



ISSN 2278 – 0211 (Online)

Effect of Civic Education on Effective Leadership and Sustainable Development

Ejuchegahi A. Angwaomaodoko

Former Lecturer, Department of Religious Studies and Education,
IFE College of Education, Abejokolo, Kogi State, Nigeria

Abstract:

This study examined how civic education affects both sustainable development and successful leadership. The goal of the study was to evaluate the role civic education played in sustainable development and the impact it has had in solving leadership problems currently occurring in many nations, regions, towns, organizations, and even religions around the globe. This research clarified the terms civic education, sustainable development, and leadership; it also looked at the connections between civic education and leadership, the effects of civic education on leadership qualities, and the connections between civic education and sustainable development. It became clear that the lack of civic education in schools is the cause of leadership problems at various levels and in different settings. It argued that the only answer to diverse leadership problems in different nations is political education. The various theories of leadership, which contends that meeting a group's needs and wants is the core of management, were used in the study to support our claims. According to this theory, a leader has only performed his duties well when he has contributed to the efficacy and group cohesiveness. Through televised public forums, print media, and television announcements, it is advised that the significance and effect of civic education on sustainable development, leadership, and good governance be consistently conveyed to students, undergraduates, and the public at large.

Keywords: Civic education, governance, sustainable development, leadership

1. Introduction

The public can still learn about their rights as individuals and the obligations and responsibilities that come with being ruled and leadership roles through civic education. Civic education is being taught in schools all over the globe, and it is anticipated to further strengthen the democratic society and promote meaningful involvement of the general public in the political process.

Yahya (2013) claims that the civic education program targets children who are still in their early years of education. The topics covered matters that are crucial for forming the younger generation into law-abiding citizens. In other words, the program helps children absorb the values, standards, information, behaviours, and tasks necessary to maintain growth.

Sustainable development, on the other hand, aims to satisfy the requirements of the present without jeopardizing the ability of future generations to do the same (Azabanwan, 2010). Another way to think of sustainable development is as a shared duty and a spirit of cooperation among nations, women, and families.

It concerns the preservation and effective use of the available natural resources. The administration of physical, societal, and natural resources is another essential component of sustainable growth. Public education is reportedly a real instrument to promote sustainable development and increase people's ability to handle environmental and economic problems. Three distinct aspects of civic education are addressed:

- Civic information,
- Civic abilities and
- Civic mindset (Azabanwan, 2010)

In order to engage in civil and democratic processes, individuals must have civic skills, which include the ability to analyse, assess, adopt and support stances on public matters. The characteristics of citizens required in a democracy are known as civic attitudes.

However, civic education and sustainable development appear to be closely related. As a consequence, both ideas are perceived as cohesive organisms with a clear link, with political education being given more weight. This might have supported Enoh's (2009) assertion that civic education is an essential part of sustainable development. Therefore, it has the potential to influence sustainable development.

It is debatable whether or not national and sustainable development are related. Political, socio-economic, social, national, technical, and instructional growth are all impacted by the idea of country development. It must be obvious that

civic education is a comprehensive strategy to support economic growth when discussing civic education and sustainable development.

In this situation, civic education is acknowledged as a powerful tool that can design economic progress by assisting in the production of respectable citizens who will significantly add to the creation of a useful society. Each citizen will become aware of their obligation to the development of the country when the citizens' abilities and pledges are well-established through the program.

In the sense of interconnectedness in all aspects of mankind's endeavors, the world is now referred to as a 'globalized world.' This includes not only the sharing of knowledge, concepts, ideologies, religious practices, and cultural norms but also the development of strategic relations and the exchange of abilities and ingenuity among leaders. The means by which leadership skills will inevitably be transferred is civic education. Civic education leads to leadership skills, which promote effective administration. The benefits of good administration result in a society that is liveable, free from disasters and marked by peace, tranquillity, order, and decorum, as well as the accompanying socio-economic growth.

However, devastating situational leadership crises pose a serious danger to the occurrence of the global community and the anticipated socio-economic development. The humiliating leadership crisis results from a nearly complete lack of political instruction. The absence of civic education and its concomitant effects can be linked to the government's inability to give fully functioning civic education its sincere focus, the collapse of religious organizations (churches/mosques) to instruct and start practicing morality, the inability of families to uphold their fundamental parental obligations, and the malfunction of society to emphasize and ensure the committed execution of social values.

