

## Contributions of Sokoto State Government In Funding Adult And Non-Formal Education Programmes In Sokoto State, Nigeria

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### Abstract

*This Study assessed the contributions of Sokoto State government in funding Adult and Non-Formal Education Programmes in the State within a period of 10 years from 2008 to 2017. Descriptive survey research design was used in the Study. The population of the Study comprised 14 principal officers from the State Agency for Mass Education, Sokoto and the same total number were used for the final analysis. The sampled agency is State Agency for Mass Education, Sokoto. Data collected through records and questionnaire were analysed using descriptive statistics such as tables, frequencies and percentages as well as charts. The Study showed that Adult and Non-Formal Education Programmes in Sokoto State suffer from deficits funding and improper financial records keeping which hampers the progress and effective performance of the State Agency for Mass Education, Sokoto in running Adult and Non-Formal Education Programmes in the State. In line with the findings the Study recommends that Sokoto State Government through the State Ministry of Basic and Secondary Education should increase its budgetary allocations to Adult and Non-Formal Education Programmes from the annual allocation budget given to educational sector. Additionally, proper record and updated financial record keeping should be documented by the State Agency for Mass Education, Sokoto.*

**Keywords:** Adult Education, Funding, Mass Education, Non-Formal Education

### 1. Introduction

Adult and Non-Formal Education is an education programme designed for, and offered especially to adults and disadvantaged groups. According to Seya (2005), Adult and Non-Formal Education involve the transmission of general, technical or vocational knowledge as well as skills, values and attitudes, which take place outside the formal education system. Thus, the Adult and Non-Formal Education system can be designed to address the missed opportunity of early education by most of adults (matured people) and it is meant to prepare or equip them with knowledge and cultural elements required for their self-fulfillment. It aims at stimulating them into active participation in the social, economic and political life of their societies.

Adult Education in Nigeria, has since colonial days been an important sector of education which places emphasis on self-improvement of individuals through acquisition

of knowledge (Eshak, 2002).

The National Policy on Education (2013), identified the following as objectives of Adult and Non-formal Education in Nigeria:

- i. To provide functional literacy for adults who have never had the advantage of any formal education.
- ii. To provide functional and remedial education for those young people who prematurely dropped out of the formal school system.
- iii. To provide further education for different categories of workers and professionals in order to improve their skills.
- iv. To provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills.
- v. To give the adult citizens of the country the necessary aesthetics, cultural, and civic education for public enlightenment.

The realization of the objectives of Adult and Non-formal Education as stated above requires that adequate

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funding is allocated to the Sector. It is unfortunate that, in Nigeria, education as well as Adult and Non-formal Education has over the years been experiencing deficit funding. For instance, Adeyemi (2011) indicated that funding of education in Nigeria has not been up to 17% in any given year despite the United Nations Educational, Scientific and Cultural Organisation (UNESCO) declaration on minimum standard of 26% of the annual budget to be allocated to education. Additionally, National Commission for Mass Literacy, Adult and Non-Formal Education (2008) reported that from 1997 to 2008, a total amount of ₦414.88 billion has been budgeted to educational sector in Nigeria, out of which ₦10.08 billion was budgeted to adult and non-formal education. This shows that only 2.43% of the money went to the sub-sector (that is Adult and Non-Formal Education). What this translates to is that education in Nigeria as well as Adult and Non-Formal Education is still being under funded. This could be the reason while Zakari and Yusuf (2014) argued that, Nigerian government is yet to match her intention of placing literacy on a higher pedestal with the actual budgetary allocation to that sub-sector.

Funding of Adult and Non-formal Education statutorily in Nigeria, is a responsibility of Federal, State and Local Governments. The Policy Guideline on Adult and Non-formal Education (2012) states clearly that to ensure adequate support for Adult and Non-formal Education in Nigeria, the Federal Government shall allocate at least one (1%) of its consolidated revenue to the sector; at least (10%) of the entire basic education budgets of states and (5%) of those of local governments shall be allocated for Adult and Non-Formal Education. This policy stands out the importance of State Governments in Nigeria in funding Adult and Non-formal Education activities as 10% of the state basic education budgets is expected to go into the Sector.

