

**IMPACT OF ACTIVITIES OF NON-GOVERNMENTAL ORGANISATIONS  
ON THE DEVELOPMENT OF SECONDARY SCHOOLS DROP-OUTS  
IN KADUNA STATE**

**BY**

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**M.ED/EDUC/01158/2008-09**

**THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
FOUNDATION AND CURRICULUM, ADMINISTRATION AND PLANNING  
SECTION OF THE FACULTY OF EDUCATION, AHMADU BELLO UNIVERSITY  
ZARIA, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE  
AWARD OF MASTER OF EDUCATION, (M.ED EDUCATIONAL  
ADMINISTRATION AND PLANNING)**

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**MAY, 2014**

## **DECLARATION**

I hereby declare that this thesis is a document of my own research work. It has not been presented partially or wholly anywhere in any previous application for a higher degree. All quotations are indicated and sources are duly acknowledged by means of references.

**Ledawo** Stephen Awamim

## **CERTIFICATION**

This thesis entitled “impact of activities of non-governmental organizations on the development of secondary school drop-outs in Kaduna State” by **Ledawo** Stephen Awamim meets the regulations governing the award of Master of Educational Administration and Planning of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

## **ACKNOWLEDGEMENT**

I can't lay claim of the sole effort of this work without the support and assistance of numerous people. My most profound gratitude to the Almighty God, for Strength, Grace, Wisdom, Knowledge and Understanding given to me, Worthy of mention are my parents Mr. & Mrs. Moses Ledawo, my guidance and helper of destiny Mr. G. S. Tseja and my one and only lovely Wife, Mrs. Abigail Ledawo whose coming into my life brought the work to conclusion.

Thanks to my able supervisors and lecturers, among them are the Head of Department and chairman supervisory team, Dr. B. A. Maina and Dr. I. O. Makoju member supervisory team for their unrelenting efforts to see to the success of my programme and reading through the work again and again, proffering useful advise leading to successful end. Other lecturers in the Department of whom I am indebted to are Dr. M. O. Dare, Dr. A. Igunnu, the Internal and External Supervisors for their wonderful efforts.

My appreciation goes to my Mentor and Boss Dr. A. O. Ehiozuwa who helped in the admission process and always inquiring how far I have gone and to his beloved wife, my Bro. Mr. Mrs. Elijah Agala.

I want to use this medium to gracefully extend my love to my siblings Canon and Mrs. Akale, Mr. and Mrs. Achemta, Miss. Mercy Ledawo, Mrs. Deborah Dadi, Mrs. Priscillas Alumka, Mrs. Victoria Jeremiah, Mrs. Macdona Agbem, John Ledawo, Sis. Esther Amesa, Leah Aigboka, Rose Ledawo and Joseph Ledawo

## APPROVAL PAGE

This research work “Impact of Activities of Non-governmental Organizations on the Development of Secondary School Drop-outs in Kaduna State” has been carefully read, supervised and approved having meet requirement for the award of Master of Educational Administration and Planning of Ahmadu Bello University, Zaria.

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## **ABSTRACT**

Drop-outs of secondary schools are increasing daily at higher level. This work therefore, looks into the activities on Non-Governmental Organisations (NGOs) on the development of drop out of secondary schools in Kaduna State. The research takes a look at the inherent problems and the involvement of Non-Governmental Organizations in bringing about life skills to the affected individuals; it put forward the objectives of the study, research questions, hypotheses and scope of the study. Previous studies on dropouts of secondary schools, the concept and functions of the organizations were reviewed. Research Design, Methodology, Population of the study, sample and sampling technique, sample size, instrumentation, validity and reliability of the instrument and the statistical procedure used in analyzing the data gathered using Pearson Product Moment Correlation coefficient to test the hypotheses at 0.05 level of Significance. Presentation, analysis and discussion of findings were taken into account. Summary, conclusion and recommendations for were put forward including suggestion for further study. From the finding there is significant relationship in the opinions of the respondents on the issues raised. It is discovered that provisions were made by various non-governmental organisations in areas of their capacity for funding, material provisions, curriculum and other relevant learning materials. It was finally recommended that there should be more awareness and publicity on the activities of NGOs, adequate funding and material provision.

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## Operational Definition of Terms

- AANFE- Agencies for Adult and Non-Formal Education is the agency through which NGOs trained and developed the drop out of school youths in Kaduna state.
- EFA- Education For All is a policy enacted for the development of all children in the world most especially countries with large population of illiterates.
- LIFE- Literacy Initiative for Empowerment is one of many programme initiated for the empowering of out of school youths in Kaduna
- NGOs- Non-Governmental Organisations is used as a term for the organizations that provides human, material, financial and logistic support for the development of drop out in Kaduna state.
- NMEC- National Commission for Mass Literacy Adult and Non-Formal Education is also an agency empower with the responsibility of developing the illiterates and hard to reach migrants.
- REFLECT- Regenerated Freirean Literacy Through Empowerment of Community Technique is an organization that empower rural dwellers.
- UNESCO- United Nation Education Scientific and Cultural Organisation is a United Nations agency that support the development of young entrepreneurs and educational institution
- UNICEF- United Nation Children Education Fund is also is united nations agency that support children's socio-economic, educational and health development globally
- UNPF- United Nation Population Fund is another united nations agency that support the population of a nation and how the population help to better the economy of that nation.
- WB- World Bank is a financial institution that support the development programmes of most third world nations

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is the greatest force that can be used to bring change. It is also the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources. It is one of the most important needs for the well being of any society. Education is necessary for man to articulate himself and achieve fullness. But the formal system, which is elitist, discriminatory and installment, cannot alone provide all education one needs for self-fulfillment. The terminologies, such as, continuing education, recurrent education, education Permanente and life-long education have been used by different bodies to stress that education should be co-terminous with life. Non-formal education in its complementary and supplementary roles in education affords citizens of country opportunities for attainment of self-fulfillment and fullness.

There are a large number of young adolescents in remote and rural areas in Nigeria who do not complete their secondary education, mainly due to imbalanced economic development and the disparities in the natural and geographical conditions of their environment. The non-formal education project assisted by

United Nation's Children Education Fund (UNICEF) during the programme cycle (1996-2000) provided opportunities for out-of-school children to acquire basic literacy and skills in order to improve their livelihoods. With the indication of potential funding from United Nation's Education Scientific and Cultural Organization (UNESCO), UNICEF, World Bank and other agencies involving adolescent school drop-outs from remote and rural areas to gain first hand information on their problems and needs. The design was to promote/enhance the development and participation rights of the most disadvantaged youth, from poor families, who had to drop out of school mainly on account of poverty and poor schooling facilities.

Over the years, empowering youths for entrepreneurial development has been a burning concern in Nigeria especially as it relates to unemployment and out of school youths. Observations have shown that most of these youths found around the park as touts, street hawkers, armed robbers, kidnappers, cyber criminals, thugs, among others, most often are school drop-outs. These groups of people are easily used by politicians to cause havoc in the society thereby denting our national image.

In the light of this, successive governments have made efforts to curb the menace of these vices in the society by introducing some developmental programmes such as poverty alleviation programmes, National Economic Empowerment and

Development Strategy (NEEDS), National Directorate for Employment (NDE), among others. Despite these efforts to reverse the ugly situations, the youths appear not to be fully engaged in meaningful ventures especially entrepreneurship. The indications are that substantial numbers who are supposed to be in school are not there, hence the need for non-formal education and out-of-school education programme (Ngwu, 2006). Non-formal education is planned with a specific target group in mind such as the drop-outs, rural men and women, farmers, and other disadvantaged groups. It is, therefore, essentially a child of necessity as a result of the short comings and failure of the formal school system which has been criticized as being inadequate for development in the third world countries.

The National Policy on Education (2004) describes as adult and non-formal, all functional education programmes given to youths and adults outside the formal system. The aims as specified in the policy are to provide functional literacy and continuing education for adults and youths who have never attended school or did not complete their primary education and the target groups specified in the policy include nomads, migrant fishermen and indeed all hard to reach groups.

Non-Formal Education (NFE) is therefore concerned with all forms of education provided outside the formal school system, whatever its purposes, targets and providers and so includes training and skills acquisition in different trades and vocations in the informal sector. Non-formal education is characterized by an

openness of entry (irrespective of levels of former formal education), offered with a concrete content, life related and constantly changes to meet new needs and deal with real issues. Non-formal education addresses needs and capacity gaps that are required for immediate application in day-today life and is indeed a continuous process into which learners can drift in and out, the success of which is validated by the learner's experience.

As stated by Amina (2005) the increasing acceptance of non-formal education and its important roles in achieving education for all sighting the symposium held in Burkina Faso in 2003, by the Association for the Development of Education in Africa's Working Group on Non-formal Education took the argument one step further. It showed how, because of its diversity and flexibility, that non-formal education can make a special contribution to the quality of provision, by making education not only available, but accessible, acceptable and adaptable. It also made the case for the complementarity of non-formal provision and showed the need to mainstream non-formal education into the education system as a whole.

According to Adegbiya (2000), the greatest error a nation can make is to neglect, among things, functional non-formal educational programmes. Countries that had fallen victim to it as being grievous and costly have identified this error. For instance, it was observed by several educators such as Dave, et al. (1986) in

considering learning strategies for post-literacy and continuing education in China, India, Indonesia, Nepal, Thailand and Vietnam that

*For a long time non-formal approaches to adult education have been neglected, as well as informal education. As a consequence of this neglect, it has been very difficult in recent years to organise the education of the working people into a widespread mass movement.*

Besides the fact that neglect is grievous, the approach used for conveying what is taught also matters, if it is correct that instructional materials play a great role in making learning effective in formal education, then it is more needful and inevitable for non-formal education because non-formal education covers a wider range of people who are more delicate or complex to handle while teaching.

## **1.2 Statement of the Problem**

Empowerment is a multi-dimensional social process that helps people gain control over their own lives. One aspect of empowering the youths for entrepreneurship is through non-formal education delivery.

Although the National Commission for Mass Literacy, Adult and Non-Formal Education was established in 1990 to monitor and coordinate adult education programmes, as well as to conduct research related for the development of adult and non-formal education in the country. Non-formal education programmes

continue to operate mainly as disparate, piecemeal activities that are not integrated into a coherent, purposeful strategy in pursuit of a national development vision.

- Many government sponsored Non-formal education activities have been chronically anemic due to inadequate funding, and lackadaisically implemented owing largely to a historical lack of passion and vision for non-formal education as both a strategic goal and an instrument for national development.
- Non-formal education curricula are hardly forward-looking or responsive to the strategic needs of the economy or to the personal, social and political development needs of the vast majority of Nigerian adults and youths.
- Frameworks for organising and delivering programmes are hardly innovative or forward-looking.
- The inadequacy of physical and instructional facilities in government-owned adult education training centres is indicative of the neglect and marginal status of adult education (Aderinoye, 2002).
- Inadequate commitment to the development of non-formal education.
- The constraints of funding, lack of continuity of policy, increasing huge debt, problem of gender and language” (Omolewa, 2000).

### **1.3 Objectives of the Study**

The study is set to achieve the following objectives.

1. To examine the quality of programmes for the development of out of school youths in Kaduna state,
2. To assess the organizations commitment to the development of out-of-school children in achieving their goals.
3. To assess the impact of the Non-Governmental Organisations programmes on the quality education delivery for the out of secondary schools youths.
4. To identify factors contributing to or affecting the performance of the scheme.
5. To assess the organizations curriculum programmes for out of school youths.

### **1.4 Research Questions**

1. What is the quality of development programmes for the outs of school youths in Kaduna state?
2. What is the total commitment of Non-Governmental Organisations on the development of out of school youth?
3. What is the impact of the development programmes on the drop out in Kaduna state?

4. What are the possible hindrances towards achieving the organizational goals in developing out of secondary school youths in Kaduna state?
5. What is the curriculum programme of the organizations for the development of drop out youth?

