

Financing Adult And Non-Formal Education In Anambra State

Ugomma Ebirim And Ngozi Chuke

Abstract

The study was set to determine how adult and non-formal education is financed in Anambra state. Survey design was used in order to carry out the study with a set of questionnaire as the main instrument. One hundred and twenty (120) respondents were used (Teacher and students). Simple random sampling was obtained through balloting and the responses elicited from the respondents were numerically quantified, tabulated and analyzed using rating scale. The analysis showed that: government were not funding adult and non-formal education adequately in Anambra state; funds for adult and non-formal education was obtained mainly from non-governmental organizations. There was no 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 efforts should be made by the policy makers to fund adult and non-formal education for the benefit of the masses and other sources of funds should be explored in order to realize the potency of adult and non-formal education. This is in line with World Bank (2003:41) which advocated for cost sharing schemes for providing lifelong education for learners. The World Bank recognized the need for public, individual and companies to make contribution in financing education generally.

Introduction

Adult and non-formal education can be seen as related to the concept of recurrent and lifelong learning. It is also a life saver. Tight (1996:68) suggest

that non-formal education is about “acknowledging the importance of education, learning and training which take place outside recognized educational institutions. The development of a nation is largely determined by the levels of literacy of its citizenry. There is therefore, no doubt that to reduce ignorance, disease and poverty; the illiterates must be educated through Adult and non-formal education.

Carri-Hill (2001:71) and Okech (2004:46) opined while citing UNESCO (1997:32), that adult education denotes the entire body of ongoing learning processes formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn in a new direction to meet their own needs and those of their societies.

Ngwu (2003:26) provided that among other things, non-formal education shares characteristics as:

1. Non-formal education is essentially practiced, a process of learning by doing.
2. Non-formal education is essentially practiced, a process of learning by doing.
3. Non-formal education processes are flexible and non-time discriminatory;
4. The emphasis is on direct learning experience;
5. Location of learning is learner-friendly;
6. It facilitates a close relationship among skills, motivation and practice;
7. It is cost effective and learner interest centered.

Adult and Non-formal education provides a scheme which indicates a wide range of learning activities and opportunities accessible to clientele of non-formal education. This provides a fundamental challenge in terms resource allocation and national policy objective. Perhaps, the justification for resources allocation which comes under the framework of funding is better contextualized from what the National Policy on Education (NPE) provides. Oghenekohmo (2006:34) observed that, resources allocation and utilization is one of the areas of critical attention in the determination of efficiency in organization, including the educational sector.

Financing adult education programmes is based on certain consideration as identified by Ubeku (1975:35), Akilaiya (1999:42) and Obanewa (2000:26). These include:

- i. Whether the money spent on educational programmes is producing the results needed by individuals and organizations.

- ii. What improvements can be made to the training/educational procedures in order to reduce the costs and improve efficiency?
- iii. Whether the type of training given or educational programme provided is necessary to improve individual and organizational effectiveness, whether the money, if spent on another activity, will lead to the attainment of individual and organizational goals.

Statement Of Problem

The slow pace at which adult and non-formal education is moving in Anambra state is of great concern to the masses. The submission is that Adult and non-formal education which has a very wide scope that could assist to track down illiteracy, hunger, high mortality rate, unemployment and gender disparity has not been able to achieve this as, a result of poor funding and management. It can achieve its purpose when donor agencies, Non-governmental Organizations and other stakeholders adequately provide the financial and or materials resources needed.

The purpose of the study

The main purpose of this study is to find out ways and manner through which Adult and non-formal education is financed in Anambra State.

The Significance of the study

The finding of this study will help to sensitize both the government and individuals towards taking positive and immediate steps in financing adult and non-formal education in Nigeria, and in Anambra State in particular, in order to reduce unemployment, poverty and illiteracy etc. The findings will also help the government to map out a specific allocation for Adult and Non-formal education. The findings will also assist the government of Anambra State to know how to reduce illiteracy through the utilization of adult and non formal education.

Research Questions

To what extent is Adult and non-formal education financed in Anambra State?

What are the problems militating against the financing of Adult and non-formal education in Anambra State?

Methodology

The study used a survey design carried out in five local governments areas in Anambra State to establish how Adult and non-formal education in financed.

Population

The population for this study comprises 500 adult learners and their instructors from five local government areas in Anambra State. Namely: Onitsha North, Onitsha South, Awka North, Awka South and Orumba North.

