Non-Formal Education Programmes: a Transformation of Policy for Achieving New Sustainable Development in Nigeria

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Abstract
It has been widely acknowledged that non-formal education is one of the major types of education for achieving new development in any society in the world because of its diversification and the areas touched. This paper explains the meaning of Non-formal education, goals of non-formal education in the national policy of education, types of non-formal education, activities of non-formal education is to provide functional literacy and continuing education for adults and youths who are the backbone of any meaningful development, clients of non-formal education should be put into consideration such as illiterate, semi-literate, well educated person, the school leavers and children under the age of six(6) years, indices for sustainable development and how to transform the policy to achieve new sustainable development, the paper also explain the needs for non-governmental organization and private individual to contribute and involve in the execution of non-formal programmes in all nook and cranny in Nigeria, to understand the progress of achieving new sustainable development there is need for regular formative evaluation of every programmes after every six (6) months the commission shall monitor and evaluate the programmes and facilitate the activities of the commission and the state agencies, recommendation were given in order to take necessary action for the smooth running of the programme.

Keywords: Non-formal education, Transformation, Policy, Sustainable development.
Introduction

The purpose of this paper is to show non-formal education is very broad which can accommodate everybody children, youths and adult in respective of the level of education he or she has because of its diversification and also to show the basic indices of new sustainable development, non-formal education programmes will be transform through the policy to achieve new sustainable development. Nigeria is a large country in Africa with the highest population need to wake up from the slumber to tackle the problems of underdevelopment through non-formal education programmes which will enhance human social development. In line with this statement Eshak (2002) stipulated that, for the maximum development non-formal education opportunities should be provided to all adults both literate and illiterate on a continuing basis, and each according to his level of ability and interest. Given the large number of dropouts or even the out-of-school youths in Nigeria. It would be tragic not to provide them with an educational programme that will cater for their needs and the needs of the general community.

NON-FORMAL EDUCATION: Some Definitions

Different scholars gave different definitions based on their own opinion and understanding of the programme, the following are some of the definitions:

Coombs & Ahmed (1978) They defines, non-formal education to include, for example, agricultural extension and farm training programmes, adult literacy programmes, occupational skill training given outside the formal system of education youths clubs with substantial education purposes, and various community programmes of instruction in health, nutrition, family planning, cooperatives and the like.

Alkali & Bakori (2015) Define Non-formal Education as any organized systematic educational activity carried on outside the framework of formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.

Omolewa & Eheazu, (1986) Sees Non-formal education is the type of education received outside the formal school system.

GOALS OF NON-FORMAL EDUCATION IN THE NIGERIAN NATIONAL POLICY OF EDUCATION

In Nigeria Non-formal education were given priority this bring the reason why it was included in the national policy on education (2004) 4th edition which stated

i. Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disable and other categories or groups, especially the disadvantaged gender.
ii. Provide functional and remedial education for those young people who did not complete secondary education.

iii. Provide educational for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

iv. Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and,

v. Give the adult citizens of the of the country necessary aesthetic, cultural and civic education for public enlightenment.

**TYPES OF NON-FORMAL EDUCATION PROGRAMMES**

Non-formal education programmes are carried on around the world and are generally of three (3) types (Ngwu 2003) elaborate on this aspect:

- **Emphasis on general education**: programmes that aim at inculcating basic literacy skills in the participants. This may be followed by or form part of other post-literacy activities or continuing education programmes in the form of correspondence or distance education activities as well as self-improvement education.

- **Emphasis on training**: programmes that aim at occupational training in vocational, technical, agricultural and entrepreneur ship skills. The objective is to prepare participants either for self-employment like in indigenous apprenticeship system or wage employment as is done in trade centres and the industrial training centres.

- **Emphasis on social participation**: programmes that aim at improving the personal, interpersonal and social communication skills of the participants such as in the citizenship and leadership training programmes, scouting, girl guides, boy’s brigade and the war Against Indispline (WAI) Brigade in Nigeria.

**ACTIVITIES OF NON-FORMAL EDUCATION**

In Nigeria activities of Non-formal education take different forms as to which person attend as Ngwu (2003) quoted Ojo (1976) identified nine (9) major activities of Non-formal education as:

- On the –job training under which he includes the indigenous apprenticeship system.