### **1.5 Hypotheses**

1. There is no significant relationship between quality programmes and development of out of school youths in the state.
2. There is no significant relationship between organizations commitment and the development of the drop-out in the state.
3. There is no significant relationship between the impact of non-governmental organization programmes and the development of secondary schools drop-out in the state.
4. There is no significant relationship between hindrances and organizational goals of developing drop out youths in Kaduna state.
5. There is no significant relationship between organizations curriculum programmes and development of drop out in Kaduna state.

### **1.6 Significance of the Study**

This study shall be significant to out of secondary school children as it will create opportunity for development of skills acquisition. It will also be significant to the parents as it will lay off the burden of dependent on them and fear of being involved in social vices since an idol mind is devil's workshop. The study will be significant to society as the skill acquired will bring about production valuable items and bring about competition thereby lessen the price of commodities in the market. It will also lessen the problem of social vices as most of them will be fully engaged in their various enterprises. It will be significant to government as some of the enterprises pay tax to government and therefore, boost economy of the nation.

### **1.7 Basic assumptions**

The study is based on the following assumptions.....

1. Individual interest in the development of non-formal education system in Kaduna State
2. Government adequate provision for out of school youth in Kaduna State.
3. Government developmental framework for drop-outs of secondary school individuals
4. The non-formal organizations involvement in the training of drop-outs of secondary school students.
5. Profitable ventures for the Out of school youths in the state.

## **1.8 Scope and Delimitation of the Study**

Scope was imposed by the researcher in order to capture accurately the focus of the problem. The researcher confined his research work within Kaduna state. However, in order to have a clear view and opinion which deals with the organization and management of non-formal education in the development of drop out of secondary schools in the state, the researcher delimit his work within the confinement of northern and southern Kaduna state with five local government from each zone. Thus it is crystal clear that the vital information about non-governmental organizations and the development of the drop-outs of school is the main focus of the research work.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

In view of the persistent problem confronting education of the drop-out of school youth and children in Kaduna state, the research work covers such areas as

The conceptual framework,

Contextual view on drop out of secondary school children in Nigeria,

Non-Governmental Organisation's involvement in the development of out of school children,

The Monitoring Mechanism of the organizations,

Impact of the activities of Non-Governmental Organizations,

Factors affecting the impact of Non-Governmental Organizations,

Some of the skill Aquisition Centres in Nigeria,

Non-Governmental Organization Programme of National Mass Education Commission (NMRC),

Non-Governmental Organization's Quranic Education Programme,

Non-Governmental Organization Programme for out of School Boys,

Reflect Programme of Education (NMEC/ACTION AID,

The Radio/Life Literacy Programme,

Empirical Studies and Summary of the Chapter

## **2.2 Conceptual Framework**

Non-Governmental Organization (NGOs) is a legally constituted, voluntary association of individuals or groups that is neither a governmental agency nor for-profit enterprise, although it may and often does receive both government and corporate funds. Regardless of funding source, an NGO maintains its status only to the extent that it excludes government representatives from membership or participation, however no NGOs can work effectively for the benefit of the masses without the use of any agency that closer to the people at the grassroots, therefore the use of non formal education as a tool through which NGOs can achieve their aims and objectives (Ngwu, 2006).

According to Matthew, (2009) two primary theories purport to explain the derivation and growth of NGOs: government failure and market failure. Although these terms are usually applied in a strictly economic context, they are relevant in explaining the rise of NGOs. According to both theories, individuals or groups organize self-help or social policy associations when they feel that either the government or the profit-making market, or both, will not or cannot adequately address their concerns, such as poverty, poor or non-existent education, environmental degradation, affordable housing, and a host of other issues, (Newman, 2004).

Other theories include solidarity, or collective empowerment, espoused by analysts in France, and religious admonitions to aid the poor, such as the Judaic notion of *tzedaka*, the Christian notion of charity, and the Islamic notion of *zakat*.

On a global level, the history of international non-governmental organizations may also date back to at least the mid-nineteenth century. Active in the anti-slavery movement and the movement for women's suffrage, they had expanded significantly at the time of the World Disarmament Conference (World Bank, 2001).

However, the phrase "non-governmental organization" only came into popular use with the establishment of the United Nations in 1945. Article 71 of Chapter 10 of the United Nations Charter permitted a consultative role for organizations which are neither governments nor member states. The definition of "international NGO" is first given in resolution 288 (X) of the Economic and Social Council of the United Nations on February 27, 1950: "Any international organization that is not founded by an international treaty." The Council recognized the vital role of the organizations and other "major groups" in sustainable development in Chapter 27 of Agenda 21, which led to significant arrangements for a consultative relationship between the UN and NGOs (World Bank, 2001).

Globalization facilitated the rapid rise of NGOs in the latter part of the 20th century, and the revolution in electronic telecommunications not only reinforced that trend, but fostered growing cooperation among NGOs across national borders. Globalization, resulting from neo-liberal economic policies, led citizens of various countries to perceive of international treaties and international financial institutions such as the World Trade Organization and the International Monetary Fund as too centered on the interests of capitalist enterprises, to the detriment of the poor. At the same time, the "telecommunications revolution called attention to the disparities in development between the West and the rest of the world.... Instantaneous global communication meant that popular movements throughout the world could draw inspiration from each other (UNESCO 2000)."

NGO type by level of co-operation

- Community-based organization
- City-wide organization
- National NGO
- International NGO

A Council of Europe "working group on non-formal education" has elaborated its own definition of **non-formal education** as a "planned programme of personal and social education designed to improve a range of skills and competencies,

outside but supplementary to the formal educational curriculum. Participation is voluntary and the programmes are carried out by trained leaders in the voluntary and/or State sectors, and should be systematically monitored and evaluated, the experience might also be certificated. It is generally related to the employability and lifelong learning requirements of the individual person."

Non-formal education is a way of helping societies to be more democratic and to respect human rights. It is a necessary supplement to formal education. Through involvement in non-formal education, citizens may get a chance to experiment and take on responsibilities (Ani, 2002). They are able to develop their curiosity and enthusiasm, to learn to work together and to practise democratic decision-making and negotiation, which is an important step towards active democratic citizenship. Moreover non-formal education develops personal, social and professional skills through experimenting in a relatively safe environment.

Through different activities of non-formal education people can obtain experience that can be compared with traditional formal work experience and should be recognised as such. These activities involve democratic decision making and negotiating, participation, personal development and help them to obtain such qualities as commitment, involvement, responsibility, solidarity, democratic awareness, motivation, initiative, emancipation and empowerment, creativity,

respect, tolerance, intercultural awareness, criticism, intellectual independence and self-confidence (UNESCO, 2004)..

Nongovernmental organizations have been, and continue to be at the forefront of innovation in the development field. NGO efforts in education, and more specifically in non-formal education, clearly demonstrate the advantages of linking non-formal education methods and approaches to a wide range of development sectors. This should not be surprising as it represents a natural part of the learning process in the education field in the past two decades in particular. In many countries NGOs have taken an increased responsibility for broader aspects of community development and improvements, and have become major providers of health, micro finance, education, agriculture and environmental education and in some instances, direct services in these fields. NGOs are flexible, not only in terms of their educational approaches, but also in terms of their ability to intervene in a timely fashion in response to development problems. NGOs have a different relationship with their constituencies than do government agencies. As a result, NGOs have evolved a number of innovative approaches to presenting the technical development content and skills, through systems that are sometimes parallel and, almost always complementary to the services offered by government agencies. The end result of this field-based approach to the design of educational and development activities is programs which are owned and implemented by program

beneficiaries a product of their involvement in the process, of growing self-confidence and of mastery of the skills and technical information needed to do the job Omolewa, 2000).

A review of the case studies and related documentation submitted by NGOs on linking non-formal education to development demonstrates a wealth of experience on the part of NGOs in working with colleagues from technical sectors on linking non-formal education to development activities. The collaborations ranged from NGOs soliciting assistance from the technical sectors to enhance their own programming, to NGOs working with the technical sectors to help those sectors improve the outreach and effectiveness of their technical programs, to NGOs providing assistance to other NGOs to incorporate more sector specific information into their programming in an effort to create more integrated program offerings.

### **2.3 The Contextual View on Drop-out of secondary schools children**

With about 60 million adult illiterates and 11 million out of school children, the Nigerian society is certainly one of the most illiterate in the world. In its latest report on the literacy status of various countries of the world, the United Nations Education, Scientific and Cultural Organisation (UNESCO) classified Nigeria as one of the countries at a serious risk of not attaining the Education for All (EFA) goal by 2015, (Chukwulaka 2009).

Olagunju, Executive Secretary of the National Commission for Mass Literacy, Adult and Non-Formal Education (NMEC), said UNESCO had only stated the obvious, a view that is shared by many others who have been following the nation's education development – or underdevelopment over the years.

He said although education ranks high in the seven-point agenda purportedly being vigorously pursued by the present administration, there is little on ground to prove that governments at the various levels are really serious about changing Nigeria's dour profile as a nation of illiterates. For Olagunju and others that reason like him, Nigerians should be worried not only because education is the linchpin that drives development, but also because without basic literacy, other issues that have direct bearing on people's survival such as the campaign against fake, adulterated and expired products, maternal and child mortality, for instance, would remain an empty noise. "Except the country has a literacy policy that will make people to factor basic literacy into whatever they are doing, we can't make any headway," Olagunju said at a recent capacity building workshop for education journalists organized by his commission in Kaduna. In reversing the current trend, he noted, there is need to pay adequate attention to literary and non-formal education. And in his words, bringing non-formal education to the front burner of national agenda is the only means of bringing the nation abreast of others in a knowledge driven world. An expert, Prof. Thomas Fasokun, blamed Nigeria's

literacy woes on lack of effective literacy policy. “Although literacy is recognised as a right for every Nigerian, it has continued to be a significant problem in the country because it has not been on the top agenda of the government”. Fasokun, who teaches at the Obafemi Awolowo University (OAU), had in a paper on the literacy situation in Nigeria noted that none of the efforts put in place to boost literacy in the country had yielded the desired result as tens of millions people have little or no access to literacy (Pwof, 2007).

To worsen the matter, he said there are no accurate figures to base Nigeria’s literacy profile. As a result, there are conflicting figures on the country’s literacy situation being bandied about at different fora. “If there is any country that plans with inaccurate literacy data, it is Nigeria. No other country does that more than Nigeria,” the educationist said. (Chukwulaka, 2009).

For example, in the Global Monitoring Report, Fasokun said the most recent data for the country put Nigeria’s adult literacy rate at 69 per cent. According to the report, 78 per cent of men and 60 per cent of women are literate in the country. The National Population Commission (NPC) in its analytical report of 1998 had put Nigeria’s literacy level at 57 per cent, with 85 per cent of the illiterate population below 35 years of age. In 2006, the EFA Global Monitoring Report said that 63 per cent of Nigerians are literate, while the National Bureau of Statistics put the level

of illiteracy (in English language) at 46.7 per cent (Chukwulaka, 2009).

The 2006 population census, even with all its flaws, could have provided the country with less contentious literacy figures, but it is not available to the public. However, both Olagunju and Fasokun agreed that whatever the source of data used, Nigeria's literacy rate is poor and stands to be a major obstacle towards the realisation of the development goals of the nation, including the Millennium Development Goals (MDGs) and Vision 2020 project. Fasokun, like any other Nigerian is not sure of the exact statistics, but he is certain it can never be anything fewer than 42 million people, and according to him, this should worry everybody. He said: "In essence, more than 42 million people are illiterate. Any nation that has an illiterate population of 10 million and above is not viable; it is a nation without hope." Although some states of the federation have literacy rates that can compare favourably with those found in other African nations, he maintained that Nigeria's national literacy rate is far below the sub-Saharan African average which is 57 per cent. Besides, countries like Ghana (68 per cent) and Cameroun (79 per cent) not only fare better than Nigeria in terms of national average, but also have higher literacy rates than the sub-Saharan African average. "This is a challenge to adult and non-formal education and needs to be addressed for any meaningful claim to development," Fasokun noted. Expectedly, the problem of illiteracy is more pronounced in some states than in others. A survey conducted by the National

Bureau of Statistics in March 2008, shows that Lagos literate population ranks highest in the country. Conversely, Yobe State is hit by high level of illiteracy population. While some states like Zamfara, Niger, Kano and Bauchi States have done so well in the areas of mass literacy, Olagunju noted, some others are doing nothing (UNESCO 2008).

