MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 04 NO. 8 – APRIL, 2024

ASSESSMENT OF THE IMPACT OF NON-FORMAL EDUCATION SUPPORT PROGRAMMES ON DISADVANTAGED GROUPS IN THREE SELECTED STATES OF NORTH-WEST NIGERIA

WILLIAMS NWANYINAYA CHARITY; MOUKARIM SAMI ASABE; & YAKUBU UBA

Adult and Non-Formal Education, Federal College of Education, Zaria.
ncwilliams77@yahoo.com

Abstract

Non-formal education support programmes have been developed and implemented with the aim of addressing the challenges of faced by disadvantaged groups. The programmes provide educational opportunities to those who have limited access to formal schooling due to various constraints. The study adopts a descriptive research design with a multi-staged sampling technique. The population consist of 2188 disadvantaged groups from the selected three states of Katsina, Kano and Zamfara in North-west Nigeria. 321 sample size was derived from the six orphanage houses selected from the states. The hypothetical statements were tested using simple linear regression at 0.05 significance. The findings show that the disadvantaged groups in the study areas have been exposed to different support programmes such as job training, capacity building, shelter, vocational training and skill acquisition, and psychological counseling. The support programmes have significantly influenced their literacy level and social integration. To further consolidate on the success of the programmes on disadvantaged groups, the study therefore recommends that It is recommended that all agencies providing non-formal education support programmes should coordinate their effort toward full reintegration of the disadvantaged groups into the society at large by raising awareness through mass media and religious institutions in order to mitigate stigmatization.

Keywords: Non-Formal Education, Support Programmes, Disadvantaged Groups, Orphanage Houses, Orphans.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Introduction

It is obvious that, Non-Formal Education Support Programmes aimed at enhancing the prevention, abuse and neglect, of Disadvantaged groups especially those categorized as person displace by rural banditry and children from registered orphanage houses must be multi-dimensional and multi-agency directed. And it is clear that, education is central to the process of re-integration of Disadvantaged groups into their family and the society at large. Thus, it inculcates on the students with basic assistance from the school in areas like job training, capacity building, legal defense, housing, sexual health behavior and vocational skill development. Non-Formal Education is designed to encourage all forms of functional education given to youths and adults outside the formal school systems such as functional literacy, remedial and vocational education (FRN, 2004).

There are various ways by which Disadvantaged people are referred to in Nigerian societies. Some refer to them as People with Special Needs, Individual with Challenged Conditions while they are also referred to as the Disabled People, person displaced by rural banditry (internally displace people) and children from registered orphanage houses. Whatever way they are referred to, the fact remains that they are people like any other able bodied persons who need to be loved and cared for in our societies. These people are seen as Disadvantaged as a result of their mental, emotional or physical disability. These people need special help or care, so as to overcome poverty and other disadvantages in various forms. It is against this backdrop that Non-Formal Education Support Programmes on Disadvantaged Groups become important in meeting the needs and aspiration of these people in the societies. This of course will come as a result of full implementation of the inclusive education programmes. It can therefore be stated that inclusive education allows the modification and adjustment of the regular school programmes to meet the needs of all students in the school.

Consequently, this research is aim at having an appraisal of its implementation in Nigeria, particularly in some selected states in the North-western region. Nigeria is a signatory in the World Conference held in Salamanca (Spain) 1994 where a charter on Special Needs education, access and quality was adopted. It is on this note that Non-Formal Education Support Programmes for the benefits of the Disadvantaged group became a human right issue, thus, Nigeria government were as a matter of urgency called upon among others to create law that will enforce the policy and Non-Formal Education Programmes to encourage the enrollment of Disadvantaged groups in special schools.

Conceptual Review

Non-formal education support programmes have gained significant attention in recent years, as they play a crucial role in addressing educational inequalities and providing opportunities for lifelong learning (Adedokun 2013). In furtherance, he argues that the need for non-formal education is evident and crucial in addressing educational gaps and

ensuring equitable access to education for all. Thus, non-formal education support programmes can be defined as structured activities or interventions that are designed to complement formal education and address the needs of learners who are unable to access or face barriers in the formal education system.