1.1. Problem of Study

Due to various anti-social behaviours that tend to generate concerns about the longevity of national harmony, individuals from different governments in various countries started participating in various training initiatives. To encourage young people to take part in the achievement of national goals, one of these programs was in the field of educational policy (Mofoluwawo & Oladiran, 2011).

Every country that wants to be civilized must invest in its educational system because it is the main tool for civilization. The lack of political instruction in classrooms may have an impact on how pupils behave. Therefore, it is not shocking to see people act violently, undisciplined, and in other anti-social ways today. In accordance with this, the curriculum's restoration of civic education may promote values and national ethics.

1.2. Overview of Sustainable Development

The idea of sustainable development, which is one of the greatest tasks of our time, is universal and pertains to all nations, both in the northern and southern hemispheres. It serves as the foundation for all initiatives aimed at influencing the world by mankind through industrialization. The ecological catastrophe phenomenon and the social and economic disparity that had been recognized and critiqued more and more in the 1960s and 1970s had initially been the driving forces behind environmental sustainability becoming an action plan for governance, the industry, and the community (de Haan, 2004).

The fundamental tenet of the idea of sustainable development can be described as a double incorporation: on the one hand, as an incorporation of elements, and on the other hand, as an integration of social players and agents (Andersen et al., 1999). The fundamental ideas of sustainability can be divided into three categories:

- Societal,
- Socio-economic and
- Natural

Economic expansion was once viewed as essential to progress. If the environment continues to deteriorate, wealth will not spread equitably, human resource development will not occur, and no nation can experience lasting economic progress.

Therefore, the economic component dictates that for economic development to continue, there must be:

- First, regard to the ecosystem,
- Second, improvement in the people's health and education and
- Third, equitable division of wealth

The social component emphasizes the significance of an equitable distribution of wealth, authority, and power, as well as the need for people to feel safe and be able to contribute. Therefore, the societal component is necessary for economic development. Because of the ecological component, societal and economic growth are taken into account.

Due to their interdependence and reciprocal support, these three aspects are merged with one another. This implies that politicians play a significant role in sustainable development (Tilbury & Wortman, 2004). Rio de Janeiro hosted the Earth Summit, a UN meeting, in 1992. The Agenda 21 plan of action for sustainable development is the most well-known accord that resulted from that gathering. The significant percentage of attending non-profit groups and the focus placed on international, domestic, and municipal collaboration to achieve sustainable growth were two key changes from previous gatherings.

The foundation for civic education has been established globally. The movement has gained more recognition due to recent modifications to community learning, an emphasis on reading and skills, standards that support multidisciplinary thinking, and the importance of systems theory (Dernback, 2002). Different Education for sustainable development (ESD) strategies urge people to comprehend the interconnectedness and complexity of the problems endangering global sustainability as well as to comprehend and evaluate their own values and the values of the community they live in in the setting of environmental sustainability.

ESD aims to involve people in deciding on a sustainable society and operating on those choices. In contrast, it is widely acknowledged that environmental education needs to be tailored to each student individually (Huckle & Sterling, 2006).

1.3. Concept of Civic Education and Governance

Civil and education are two crucial parts of the idea of civic education. Civics is "the study of individuals' rights and responsibilities and how government functions" (Noah, 2005). To enhance information and build abilities, education refers to "a process of instruction, educating, and understanding, particularly in schools and universities" (Hornby, 2006, p. 59). Therefore, civic education is the process of learning how to become a decent, focused, useful, and quality member of the community.

It is a type of education that gives students a thorough knowledge and comprehension of their duties as residents. Civic education is an essential component of education that develops in people a feeling of engaging in the mainstream society of a government and democracy, as well as the information and skills needed to exercise their rights and fulfil their obligations.

Edward (2011, pp. 12-13) argued that civic education implies "all the steps that impact peoples' views, values, skills and acts as citizens or prospective members of communities." Thus, civic education is gained through casual education, proper learning, and other forms of indoctrination. Its main goal is to create future residents of high calibre who will take part in cooperative judgement calls, bargaining, and productive social life.

Civic education is an instruction in self-government in a society. In order to be self-governing, individuals must actively participate in their own administration; as a result, they cannot passively accept the claims and statements of others or, whether knowingly or subconsciously, acquiesce to their requests. One of the topics covered in both basic and intermediate education is civics, which teaches students good moral principles. It is the field of study that seeks to teach students how to become engaged, knowledgeable, and ethical individuals. Civic education is still a crucial tool for informing the public about its rights and the obligations and duties that its leaders and members bear (Olaitan, 2007).