Besides that the gap between Lagos and Yobe, the survey also shows that people in the age bracket of 15-19s has the highest literacy rate. According to the experts, “it means that if you don’t catch people to be literate at that bracket, they will end up illiterate throughout life. If you have a very young population, and you don’t take care of them, you have a problem at hand. It grows in geometrical proportion.”

According to Olagunju, it will take Nigeria another 42 years to eradicate illiteracy at the rate it is going right now. And that would pre-suppose that there would be no new cases of out-of-school children of school age. All the 36 states and the federal capital combined are not registering more than one million people for mass literacy programme every year. And with an illiterate population of at least 42 million, it means that it will take at the very least, another 42 years before all of that number is captured in the education system. “That’s just how bad it is.

Any effort at fixing the many problems militating against adult and non-formal education in the country must address the problem of funding. In the nation’s education circles, the two agencies that have the statutory mandate to tackle the

problem of illiteracy among those that have been left out of the mainstream school system, the NMEC and the National Commission for Nomadic Education (NCNE) are known as the orphans of the ministry of education, an appellation that captures the contempt with which they are treated by the government. Of the parastatal and agencies in the ministry of education, the two are the most neglected, an indication of the degree of importance which the government attaches to the mass literacy. Government's contemptuous neglect of this sub-sector is manifest in its level of funding for the agencies. For instance, during an eight-year period, 1999 to 2007, NMEC received a total of N701 million in capital budget. Compared to the Universal Basic Education Commission (UBEC) which receives an average of N35 billion in funding annually, the funding level is abysmally low, and unfortunately does not validate government's claim that it is committed to reversing Nigeria's shameful literacy profile. Although, basic education includes nomadic and non-formal education coordinated by the two agencies, they do not benefit from UBEC funding, Olagunju noted.

According to Osuji, (2006) Education is a necessity for survival of man. The concept education suggests development of valuable knowledge and skills in a society. Hence, O'Connor (1957) sees the educational system of any society as an elaborate social mechanism designed to bring about in the persons submitted to it certain skills and attitudes that are adjudged to be useful and desirable in the

society. As a result of the necessity for education, there has been the view that one who ceases to learn ceases to exist although the one may be living. According to Freire (1974) to “exist” is more than to “live” because it means being in the world and at the same time with the world. Thus, one who exists has attributes of transcending, discerning, communicating and participating with others who exist whereas one who is merely living does not possess these critical attributes. Therefore, one whose development of knowledge ceases has also stopped to exist, he is merely living.

Being conceived of as an enabling factor opening up many vistas of personal, community and national development, education is generally seen as a necessary investment. However, despite this realization, there is an erroneous conception of education by some people as a terminal apprenticeship for a working adult life.

In Nigeria, despite the fact that the National Policy on Education (NPE, 2004, revised 2007) a well-served chapter is assigned to Adult and Non-Formal Education, yet this sector has not been fairly treated in practice. Adults who take key decisions, and therefore hold the destinies of the country in their hands, should deserve continuous educational provisions in order to enable them grapple with the enormous problems on their shoulders.

According to Dave et al. (1986) (editors), "illiteracy is a serious impediment to the individual's growth and the country's socio-economic progress". This statement is

true of any country whose illiteracy level remains high. When the level of illiteracy is high in any society, that society will remain backward, antisocial with all barbaric behaviours and actions.

Non-formal education dates back to the colonial era when colonial masters exposed their "servants" or "maids" to some basic non-formal learning. For instance, cooking, dress making or knitting, handwork, housekeeping and the teaching of the English Language for easy communications were among common features of informal ways the colonial masters used. This type of education was successful and indirectly executed informally during the free or leisure periods of the colonial house helps or maids.

Non-formal education in general is an effective way of liberating the individuals in any society from ignorance, poverty, antisocial activities, etc.

According to Visocchi (1978 cit. Adebija, 2005), education is seen as "that process of liberation whereby man frees himself from whatever obstructs him from thinking capacity... "Liberating the individual is the main focus of any form of education. Non-formal education, therefore, helps the rural man to become more human, more of a person and to acquire a higher level in his thinking ability that provides the liberation he truly needs. This type of freedom, which a man needs, cannot be acquired for him by others no matter how intelligent they are. Man's liberation actually comes from the continued development and evolution of his

ability that can enable him to think or reflect and question what goes on in his environment as opposed to total submission to authority and human exploitation.

Also, non-formal education provides alternatives to, complement or supplement the incompleteness or inadequacies of the formal educational system. It strengthens and buttresses the literacy development of any nation and provides a conceptual framework for an alternative to the formal educational system. Non-formal education further helps the learners to develop and practice self-help activities rather than mere theories. Research confirms that positive results from non-formal education (especially adult education) come as a result of practice of professional skills (Abubakar, 2007). The acquisition and practice of skills boost the self-image, self-reliance and confidence of the individual. This is very necessary especially for those who had dropped out from formal education or schooling.

In addition, non-formal education, more than generally imagined, can drastically reduce or eliminate illiteracy in the Nigerian society. Akinde (1985) identified three main categories of illiteracy in Nigeria as follows:

- (a) People who, for cultural, social and economic reasons have not attended any formal school, that is, people who are fully illiterate.
- (b) People who, for lack of incentive or a motivating or conducive environment have relapsed into illiteracy. These are people who could have attained the primary

six but did not attain the school-leaving certificate which could help them to continue their education which can make them acquire gainful employment in the modern sector of the national economy.

(c) People who for one reason or another dropped out of formal education before attaining the primary six school leaving certificate.

According to Adamu (2004), The World Conference on Education held in 1990 took place in Jomtien, Thailand. It was during the conference that the movement called Education for All (EFA) was launched. At this large gathering of governments, international agencies, professional groups and voluntary organization, the world community committed itself to providing education for all the children and adults of the world, by the year 2000.

The scope of basic education is to start from pre-primary or nursery education and lead on to the completion of primary education by all children. Non-formal education for youth and adults who have missed out the formal education should also be available for all. This is with a view to reducing by half the 1990 level of illiteracy among adults by the year 2000. It was agreed that special emphasis should be placed on increasing female literacy because the education and empowerment of girls and women are known to be among key factors contributing to the social and economic development of society.

UNESCO Report 1994, stated that in 1993, a group of nine high population countries, namely, Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan gathered in New Delhi, India, under the sponsorship of UNESCO, UNICEF and United Nation's Population Fund (UNPF). These nine countries accounted for a large percentage of the population of the world, more than 70% of the world's illiterates and more than 50% of its Out-of-School children. Leaders of these countries reaffirmed their commitments to pursuing the goals set in 1990 by the World Conference on Education and conscious of the role of education towards development of their nations, they came up with the Delhi Declaration on Education and Society which summarized as follows:

**The Delhi Declaration** (cit. Adamu 2004)

- Will ensure a place for every child in a school or appropriate education programme according to his or her capabilities, in order so that no child be deprived of education for lack of teacher, learning, or adequate space;
- Will consolidate efforts towards the basic education of youth and adults;
- Will eliminate disparities of access to basic education arising from gender, age, ethnic, linguistic differences and geographical remoteness;
- Will improve the quality and relevance of basic education, and will improve the status, training and conditions of teachers, and improve learning contents and materials;

- Will ensure that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education; and
- will rally all sectors of society towards education for all.

The group went further to articulate collectively a Framework for Action with which to deal with the gigantic task of providing Education for All their people.

The Framework is as follows...

- access to basic education - primary and adult education covering the areas of disparity of access such as gender;
- quality of education and learning achievements
- resources allocation and
- Involving society in the organization and management of Education for All :( Adamu 2004).

Again ten years after Jomtien, the World Education Forum took place in Dakar, Senegal in April, 2000. The Forum was convened to assess progress achieved in the years of the existence of the programme, Education for All. Reasons for the failure to reach the targets of EFA were analyzed and solution proposed. The Forum adopted the Dakar Framework for Action on Education for All. The Framework forms the goal of EFA as laid out by Jomtien and other International conferences. It was noted that although progress was made in number of areas

since Jomtien, the overall goal of universal basic education by the year 2000 had not been met. Areas where progress was made include the following:

- more children are now in school;
- there has been an increase in early childhood education;
- there are fewer out-of school children;
- the number of literate adult has grown ;
- there has been reduction in disparities(gender, etc)
- adoption of new policies, framework and legislation that are positive to EFA by member countries.

Large parts of the discussions at Dakar were centered on four themes viz: Equity and quality, Effective use of resources, coordination with civil society and promoting education for democracy. The forum was also driven by recognition that the world has changed in many ways since Jomtien. The problem of HIV/AIDS which still continue to exert impact, especially in sub-Saharan Africa on the population including the teaching force, has come into being and must be contained using all available means including health and moral education. Secondly, the revolution in Information Communication and Technology (ICT), that is fast transforming every sphere of human activity including education. The Forum ended with six specific goals related to EFA:-

- expanding and improving early childhood care and education;

- ensuring that by 2015 all children have access to and complete free and compulsory primary education of good quality;
- ensuring that learning needs of all young people and adult are met through equitable access to appropriate learning and life skills programmes; achieving a 50% improvement in adult literacy by 2015, especially women; and equitable access to basic and continuing education for all adults;
- eliminating gender disparities in primary and secondary education by 2005 and achieving gender equity in education by 2015;
- improving all aspects of quality of education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

#### **2.4 Non-Governmental Organizational Involvement in the out of School Children**

There is an increasing awareness that management techniques are crucial to project success in non-governmental organizations. Generally, non-governmental organizations that are private have either a community or environmental focus. They address varieties of issues such as religion, emergency aid, or humanitarian affairs. They mobilize public support and voluntary contributions for aid; they often have strong links with community groups in developing countries, and they often work in areas where government-to-government aid is not possible. NGOs

are accepted as a part of the international relations landscape, and while they influence national and multilateral policy-making, increasingly they are more directly involved in local action.

An important part of non-formal education is carried out by non-governmental organizations involved in community and youth work. Non formal organizations encourages all those who will shape educational policies to acknowledge that non-formal education is an essential part of the educational process and to recognize the contribution that can be made by non-governmental organisations involved in non-formal education. It also encourages the application of the new information technologies to non-formal education and stresses the need to ensure an easy access to them at national and international levels.

- i. to recognise non-formal education as a *de facto* partner in the lifelong learning process and elaborate effective evaluation systems of it (this could be done by the certification of non-formal educational activities so that they also can be mentioned in *curricula vitae* as professional experience and as internationally recognised skills and qualifications). A quality label could be given to educational activities of recognised organisations providing non-formal educational;
- ii. to make non-formal education accessible for all, through measures such as flexible working conditions (for workers who would not otherwise be able to

attend, unpaid leave facilities, etc.), measures for people in remote areas (travel grants), measures for socially disadvantaged persons (poor people, marginalised youngsters, the handicapped, minorities);

iii. to provide or improve training and re-training for trainers and teachers in non-formal education;

iv. to support financially non-formal education activities (grants, tax reductions for non-governmental organisations involved in non-formal education activities, or for each participant at training courses, free use of official buildings or training centres, etc) and the production and distribution of non-formal education manuals and training materials. To create a library/lending service of non-formal education materials;

v. and in parallel with the above measures, encourage more people to take advantage of non-formal education;

vi. to monitor the implementation of the above measures.

## **2.5 Monitoring Mechanism of the organisations**

In a March 2000 report on United Nations Reform priorities, former U.N. Secretary General Kofi Annan wrote in favor of international humanitarian intervention, arguing that the international community has a "right to protect"

citizens of the world against ethnic cleansing, genocide, and crimes against humanity. On the heels of the report, the Canadian government launched the Responsibility to Protect (R2P) project, outlining the issue of humanitarian intervention.

