute to gains in

development. Especially, evidence supporting the positive effects of women's representation on development outcomes should be presented to show how specific democracy building goals are related directly to progress toward development goals in areas such as education and health.

4. The institutions must be more systematic in actions, and more explicit about their role, in democracy building. Grounded in its normative foundations, institutions' action should be committed to advancing democracy through principled, consistent engagement in pursuit of the three pillars of peace and security, human rights and development. The institutions should take the role of human rights champion which suggests that the institutions need to better articulate not *whether*, but *how*, democratic principles and practices directly or indirectly contribute to gains in development, such that democracy is both intrinsically desirable for fulfillment of human rights but also instrumentally related to achieving development outcomes. Democracy building should be mainstreamed throughout the work of the institutions. The institutions' roles and functions are both technical, for example, assisting in the organization of electoral processes, and principled, voicing support for comprehensive democratic transitions.
5. The institutions must further develop their known internal policies and capacity to more effectively assist countries in transition toward democracy and support nascent democratic transitions. The institutions are uniquely placed and have mandates for providing assistance and undertaking complex and often simultaneous political, social and economic transitions, as well as transitions from conflict to

peace toward creating a new democracy.

6. In view of democracy building being a long term, complex and highly context driven process, the institutions' democracy assistance needs to be grounded in both a deep understanding of local realities and solid comparative knowledge. Democracy support can be highly relevant to any number of country contexts, since in all countries, the goal of 'perfecting' the democratic system is a constant work in progress. That being said, in transitional settings in particular, the institutions needs to be able and prepared to provide support to democratic transitions, including institution building and the development of a culture of democracy, for the long term.
7. The institutions' long standing commitment to the principle of national ownership should be defined and exercised in a more inclusive manner, and informed by a context specific understanding of the mutually reinforcing relationship between democracy and development. Development processes would become more effective if there were a democratic foundation to build from and in which a broad array of domestic actors and stakeholders play a substantial role in policy debate and oversight. Development would also be more sustainable by strengthening domestic accountability through the consolidation of democratic institutions and processes. For democracy to take root and for national ownership to carry real meaning, government, civil society and parliamentary representatives need to work together in shaping and agreeing on national development agendas. In turn, the political space opened up by such dialogue would provide building blocks for strengthening national, democratic decision making through multiple channels of interaction between the

government, parliamentary bodies, elected leaders at sub-national levels and civil society.

8. Short term efforts to achieve peaceful transitions to a new, stable political order must be linked to strategic long term approaches that aim to develop institutions that are more broadly participatory and that allow for all voices including those of the poor, historically disadvantaged and vulnerable – to be heard. Social exclusion limits the extent to which a country develops the underlying state-society relationship necessary for democracy to work and for development efforts to be effective. Paired with such efforts to achieve inclusivity, there must also be new approaches to measuring progress through benchmarks that combine democracy building objectives and development goals in more holistic approaches to goal setting and monitoring.
9. Within the institutions, it remains a common concern that at the global policy and at field levels, more needs to be done to create a sense of common vision across the democracy building, peace building and development assistance branches of the institutions system. Critical in the years ahead will be to continue to build training institutions capacities for working with national stakeholders to design and implement development planning processes that are more explicitly linked to democratic governance. A common vision should also be accompanied by more coherent and consistent messaging from the institutions, regarding the mutually reinforcing nature of socio-economic development and democratic development, and their role in building sustainable peace, as well

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as the intrinsic importance of democracy as a universal value and primary goal. This means cultivating and taking advantage of entry points, giving appropriate support to democratic social forces and helping to create the conditions for civil society voices to be heard.

10. The institutions should bridge the gap between policy and practice in addressing the linkages between democracy and development. The institutions have evolved considerably in the last 50 years to develop the knowledge base, to catalogue best practices and to improve the operational strategies on which democracy assistance is today delivered. Still, there are areas at the intersection of democracy and development in which greater coherence in doctrine, more coordinated delivery and more innovative approaches can bridge the gap between development assistance and democracy building perspectives.
11. Reforms are needed to address the way that traditional democracy building assistance is conceptualized and carried out. International organizations have tended to focus too much, and too episodically, on electoral processes. Less attention has been paid, however, to critical elements such as the role of the political party system and parliamentary performance. The institutions have yet to engage significantly on this 'missing link' element in democracy building. More efforts should be made to explore the possibilities of supporting countries in the development of transparent, inclusive and equitable multi-party systems, as well as exploring their potential impact on the development process.

CONCLUSION

The training institutions in Nigeria think of how democracy building is traditionally carried out. It also thinks on

how the conventional approaches to development aid sustainable democratic principles and cooperation in Nigeria.

There is need for further 'democratizing development' to break down current walls between democracy building and development partnership implementation, especially in terms of the coherence of its delivery. For example, national and regional human development curricula

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