According to Niemi and Junn (1998), Civic education produces and enhances a politically informed populace and teaches and motivates people to be accountable and dedicated to the achievement of good administration and the validity of the democratic system. According to Dynneson and Gross (1991), citizenship education has long been desired and dedicated to creating an environment where existing people value and believe that the democratic way of life is founded on particular and recognizable moral and ethical behaviours. To put it another way, political education gives each person a valuable place in society and an equitable chance to actualize their expertise, abilities, and capabilities through various specialties and career avenues.

Successful civic education execution offers a logical and institutional foundation to build the instruction of skills and techniques that support analytical thinking, content assessment, the application of civic responsibility, and a thorough comprehension of social duty (Kidwell, 2005). According to a 2002 USAID survey, civic education initiatives significantly and favourably influence students' understanding of and application of fundamental democratic values.

According to the report, civic education encourages students to become more politically engaged by investigating and analyzing local issues and helps them understand and recognize public policy. Additionally, it causes more modest but still substantial variations in individuals' understanding of democratic organizations and processes in general and a tendency to increase respondents' perception of political effectiveness (USAID, 2002).

1.4. Conceptual Framework

Different definitions of 'human capital theory' exist, but they all agree that spending money on education, training, and other forms of knowledge benefits both output and pay (Chermack, 2007). By spending on either tangible capital (such as a factory and machinery to boost efficiency) or human capital, a community may boost its national production or a person can increase their revenue.

Furthermore, according to Weiss (1995), the human capital approach is engaged with the significance of learning in deciding the benefits of training and using education as a categorization model to account for unobservable variations in production while making job decisions. From the standpoint of the choice that business executives make to increase and improve their workforce, Meghir and Sianesi (1999) saw learning as a development in human capital.

Although Olaniyan and Okemakinde (2008) held that the growth of abilities is an essential component in producing operations with respect to education, human capital theory is more of an economic principle. Therefore, it is possible that schooling will aid in developing these abilities, raising the quality of life for citizens as a whole. In a similar vein, Sweetland (1996) stated that individuals and communities have some fiscal advantages from their efforts in people.

According to Psacharopoulos (2006), this theory can only be used to describe quantifiable salary increases from any additional unit of schooling. For instance, data from some industrialized countries demonstrates that, despite higher levels of schooling, there are high rates of underemployment, which, all other things being equivalent, results in reduced earnings (Livingstone, 1997).

However, the subjective effects of education also have some relative fiscal advantages. The hypothesis used in this research is founded on these intangibles, also known as externalities, that are associated with education, particularly at the basic stages in a country. According to this viewpoint, the advent of civic education is a means of assuring individual growth, demonstrating a significant level of government involvement and dedication to nation-building. According to Checchi (2006), human capital theory is a prerequisite and reason for significant public investment in education in any nation. In some instances, it involves creating a conscious society that can be organized in specific ways to promote the

common good or, as suggested by Gordon (1979), creating a country because knowledge is always more affordable than a misunderstanding.

1.5. Relationship between Civic Education and Sustainable Development

Dahal (2010) noted that civic education strengthens societal bonds and inspires people to work together for a shared goal. A person develops into a responsible and dedicated part of their society through political education. In the end, this encourages effective leadership and societal advancement. The systematic study of moral education must be offered at all academic stages of education. Beyond political motivation, the value of civic education has been acknowledged in different nations' economic systems.

Olaitan (2013) asserts that the state, the private industry, and cooperatives make up the nation's three economic pillars. Politics will suffer from a lack of involvement if the economy is unable to sustain it, which will eventually have an impact on democracy, human respect, and ideas. As a result, the policies of the nation have shifted to emphasize wealth. Political decisions affect economic decisions. Citizens cannot understand the true meaning of politics without civic education.

Civic education trains individuals to be accountable and obedient. Citizens are taught to be excellent residents through civic education. This really is a growth trigger. According to a research by Oyetade and Olaniran (2013, p. 2) titled "Building understanding and views of civic education in students for sustainable development in Nigeria," students who participate in civic programs tend to learn more or have better attitudes than students who do not.