The governments of Nigeria and NGO works together and therefore may require reporting or other monitoring and oversight functions to oversee the activities of the organization. Funders generally require reporting and assessment, such information is not necessarily publicly available. There may also be associations and watchdog organizations that research and publish details on the actions of NGOs working in particular geographic or program areas.

In Nigeria, majorities of people are deprived of basic education. According to the Educational Statistical Report of the Ministry of Education 1997, more than 30%, of the secondary school going aged children have not enrolled into secondary school. More than 50% of the children of those who got enrolled in the secondary school drop out before completing. As a result of those situation the number of illiterate population of 10 years and above are increasing. Nigeria certainly cannot attain the goals of its development keeping half of its working population as illiterate. Nigeria could have provided basic education to the illiterate and semi-illiterate through non-formal education method. But it has not done so. At present

non-formal education is fully recognized viable program in many developing countries. But the government of Nigeria has not given enough attention towards vast needs of illiterate's people who are also poor people. The government spends its education budget totally for formal education programme. Only meager percentage of its education budget is spent for non formal education especially for literacy programme. That too is widely criticized for not being properly utilized.

Therefore most of NGOs who are working with the people in rural areas and urban slums are providing non-formal education. Most NGO's primary goal is not education, but they take up non-formal education as prerequisite to teach the people about health, family planning, environment, skills acquisition etc. Those NGO who implement women development programs like family planning programmes, environmental protection programme etc. found that without providing basic literacy the people cannot effectively grasp and utilize knowledge and skills. Most of NGOs have undertaken non-formal education programs as supplement to their main programme. But there are some NGOs which specifically work for non-formal education. Since the government do not give priority to non-formal education, it has not been able to improve their technical expertise of non-formal education among its functionaries. The NGOs has undertaken following activities.

1. Development of need based curriculum for different target groups.

2. Development of methodology to adopt the National Curriculum to local situation i.e. Local Curriculum Development.
3. Development and dissemination of graded learning materials for illiterates and neo- literates specifically for girls and women.
4. Development of learning materials related with improvement of quality of life and income generation.
5. Organization of training of literacy instructors, supervisors and local organizers working with NGOs.
6. Various evaluation and research studies.
7. Development of Community Learning and Development Approach and setting up Community Learning Centers in different villages to combine learning with community development. Actually the rural people in Nigeria do not want just simple education and literacy for education sake, they want education which empowers them to make their own decision and to improve their quality of life through better knowledge about health, hygiene, family planning, environment conservation, formation of saving and credit groups and income generating vocational skills.

## **2.6 Impact of Activities of Non-Governmental Organisations**

Community work, which is particularly widespread, fosters people's commitment to their neighbours and encourages participation in, and development of local, democratic forms of organisation. This may involve dialogue with local policy-makers setting-up programmes aimed at improving the quality of life in the local area editing community newsletters, developing local opportunities for continuous learning and employment.

Youth work generally focuses on making young people more active in society and committed to furthering their well being.

Social work could also be linked to non-formal education, alongside social workers help young people in residential homes to develop ways dealing with complex situations; foster more fruitful relationships between parents and children; bring together groups of careers, etc.

Animation is a specific form of non-formal education found in France and Italy. It uses theatre and acting as a means of self-expression with community groups, children and people with special learning needs. It provides active participation of people and teaches them to manage the communities in which they live. Animation

helps to build environments and relationships in which people can grow and care for each other.

Youth organisations have always been considered as the main experts in non-formal education and they have reached a high level of achievement in this field.

In youth and community organisations young people have the opportunity to discover, analyse and understand values and their implications and to build over time a personal set of values to guide their lives. They run work camps and meetings, recruit volunteers, raise funds, administer bank accounts, recruit and manage personnel, give counselling and psychological peer support, organise sport activities and cultural festivals, intervene in their communities and lobby institutions for social change.

All these activities of NGOs enable people to acquire leadership skills and provide them with important practical experience in the process of democracy, decision making and responsible democratic leadership.

Non- Governmental Organisations activities vary depending on the context of national and local traditions. The best way to illustrate different activities of non-governmental organisation is to give examples from specific national contexts.

The educational activities within Non- Governmental Organisations aim at creating opportunities for learning which the formal educational system has been unable to provide. When these activities proved valuable and stable, the public authorities started to support not only specific non-formal educational activities but also the activities of national youth and sport organisations, which have in their statutes the task “to further the aims of Non-formal education. The result of these traditional non-formal educational activities is that more than 20% of the adult population has experienced the responsibility of being a member of a board of a local or national voluntary organisation.

## **2.7 Factors Affecting the Impact of Non-Governmental Organization**

A major problem in the promotion of the activities of NGOs is

- Lack of recognition in comparison with conventional education system. As a result, the importance of NGOs and by implication the tool use i.e. non-formal education to equip the out of school children is not fully recognised and the opportunities to use it are not fully realised.
- The financial means required for the development of out of school children is not sufficiently allocated given the increasing demands placed on finite resources and time. While formal education can be quantified and described, this is more difficult in the case of non-formal education, which largely

escapes structure and is difficult to assess quantitatively and qualitatively. Hence, funding is a problem. National education planners should reconsider their policy and practice in order to promote non-formal education as a means of increasing skills and knowledge.

- Another important problem for the development of non-formal education is the shortage of information and statistics.

## **2.8 Some of the Skills Centres in Nigeria**

### **Federal Ministry of Labour and Productivity, Abuja**

The certification of traditional apprenticeship skills is performed by the Federal Ministry of Labour and Productivity. Under the Nigerian Labour Law in relations to competency based apprenticeship scheme, apprentices such as motor drivers, bricklayers , etc who have successfully completed their apprenticeship training are awarded Grades 1, 2, and 3 Trade Test Certificate, Grade 3 is the lowest. The Ministry conducts test in over 40 trades.

### **National Directorate of Employment**

The National Directorate of Employment is a Federal Government agency with offices in all the States of Nigeria. The Directorate is the main government institution dealing in skills development for the informal sector in Nigeria. The activities of the Directorate cover about 80% of the informal sector skills

development activities, such as entrepreneurship development; training fund subsidies for micro and small enterprises; technical and vocational education; etc. The main target groups are the unemployed school leavers (including graduates of tertiary institutions) and other drop outs from the school system who lack productive and marketable skills. Thereafter, the graduates of the programmes are provided with loans to set up their small businesses. NDE has four schemes under which the various skill acquisition programmes are run. The schemes are:

Vocational Skills Development; Small Scale Enterprises; Rural Employment Promotion and Special Public Work.

### **Ministry of Women Affairs and Poverty Alleviation (Lagos State)**

The Ministry runs skill acquisition programmes, particularly for widows. The programmes, mostly entrepreneurial in nature, prepare the participants to set up small businesses such as those for snacks making, tie and dye, decorations, store thread, braiding, weaving, beading etc. The training lasts for between 2 to 6 weeks. The Ministry also provides long term trainings at established centres which run for 6 months to 2 years. They charge no fee for training provided and they make micro credit facility available to participants to start their businesses without collateral.

### **Ministry of Trade and Commerce (Lagos State)**

The Ministry offers regular short term vocational education and technical training programmes or workshops to refresh members of the various associations that are registered with it. Over 279 associations are registered with the Ministry in Lagos State.

### **Ministry of Education (Lagos State)**

The Ministry of Education, Lagos State, has 3 technical Colleges located in the three Senatorial Districts of the state where crafts persons and master craftsperson are produced. The technical colleges specialize in technical and vocational education with enrollment of over 2500 students.

### **Federal Ministry of Education, Abuja**

The specific goals of the Ministry, among others, include acquisition of basic skills and empowering the populace to contribute effectively to wealth creation thereby reducing poverty in the nation. The programmes include, among others, adult literacy which focuses on basic literacy and functional literacy for the informal sector operators.

### **National Poverty Eradication Programme (NAPEP) Abuja**

National Poverty Eradication Programme is an agency of the Federal Government charged with the onerous responsibility of eradicating extreme poverty and hunger in Nigeria. To achieve this task, NAPEP has the responsibility of coordinating and

monitoring all poverty eradication activities throughout Nigeria through intervention programmes. Some of its intervention programmes include; vocational and technical education and training; entrepreneurship, micro-credit finance, etc.

### **Small and Medium Enterprises Development Agency of Nigeria (SMEDAN)**

#### **Abuja**

SMEDAN was established in 2001 with the specific objectives of developing small and medium enterprises in all sectors of the economy which have great potentials for wealth creation and employment generation. It collaborates with non-governmental organizations and development partners to carry out entrepreneurial skills development and financial empowerment for small scale businesses. The agency runs entrepreneurial, vocational and micro-finance programmes.

### **River State Ministry of Women Affairs, Port Harcourt**

The River state Ministry of Women Affairs among others, train youth in technical and vocational skills at their Craft Development Centres and Industrial Units located in various parts of the Rivers state. The different trades include electrical installation, radio and television repairs, diesel engine repairs, draughtsmanship, painting and decorations. The training programmes run, in most cases, for between 2 to 6 weeks.

### **Rivers State Ministry of Local Government, Chieftaincy and Community Affairs, Port Harcourt**

The Rivers State Ministry of Local Government, Chieftaincy and Community Affairs is the superintending authority over the local government councils. The Ministry organizes regularly technical and vocational training in order to impact the state's youth with relevant skills to enable them secure employment or set up their own businesses.

### **Rivers State Ministry of Education Port Harcourt**

The Rivers State Ministry of Education in addition to its formal education programme also runs skill development programme for the informal sector participants. The skills development programme includes, adult literacy, technical and vocational training and education.

### **Rivers State Ministry of Agriculture, Port Harcourt**

The main goal of the ministry is to co-ordinate all agricultural efforts, develop rural economy and protect the environment. In addition to its main functions, the ministry also runs skills acquisition programmes in the area of technical and vocational education for the youths who may be interested in agricultural activities.

### **National Board for Technical Education (NBTE), Kaduna**

National Board for Technical Education is a Principal organ of Federal Ministry of Education specifically created to handle all aspects of technical and vocational education falling outside university education. In addition to providing standardized minimum guide curricula for technical and vocational education and training (TVET), the Board supervises and regulates through an accreditation process, the programmes offered by technical institutions at secondary and post secondary levels. It is also involved with the funding of polytechnics and monotechnics owned by the Government of the federation.

### **Office of the Special Adviser on ICT, Port Harcourt**

The mission of the office is to create jobs and promote youth empowerment through skill acquisition and entrepreneurship training. The skill acquisition programme of the office has so far trained 147 youths in entrepreneurship programme.

### **Kaduna State Ministry of Education**

The ministry is responsible for ensuring that educational development is achieved in the state in a conducive environment. The ministry has made far reaching impacts in its efforts to introduce compulsory and free education in the state. In addition to its formal education programme, the ministry runs adult literacy and technical and vocational training and education.

### **Ministry of Youth and Sports, Kaduna**

The Ministry, apart from engaging in sporting activities/programmes as its primary mandate, is a member of the committee on poverty eradication in the state. It has a programme called “Youth Self Employment” which aims at reducing the level of unemployment and poverty among the youths in the state. This is achieved through training of youths on various trades that could make themselves reliant as well as job creators. The Ministry thus runs entrepreneurial training programme.

### **Ministry of Women Affairs, Kaduna**

The Ministry is vested with the responsibility of sensitizing women and youth on their roles in the development of the society. It runs skill acquisition programmes for youth and adults who are in difficulties in the state. It also executes some poverty alleviation programmes and carries out public enlightenment programmes on issues concerning youths and women.

### **Ministry of Non-Governmental Organisations, Kaduna**

The Ministry is the only body charged with the responsibility of registering all the nongovernmental organizations in the state. It also plays a supervisory role in coordinating the operations of NGOs as well as ensuring their effectiveness. It has a total of 234 NGOs registered with the ministry. To achieve its mandates, the ministry is involved in building the capacities of NGOs through the organization of

conferences, seminars and symposia in order to educate NGOs on how they could function effectively in their various fields of operations.

