

Impact of Adult and Non-Formal Education Programmes on Economic Empowerment of Rural Women in Jigawa State, Nigeria from 2010 – 2015

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Abstract

This study endeavored to determine the impact of Adult and Non-formal education programmes on economic empowerment of Women in Jigawa state, from 2010 -2015. The objectives of the study are three (3), to examine the types of literacy programmes for rural women economic empowerment in Jigawa state; to identify the vocational programmes given to rural women for economic empowerment activities in Jigawa state; and lastly to identify the challenges facing Adult and Non-formal Education programmes for rural women economic empowerment activities in Jigawa state. The research questions are in line with the stated objectives. Ex-post facto design was adopted for the study, the population of the study comprises of all rural women who participated in Adult and Non-formal Education programmes in Jigawa state from 2010–2015, amounting to 3650, and a sample of 346 was selected using simple random sampling and snow balling techniques respectively. Questionnaire and interview were used for data collection and frequency count and percentage was used for data analysis. The findings indicated that; the literacy programmes includes Basic-literacy, Post-literacy and Continuing Education programmes respectively; the vocational skills includes soap making, pomade making, air freshener and tailoring; the challenges includes problems of enough working material, poor supervision, and lack of package after completion the programmes. Based on the findings of the study, it is recommended that: the Jigawa State Agency for Mass Education should provide

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additional centers to accommodate a large number of rural women needed for the programmes; the vocational education programmes should be geared towards societal needs, and; the Jigawa State Government should include a training package on the completion of the programmes for sustainable economic empowerment.

Background to the Study

Nigeria is one of the developing countries of the world located within the tropical region. It has few urban sprang which most of them come as a result of colonial administration whereas others were created by indigenous administrations. (Masha 1994) These urban communities are privileged to modern infrastructural facilities such as pipe-borne water, good road network, electricity, information and communication networks, and modern health-care services among others. It is worthy to note that majority of Nigerians are dwelling in rural communities where there is dearth of facilities that give minimum comfort for living. This is the true picture of most African communities, which Nigeria is not an exception. The rural communities are characterized with peasant agricultural activities, high level illiteracy, poverty, ignorance and less income generation activities that retard and reject modern development. There is the need to articulate programmes that will give them a lease of life. This will enhance economic well-being and reduce the tendency of rural-urban drift. Hence, adult education programmes need to be organized in an integrated manner to change rural life for better.

The importance of education to national development cannot be over-emphasized. Education, either formal or non-formal is seen as instrument of empowerment. Researches have given a close link between education and development. For instance, UNESCO (2003) sees education as paramount tools for individuals and national development, while Igbuzor (2006) asserts that it is a key index of all development. In the same vein, the National Policy on Women (2000) states that women's educational status in any nation correlates with the nation's development. In this regard, education is seen as the most significant instrument for changing women subjugated positions in the society and at the same time qualifies them to fulfill certain economic, political, and cultural functions. On this note, the universal declaration on human rights to which Nigeria is a signatory, listed among other things, the right to education as one of the fundamental rights to all citizens. This was in line with the declaration in Jomtein, Thailand in 1990, and re-affirmed in Dakar Senegal in 2000, that educational opportunities should be extended to all without exception by 2015 (FGN, 2004). To this effect, a number of efforts have been made to extend

educational opportunities to rural women in Jigawa State. For instance, State governments initiated Adult and Non-formal education programmes to improve women educational status through the efforts of National Commission for Women Affairs, Ministry of Women Affairs, Women Education Centers and State Agencies for Mass Education. In spite of these developments, women and girls particularly in the rural areas have been neglected either through omission or commission and relegated to the background in the provision of qualitative education (Omiunu and Omoruyi, 2008). This study therefore examines the impact of Adult and Non-Formal Education for rural women economic empowerment in Jigawa State from 2010 – 2015.

Statement of the Problem

Adult education is seen by many developing countries as an instrument for the promotion of the people's status politically, economically and socially. It therefore deserves as much attention as the formal system of education. Adult Education centers were organised to run a literacy programmes for development of rural women in the area of literacy and economic empowerment. It is no longer in doubt that women constitute the majority of adult illiterates in the world especially those in rural areas. The EFA Global Monitoring Report (2006) states that, there are 771 million adult illiterates in the world today and two-third of them are women in rural areas. The reports also pointed out that the vast majority of these illiterates are concentrated in the developing countries. In Nigeria, the population of women was given at 68,293,633 million and that majority of them are illiterates (NPC, 2006). This fact was further established by EFA Global Monitoring Report (2008), which confirms that more than 22 million people in Nigeria are illiterates and 65% of them are women. The observed factors for this high level of illiteracy among women have been attributed to; cultural practices, religion, economy, early marriage, poverty and general unfavorable attitude expressed towards the education of women and girls in the country (Masha, 1994). These and many other factors have led to continual deprivations and limitations in their abilities to participate in economic and political development. Moreover, despite the substantial efforts made to guarantee the right of education to all, Studies have shown that excessive illiteracy rates still persist among the rural women. Wagner (1995) described that rural residents have lower literacy levels than urban residents. Also economic developments among the rural women are very low and affect the economy of the State and nation at large. Based on that, the study is to examine the impact of Adult and Non-Formal Education

programmes among rural women for economic empowerment in Jigawa State from 2010-2015.