It is reported that since 2007 to 2017 the highest percentage allocated to Adult and Non-formal Education by Sokoto State Government through State Agency for Mass Education was not more than 3.22% from its Basic Education Budget. What does this funding translate to? It is on this note that this Study investigated the contributions of Sokoto State Government in funding Adult and Non-formal Education in the State.

Adult and Non-Formal Education Programmes cover specific areas of basic literacy, post literacy, vocational education, remedial education, functional education, and extra-mural lessons. The programmes are expected to among others to assist in reducing the high rate of illiteracy, hunger, poverty, mortality rate, unemployment, gender disparity and gender discrimination. However, these expectations have not

been met satisfactorily. The reasons are attributed to inadequate professional facilitators, inadequate teaching and learning materials, lack of essential teaching skills, poor provision of requisite services as well as ineffective management and poor funding (National Commission for Mass Literacy, Adult and Non-formal Education, 2008).

The problems outlined above led to series of empirical studies with a view to assessing the extent to which Adult and Non-Formal Education was funded in Nigeria. For instance, Ayinde (2009), Ebirim and Chuke (2009), Gbadamosi, Onuoha and Nwosu (2013), and Adeyemi (2011) conducted researches on funding of adult and non-formal education programmes in Ondo, Anambara, Ogun and Ekiti States respectively. In Sokoto State, according to the report released by the State Agency for Mass Education in 2008, a total amount of ₦1.08 billion was allocated to education sector in 2006 out of which only ₦35.9 Million naira representing 3.32% was devoted to Adult and Non-Formal Education. In the same vein, ₦1.10 billion was budgeted to education sector in 2007 out of which only 3.44% (equivalent to ₦37.9 million) was allocated to Adult and Non-Formal Education in the State.

Indeed the poor funding management was so worrying that it was noted to be the major problem affecting the development of Adult and Non-Formal Education in the State which was among the reasons that attracted the current government to declare a State of Emergency in the education sector in the year 2016. To finance the resuscitation of education, including Adult and Non-Formal Education, education tax was imposed on the State's civil servants from the year 2017 to date. Therefore, this Study aimed at examining the contributions of Sokoto State Government in funding Adult and Non-Formal Education Programmes in the State

## **2. Method**

The focus of the Study is to examine the contributions of Sokoto State Government in funding Adult and Non-Formal Education Programmes in Nigeria. The specific objectives of the Study are:

- a. To examine the trends in Government funding of adult and non-formal education programmes in Sokoto State;
- b. To identify the problems affecting funding of adult and non-formal education programmes in Sokoto State.

The research design for this Study is descriptive survey research. This is a design that deals with the use of questionnaires in collecting data pertaining to the characteristics or opinions of a particular population or

sample (Creswell, 2005). This is because survey research is useful in collecting appropriate data from the respondents in order to achieve the objectives of the Study. It is specifically appropriate for this Study because it investigates the contributions of Sokoto State Government in Funding Adult and Non-Formal Education Programmes in Nigeria.

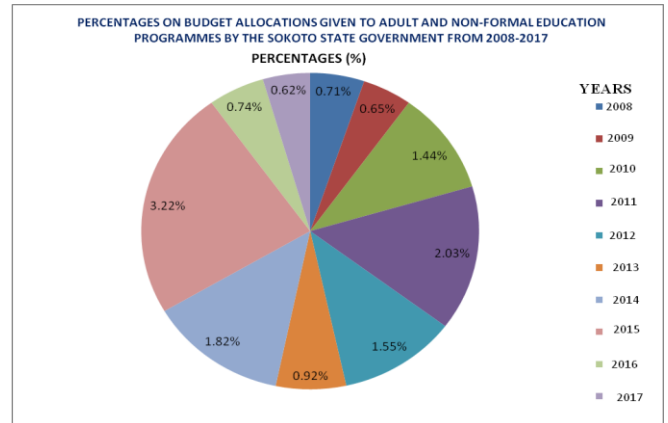
The field survey research is suitable for collecting first hand information (i.e. primary data) directly from the field of Study. Therefore, the Study employs survey research design which gives the researcher opportunity to cover research area appropriately. In addition to survey research, this Study also used the available budgets records on the allocated amount in funding Adult and Non-Formal Education Programmes by Sokoto State Government to State Agency for Mass Education, Sokoto from 2008 to 2017 in order to examine how the programmes affected or influenced the present activities in the Agency.