## **2.9 Non-Governmental Organisation Programmes of National Mass Education Commission (NMEC)**

In the quest to drastically reduce the high level of illiteracy in Nigeria in line with the EFA goals and make basic education accessible to all the citizenry, the Nigerian government through the National Commission for Mass Literacy and Adult Education introduced programmes to cater for the needs of this varied categories of clientele generally offer the followings: Basic literacy, Post literacy; Women Education; Functional literacy; Nomadic Education; Continuing Education; Quranic Integrated Education; Literacy for the Blind; Workers Education; Vocational Education; Literacy for the Disabled; Prison Education. These programmes are offered in the various states under the supervision of the State Agencies for Mass Education. The open apprenticeship scheme, operating in the informal sector, complements with the requisite income-generating vocational skills that are targeted at eradicating poverty. National commission for mass literacy and adult's education introduced a variety of non-formal education programmes as a complementary option to take care of disadvantaged, marginalized and hard to reach children, youth and adults. The non-formal education programmes are supposed to offer a flexible opportunity of receiving

basic education to disadvantaged children, youths and adults who could not participate in formal schooling either due to poverty, cultural or other social barriers. The non-formal education approach permits mainstreaming of learners into the formal system at different levels. The integration of the non-formal education as a component of the basic education system therefore requires that quality standards must be maintained at all levels of the literacy programmes to mainstreaming of learners possible, (Aderinoye, 2007).

As a major step towards quality assurance in this direction, the National Commission for Mass Literacy, Adult and Non-Formal Education and Nigeria Educational Research and Development Council supported by UNICEF, developed three non-formal education curricula for Girl-Child, Out-of-School Boys and Quranic School children and youth so that the learners can benefit from quality learning and have the opportunity mainstreaming into the formal school system later. Six set of primers on English Language, Mathematics, Basic Science, Health, Life Skills and Home Economics, Business and Vocational Education, and Citizenship and Social Studies were further developed to support the use of the curricula. The facilitators' Guides developed for each primer were to assist the facilitator in selecting the appropriate learning opportunities for each activity and presenting them in the best participatory and interactive form to the learners (UNICEF, 2005).

The programmes are of four components, namely, the NFE Quranic Schools spread across the Northern States, the Out of School Boys Programme for the South East States, (Nwangwu, 2000) REFLECT of Action Aid and the Radio/Literacy Initiative For Empowerment (LIFE) of UNESCO.

### **2.10 Non-Governmental Organization programme for Quranic School Education**

The continued restriction of the Quranic school boys and girls to the knowledge of the Quran necessitated NMEC to find partner in UNICEF for support in developing non-formal education curriculum for these category of children and youths.

The traditional Quranic School is stratified into two levels. The pre-primary called Kuttab otherwise known in Hausa as (makarantar allo), next is the knowledge of Islam known by the name illimyyah Arabic (makaranta ilmi) in Hausa. (UNESCO, 2005).

At the launch of the Universal Basic Education (UBE) the Nigeria version of EFA, concerns were expressed on the learning achievements of the products of Quranic schools and their ability to be integrated into the basic education system. After a series of advocacy with the leaders of the Northern communities and owners of the Quranic schools, progress was recorded an agreement reached that some school basic subjects will be introduced into the Quranic schools without jeopardizing the

interest of the original owners of the Quranic schools. Meaning that nothing will tamper with the Islamic religion components.

At this point UNICEF under its non-formal education scheme agreed to work with the National Mass Education Commission (NMEC) in producing curriculum, development for both learner primer and facilitators guide and training of facilitators. This programme is now in operation in all the Northern states of Nigeria through the State Agencies for Adult and Non-Formal Education (AANFE).

A major outcomes of the project is that learning in the Quranic Schools is now been conducted in two languages English and Arabic and the following subjects are being taught- English language, Social Studies, Arithmetic, Citizenship Education and Home Economics. Also Thursday and Fridays are worked free days.

### **2.11 Non-Governmental Organization Programme for Out-Of School Boys**

This is an alternative basic education programme for those boys who choose to stay away from school and take to street trading. In an attempt to reach them with quality basic education and mainstream them back into the basic education programme of the government, classes are organized for them in the market place (Nwangwu 2000).

Like the Quranic Schools in the north, UNICEF developed related curriculum in collaboration with NMEC in line with their learning needs with considerations for the school subjects. Facilitators were trained in the use of the primers produced for the programme. Classes are holding on days convenient for the boys around the market place.

## **2.12 Reflect Education programme of NMEC/ACTIONAID**

In order to make Literacy more relevant and responsive to community needs, the NMEC adopted the Reiterated Freirean Literacy through Empowerment of Community Technique (REFLECT) approach to adult literacy and successfully completed programmes on Tomaro Island community in Lagos, Tako in Egon of Nasarawa state Kaduna in Abuja and others. REFLECT is Action Aid's contribution to literacy and community development in Nigeria, UNESCO-Abuja (2005). The REFLECT methodology applies the use of participatory techniques that help to generate discussions and analysis on critical issues that are of concern to the community. (Pwol, 2006), (Newman 2004) in a study titled REFLECT the Nigeria Experience revealed the following on REFLECT

## AIMS

1. To empower communities and individuals by improving their communication and mobilization skills to enable them to demand and assert their basic rights. Particular attention was to be paid to challenging gender norms at community level.
2. To build the institutional and programmatic capacity of civil society organizations and government agencies to enable them to engage on issues of quality, accessibility and appropriateness of education of the poor and marginalized.

Action Aid Nigeria (2005), strategy is located within the understanding laid out in Action Aid's Fighting Poverty Together (FPT). This is based around the following four aspects.

- ✓ recognizing that poor people have a right to life's essentials, including food, water, healthcare, livelihoods and education;
- ✓ working increasingly in partnership with others to achieve greater impacts;
- ✓ promoting change internationally in favour of poor people;
- ✓ counteracting discrimination against women and girls.

Thus the Reflect project was conceived in line with these wider goals, and is supported by a rights-based approach to development. Action Aid (2005)

### **2.13 The Radio/Life Literacy Programme**

Pwol (2007) noted that the programme which started in 2000 had the support of UNESCO. It was planned along the Cuban radio literacy programme. The programme was originally to cover 12 states but at the launch of the programme by the President of the Federal Republic of Nigeria in 2006, it was mainstreamed into the Literacy Initiative For Empowerment (LIFE) and its scope broadened to cover the whole country. At the planning stage personnel were trained and primer developed in Yoruba, Hausa, Kolokuma, Efik, Ijaw, Igbo, Nupe and Fulfude with the assistance of a Cuban expert. More than 132,000 Radio sets were purchased and distributed to learners across the country. Among the personnel trained were radio producers, announcers and facilitators. Twenty learners per learning community were recruited in each of the local government, so by the time the programme take off in the 774 local governments, 15480 learners would have been trained. In the view of the former Executive Secretary of the National Commission for Mass Education (NMEC) Dr Oyinlola, he said if the participating governments can pay their counterpart fund and ensure that the local government support the initiative, the programme will go a long way in reducing illiterate population and fast track the realization of the EFA and the MDGS goals, (Aderinoye 2007).

## 2.14 NGOs Education Programmes through NFE in Nigeria

There are many types of non-formal education programmes in Nigeria. However, it will be helpful to enumerate the basic ones to clarify how preventive education on HIV/AIDS could be infused. The list presented here is definitely not exhaustive (Odukoya, 2006).

- i. **Adult literacy.** This can be offered at basic and post levels. While the basic level seeks to offer equivalent competencies and abilities of reading, writing and numeracy, the post level builds on this to achieve the equivalence of primary class 6. One can then move on to higher education levels, depending on the goal set for individual learning initiatives. The target groups for these programmes are the non-literate adults and their neo-literate counterparts.
- ii. **Remedial, coaching and extra-mural.** These are offered to those who have already obtained the equivalent of primary education or better, or who drop out of junior and secondary education programmes or those who performed poorly on their final secondary education examinations and desire to improve on their achievement.
- iii. **Workers on-the-job training or retraining.** This is meant to empower workers either to gain skills for improved efficiency in the work place or gain knowledge of, and competence in work related issues and problems.

- iv. **Extension education.** This is meant to help occupational groups to gain skills and competencies or acquire the know-how on the application of new methods, say of farming, livestock keeping, etc.
- (v) **Parent and family life education.** This seeks to offer competencies and ideas about issues of concern to families, especially on reproductive matters such as pregnancy, child bearing and rearing practices, family planning, safe motherhood skills, etc.
- (vi) **Health and environmental education.** Here, learners are assisted to acquire information about the causes of diseases, their effects on humans, treatment, care and prevention. It also seeks to teach people about issues of concern to the environment such as sanitation, purification of water, food consumption practices, environmental management, collective efforts and initiatives to protect the environment and use its endowments wisely.
- (vii) **Civic or political education/community education.** This form of NFE seeks to help learners to acquire knowledge, skills and competencies on basic rights and obligations of citizenship, including the protection of human rights, etc.
- (viii) **Popular education/community theatre.** Here, the focus is on development, poverty, disease and mobilization for social goal attainment.

- (ix) **Distance and open learning.** This is learning done at a distance. Learners are sent course materials to pursue a course or programme of equivalent weight to its counterpart at secondary or tertiary levels. The time and other inputs into open learning programmes are suited to learners' convenience. Learners handle assignments on their own and sit examinations at suitable intervals. For greater efficacy, distance and open learning programmes also allow some time for face-to-face contact, within an academic session. Today, many Distance and Open Learning Programmes are available online. The National Open University of Nigeria (NOUN) and University of Lagos Distance Learning Institute are examples of such institutions in Nigeria.
- (x) **Leisure education.** This is educational experience organised to meet the need of individuals on the proper use of non-work times. It may involve a lot of recreational activities suited to the interest of participants and time available to them.
- (xi) **Continuing professional education.** This is intended to help learners to gain newer ways of handling their professional activities. For example, accountants, engineers, lawyers, teachers, architects or medical doctors may wish to go for a short refresher course to help learn about new developments in their professions.

- (xii) **Cooperative education.** Here, the emphasis is on organizing learners to pursue an activity of common interest. The commonest being adashi or esusu (local savings practices) etc. Members take keen interest in carrying whatever new information to the group hence its relevance for passing details on preventive education on HIV/AIDS in the community.
- (xiii) **Special education.** This includes all educational programmes on HIV/AIDS for people with difficulties.
- (xiv) **Artisan education** – used in the training of artisans.
- (xv) **Religious education** – This takes place regularly in churches and mosques.
- (xvi) **Other need-driven educational activities** designed to suit the interest of any sub-group in the community, not mentioned above and which cannot be provided in the formal school system.

### **Empirical Studies**

A research was conducted by Hassan, M. A. (2009) the purpose of the study was to determine how adult and non-formal education is financed in Nigeria; and to examine areas or forms of and the problems of financing adult and non-formal education in Nigeria. Survey research was used in order to carry out the study.

The population of the study consists of members of the Directorate of Army Education based in Ondo state of Nigeria; members of non-governmental

organizations offering adult education programmes, based in Ondo state of Nigeria; private individuals and organizations providing remedial education in Osun state of Nigeria; governmental agencies for adult and non formal education in Abuja and three states in southwest of Nigeria; one trade union organization, that is academic staff union of university, Ondo state, Nigeria; and members of the Nigeria National Council for Adult Education.

Random sampling technique where all the subjects had equal probability of being selected was used in the study. The population of 50 participants was selected from 205 Army directorates, 25 from 120 members of non-governmental organizations, 60 from 300 members of remedial education Centres in Osun state, 70 out of 300 members of Academic Staff Union of Universities, and 40 out of 160 staff of government agencies for adult and non-formal education in Abuja. Finally, 80 out of 210 participants at a national conference organized by Nigerian National Council for Adult Education in Minna, Niger state, Nigeria. The justification for the sample was based on Gay (1987) and Kothari (2004) that 10% of a population could be a minimum of sample before the study could have a generalisable outcome on the population.