- Pre-employment training programmes such as obtained at the opportunities Industrialization Centre, Lagos.

- Adult education classes for the primary leaving certificate and General Certificate of Education Examinations.

- Agricultural extension services.
• Multipurpose training programmes, eg in the citizenship and leadership training centres.
• University continuing education and extra-mural studies programmes in the form of short courses, seminars and workshops.
• Management training programmes such as those organized by the Industrial Training Fund, the centre for management Development and the Administrative Staff College of Nigeria.
• In-plant training programmes by private firms like multinational corporations and oil companies.
• Workers’ union training programmes as organized at the Nigerian motor Owners and Allied Transport Workers Union, Drivers’ and maintenance School, Lagos.

CLIENTS OF NON-FORMAL EDUCATION
For every programmes organized by government and non-governmental organization there must be a beneficiaries for that, non-formal education programmes cater the needs accommodate all professional for new sustainable development (Paiko 1986) explain the clients as:

i. The illiterates who have never been to school before. The intention here is so that they can read, write and compute;

ii. The semi-literates who have gone to school but not been opportune to spend sufficient time (required time) to warrant them acquire knowledge and skills that will enable them to cope with their environment;

iii. The school leavers who are unemployed or retrenched, The aim is to enable them to acquire new skills and knowledge that will assist them to get employed in new areas;

iv. The well-educated who need education outside their respective fields in order to increase their experiences in life; and

v. Children under the age of six to enable them have smooth transition to formal school system whenever they reach the required age for commencing formal education.

SUSTAINABLE DEVELOPMENT
‘Sustainability’ in relation to development is not a novelty. The World Commission on Environment and Development (1987) defined sustainable development as development without compromising the ability of future generations to meet their own need. Sustainable development has three (3) dimensions as Omoruyi (2001) in Omoyibo (1998) Explain the following:
1. Raising people’s living level. That is, their income and consumption level of food, medical services, education etc. through relevant economic growth processes.

2. Creating conditions conducive to the growth of people’s self-esteem through the establishment of social, political and economic system and institutions which promotes human dignity and respect, and

3. Increase people’s freedom to choose by enlarging the range of their choice variables. For example, increasing varieties of consumer’s goods and services.

INDICES FOR NEW SUSTAINABLE DEVELOPMENT
In this regard there is need to understanding the word “Development” Omoruyi (2001) sees development as a type of social change in which new ideas are introduced into a social system to enhance living conditions of the people. The following are indices of development to be consider in order to achieve new sustainable development in Nigeria

IMPROVEMENT OF GDP
The performance of an economy is measured by the total output of the economy, which is termed the gross domestic product (GDP) .Consequently one of the indicators of development is improvement in the GDP over period of long time. The rate of the GDP growth in Nigeria between 1994-1997 averaged 1.3% to 3.0% and the growth rate of per capital real income averaged 2.5% between 1996-1992 and declined by 1% between 1993-1995.

DEVELOPMENT AS SOCIAL TRANSFORMATION
This is a movement in the direction of a more egalitarian distribution of income and widespread access of the population to social goods such as education, health services, adequate housing, recreational facilities and participation in political decision-making. This parameter asks among others such questions as, what has happened to poverty, inequality, unemployment, malnutrition. (Ezimah, 2004)

LIFE SPAN
Life expectancy is the total number of years of life a person can expect at a given age. It is usually given as an average for persons of that age and sex in a country. This depends on the prevailing current level of mortality at different ages within a population to which the individual belong. (Bichi, 2006)

REDUCTION OF POVERTY
The greatest threat to religious tolerance in Nigeria is not the terrorist in the north, nor the militants in the Niger-delta, nor the kidnappers in the east; it is the poor economic
condition of the people. A situation where majority of our people go through enormous stress and tension for daily livelihood, without good food, water supply, power supply, roads, schools, hospitals, housing, and efficient transportation system, no doubt, is a sign post to disaster. A hungry man needs no invitation to social misdemeanour. One that is hungry is easily lured into social vices (Victor 2015)

EMPLOYMENT OPPORTUNITY
Rapid population growth in Nigeria as a result of high fertility rate is associated with a rapid increase in the labour force. However, there is no corresponding increase in job opportunities resulting from economic policies, which encourages rationalization and retrenchment of workers. The consequence of this is increasing rate of unemployment, which militates against sustainable development. (Bichi, 2006)