In Nigeria, for instance, these programmes often target marginalized populations, including out-of-school children, orphanage centers, adults with limited educational opportunities, and individuals with disabilities. The fundamental goals of non-formal education support programmes in Nigeria was to broaden access to education and provide learning opportunities for those aforesaid individual in the societies who would otherwise be excluded. According to Bhanji, Haq, and Dube (2018), non-formal education programmes have a significant impact on rural children in poverty, providing them with educational opportunities that they would otherwise lack. Non-formal education programmes often adopt flexible and innovative approaches, such as outreach activities, community-based learning centers, and distance learning initiatives, to reach learners in remote areas or with limited resources. It is on this note that, non-formal education support programmes in Nigeria has contributed to achieving the goal of universal education by promoting social inclusion and provide alternative learning opportunities for individuals who may have dropped out of the formal education system or are unable to attend school regularly.

However, non-formal education support programmes in Nigeria also face various challenges which ranges from financial constraints, inadequate infrastructure, and limited resources are common barriers that hinder program implementation and sustainability. Additionally, issues related to the recognition and accreditation of non-formal education certificates and qualifications pose challenges for learners seeking further education or employment opportunities.

Disadvantaged Groups

Going by the different available literatures on "disadvantaged group" one may be confused. There are overwhelming evidences to believe that in talking about Disadvantage group in the Nigerian societies, people often focus almost only on the physically or mentally impaired person and on those who are confined to a place either as prisoners or refugees. A more accommodating definition for disadvantaged group would be people who are physically, mentally, socially, politically, economically, racially, culturally, religiously, and environmentally deprived of the privileges and rights due them from the government or the civil society (Vincent, 2012).

Disadvantaged groups can then be seen as an umbrella term, which consists of activity limitations, participation restrictions, and covering impairment (Adedokun 2013). Impairment in this situation is seen as a challenge in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action while a participation restriction is a problem experienced by an individual in involvement in life.

In a similar term, World Bank (2012) opined that disability therefore is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

There are various ways by which Disadvantaged group are referred to in Nigerian societies. Some refer to them as People with Special Needs, Individual with Challenged Conditions while they are also referred to as the Disabled People, person displaced by rural banditry (internally displace people) and children from registered orphanage houses. Disadvantaged Groups in Nigerian Orphanages:

i. Internally Displaced Persons (IDPs): Nigeria has been plagued by internal conflicts, leading to a significant number of internally displaced persons (IDPs) (Ezeoha et al., 2020). IDPs face numerous challenges, including limited access to basic needs, mental health issues, and vulnerability to exploitation.
ii. Orphaned Children: Orphaned children are the primary disadvantaged group within Nigerian orphanages. They have experienced the trauma of losing their parents and are often subjected to emotional instability (Adejumo and Bankole, 2016). Lack of proper mental health support and limited access to education further compounds their disadvantages.
iii. People with Disabilities (PWDs): People with disabilities in Nigeria face multiple challenges, including limited access to education, employment, healthcare, and social participation (Oyesoji-Aremu, 2017). Discrimination, stigma, and inaccessible infrastructure pose significant barriers for PWDs, hindering their full inclusion in society.
iv. Children with Disabilities: Children with disabilities who end up in orphanages face compounded disadvantages due to their impairment (Obiakor and Algozzine, 2017). Inadequate infrastructure and a lack of appropriate services and accommodations can hinder their overall development and access to education and social integration.

The focal point of this research centered on orphanage houses as a component of the disadvantage group. Orphanages houses in Nigeria are critical institutions that provide care and support for vulnerable children who have lost their parents or were abandoned. However, orphaned children residing in orphanages face a range of disadvantages and challenges. These children were face with multiple challenges, including limited access to education, employment, healthcare, and social participation (Oyesoji-Aremu, 2017). This invariably lead to discrimination, stigma, hindering their full inclusion in society at large.