Three hundred and twenty five (325) respondents from government agencies, non-governmental organizations, and private individuals were sampled. Three research questions were generated from the literature review, questionnaire on financing

adult and non-formal education, and the responses elicited from respondents were numerically quantified, tabulated and analysed using the likert scale. The analysis showed that: governments were not funding adult and non-formal education adequately in Nigeria; funds for adult and non-formal education was obtained from other sources; adult literacy, distance, labour and prison education received fund from the government; there was a political will on the part of government to fund adult and non-formal education; and some problems were confronting financing adult and non-formal education in Nigeria. Based on the findings, it is recommended that effort should be made by the policy makers to fund adult and non formal education for the benefit of the masses; and other sources of fund should be explored in order to realize the potency of adult and non-formal education.

Organizations providing adult and non-formal education are:

**Government:** The federal government creates a section in the federal ministry of education to oversee adult education programme. Besides, the National Commission for Adult and Non-formal Education and other ministries provide adult education for the people. A similar situation takes at the state level. Apart from education ministries, others like local government, commerce, industries, Agriculture and States Agencies provide adult education programmes for the people.

Quasi governmental: These include universities, parastatal organization, information services, service and goods producing industries.

Non-governmental: These are voluntary organizations, mosques, churches, workers organization, employing bodies, political organization and foreign agencies.

Adegbija, M.V. (2000) in a research conducted on the improving the effectiveness of non-formal education through the use of instructional media, the non-formal education system is becoming more and more inevitable in Nigeria educational system because of the increase in illiteracy as a result of poverty caused by the poor economic situations, it covers a wide range of the populace such as the illiterate youths and adults who have never had the opportunity of formal education; children of school age who dropped out of school; rural dwellers; nomads; etc. these categories of people are either fully illiterates, semi-literates, basically literate or post-literate.

The greatest error a nation can make is to neglect, among things, functional non-formal educational programmes. Countries that have fallen victim to it as being grievous and costly have identified this error. For a long time non-formal approaches to adult education have been neglected, as well as informal education.

As a consequence of this neglect, it has been very difficult in recent years to organize the education of the working people into a widespread mass movement.

This paper advances reasons for improving the effectiveness of non-formal education through instructional media and enumerates the specific ways to utilize instructional media in non-formal education. Finally; it suggests an interrelationships approach for the integration of instructional media into non-formal education. This approach includes the teacher who is the traditional transmitter of information; the channels such as television, radio, etc through which the information or instruction is transmitted to the learner, who is transformed by the instruction. Overall, the characteristics of the learner affect the type of input presented.

It is found out that the application of instructional media in non-formal education is extremely essential for effectiveness. Besides helping students to comprehend, retain and recall concepts, principles or theories, instructional media also help them to acquire professional skills, which is the main core of the non-formal education. The use of instructional media increases flexibility in learning. For instance, learning programmes which are highly individualized and self-evaluated (such as programme instruction) increase capacities for self-learning and also opportunities for inter-learning. According to Dave (editor 1982:314) “technology also provides multiple learning opportunities through a variety of places at a variety of times”.

This according to him helps to save cost in the long run. The following are the example of specific contribution of instructional materials or media to non-formal education. Some of the instructional media to be utilize in non-formal education radio, television, books, handbills, magazines, newspaper, posters, diagrams, sketches, films, slides, filmstrips, records, Lps, cassette or tapes, folks, games and proverbs.

However, the more appropriate and adequate the channel (or instructional media) for transmitting information is, the more effective the learning is likely to be. The channel enables the teachers to concretely establish a dialogue with the learner. This sharpens the ability of the learner to assimilate and comprehend the information given, and to analyzed and interpret the information in terms of the learners' social, environmental or societal dispositions. The integration of instructional media is not only desirable in the formal education as always heralded by educators but much desirable for non formal education, considering the caliber of learners and their exposures.

## **Summary**

The notion of non-formal education has been a significant feature of policy debates around education in Nigeria. It has drawn attention to the importance and potential of education, learning and training that takes place outside recognized educational

institutions. There are questions about usefulness of the notion when looking at the process of education. The neglect of non-formal education accompanied by greater inequalities in Nigeria, given the extent to which notions of lifelong learning and associated ideas have gained ground in recent years it will be interesting to see how the language of policy debates will change over the next few years.

With nearly 10% secondary school students out of school, it is a thing of utmost concern to the citizens and the country at large, the involvement of non-formal organization as a result of government inadequate support for non formal education in the country bring to fore the need to evaluate the activities of these organizations. Whereas there had been a great emphasis on the provision of plant, and particularly prestigious projects, there was a growing realization that development primarily depended on the people themselves and that much more stress should be placed on improving their quality of life. This called for new approaches to formal education; it also gave considerable impetus to the education of the drop-outs of secondary school youths, and especially to basic education for those who had been largely neglected - the urban and rural poor.

Therefore the paper has been able to look at the development of out of school youths and the involvement of non-formal organization in the realization of objectives set for the droop-out of school individuals. The research analysed non-

formal education programmes in terms of global perspectives, Nigerian outlook and the historical aspect of non-formal education in Nigeria. Policies and goals of the organization in Nigeria were put into consideration. Different organizations programmes such as Quranic School, out of school Boys, Reflect, Radio/Life Literacy Programme, the target population in Nigeria and Kaduna state in particular.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this section, the procedures used in carrying out the research work and answering the research questions emerged from the information gathered is presented and described. These procedures include the Research Design, population of the study, sample and sampling technique, sample size, instrumentation, data collection and statistical method of data analysis.

#### **3.2 Research Design**

This research relies on the descriptive survey design, because it involves the use of questionnaire to determine the responses and perceptions of the various respondents. A descriptive research methodology, describes and interprets, it is concerned with conditions or relationships that exist, opinions that are held, processes that are ongoing, effects that are evident or trends that are developing. It is used in a situation that the whole population cannot be studied. It hinges on the fact that it is acceptable by social and educational researchers as it yields reliable data on which generalization can be made on the entire population.

#### **3.3 Population**

Best and Khan (1995) define population thus: “A population is any group of individuals that have one or more characteristics in common that are of interest to

the researcher. The whole population of 483 subjects for the research work was used which includes instructors and apprentice.

### **3.4 Sample and Sampling Technique**

A sample is a small proportion of a population selected for observation and analysis. By the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

Random sampling technique was used in the selection of the local government based on their zoning within the state. The choice is between the northern and southern Kaduna for easy accessibility. The local governments were arranged alphabetically and randomly selected given the opportunity or chance of other to be selected.

### **3.5 Sample Size**

The sample size randomly selected made up of 200 respondents covering 10 local government areas and the officials at the State Agency for Mass Literacy and local government officials from the population. This was in line with Sambo (2008) sample size of 30% in the study of entire population in a research work.

### **3.6 Instrumentation**

The main sources of information that was drawn upon are questionnaires. Okpala, et. al. (1993) defines a questionnaire as “a self-reporting instrument that has received good use in educational research, psychological research, programme evaluation. The questionnaire was based on likert scale format which has a five point rating scale which determines the extent to which the respondents agree or disagree with a particular issue. It involves a list of questions or statements about the phenomenon to be measured, with a set of graduated response options. An individual is expected to indicate his degree of agreement or disagreement with the statements or questions.

Section one (A) of the questionnaire will consist of open type questions aimed at obtaining information about the bio data of the respondent, section two (B) of the questionnaire was framed along structured type questions that would provide answers to research questions. The language of the questionnaire was simple, straight forward and unambiguous. It allows the respondents to answer the questions with ease.

### **3.7 Validity**

Sarason (1972) established the face and content validity of the original instrument. The content validity of the instrument was determined by experts in the faculty of education and the supervisors of the research work who march the instrument with

the research questions in order to determine whether or not the instrument measured what the researcher intended.

### **3.8 Reliability**

Afolabi in Akuezulo (1990) explains reliability as the consistency and dependability of the instrument, to measure what it is intended to measure. Reliability is the consistency with which a test result measures what it has been designed to measure (Oloyede, 2007).

### **3.9 Pilot Study**

The first draft of the instrument was produced and used by the researcher for pilot study, 10 respondents were used for the pilot study. In the report the scales is both content and construct validity and it has a reliability of 0.84 in the pilot study of this work.

### **3.10 Administration of the instruments**

The researcher visited all the selected centres and personally administered the questionnaire on the instructors and the officials. The researcher also sought the help of research assistants.

### **3.11 Procedure for Data Analysis**

The data were analyzed using Pearson Product Moment Correlation (PPMC) and percentages. The inferential statistics of one-way analysis of variance was used to test the hypotheses at 0.05 level of significance.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

In this chapter, the analysis of data and the result obtained are presented. The analysis essentially involved statistical testing of the hypotheses stated in chapter one using computer paired sample statistics. The level of significance adopted is 0.05. This level of significance formed the basis for rejection of each null hypothesis stated. The statistics was particularly used to test all the hypotheses in a null form.

#### **4.2 Analysis of Research Questions**

This study was on the impact of activities of non-Governmental organisation on the development of drop-outs of secondary schools in Kaduna state. The research earlier stated the research questions to guide the study. The answers to the research questions were latter sorted for.

**Table 4:1:1** Sex of the respondents

Sex	Frequency	Percentage
Male	150	75
Female	50	25
Total	200	100%

The sex status of the respondents revealed that 150 of them representing (75%) are males while the rest 50 (25%) are female.

**Table 4:1:2** Age of the respondents

Age	Frequency	Percentage
15-24	2	1.0
25-34	107	53.5
35-44	86	43.0
45-54	5	2.5
Total	200	100%

On the age of the respondents, 107 of them representing 53.5% are between 25-34 years of age, while 86 (43.0%) are between 35-44 years of age as against 5 (2.5%) others, that are between 45-54 years old and the rest 2 (1.0%) are between 15-24 years old.

**Table 4:1:3.** Marital status of the respondents

Marital	Frequency	Percentage
Single	69	34.5
Married	125	62.5
Divorced	6	3.0
Total	200	100%

The marital status of the respondents showed that 125 of them representing 62.5% are married, while 69 (34.5%) others are single and the remaining 6 (3.0%) are divorced.

**Table 4:1:4.** Educational qualifications of respondents

Education qualification	Frequency	Percentage
PhD	1	0.5
Masters	15	7.5
BSc.,B.Ed, HND	71	35.5
Others	113	56.5
Total	200	100%

The table above revealed that only 1 (0.5%) of the respondents has PhD, as against 15 (7.5%) with masters while 71 (35.5%) others have Bsc/B.ed/HND and the rest 113 representing 56.5% of the respondents have other forms of educational qualifications.

**Table 4:1:5** Types of education being given to drop-outs of secondary school in Kaduna state

Type of education given to drop-out of secondary school	Frequency	Percentage
Basic/western education	126	63.0
Quaranic education	18	9.0
Skill acquisition	56	28.0
Total	200%	100%

The table above revealed the different types of education being given by respondent's organisation to drop out of secondary schools in Kaduna state. According to the table 126 (63.0%) of the respondents organisation render

basic/western education to secondary school dropout in Kaduna state while 18 (9.0%) others render quaranic education and the remaining 56 (28.0%) of the respondents organisations render other skill acquisition education to drop out of secondary schools in Kaduna school.

**Table 4:1:6** Different kinds of support rendered by non-government organisations

Support rendered for the development of drop out	Frequency	Percentage
Financial	93	46.5
Material	87	43.5
Morally	9	4.5
Others	11	5.5
Total	200	100%

The table above showed that financial support is the highest support rendered to the organisation to fund drop outs as 93 (46.5%) of the respondents revealed, while 87 (43.5%) rendered material support as against 9 (4.5%) that render moral support while the rest 11 (5.5%) render other forms of support for the development of the drop-outs.