The data was collected with the researchers themselves. 14 questionnaires were administered to Principal Officers from the State Agency for Mass Education, Sokoto (1 Permanent Secretary, 1 to Financial Secretary, 1 to Secretary, 1 to Programme Director and 10 to Head of Departments). The respondents were given time to respond to the instrument (questionnaire) and make sure that it was returned or collected within the stipulated period of time. All the distributed questionnaires were filled and returned completely to the researchers.

Data analysis is a process of formalizing the information gathered so as to give meaning to such data. The collected data were analyzed using quantitative data analysis approach. The responses in the research instruments were assigned numerical value. Descriptive statistics such as frequencies, tables and percentages and documentary analysis were used. The data collected were coded and analyzed with the help of the Statistical Package for Social Science (SPSS) version 20. The data were presented in the form of frequency and percentage tables.

### 3. Result and Discussion

RQ1 : What are the trends in public funding of adult and non-formal education programmes in Sokoto State?

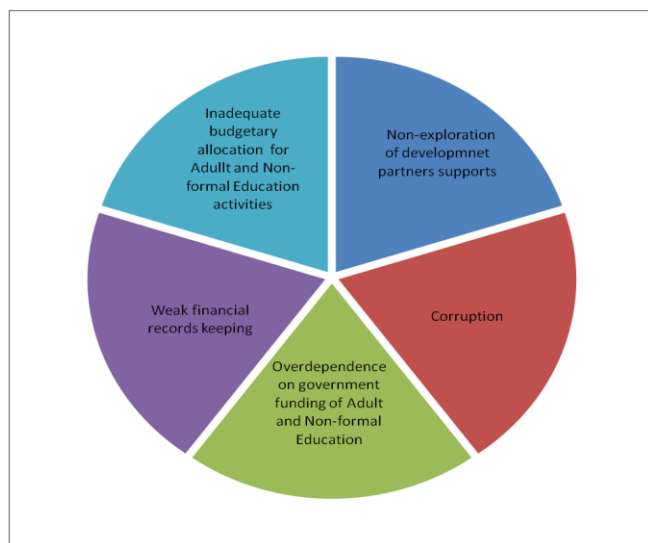


Source: Sokoto State Budgets Records from 2008-2017

The budget allocations to Education Sector and Adult and Non-Formal Education Programmes from 2008 to 2017 in Sokoto State. The results in the above Table 4.1 shows that Adult and Non-Formal Education Programmes received 0.71%, 0.65%, 1.44% and 2.03% out of the total amounts allocated to Education Sector between 2008, 2009, 2010 and 2011 respectively. The findings further experience a decrease from 2.03% in 2011 to 1.55% down to 0.92% between 2012 and 2013. Similarly, there is an upward trend in the financing of Adult and Non-Formal Education Programmes from 1.82% to 3.22% in the years 2014 and 2015 respectively. Finally, a downward trend was experienced between 2016 and 2017 which stood at 0.74% and 0.62% respectively.

The results show that budget allocations to Adult and Non-Formal Education Programmes in Sokoto State recorded a decrease in all rows within the last ten years (that is from 2008 to 2017). This is because little percentage was given to Adult and Non-Formal Education Programmes from the total percentages allocated to Education Sector. Additionally, the results from the analysis evidently show that Adult and Non-Formal Education Programmes in Sokoto State were in critical financial situations and such programmes run by them are adversely affected. Below is a pie chart (Figure 1) representing the government funding percentage of amount contributed over a spate of ten years from 2008 to 2017.