Sample

Simple random sampling was determined through balloting. The sample consists of 120 respondents, 96 learners and 24 instructors from these five local government areas.

Instrumentation

The instrument for the study was questionnaire and interview. It was an adaptation of how Adult and non-formal education is financed. Simple frequency counts, percentage rating scale and qualitative data is used. The data were analyzed using weighted mean.

- VHE - Very High Extent (4 point)
- HE - High Extent (3 point)
- LE - Low Extent (2 point)
- VLE - Very Low Extent (1 point)

Interpretation Scale

- 4 = VHE
- 3 = HE
- 2 = LE
- 1 = VLE

$$\frac{10}{4} = 2.5$$

Criterion mean of 2.5

TABLE 1: Local Government Used

S/N	Name Of Local Government	Instructors	Learners
1	Onitsha north	5	20
2	Onitsha South	4	15
3	Awka South	6	21
4	Awka North	5	20
5	Orumba North	4	20
TOTAL		24	96

Total respondents: 120 respondents, 80% were learner while 20% of the respondents were instructors.

Results: The results are presented in tables with respect to the research questions.

Research Question 1: To what extent is Adult and non-formal education financed in Anambra State?

Table 2: Frequency of Respondent

S/N	Item	VHE	HE	LE	VLE	TOTAL
1	Government	20	31	15	54	120
2	International Organization	10	29	40	41	120
3	Non-Governmental Organization	54	33	21	12	120

Table 3 Analysis of respondents view on ways Adult and non-formal education is financed in Anambra State

S/N	Item	VHE	HE	LE	VLE	TOTAL	N	Mean	Interpretation
1	Government	80	93	30	54	257	120	2.14	LE
2	International Organization	40	87	80	41	248	120	2.01	LE
3	Non-Governmental Organization	216	99	42	12	369	369	3.08	HE

The analysis of respondents' view on extent of financing adult and non formal education in table 3 shows that government is funding adult and non-formal education to a low extent. The respondents expressed their views that foreign assistance is received on financing adult education, but to a low extent also. Private involvement that is non-governmental organizations involved in providing and financing adult and non-formal education in Anambra state to a high extent.

Question 2: What are the problems militating against financing Adult and non-formal education

Table 4: Respondents' view on problems militating against financing Adult and non-formal education in Anambra State

Frequency of Responses

S/N	ITEM	VHE	HE	LE	VLE	TOTAL
1	Difficulties in identifying budgets meant for adult education	56	33	21	10	120
2	Lack of political will to fund Adult and non-formal education	21	24	32	43	120
3	Inadequate placement of head to man department of Adult Education in Local Government Areas	52	34	18	16	120
4	Lack of information on funding by individuals	48	32	29	11	120
5	Inadequate information on sharing of fund for Adult and non-formal Education by government agencies	33	31	29	27	120

Table 5: Analysis of Respondents' view on problems militating against financing Adult and non-formal education in Anambra State using weighed scored

Frequency of Responses

S/N	Item	VHE	HE	LE	VLE	TOTAL	N	Mean	Interpretation
1	Difficulties in identifying budgets meant for adult education	224	99	42	10	395	120	3.29	HE
2	Lack of political will to fund Adult and non-formal education	84	72	64	43	263	120	2.19	LE
3	Inadequate placement of head to man department of Adult Education in Local Government Areas	208	10	36	16	362	120	3.02	HE
4	Lack of information on funding by individuals	192	96	58	11	357	120	2.97	HE
5	Inadequate information on sharing of fund for Adult and non-formal Education by government agencies	132	93	58	27	310	120	2.08	VHE

Analysis of respondents' view on problems militating against financing Adult and non-formal education in Anambra State shows that difficulties in identifying budget meant for Adult and non-formal education is the major problem militating against financing Adult and non-formal education. Furthermore, the respondents expressed contrary view in respect to political will, in other words, there was political will on the part of the government to fund Adult and non-formal education in Anambra State.

Discussion

The findings of the study showed that the respondents agreed that NGOS contribute to a high extent in financing Adult and non-formal education in Anambra State. The respondents also submitted that government was involved in the financing of Adult education in Anambra State but in a low extent.

Furthermore, the respondents expressed their views that foreign assistance was received also in a very low extent. The finding is in line with World Bank (2003:46) which advocated for cost sharing schemes for providing lifelong education for learners. The World Bank recognized the

need for public, individual and companies to make contribution in financing education generally.