**Table 4:1:7** Offices of the various Non-Governmental Organisations

Is the organisation within Kaduna state	Frequency	Percentage
Yes	197	98.5
No	3	1.5
Total	200	100%

According to the above, 197 of the respondents representing 98.5% have their organisations offices within Kaduna state, while the rest 3 representing 1.5% have their offices outside Kaduna state.

**Table 4:1:8** Occupation of the respondents

Occupation	Frequency	Percentage
Teaching	136	68.0
Vocation	63	31.5
Business	1	0.5
Total	200	100%

Detail of the above table shows that 136 (68.0%) of the respondents are teachers, while 63 representing (31.5%) are vocation trainers, the rest 1 (0.5) is a business individual.

**Table 4:1:9** Position in establishment of respondents

Position in establishment	Frequency	Percentage
Instructors	74	37.0
Administrators	61	30.5
Others	65	32.5
Total	200	100%

According to the table above 74 of the respondents representing 37.0% are instructors, 61 (30.5%) are administrators, while the remaining 65 representing 32.5% are holding other positions in the establishment.

**Table 4:1:10** Respondents organisation

ORGANISATIONS	Frequency	Percentage
UNESCO	69	34.5
UNICEF	54	27.0
WORLD BANK	50	25.0
DFID	1	0.5
AAID	14	7.0
EEC	5	2.5
UNDP	6	3.0
OTHERS	1	0.5
TOTAL	200	100%

According to the table above, 69 of the respondents representing 34.5% belong to united nations education scientific and cultural organisation, while 54 (27.0%) belong to united nations children education fund as against 50 (25.0%) of world bank, while only 1 (0.5%) is department for international development as against 14 (7.0%) of action aid international, while 5 (2.5%) are in European Economic Community as against 6 (3.0%) that belong to United Nation Development Programme and the rest 1 (0.5%) belong to other organisations.

**Table 4:1:11** Respondents reaction on their learner's response to the choice of various careers in terms of commitment to learning

Learners commitment to learning	Frequency	Percentage
Over whelming	95	47.5
Satisfactory	99	49.5
No idea	6	3.0
Total	200	100%

According to the table above, 99 of the respondents representing 49.5% consider their learners commitment to learning as overwhelming, 95 (47.5% other consider their commitment to learning as satisfactory. however, the rest 6 (3.0%) have no idea about their learners commitment to learning.

**Table 4:2:1** Opinions of respondents on the level of quality delivery of development programme

S/N	Quality delivery of developmental programme	SA	A	D	SD	MEAN	sd	se
1.	There is high enrolment in the development programmes	29	149	12	16	2.9850	.63782	.4510
2.	There is no drop out during the programme	-	26	163	11	2.0750	.42459	.03002
3.	The organisation is quite effective in their operation	145	26	15	14	3.5100	.90776	.06419
4.	The output is encouraging	18	160	13	9	2.9350	.57657	0.4077
5.	All the centres are effective in their operations	14	161	21	4	2.9250	.50063	03540
6.	There are adequate resource persons	11	171	13	5	2.9400	.46636	03298
7.	Resource persons are efficient in their training	11	171	12	5	2.9450	.46156	03264
8.	There is no difficulty in understanding the resource persons	14	169	13	4	2.966	.4635	08278
9.	The environment is conducive for learning	176	11	9	4	3.7950	.61225	04329
10.	The students are motivated to learn	173	14	8	5	3.7750	.63750	.02608

According to the opinions of respondents on the level of quality delivery of developmental programme, the highest mean response of 3.7950 is that the environment is conducive for learning with details of response showing that 176 (88.0%) strongly agreed while 11 (5.5%) agreed, 9 (4.5%) disagreed while only 4 (2.0%) strongly disagreed with this opinion.

Majority of the respondents also are of the opinion that the students are motivated to learn as this view attracted the second highest mean response of 3.7750 with details showing that 173 (86.5%) strongly agreed with this view, while 14 (7.0%) others agreed, 8 (4.0%) disagreed and the rest 5 (2.5%) strongly disagreed with this view.

**Table 4:2:2** Opinions of respondents on organisations commitment to development of drop-out

S/N	Organisation commitment to the development of drop-outs	SA	A	D	S D	MEAN	sd	se
1.	There is constant supervision of development centres	1	188	11	-	2.9500	.24039	.01699
2.	Learners desires and aspiration are met during the programme	6	184	10	-	2.9800	.28284	.02000
3.	Resources are utilize to promote drop-out education	180	9	11	-	3.9450	.22855	.01616
4.	Development programme is based on practical training	195	4	1	-	3.9700	.19823	.01402
5.	The organisation provides materials for training	190	5	5	-	3.9500	.21849	.01545
6.	The organisation fights poverty in various communities	5	186	9	-	2.9800	.06240	.01870
7.	Girl-child development is part of development programme	5	186	9	-	2.9800	.26448	.01870
8.	There is effective use of modern materials for training	194	5	1	-	3.9650	.20925	.01483
9.	Drop-outs are economically empowered	190	6	4	-	3.9500	.08121	.00697
10	Organisation programme is self reliant oriented	198	2	0	-	3.9900	.09975	.00705

Outcome of respondents opinion on the level of organisation's commitment to the development of drop-outs is that the organisation programme is self reliance oriented, this item attracted the highest response of 3.9900. Detail showed that while 190 (99.0%) strongly agreed, the rest 2 (1.0%) agreed to the view.

**Table 4:2:3** Opinions of respondents on the impact of the programme on the drop-out

S/N	Impact of the programme on the drop-outs	SA	A	D	SD	MEAN	sd	se
1.	Knowledge acquired makes learners self employed	190	4	6	-	3.8600	.09975	.00705
2.	It curtails incidence of involvement of social vices	4	196	-	-	3.0200	.14035	.00992
3.	The programme gives hope and future for the drop-outs	190	9	1	-	3.9000	.00000	.00000
4.	The programme promote sense of hard work in the drop-outs	190	2	8	1	3.8350	.23377	.01653
5.	The youth grows to have rested for public properties and human dignity	2	197	-	1	3.0000	.17364	.01228
6.	The programme gives equal opportunity to the drop-outs	1	198	-	1	2.9950	.15843	.01120
7.	Individual and family poverty is minimized due to developmental programme	1	198	1	-	3.0000	.10025	.00709
8.	It brings about change in social and economic status	11	189	-	-	3.0550	.22855	.01616
9.	It create room for business opportunity	191	9	-	-	3.9050	.07071	.00500
10.	It gives a sense of belonging to the drop-outs in the society	186	1	6	7	3.8300	.642278	.04545

According to the table 4:2:3 the highest impact of the programme on the drop outs is that it create room for business opportunities as the view had the respondents highest mean response of 3.9050 with details showing that while 191 of them

strongly agreed, the rest 9 agreed to this view. Equally of great impact, is that the programme gives hope and future for the drop-outs as this view had the second highest mean of 3.9000, with details showing that while 190 strongly agreed 9 agreed and 1 disagreed with this opinion.

**Table 4:2:4** hindrances in achieving the organisational goals

s/n	Hindrances in achieving organisational goals	SA	A	D	SD	MEAN	sd	se
1.	There is inadequate financial support to the centres	1	1	10	188	1.0750	.33155	.02344
2.	There is insufficient instructional materials	-	2	16	182	1.1000	.033249	.02351
3.	There is inadequate human resources	-	40	153	7	2.1650	.45697	.03231
4.	Improper implementation of organisations development policy	4	137	46	12	2.6750	.62557	.04423
5.	There is inadequate centres for training of the drop outs of the secondary schools	16	42	130	12	2.3100	.70454	.04982
6.	Lack of political will to support the organisation	161	18	15	6	3.6700	.74422	.05262
7.	There is inadequate expertise to assist the instructors	1	68	131	-	2.3500	.48856	.03455
8.	There is no incentives to motivate the instructors	-	71	129	-	2.3550	.4971	.03392
9.	There is neglect of non-formal education system of government	17	66	177	-	2.5000	.64970	.04594
10	Politicization of educational system	165	23	1	11	3.7100	.74070	.05238

The biggest hindrances in achieving the organisation's goals is the politicization of the educational system as this view had the highest mean response of 3.7100.

Details showed that while 165 strongly agreed, 23 agreed, 1 disagreed and the rest 11 strongly disagreed with this view.

Another notable hindrance of the programme from achieving its goals is the lack of political will to support the programme. This view had mean response of 3.6700 as details showed that while 161 strongly agreed, 18 agreed, 16 disagreed and the rest 6 strongly disagreed.

**Table 4:2:5** opinions of the respondents on organisations curriculum programme

S/N	Organisation curriculum programme	SA	A	D	SD	MEAN	sd	se
1.	There is adult literacy and remedial coaching	5	193	-	1	3.0150	.21213	.01500
2.	There is extension programme for farmers	180	10	10	-	3.2110	.1970	.01401
3.	There is special education on HIV/AIDS programme	2	193	5	-	2.9850	.18695	.01322
4.	There is artisan education programme	6	157	36	1	2.8400	.45314	.03206
5.	There is civic and political education in my centre	46	13	141	-	2.5250	.84436	.05971
6.	There is vocational skill acquisition training	134	41	18	7	3.5100	.80194	.05071
7.	There is healthcare and environmental education	7	153	40	-	2.8350	.45697	.03231
8.	There is quaranic integrated education programme in my centre	1	57	141	1	2.2906	.47045	.03311
9.	There is cooperative education for interest group in the community	7	186	6	1	2.9950	.29224	.02066
10.	There is nutritional and livelihood education in the centre	6	186	7	1	2.9800		

On the respondent's level of opinion on organisations curriculum programme, it showed that there is vocational skill and acquisition training. This answer had the highest mean responses of 3.5100. Details of responses showed that 134 strongly agreed, while 41 agreed, 18 others disagreed and the rest 7 strongly disagreed with this view.

### 4.3 Hypotheses Testing

**Hypothesis 1:** This null hypothesis states that there is no significant relationship between impact of activities of non-governmental organisation on the development of drop-outs and quality delivery of development programme.

**Table 4:3:1** Pearson product moment correlation (PPMC) statistics on the relationship between impact of activities of non-governmental organisation on the development of drop outs and his quality delivery of development programme.

Variables	N	MEAN	sd	correlation Index r	df	sig (p)
Impact of activities of non-governmental organisation on the development of drop outs	200	154.2900	3.58050	.726**	198	0.000
Quality delivery of development programme	200	30.8500	2.23438			

Correlation is significant at the 0.05 level

Details showed significant relationship between the impact of activities of non-governmental organisation on the development of drop-outs of secondary schools and

the quality delivery of development programme, reason being that the calculated sig. (p) value of 0.000 is less than the 0.05 level of tolerance. Hence the null hypothesis is hereby rejected.

**Hypothesis 2:** this null hypothesis states that there is no significant relationship between impact of activities of Non-Governmental Organisation on the development of drop outs and the organisations commitment to the development of drop outs.

**Table 4:3:2** Pearson product moment correlation (PPMC) statistics on the relationship between impact of activities of Non-Governmental Organisation on the development of drop outs and the organisations commitment to the development of drop out

Variables	N	MEAN	sd	Correlation index r	df	sig(p)
Impact of activities of non-governmental organisation on the development of drop outs	200	154.2900	3.58050	.443**	198	0.00
Organisation commitment to the development of drop outs	200	35.6900	.89325			

\*\*correlation is significant at the 0.05 level (2-tailed)

Results of the Pearson product moment correlation (PPMC) revealed the existence of significant relationship between impact of activities of Non-Governmental

Organisation on the development of drop outs and the commitment to the development of drop outs.

Reason being that calculated sig. (p) value of 0.000 is less than the 0.05 level of tolerance at a correlated index r value of .443. Hence, the null hypothesis is hereby rejected.

**Hypothesis 3** This null hypothesis states that there is no significant relationship between the activities of Non-Governmental Organisation on the development of drop outs and the impact of the programme on the drop outs.

**Table 4:3:3** Pearson product moment correlation (PPMC) statistics on the relationship between impact of activities of Non-Governmental Organisation on the development of drop outs and the impact of the programme on the drop outs.