Orphaned children are the primary disadvantaged group within Nigerian orphanages. They have experienced the trauma of losing their parents and are often subjected to emotional instability (Adejumo & Bankole, 2016). Lack of proper mental health support and limited access to education further compounds their disadvantages.

Empirical Review

Non-formal education support programmes in Nigeria has played a crucial role in providing educational opportunities especially among the disadvantaged group in orphanages. Several studies have highlighted the positive outcomes and effectiveness of non-formal education support programmes. For instance, a study conducted by Belfield et al. (2017) found that participation in non-formal education programmes led to improved literacy and numeracy skills among disadvantaged youth. Similarly, Covay et al. (2019) reported that non-formal education support programmes helped participants develop essential life skills, such as problem-solving and decision-making abilities. In the same vein, Smith and Chawla, (2018) stated that these programmes offer an alternative to traditional formal education which bridge educational gaps for marginalized populations.

Furthermore, the research conducted by Street et al. (2016) demonstrated that participation in non-formal education programmes resulted in increased self-confidence and self-esteem among learners. While the study carried out by Heikkinen et al. (2018) emphasized the positive impact of non-formal education support programmes on participants' employability and vocational skills. No doubt, effective non-formal education support programmes often incorporate key components, such as learner-centered approaches and personalized learning experiences (Dyment & Hill, 2018). Also, Jiménez et al. (2019), found that the provision of mentoring, individualized support, and flexible learning schedules are vital factors contributing to the success of non-formal education programmes.

Based on the aforesaid, Non-formal education support programmes have been associated with various outcomes because they are valuable interventions that provide educational opportunities for individuals who may face barriers to formal education otherwise known as the disadvantaged groups. In general, empirical studies revealed outline the impacts of non-formal education support programmes among disadvantaged youths and learners. The literature findings have not demonstrated the specific impacts on the literacy level, economic empowerment, social integration and health care delivery of the disadvantaged groups in the orphanage houses been the thrust of this study, the gap this current research will fill.

Methodology

Descriptive survey research design was adopted for the study. This is because it involves the assessment of public opinion using collection of detailed description of existing phenomenon to justify current conditions and practices and to make better plans for improvement. This therefore help to ascertain an in-depth evaluation of the level of implementations of Non-Formal Education programmes for disadvantaged groups in the selected states.

The population of the study consists of the 2,188 disadvantaged groups in the three selected states (Katsina, Kano, and Zamfara) of North- West Geo-political zone of Nigeria. This is because they have considerable numbers of the categories of disadvantaged

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

people selected for the study. The categories of disadvantaged groups consider in this research were children from registered orphanage houses. The sample size of this study is 321 based on Research Advisors (2008) table for sample size determination which provides the minimum expected return instruments at 95% confidence level, 50% level of variability and ±5 margin of error. The breakdown of the population and sample size for each state and the selected orphanages houses is given below:

State	Orphanage Houses	Population	Sample Size
Katsina	NCCF Family House	1000	1000/2188*321=147
	Motherless Baby Home	280	280/2188*321=41
Kano	Al-furqan Charitable Found.	150	150/2188*321=22
	Nassarawa Children Home	320	320/2188*321=47
Zamfara	Eldenehi Ophanage	300	300/2188*321=44
	Gusau Orphan Home	138	138/2188*321=20
Total		**2188**	**321**

A multi-staged sampling technique was adopted for the study. The first stage used purposive sampling where out of the seven states; three states of Kastina, Kano and Zamfara were selected due to the high prevalence disadvantaged groups. Random sampling was used in the second stage to select from each state the target population for the administration of questionnaire.