What are the problems affecting funding of adult and non-formal education programmes in Sokoto State? The following are the problems mentioned by the key officers in the State Agency for Mass Education, Sokoto:



Figures Obtained from the Key Officers of the State Agency for Mass Education, Sokoto, 2018

The officials of the Sokoto State Agency for Mass Education identified the following as problems affecting funding of Adult and Non-formal Education in the State; inadequate budgetary allocation to Adult and Non-formal Education activities, non-exploration of development partners financing supports, weak financial recordkeeping, corruption, overdependence on government funding by the Agency and lack of community financial supports.

The Study investigated and assessed the funding of Adult and Non-Formal Education Programmes in Sokoto State. Analysis and presentation of the data showed a number of findings.

It was clear that Adult and Non-Formal Education in Sokoto State is hampered by deficits funding from the budget allocations given by the State Government. This is because meager percentages were allocated to the State Agency for Mass Education, Sokoto for the purpose of running Adult and Non-Formal Education Programmes in the State. This finding confirmed that Adult and Non-formal Education programmes have not been funded adequately by governments as reported in the studies of (Haasan, 2009; Ebirim & Chuke, 2009; Maina & Orodho, 2016). It is sad to note that the problem of funding of Adult and Non-Formal Education Programmes in Sokoto State makes the programmes to suffer from a dearth of facilitators and trained personnel in all Agency centres, delays in planning enrolment campaigns, irregular payment of monthly allowances by the State Government and non-payment of stipulated 5% from Local Governments budgets in the State. This

inadequate funding problem has prevented the Sokoto State Agency for Mass Education to satisfactorily perform its responsibilities of reducing adult illiteracy and providing continuing education opportunities for youths and adults.

The findings also corroborate the findings of Hassan (2009) and Ebirim and Chuke (2009) that, among other problems, inadequate budgetary allocation to Adult and Non-formal Education activities, non-exploration of development partners financing supports, weak financial recordkeeping, corruption, overdependence on government funding by the Agency and lack of community financial supports are problems affecting effective funding of Adult and Non-formal Education programmes in Sokoto State.

#### 4. Conclusion

Adult and Non-Formal Education is of great importance to national and state development. This is because Adult and Non-Formal Education Programmes cover specific areas such as basic literacy, post literacy, vocational education, remedial education, functional education and extra-mural lessons which could reduce the prevailing high rate of illiteracy, hunger, poverty, mortality rate, unemployment, gender disparity and gender discrimination. It is for this reason that governments commit financial and material resources to promote adult and non-formal education programmes in Nigeria generally and Sokoto State in particular. However, it is noted that not much had been achieved in this regard with specific reference to Sokoto State because of myriads of challenges identified as insufficient funding by the State, inadequate supplies of teaching and learning materials, dearth of human resources, untrained facilitators and nonchalant attitude to capacity building as well as non provision of field vehicles for effective monitoring and evaluation.

In line with these findings, the Study concludes that inadequate trained and qualified facilitators, poor planning and management, lack of awareness and the acceptance of Adult and Non-Formal Education Programmes, improper records keeping are problems prompted by deficit financing of Adult and Non-formal by the Sokoto State Government.

Based on the findings of this research, the following recommendations were made: Sokoto State Government through the State Ministry for Basic and Secondary Education should increase its budgetary allocations to Adult and Non-Formal Education Programmes from the annual allocation given to educational sector.

Sokoto State Government should explore other sources of financing Adult and Non-formal Education by

collaborating with donor agencies, community philanthropists and groups. Agency for Mass Education must fight corruption among government officials in order to ensure that the available resources are judiciously used. Improper financial records keeping are some of the detriments that hamper the progress and the effective performance of the State Agency for Mass Education, Sokoto. Therefore, proper record and updated financial record keeping should be documented by the State Agency for Mass Education, Sokoto.

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