This suggests that if the curriculum were to be carried out in full, it would allow pre-service instructors to form logical and appropriate views. Emah (2009) noted that such a program equips the students to handle important shifts and difficulties in the world. Such a program takes into account their cognitive disabilities. The author concluded that in the modern world, a responsive curriculum prepares students for:

- Growth in information, communication systems, and innovation (ICT),
- Local and international challenges of ensuring peace and resolving conflicts,
- Health issues and
- Myriad social, economic, and diplomatic requests that humans and the entire system face on a regular basis

1.6. Civic Education and Leadership: The Major Factor for Effective Governance

Although frequently discussed, the idea of leadership is among the ones that are least known across countries and civilizations (Bennis & Nanus, 1985). However, we can make use of some academic thinking. The procedure by which the supervisor affects the behaviour of their inferior is what Anorue (2018) defined as leadership.

It involves a tactical approach whereby a leader effectively influences the emotions and the will of the followers to accomplish the main goal of an organization. The mindset that has been influenced by leadership encourages members of the company, society, state, or nation to take actions that they otherwise would not have. The act of leading, organizing, managing, and advising others on what to do and how to behave at a particular moment is basically what is meant by the term 'leadership' (Akpala, 2007).

Leadership was defined by Ignacimuthu (2001) as "a way of establishing an example" in a straightforward but Oriental manner. Similar to Ignacimuthu, Achebe (1983) further defined utilitarianism as the ability of leaders to respond to the duty and task of personal example. Leadership is viewed in governance as having influence over others.

The use of power in this context does not refer to the needless use of coercive power, deception, or dominance to affect others but rather to behavioural traits like intellectual ability, innovation, competitive aggressiveness, and selflessness that enable a leader to exert methodical power in realizing predetermined goals. Patriotism, which is a feeling of affection guided by critical intellect, defines it as having authority (Achebe, 1983).

In Religion, servant leadership is the foundation upon which leadership is understood and practiced. The management of divinely given resources, both human and material, and their employment in line with a heavenly level are frequently stressed in Christian thinking about leadership (Ajaero, 2014).

1.7. Effect of Civic Education on Leadership Traits

It goes without saying that qualities of private characters, such as moral accountability, self-control, and regard for one's own value and honour, are crucial to society's health. Additionally, for any nation that seeks unmatched growth, characteristics of public character like public-spiritedness, politeness, regard for the law, critical thinking, and a desire to discuss and agree are essential for ongoing success.

The combination of human behaviour that makes up compound leadership characteristics includes both private and public traits. Leading qualities undoubtedly result from a strong political education. The crucial query is: How can political education support and enhance the growth of character, or leading qualities? We both concur that households, religious organizations, workplaces, and other facets of civil society bear the main duty of fostering moral behaviour and the formation of personal integrity.

Therefore, it is anticipated that successful civic education programs and curricular materials will give students many chances to develop acceptable characteristics of both public and private character. Civic education courses teach and encourage various character qualities necessary to engage in leadership activities successfully. Leadership qualities like decorum, bravery, personality, perseverance, concern for the common good, respect for others, and other qualities pertinent to citizenship are encouraged through collaborative educational endeavours and in civic education class meetings, student councils designed to simulate committee consultation, mock elections, and student courts. Schools

promote other leadership abilities like timeliness, personal accountability, understanding of common principles, and a feeling of unity.

1.8. Role of Civic Education to Good Leadership and Desirable Governance

The active leadership skills must begin at the very beginning of studentship and persist throughout the duration of education. Through civic education, even the smallest of students can learn how to work in teams or small communities, combine knowledge, share views, and create action plans appropriate to their level of development. They can also develop their ability to ask insightful questions, listen intently, and resolve disputes through negotiation and agreement.

Civic education in a democratic country is unquestionably focused on fostering an appreciation for democratic standards and a thoughtful adherence to their standards and tenets, which are essential for effective leadership and government. Civic education plays a part in helping students realize that democratization is not an ideal system, and it is especially essential in removing apathetism and retreat inclinations from political life. The creation of a knowledgeable, useful, and accountable community is civic education's main goal (Bennis & Nanus, 1985).

Citizens with the necessary information, abilities, and attitudes keep democracies strong. A free and open society cannot thrive without the aforementioned factors and the citizens' thoughtful adherence to the core ideas and ideas of freedom. A typical voter wants a community and an administration where people voluntarily carry out their duties, civil liberties are honoured, individual worth and integrity are recognized, and the rule of law is upheld. All of these are provided by civic education (Bennis & Nanus, 1985).