Variables	N	MEAN	sd	Correlation index r	df	sig (p)
Impact of activities of non-governmental organisation on the development of drop outs	200	154.2900		.369**	198	0.00
Impact of the programme on drop outs	200	34.8600	.89690			

\*\*correlation is significant at the 0.05 level

According to table above the impact of the activities of non-governmental organisation on the development of drop outs has significant relationship with impact of the programme on drop out. Reason being that the calculated ppmc sig.

(p) value of 0.000 is less than the 0.05 level of tolerance at correlation index r level of .369; hence the null hypothesis is rejected.

**Hypothesis 4:** this null hypothesis states that there is no significant relationship between the impact of activities of non-governmental organisations on the development of drop outs and the hindrances in achieving organisational goals.

**Table 4.3.4:** Pearson product moment correlation (PPMC) statistics on the relationship between impact of activities of non-governmental organisations on the development of drop outs and the hindrances in achieving the organisational goals.

Variables	N	MEAN	Sd	Correlation index r	df	Sig (p)
Impact of activities of non-formal organisations on the development of drop outs	200	154	3.58050	.331**	198	0.000
Hindrances in achieving organisational goals	200	23.9100	2.01050			

\*\*correlation is significant at the 0.05 level

According to the hypothesis above significant relationship exists between impact of activities of non-governmental organisation on the development of drop outs and hindrances in achieving the organisational goals. This is because the calculated sig (p) value of 0.000 is less than the 0.05 level of tolerance. Therefore, the null hypothesis is rejected.

**Hypothesis 5:** the null hypothesis states that there is no significant relationship between impact of activities of non-governmental organisation on the development of drop outs and the organisational curriculum programme.

**Table 4:3:5** Pearson product moment correlation (PPMC) statistics on the relationship between impact of the activities of non-governmental organisation on the development of drop outs and organisational curriculum programme.

Variables	N	MEAN	sd	Correlation index r	df	sig(p)
Impact of activities of non formal organisation on the development of drop outs	200	154.2900	3.58050	.541**	198	0.000
Organisation's curriculum programme	200	28.9800	1.04646			

\*\*correlation is significant at the 0.05 level.

Significant relationship exists between organisation's curriculum programme and the level of impact of activities of non-governmental organisation on the development of drop outs. This is because the calculated sig (p) value of 0.000 is less than 0.05 level of tolerance at correlation index r value of .541. Therefore, null hypothesis is hereby rejected.

#### **4.4 Summary of the Major Findings**

The following is a summary of the major findings of the study

1. The organisations such as UNESCO, UNICEF, UNPF, World Bank sponsor the training of instructors, organising seminars, workshops and conferences for drop out to acquire skills which will eventually made them self reliance.
2. The mass production of their items such as beds, soap, beads, dying materials, cushion chairs etc, resultant from activities of NGOs such as UNESCO, UNICEF etc. Through trade acquisition skill workshops economically empowered them for the wellbeing of their immediate family members.
3. The competition in the market as provided by the materials produced by the activities of these NGOs through drop out of schools youths gives options for the customers in the marker system since there products are far more cheaper.
4. Findings shows that not only the drop out of secondary school are in apprenticeship business but also the secondary school graduate, ND and NCE holders are learning such things as sewing, beads making, pomade making, soap making and bakeries.

## **4.5 FINDINGS**

### **Hypothesis 1**

The quality of programmes delivered to the out of school youths has significant relationship with the impact of activities of non-governmental organisation on the development of drop out.

### **Hypothesis 2**

The non- governmental organisation commitment is significantly related to the overall impact of their activities on the development of drop out.

### **Hypothesis 3**

The impact of the programme on the drop out is significantly related to the activities of non-governmental organisation on the development of drop out.

### **Hypothesis 4**

The factors hindering organisational goals have significant relationship on the activities of non-governmental organisations on the development of drop out.

### **Hypothesis 5**

The organisations curriculum programmes is significantly related to the development of drop out

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the study summary, conclusion and offer suitable recommendations.

#### **5.2 Summary**

This study titled “impact of activities of non-governmental organisations on the development of secondary schools drop outs in Kaduna state” was presented in five chapters.

Chapter one which was the introduction of the study comprises the general background of the study including the statement of the problem which include among other things the inadequate commitment and lack of political will to support these non-governmental organisations on the development of drop outs. The statement of the research objectives, questions and hypotheses were stated in this chapter. The assumptions of the study including the significance and the scope of the study were described.

Chapter two reviewed the study related literature which includes conceptual framework, the conceptual framework, Contextual view on drop out, the

involvement in the development of out of school children, the Monitoring Mechanism of the organizations, impact of the activities of NGOs, Factors affecting the impact of NGOs, skill Acquisition Centres in Nigeria, NGOs Programme of National Mass Education Commission (NMRC), NGOs Quranic Education Programme, NGOs Programme for out of School Boys, Reflect Programme of Education (NMEC/Action Aids, the Radio/Life Literacy Programme, empirical studies.

Chapter three presented the study's research methodology. Thus include the research design which was descriptive. The population of the study are the teachers of the state non formal education which totalled 483. Random sampling technique was used to select the 200 respondents for this study. The content validity was determined by supervisors and experts of the department while the administration of the instrument to the respondents was done on the subjects of the research.

Chapter four comprehensively presented, interpreted and discussed the result of the data analysis. The distribution of respondents was presented in ten bio data tables. The answers to five research questions were presented from the opinion of the respondents. The Pearson product moment correlation (PPMC) was used to test the five research hypotheses at 0.05 level of significance. Summary of major findings was presented in this chapter.

### 5.3 Conclusions

Based on the findings of this study the following conclusion can be inferred.

1. Lack of political will and politicization of our educational system is a major hindrance to the realization of non-governmental organisation development goals for drop outs of secondary school individuals.
2. The non-governmental organisations open door self employment and self reliance for those drop outs of school that undergo their programme.
3. The non-governmental organisations help in reducing social vices and curtail youth restiveness.
4. Resources are not adequately provided for utilization of the promotion of drop out education.
5. The resource persons are not adequate in most of the non-governmental organisations centres for the development of the drop outs.
6. Significant relationship exists between impact of activities of the non-governmental organisations and the commitment of the organisations, quality delivery of their programmes, hindrances in achieving their goals, level of impact of their programme on drop outs and the contents of the organisations curriculum of their programme.

## **5.4 Recommendations**

The following recommendations are suggested based on the outcome of this study.

1. Drop out of school youth should be encouraged to be involved for the training being offered by the NGOs for their benefit.
2. NGOs should broaden their coverage to enable the youths in the rural areas involved for better training.
3. Since most rural dwellers are farmers, NGOs should increase programme on extension services for farmers.
4. Adequate publicity and awareness should be made in radio, television, religious houses and newspapers on the availability of these training for the development of school drop out in the state.
5. At the end of every individual apprentice, effort should be to provide them with working tools that will enable them start their own trade.

### **New knowledge**

1. From the findings, vocational skill acquisition apprentice are serious with their learning skills and are making progress in their work, those in the market system with their products are really making life out of it.
2. The NGOs are greatly involved with human, material and financial supports. Creating life for young individuals to earn a living from their own labour.
3. A skill acquisition is the fastest way of economic growth of any society and recommends that for our society also.

## **Suggestions for Further Studies**

1. The study should be replicated using much larger subjects from various parts of the country, this will then make the findings to be generalised on all Nigerian non-formal education sector with greater confidence.
2. This study carried out find quite a good number of non-indigenous organisations assisting the dropouts in our soil, wider study will bring out some of the indigenous non-governmental organisation working with or spear heading the development of dropout of schools in our society.
3. The subjects were secondary school drop outs, another study will help to look into the primary and tertiary level of our educational system as well as adult education in Nigeria.
4. It is noted that quite a great number of out of school individuals are still roaming the street without much interest in the development taken place through learning of basic skills and others, therefore, the need to carried out research on the reason why they are not interested in the development of themselves for future endeavour.

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RESEARCH QUESTIONNAIRE  
ON THE  
IMPACT OF THE ACTIVITIES OF NON-GOVERNMENTAL  
ORGANISATIONS ON THE DEVELOPMENT OF SECONDARY SCHOOLS  
DROP OUT IN KADUNA STATE

Admin and Planning Section  
Dept of foundation and curriculum  
Faculty of Education  
Ahmadu Bello University, Zaria

Dear Respondents,

This is a questionnaire prepared to assess the impact of the Activities of Non-Governmental Organisations (NGOs) on the Development of Secondary Schools Drop Out in Kaduna State. You are kindly requested to give your opinion on the questions asked. The information provided will be treated with confidentiality and for research purpose only.

Yours sincerely,

Ledawo Stephen Awamim

Instruction: Tick (√) in the space provided to indicate your candid opinion.

## SECTION A

### Biodata

1. Sex: Male ( ) Female ( )

2. Age: a, 15-24 ( ) b, 25-34 ( ) c, 35-44 ( )

d, 45-54 ( ) e, 55-above ( )

3. Marital Status: a, Single ( ) b, Married ( ) c, Divorced ( )

4. Highest Academic Qualification

a, PhD ( )

b, MA, M.SC/Med, MBA, MCA ( )

C, BA/B.Sc/B.Ed/HND ( )

Others Specify \_\_\_\_\_

5. Occupation \_\_\_\_\_

6. Position in establishment \_\_\_\_\_

**SECTION B:** Tick ( ) appropriately

SA- Strongly Agree

A-Agree

D-Disagree

SD-Strongly Disagree

S/N	<b>Quality delivery of developmental programme</b>	SA	A	D	SD
1.	There is high enrolment in non-formal education programme				
2.	There is no drop out during the programme				
3.	The organisation is quite effective in their operation				
4.	The output is encouraging				
5.	All the centres are effective in their operations				
6.	There are adequate resource persons				
7.	Resource persons are efficient in their training				
8.	There is no difficulty in understanding the resource persons				
9.	The environment is conducive for learning				
10.	The students are motivated to learn				
	<b>Organisations commitment to the development of drop-out</b>				
11.	There is constant supervision of development centres				
12.	Learners desires and aspiration are met during the programme				
13.	Resources are utilize to promote drop-out education				
14.	Development programme is based on practical training				
15.	The organisation provides materials for training				
16.	The organisation fights poverty in various communities				
17.	Girl-child development is part of development programme				
18.	There is effective use of modern materials for training				
19.	Drop-outs are economically empowered				
20.	Organisation programme is self reliant oriented				
	<b>Impact of the programme on the drop-outs</b>				
21.	Knowledge acquired makes learners self employed				
22.	It curtails incidence of involvement of social vices				
23.	The programme gives hope and future for the drop-outs				
24.	The programme promote sense of hard work in the drop-outs				
25.	The youth grows to have rested for public properties and human dignity				

26.	The programme gives equal opportunity to the drop-outs				
27.	Individual and family poverty is minimized die to developmental programme				
28.	It brings about change in social and economic status				
29.	It create room for business opportunity				
30.	It gives a sense of belonging to the drop-outs in the society				
	<b>Hindrances in achieving organisational goals</b>				
31.	There is inadequate financial support to the centres				
32.	There is insufficient instructional materials				
33.	There is inadequate human resources				
34.	Improper implementation of non-formal education policy objectives				
35.	There is inadequate centres for training of the drop outs of the secondary schools				
36.	Lack of political will to support the organisation				
37.	There is inadequate expertise to assist the instructors				
38.	There is no incentives to motivate the instructors				
39.	There is neglect of non-formal education system of government				
40.	Politicization of educational system				
	<b>Organisation curriculum programme</b>				
41.	There is adult literacy and remedial coaching				
42.	There is extension programme for farmers				
43.	There is special education on HIV/AIDS programme				
44.	There is artisan education programme				
45.	There is civic and political education in my centre				
46.	There is vocational skill acquisition training				
47.	There is healthcare and environmental education				
48.	There is quaranic integrated education programme in my centre				
49.	There is cooperative education for interest group in the community				
50.	There is nutritional and livelihood education in the centre				