However, the respondents were of the view that financing adult and non-formal education should not be the responsibility of the government alone because of other areas where government attention is required. This kind of situation is reported by Okech (2004:46) where people pay fees and other cost to obtain adult education in Uganda.

Notwithstanding, one observes in table 5 that the respondents revealed the major problems militating against financing Adult and non-formal education in Anambra State as inadequate information on sharing of fund for Adult and non-formal education by government agencies. Moreover, the respondents expressed contrary view in respect to political will. This is in line with Voss (2007:31) who reported on the Danish government effort in boosting financing of Adult education through enactment of act of Parliament in 2006. According to Voss, more than 125 million Euro was set aside for adult education especially, job related aspect, between 2007 and 2012, in order to make Demark more competitive and able to cope with the conditions of a globalized world. In other words, there was political will on the part of government to fund adult and non-formal education. Furthermore, the respondents were unanimous in their view on the presence of some other problems militating against financing adult and non-formal education in Anambra State. Theses include difficulties in identifying budgets meant for adult education, inadequate placement of head to man department of Adult Education in Local government Areas and lack of information on funding by individual. This is in line with what Woodhall (1989:56) found out in some developing counties; Appiah-Donyia (2004:39) found out in Ghana and Okech (2004:46) reported in Uganda on the challenges of Adult Education financing. According to the adult education carried out in the section of health, agriculture, commerce, industry and others is not referred to as adult education and the budget dedicated to education is often not specified the percentage meant for adult education. The scholar also found out that in Uganda, both government and non-government organizations were usually reluctant to reveal information on their finances. In the same vein, Aprah-Donyina (2004:39) found out in Ghana that civil servants who play advocacy roles for the allocation of money to adult education do not understand the concept of adult education.

Recommendation

The following recommendations are made based on the findings of the study.

- (i) Efforts should be made by the policy makers to fund adult and non-formal education for the benefit of the masses.
- (ii) Other sources of fund should be explored from NGOs Good spirited Nigerians in order to realize the potency of adult and non-formal education.
- (iii) It is enjoined on all stakeholders of Adult and non-formal education to provide clear and distinct information on funding of Adult education.
- (iv) It is suggested that all agencies providing Adult and non-formal education related programme should co-ordinate their effort in order to avoid duplication of records on financing adult and non-formal education.
- (v) Qualified Adult education should be appointed to head Adult and non-formal education at the state and local government level.

Conclusion

The benefit derivable from financing Adult and non-formal education are enormous. Education contributes to the self-reliance and personal autonomy of Adult learners. It enables them exercise their basic rights.

Moreso, it increases their productivity, labour efficiency and wellbeing of their children. The type of education should be vigorously pursued and supported with adequate finance. Therefore, the state government should make adequate financial resources available for the programme and also the person to be in charge of adult and non-formal education centres must have enough training in Adult Education.

Henceforth, all bottlenecks hindering its financing and research into it should be totally minimized or removed.

References

Akikiya O. (1999). A handbook on Adult Education, Ifaki-Ekiti: Balon promotions Nigerian Ltd.

Appia-Donyina. E. (2004). "Financing Adult Education in Ghana"

In Adiedu, K. Adoo-Adeku, K. (ed). The Practice of Adult Education in Ghana, Accra; Institute of Adult Education.

Carr-Hill R.A. (2001) adult literacy programmes in Uganda, Washington D.C. World Bank.

Nguru P.N.C. 2003: Non-formal Education Concept and Practice. Enugu: Full Adu Publishing Company, Nigeria.

Obanewa O. (2000). Administration, Non-formal Education and Development, An Inaugural Lecture, delivered at Ambrose Alli University, Ekpom, Nigeria on Feb. 14th.

Oghenekohnro, J.E. (2006). Influence of Monetization of Workers' Benefit on the Efficiency of Selected Organization in Nigeria. Unpublished Ph.D. Thesis, Department of Adult Education, university of Ibadan, Ibadan.

Okech A. (2004). Led, Adult Education in Uganda: Growth, Development, prospects and Challenges Kampala: Fountain published.

Tight, M. (1996). Key Concept in Adult Education and Training, London; Routledge.

Voss M. (2007). Financing Danish Adult Education, Infonet; Dansk Folkophysnings.

Woodhall M. (1989). "Financing Adult Education for Employment"
In Titmus C.J. (ed.) Lifelong Education for Adults. An International Handbook, Oxford: Pergamon Press.

Word bank (2003). Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries, Washington, D.C. The International Bank for Reconstruction and Development, The World Bank