Human rights and duties, regard for the common welfare, the legal system, fairness, equity, variety, truth, loyalty, autonomy, and the division of authorities are all part of the democratic society (Ajero, 2014). Intellectual skills are the result of being aware of all of these and making a concentrated attempt to put them into practice. Factually, the substance of social and political knowledge cannot be separated. Therefore, to think analytically about a governmental problem and address it head-on, for example, one needs to comprehend the present problem, its past, and its significance today.

1.9. Effect of Civic Education on Sustainable Development

Only a small number of political goals rely on effective global collaboration. However, there are significant regional variations in the fundamental requirements for education for sustainable development. The same is true of instructional strategies. More fundamental education, as it is presently presented, will not lead to more environmentally friendly communities. It continues to be a mystery why developed countries leave the biggest natural imprints and consume the most resources and energy to maintain their way of life.

In emerging nations, sustainability might imply something different than it would in an industrialized nation, or at the very least, the legislative goals might be different. In these nations, assuring fundamental living circumstances takes priority over problems of sustainable spending, which may be seen as being more significant in industrialized nations when it comes to energy-inefficient expensive products (Leicht, 2005).

A populace that is conscious of the objectives of sustainability and has the abilities and expertise to contribute to those objectives is necessary to increase general comprehension and knowledge of sustainability and to advance the development of more sustainable communities. Informed citizens contribute in a number of ways to a healthier society. First, citizens support governmental policies relating to resource management and good citizenship through their everyday actions. Second, voters can support lawmakers who propose and back progressive laws and initiatives connected to ecological advancement.

Thirdly, people can educate themselves to become informed customers who choose products with minimal negative effects on lifestyles and use their buying power to support financially viable business strategies. Citizens who are well-informed can aid their towns and governments in implementing policies and moving towards more sustainable societies. (UNESCO, 2005).

It is obvious that an engaged populace requires information and skills related to democratic governance to contribute to creating more viable communities. An education in democratic governance would be suitable as a particular and fundamental instructional instrument for this job. A strategy for educating democratic citizenry should focus on advancing a culture of democracy and human rights with regard to objectives like involvement, social harmony, or unity, as well as procedures to support the growth of communities dedicated to sincere relationships.

2. Conclusion

It is clear that civic education and sustainable development are strongly related. Because of this, Civic education is recognized as a powerful tool in the fight against issues regarding poor development. Civic education has the ability to carry out its mission of fostering an educational culture that fosters civic expertise, analytical skills, and the capacity to explain, analyse, and provide answers to difficult socio-economic and political problems related to state strategies in an attempt to satisfy the requirements of sustainable development.

Leadership and civic education are crucial. If genuinely investigated, their interconnectedness and complexity would ensure good governance. Citizens all over the globe have long cried out for good administration. In many nations, poor administration has slowed down national growth efforts. However, there is cause for optimism, given the growing clamour and the return of civic education in various schools at different levels.

Poor management has hampered attempts to promote national development in many countries. However, given the increasing outcry and the implementation of civic education at various levels in several institutions, there is reason for hope.

3. Recommendations

The time is right for measures that could encourage increased citizenship interest, comprehension, and involvement in various levels of government, as well as a civic association, methods, and objectives of civic society and leadership, due to management challenges and their effects on democratic accountability in various parts of the world. Thus, the following recommendations were made:

- The requirements of professors, instructors, and trainers for personal growth should be given more consideration by the governments of different nations. To accomplish the political objectives of the subject or course, more intellectually capable, principled, and committed educators should be hired to teach civic education as an area of study in schools.
- Through live public forums, traditional media, and television statements, it is essential to consistently convey to students, grads, and the general public the significance, relevance, and effect of civic education on sustainable development, leadership, and good administration. The media, municipal officials, and parents all significantly impact and contribute to civic education. Therefore, it is essential to ask for their assistance.