INCREASED LITERACY LEVEL
About half of the population in sub-Saharan Africa is of school age (5-24). In addition: there is a backlog of huge unschooled adults who need to be catered for. However, there are no adequate resources to cater for their educational need. For instance, many Nigerians do not receive good quality education while large proportion of the population is not literate. Similarly school enrolment rates are declining. For instance, primary school enrolment rate in 1982 was 93%, but it reduced to 78% in 1990-91 (Federal office of Statistics, undated). In addition, the wastage rates remain high with only 41 out of 100 pupils enrolled completing primary schools (Johnson 1994). The consequence of high literacy rate and poor quality education is manifested in the failure to meet the demand for new and appropriate technologies for agriculture and other productive sectors. The illiteracy rate in Nigeria as at 1990 is between 40-59% (Bichi 2006 in World Bank 1996).

HOW TO TRANSFORM THE POLICY TO ACHIEVE NEW SUSTAINABLE DEVELOPMENT
Every country has a policy which lawmakers and educationist need to implement to achieve a target people within the country, Non-formal education has its goals in Nigerian national policy on education but this policy has to transform and implement in all nook and cranny in the country in order to achieve new sustainable development the following has to be adopted

1. UNIVERSAL AND HUMAN RIGHTS-BASED APPROACH
When social protection policies target only certain groups, for example the extreme poor or formal sector employees, people are inevitably left behind for reasons ranging from structural bias to exclusion errors. In order to achieve the social development goals, state need to seek social policy solutions which are
highly inclusive and promote social cohesion, thus creating the transformative change in social relation set out in the 2030 agenda. Universal approaches to social protection and services provisioning also have the advantage of being consistent with the human rights frameworks that underpin the notion of transformation in the 2030 agenda (UNRISD 2017)

2. **ENHANCED POLICY INTEGRATION**
   The integration of the three pillars of sustainable development-social, environmental and economic is at the heart of the 2030 agenda, research demonstrates how innovative reframing of policy arrangements and institutions can help break down silos to meet people’s needs in a more transformative way. In countries where social policy is seen not just as a response to social problems, but as a driver of improved labour markets, productivity and social cohesion, institutions can be built to complement each other, and policies become more coherent.(UNRISD 2017)

3. **MARKETS THAT WORK FOR SOCIETY AND THE ENVIRONMENT**
   With the predominance of neoliberalism in recent decades the balance between the economic, social and environmental pillars of sustainable development has been put out of kilter, with a distinct dominance of the economic pillar putting growth ahead of all other objectives. As a result, social concerns like people’s ability to meet their basic provisioning needs, or having not just an income from a job but a fair income, security at work and basic social protection, have been neglected in deference to pursuing economic growth, protecting the environment and using planetary resources sustainably have also taken a back seat compared with efforts to increase profits and market shares. To achieve sustainable development there is need to reverse this hierarchy: social and environmental objectives must be put ahead of economics ones. (UNRISD 2017)

4. **EMPOWERED PARTICIPATION**
   Evidence shows that effective participation goes beyond “having a seat at the table” and includes diverse forms of contestation and claims-making such as advocacy, lobbying, monitoring, protest and negotiation, as well as critical research. So achieving the transformation envisioned in the 2030 Agenda may have to be a bumpy ride, with spaces for contestation as well as mechanisms for the less powerful to make their voices heard and influence decisions that affect them.

Transformative change also requires public, private and civil society actors to create true partnerships that lead to more equitable distribution of power, resources, knowledge and responsibilities. (UNRISD 2017)
NEED FOR NON-GOVERNMENTAL ORGANIZATION AND PRIVATE INDIVIDUAL TO CONTRIBUTE AND INVOLVE IN THE EXECUTION OF NON-FORMAL EDUCATION PROGRAMMES IN NIGERIA

For the benefit of sustainable development there is need for Non-governmental organization and others private individual to contribute to development of non-formal education as it affect the general humanity in respective of age, sex and level of education, the following are some the areas need to be intervene for the successful take up as UNICEF (2010) stipulated:

1. Funding: The budgetary allocation of Non-formal education at all levels of government is grossly inadequate, especially when compared to the formal educational sector, more importantly, NFE is excluded in the share of two parent consolidated fund mean for Basic Education in spite of policy provision, however it is noted that there is a problem of accountability and transparency in the management of fund allocated to NFE, there is need for NGO’s and private individual to contribute to the development of NFE by bringing a formula which will guide the use of fund in the programme.