The instrument for data collection was a closed ended questionnaire designed and administered to respondents with a three point likert like scale of Yes, No, and Not sure. The 3-Point scale was rated as Yes (Y) = 1; No (N) =2; and Not sure (NS) =3. The data collected was analysed using descriptive statistic tools of frequency, mean, and standard deviation as obtainable in the SPSS. Simple linear regression was used to test the hypothetical statement at 0.05 alpha level of significance. The Cronbach Alpha reliability coefficients tested was 0.60 which was statistically significant showing that the instrument used was reliable.

Results

Table 1: Bio-data of the respondents

S/N	Variable		Frequency	Percentage
1	**Age**	18 Years	197	61.4
		20-25 Years	119	37.1
		26 Years above	5	1.6
2	**Gender**	Male	192	59.8
		Female	129	40.2
3	**Location of Orphanage**	Katsina State	188	58.6
		Kano State	69	21.5

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

		Zamfara State	64	19.9
4	**Duration of years in orphanage houses**	1-5 Years	88	27.4
		6-10 Years	189	58.9
		11 and above	11	13.7

Source: Field work (2024).

Results from table I show that disadvantaged groups resident in orphanage houses comprises of different age brackets. Those within age 18 has the highest respondents with 61.4.%. Also, in terms of gender, the male disadvantaged group has the highest number representing 59.8% of the respondents. In addition, Katsina state has more number of the disadvantaged groups in their orphanage houses which stands at 58.6%. in terms of duration of stay in orphanage houses, those within 6-10 years are more in numbers among the respondents represented by 58.9%.

Table 2: Non-formal education support programmes

S/N	Non-formal education program	Y	N	NS	X	SD
1	Job training	90.7%	8.1%	1.2%	1.1059	0.34640
2	Capacity building	72%	25.5%	2.5%	1.3053	0.51259
3	Legal defense	20.2%	79.8%	0.00	1.4922	0.53101
4	Shelter	100%	0.00	0.00	1.4579	0.51745
5	Sexual health education	43.9%	53%	3.1%	1.5919	0.55210
6	Vocational training and skill development	60.7%	37.7%	1.6%	1.4081	0.52303
7	Psychological counselling	69.2%	28.3%	2.5%	1.3333	0.52241

Source: Field work (2024).

Key: (***Y=Yes, N=No, NS=Not sure, X=Mean, and SD=Standard deviation***)

As presented in table 2, the disadvantaged groups received all of the above non-formal education support programmes in the orphanage houses except legal defense, and sexual health education which have high negative responses of 79.8%, and 53% respectively.

Table 3: Influence of non-formal education support programme on the literacy level of disadvantaged groups

S/N	Statements	Y	N	NS	X	SD
1	Provision of motivation to school	85.4%	13.7%	0.9%	1.1558	0.38815
2	Provision of access to learning activities outside the school environment	58.6%	41.4%	0.0%	1.4143	0.49338
3	It provides functional and remedial training for people with special needs and dropped out from formal school	60.7%	39.3%	0.0%	1.3925	0.48907

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

4	It enables pupils to participate actively in learning process	53.3%	46.7%	0.0%	1.5327	0.49971
5	It makes reading and writing easy and provides forum for continuous education	53.9%	44.5%	1.5%	1.5701	0.52641
6	It makes room for different categories of learners in order to improve their basic knowledge and skills	52.6%	44.9%	2.5%	1.5763	0.54308
7	It provides literacy education for participants who have never had the opportunity of any formal education	55.5%	42.4%	2.2%	1.4673	0.54172
8	It helps the disadvantaged groups to get competent skills necessary for daily living	53.6%	40.5%	5.9%	1.5234	0.60744

Source: Field work (2024).