4. References

- i. Akpala, A. (2007). *Management: An introduction and the Nigerian perspective*. Enugu: Delsy Pub.
- ii. Andersen, U., Homberger, I., & Penedo, N. (2009). Lokale Agenda 21 und Entwicklungspolitik [Local agenda 21 and development policy]. In *Politische Bildung. Entwicklung der Entwicklungspolitik*, Jhrg. 32, Band 3, Schwalbach/Ts.: WochenschauVerlag, 30ñ38.
- iii. Anoruo, A. C. (2018). *Current issues and contemporary social problems: a trend in modern society*. Owerri: Inner Wealth Publishers.
- iv. Azebamwan, C. (2010). *Integrating Civic Education in Schools and Strategy for Implementation*. Nigerian Observer Online, October 16.
- v. Bennis, W., & Nanus, B. (1985). *Leadership: the strategies for taking charge*. New York: Harper and Row Pub.
- vi. Checchi, D. (2006). *The economics of education: Human capital, family background and inequality*. Cambridge, UK: Cambridge University Press.
- vii. Dahal, E. (2010). *The Role of Civic Education*. A Forthcoming Education Policy Task Force Position Paper from the Communitarian Network.
- viii. De Haan, G. (2004). Politische Bildung f,r Nachhaltigkeit [Civic education for sustainability]. *Aus Politik und Zeitgeschichte [From Politics to Contemporary History]*, B 7ñ8, Bonn, 39ñ46.
- ix. Dernback, J. V. (2003). The returns to education: Macroeconomics. *Journal of Economic Surveys*, 17(2), 157–200.
- x. Edward, N. Z. (ed.) (2011). *Stanford Encyclopaedia of Philosophy*. Stanford: Stanford University Press.
- xi. Emah, I. E. (2009). *Responsive Curriculum Development*. In *Curriculum Theory and Practice*. Curriculum Organization of Nigeria (CON). Eds.
- xii. Enoh, A. O. (2009). *Education for National Development: Revisiting the Curriculum*. A Keynote address presented on the occasion of the 3rd Biennial Conference of Curriculum Organization of Nigeria (CON) Calabar Chapter held on the 12th February, 2009 at Chinua Achebe Arts Theatre, University of Calabar – Nigeria.
- xiii. Hornby, A. S. (2006). *Oxford Advanced Learner's Dictionary*. 7th ed. Oxford: Oxford University Press.
- xiv. Huckle, J., & Sterling, S.R. (2006) *Education for sustainability*. Earthscan. p.139.
- xv. Ignacimuthu, S. J. (2001). *Being happy and successful*. Mumbai: St. Paul Press.
- xvi. Kidwell, F.L. (2005). *The relationship between civic education and state policy: An evaluative study*. An unpublished dissertation. CA: University of Southern California.
- xvii. Leicht, A. (2005). *Learning Sustainability ñ the UN Decade of Education for Sustainable Development in Germany*. An International Education Initiative, In *UNESCO today*, 2/2005, Paris, 26ñ31.
- xviii. Livingstone, D. W. (1997, July/August). The limits of human capital theory: Expanding knowledge, informal learning and underemployment. *Policy Options*, 9–13.
- xix. Niemi, R. G., & Junn, J. (1998). *Civic education: What makes students learn?* New Haven & London, CT: Yale University Press.
- xx. Noah, W. (ed.) (2005). *Merriam-Webster's collegiate dictionary*. 11th ed. Springfield: Merriam Webster Pub.
- xxi. Olaitan, A. (2007). *Teachers at work*. New York: Basic Books.
- xxii. Olaitan, A. (2013). An exploratory study of teachers' motivation to work and some factors associated with high and low work motivation. *Fifth Survey of Educational Research*, 2, 1033–34.
- xxiii. Olaniyan, D., & Okemakinde, T. (2008). Human capital theory. Implications for educational development. *Pakistan Journal of Social Science*, 5(5), 479–483.
- xxiv. Oyetade, T., & Olaniran, A. (2013). An analysis of federal government expenditure in the education sector of Nigeria: Implications for national development. *Journal of Social Science*, 9(2), 105–110.
- xxv. Psacharopoulos, G. (2006). The value of investment in education: Theory, evidence, and policy. *Journal of Education Finance*, 32(2), 113–136.
- xxvi. Sweetland, S. R. (1996). Human capital theory: Foundation of a field of inquiry. *Review of Education Research*, 66(3), 341–359.
- xxvii. UNESCO (Ed.) (2005). *United Nations Decade of Education for Sustainable Development 2005ñ2014, Draft International Implementation Scheme*. UNESCO: Paris. Retrieved October 28, 2015, from: <http://unesdoc.unesco.org/images/0014/001486/148650E.pdf>
- xxviii. USAID. (2002). *Approaches to civic education: Lessons learned*. Washington, DC. Technical Publication Series.

- xxix. Weiss, A. (1995). Human capital vs. signalling explanations of wages. *The Journal of Economic Perspectives*, 9(4), 133–154.
- xxx. Yahya, M. (2013). Polio vaccines—“No, thank you!” Barriers to polio eradication in Northern Nigeria. *African Affairs*, 106(423), 185–204.