2. Good and regular remuneration of facilitators: Non-governmental organisation and private individuals should support facilitators in giving incentives and remuneration. Most state and LGAs do no pay regularly the 7,500 Naira stipulated in the benchmark meant for the remuneration of facilitators. NGOs and private individual should do something as part of motivation to facilitators.

3. Record keeping: Record keeping is very vital for the successful take up of non-formal education activities as part of management activities for the development of NFE, there is a problem of record keeping in NFE, and this has adequately affected the data base needed for adequate planning and implementation of NFE intervention programme.

4. Adequate number of qualified facilitators: This area need a quick intervention at affect learners performance, according to NMEC (2008) Nigeria Certificate in Education (NCE) should be adopted as minimum teaching qualification in compliance with the NPE to ensure quality delivery in Adult and Non-formal Education.

5. Adequate and regular monitoring of programmes: Monitoring of programmes is a vital ingredient for the successful implementation of NFE and as such it should be integrated in the programme action plan. Adequate funds are not provided and required information about status of programmes is not available to monitor the programmes. In view of this strategic monitoring and conduct of researches are very useful in the provision of specific information on certain
aspect of the intervention that cannot ordinarily be provided by the usual enrolment statistics.

6. Attitude of the target groups: Yearly of national commission for mass education have shown that most the target groups have not really embraced the non-formal education programmes. It is on record that an average of 1.7 million learners out of over 44 million projected learners had only embraced the programmes. There is need for sensitization and motivation from the side of non-governmental organisation and private individuals which will be used to attract the citizens to attend the non-formal centres.

**NEED FOR REGULAR FORMATIVE EVALUATION**

Formative Evaluation is the type evaluation conducted to improve the programme implementation while it is still in progress. It could be the evaluation of non-formal programme in the process of it formation. In this case it tries to find out whether the process of implementing the non-formal programme is on the right track or course. The information generated from formative evaluation can be used in improving the curriculum- in adjusting the non-formal education at it early implementation stage to make it more successful.(Paiko,2006) some of the purpose of evaluation are, the planners to see what has been achieved so far in the non-formal education programme, providing opportunities for us to measure the progress so far achieved by the programme in relationship to the originally set objectives. It also help to improve our monitoring activities and to identify the strength and weaknesses of our programme.

**CONCLUSION**

Non-formal education programmes is very wide as it affect illiterate, the semi-literates who have gone to school, the school leavers, well educated person and children under the age of six, looking at these category non-formal education is not like other forms of education is different which government need to be considered because of its diversification. Development came in many steps in order to change social system and to enhance living conditions of the people, on the basis of development indices of new sustainable development such as gross domestic product, increase literacy level, life span, employment opportunity, reduction of poverty if government implement programmes of non-formal education as the activities shown poverty will be eliminated and youth will be provided with different types of jobs in the society. Non-governmental organization and private individuals should contribute in the areas of funding, record keeping, regular monitoring and evaluation, sensitization campaign and motivation of participant in order to be enrolled in the programmes, to find out the impact of new sustainable development through non-formal education formative
evaluation should be carried out after every six (6) months. The evaluation will provide the status of the programme executed based on the stated objectives and also will provide the weakness and strength of the programme.

RECOMMENDATIONS

- Nigerian should transform the policy of Non-formal Education by implementing the indices for new sustainable development in all nooks and cranny in the country.
- Ways of transforming new sustainable development should be put into consideration in federal, state and local government so that new sustainable development will be realize as three stage of government work on rural and urban areas.
- Transformation of policy should be done by the experts after every five (5) years based on the steps provided.
- Non-Governmental organization and private individuals should contribute by providing fund, record keeping, qualified facilitators, monitoring and evaluation and motivation to learners in all NFE centres in the country.
- Formative evaluation should be carried out after every six (6) months to ensure the effectiveness and progress of the programmes.

References

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