Key: (***Y=Yes, N=No, NS=Not sure, X=Mean, and SD=Standard deviation***)

The table 3 shows that the non-formal education support programme has influences on the literacy level of disadvantaged groups with provision of motivation to school having highest scored with 85.4%, while lowest affirmative responses goes to improvement of basic knowledge and skills for different categories of learners with 52.6%

Table 4: The influence of non-formal education support programme on level of social integration of disadvantaged groups in selected

S/N	Statements	Y	N	NS	X	SD
1	The centre has become a home for me	80.1%	17.8%	2.2%	1.2212	0.46535
2	I now interact with different people and make friends	56.7%	41.1%	2.2%	1.4548	0.54082
3	I am feeling accepted in the society and not excluded	60.4%	34.9%	4.7%	1.4424	0.58412
4	The special education received is leading to positive change of attitude and behavior	54.2%	43.3%	2.5%	1.4829	0.54817
5	It enhances the chance of adoption into families within the community thereby joining the wider society	70.7%	28.0%	1.2%	1.3053	0.48760
6	It gives orientation to disadvantaged people on the marriage institution	55.5%	43.3%	1.2%	1.4579	0.52346
7	It enhances the knowledge of the beneficiaries on general societal norms, and human rights	61.7%	36.4%	1.9%	1.4019	0.52785

Source: Field work (2024).

Key: (***Y=Yes, N=No, NS=Not sure, X=Mean, and SD=Standard deviation***)

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

The table 5 shows that the non-formal education support programme helps in social integration of disadvantaged groups in the selected orphanage houses there by becoming their second home with 80.1% while lowest affirmative responses goes to the positive change of attitude and behavior as a result of the programmes which has 54.2% responses.

Test of Hypotheses

H_{01}: There is no significant difference on the extent to which non-formal educational support programmes affected the literacy level of the disadvantaged groups in the selected states of North-West Nigeria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.847	.070		12.036	.000
	Non-formal Educational Support programmes	.279	.061	.249	4.588	.000
a. Dependent Variable: literacy level of the disadvantaged groups						

Summary: Reject H_0: t (4.588), $p < .05$. We can see that the t value (4.588 $p < .05$) associated with Non-Formal Educational Support programmes is significant. The regression equation is: $\hat{Y} = 0.847 + 0.279X_1$

From the table above, our t value (4.588) and significant value (0.000) that is associated with Non-Formal Educational Support Programmes is significant giving us the confidence of reaching this decision that, the result of the finding does not support the Null hypothesis, therefore we reject it. Non-formal Educational Support programmes has reasonable effect on literacy level of the disadvantaged groups in the selected areas of study.

H_{02}: There is no significant difference on how Non-Formal Educational Support Programmes impacted on the level of social integration of the disadvantaged groups in the selected states of North-West Nigeria.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.804	.085		21.178	.000
	Non-formal Educational Support programmes	-.237	.055	-.234	-4.307	.000
a. Dependent Variable: level of social integration of the disadvantaged groups						

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Summary: Reject H_0: t (-4.307), p < .05. We can see that the t value (-4.307p < .05) associated with Non-Formal Educational Support programmes is significant. The regression equation is: $\hat{Y} = 1.804+-0.237X_1$

From the table above, our t value (-4.307) and significant value (0.000) that is associated with Non-Formal Educational Support Programmes is significant giving us the confidence of reaching this decision that, the result of the finding does not support the Null hypothesis, therefore we reject it. Non-formal Educational Support programmes has reasonable effect on level of social integration of the disadvantaged groups in the selected areas of study.

Discussion of Findings

This study examines the influence of non-formal education support programmes on disadvantaged Groups in three Selected States of North-West Nigeria namely Katsina, Kano and Zamfara. The findings show that job training, capacity building, shelter, vocational training and skill acquisition, and psychological counseling were the support programmes the disadvantaged groups were exposed to in the selected orphanage houses across the selected states. The results further showed that non-formal educational support programmes has significant effect on literacy level of the disadvantaged groups in the selected areas of study. This corroborated the finding of Belfield et al. (2017) who found that participation in non-formal education programmes led to improved literacy and numeracy skills among disadvantaged youth.

The outcome of result from research hypothesis two revealed that non-formal educational support programmes has reasonable effect on level of social integration of the disadvantaged groups in the selected areas of study. This finding contrast with the argument of Oyesoji-Aremu, (2017) who posit that disadvantaged groups in orphanage centers invariably face discrimination, and stigma, hindering their full inclusion in society at large.

Conclusion

Non-formal education support programmes in Nigeria and particularly in the affected states are valuable interventions that provide educational opportunities for disadvantaged groups who usually face barriers to formal education. This study assesses the impacts of non-formal education support programmes among the disadvantaged groups. The support programmes met the diverse needs of the disadvantaged groups. Evidence from the findings further show that the non-formal education support programmes have a positive impact on literacy and integration levels of the disadvantaged groups in the study areas.

Recommendations

It is against the above backdrop that this study recommends the following.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

1. The government need to invest more in order to enhance the effectiveness and scalability of non-formal education support programmes and ensure equal access to education for all;
2. There should be political will from government that will pursue and implement policies and funding would afford more adult opportunities to be educated as well articulated and purpose driven route for sustainable literacy among disadvantage groups in Nigeria;
3. It is recommended that all agencies providing non-formal education support programmes should coordinate their effort toward full reintegration of the disadvantaged groups into the society at large by raising awareness through mass media and religious institutions in order to mitigate stigmatization.

References

Adedokun M O. (2013). Adult Education Programmes for Poverty Reduction among People with Special Needs" inJournalofEducationalandSocialResearch 3(3); 317321

Adejumo, O., & Bankole, A. O. (2016). Orphaned children and challenges of child care centres in Nigeria. International Journal of Education and Research, 4(5), 283-294.

Belfield, C. R., Bowden, A. B., Klapp, A., & Levin, H. M. (2017). The economic value of opportunity youth. National Conference of State Legislatures.

Bhanji, S., Haq, O., & Dube, R. (2018). Nonformal educational programmes and their impact on rural children in poverty: A case study of Balochistan. Journal of Education and Learning, 7(2), 127-139

Covay, E., Flannery, D. J., & Frazier, B. N. (2019). Non-formal education programmes for young adults: A systematic review. Review of Educational Research, 89(2), 257-291.

Dyment, J. E., & Hill, A. M. (2018). Delivering authentic education experiences through community-based environmental education. In International Handbook of Environmental Education Research (pp. 1-21). Springer.

Federal Republic of Nigeria (2004).NationalPolicyonEducation Lagos, NERDC Press (4thEd)

Heikkinen, A., Isopahkala-Bouret, U., & Pietikäinen, S. (2018). Life skills in non-formal education for adults: Finnish and French perspectives. European Journal for Research on the Education and Learning of Adults, 9(2), 149-167.

Jiménez, N. A., Piccolo, L. D., & Rébora, M. C. (2019). Non-formal education in the Argentinean context: A literature review. Education Sciences, 9(1), 1-14.

Obiakor, F. E., & Algozzine, R. F. (2017). Special education in Nigeria: Where we are and the journey ahead. Learning Disabilities: A Contemporary Journal, 15(1), 101-122.

Oyesoji-Aremu, M. O. (2017). Access and inequality: Struggles of persons with disabilities in Nigeria. African Journal of Disability, 6(0), a275.

Smith, M. L., & Chawla, L. (2018). Therapeutic applications of nature connection and education. In The Oxford Handbook of Ecological Education (pp. 265-278). Oxford University Press.

Street, K., Thompson, J. M., & Martin, A. J. (2016). Efficacy of outdoor adventure education in developing adolescents' self-concept and self-efficacy. Journal of Adventure Education and Outdoor Learning, 16(4), 313-327.

Vincent E. U. (2012). Expansion and Redefinition of Disadvantaged User Groups in Librarianship. GlobalJournalofManagementandBusinessResearch 12 (19); 4-5

World Bank (2012). "World Bank sees Progress against Extreme Poverty But Flags Vulnerabilities" http://www.worldbank.org /en/news/2012/02/29/, accessed 10-1-19

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]