Research Objectives

The following research objectives would guide the study:

1. To examine the types of literacy programmes for rural women economic empowerment in Jigawa state;
2. To identify the vocational programmes given to rural women for economic empowerment activities in Jigawa state;
3. To identify the challenges facing Adult and Non-Formal education programmes for rural women economic empowerment activities in Jigawa state.

Review of Related Literature

Concept of Adult and Non-formal Education

Adult education is a very broad term which has been subjected to so many definitions and interpretations. Houle (1964) defines it as a process by which men or women either alone or in groups attempt to improve themselves by bringing about changes in their understanding, skills or sensitivities. In a more elaborate way, Liveright and Haygood (1969), said that Adult Education is a process whereby persons who no longer attend formal school on a regular and full-time basis undertake sequential and organized activities with conscious intention of bringing about changes in information, knowledge, understanding, skill, appreciation and attitudes for the purpose of identifying and solving personal and community problems. More expressively Greenough (1972) sees Adult Education as a process whereby persons who no longer attend school on a regular of full-time basis can pursue organized studies or to develop their knowledge and skills and so become equipped to perform roles in their societies in more or less creative or critical fashion so that they can be of greater use to themselves, their families and to the community. Briefly, Adult Education is the process whereby adults engage in systematic and sustained learning activities in order to gain new forms of knowledge, skills, attitudes or values.

In Nigeria, the scope of adult education can vividly be seen in the educational blueprint of the nation. The National Policy on Education (2004) section 6 contains the scope and objectives of adult and non-formal education. These items are divided into four areas as follows:

1. Literacy education
2. Remedial education

3. Vocational education
4. Aesthetic, cultural and civic education.

By its nature, Adult Education covers a wide range of issues. It often focuses on all activities of adults aimed at self-awareness, wider process of life-long education, and general, vocational, professional, civic, cultural as well as recreational education of all adult stages. The span of Adult Education extend to all part-time activities, industrial training, professional refresher courses, informal and ad-hoc workshops and conferences. It entails a lot of learning by doing as is very much found in informal education. Adult Education is better understood as a rich field of study, a practical activity full of varied experiences. Hence, a better understanding of Adult Education is that which knot together, each level strengthening the order and each connected to the other to make a meaningful whole.

Brockett, (2007) emphasized on the types of literacy programmes given to Adult and Women which includes Basic literacy, Post-literacy, Continuing education, Remedial Education and Religious education programmes, all to improved the economic, social ,educational status of the participant. Presently, many adult men and women are uneducated and therefore, lack the requisite knowledge, skills and the right attitudes for a functional career in agriculture, technology and other vocational areas to enable them function effectively in a democratic society. This is due to the inability of the formal education system to provide these adults with the training they require. The formal education system in our country bewildered with multitude of problems that make it inaccessible to some categories of individuals as a result of many issues especially rural women.

Nevertheless, a good number of development partners are supporting the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) in extending basic literacy learning opportunities to young people and adults through the Revitalizing Adult and Youth Literacy in Nigeria project (RAYL). Such partners include UNESCO, institute for Life-long Learning (ILL) United Nations Organization (UN) etc. Additionally, their support is to help build the capacities of Nigerian Adult and women to become economically functional to themselves and community.

Types of Non-Formal Education Programmes

Vocational Education Programmes

Vocational skills training is a part that become an indispensable tool for changing people's attitudes and belief so that they can have the capacity to assess and address their problems. Vocational skill training is all encompassing,

very central and expedient for the acquisition of skills, abilities, values, attitudes and competencies essential for purposes of employment, job improvement as well as poverty reduction. It is expedient for rural women to acquire the necessary knowledge, skills, attitudes, values and experiences they require to perform effectively their economic and political roles. For this reason, establishment of more vocational skills centers in rural areas to aid rural transformation, with a view of stemming rural urban migration should be the motive of the government. These centers should also be well planned and coordinated well to discourage illiteracy. Vocational skills must be inclusive and integrative for all, most especially for women and the girl's-child beyond the basic nine-year compulsory education scheme. Apart from this, in order to enhance women's contributions to national development, there is need for them to have access to available educational programmes in formal/Non-formal education system. This will impact the necessary skills and training that will reduce their fatigue and also enhance their further participation in other non-formal education programmes. Ocho, (2005) stated that crafts and skills that can be imparted on women in the rural communities include: clothe weaving, tie and dye, farming, hair dressing, dress making, soap making, fashion design etc. This system is functional and skill oriented in nature. The reason why the girl child dropped out of formal schooling is because of the technical aspect of the education and the rigidity of the curriculum. Therefore, for women particularly in the rural areas to be relevant in the society, the government should try to harness vocational skill training: such as clothe weaving, tie and dye, farming, hair dressing, soap making, fashion design etc., in their programmes at all levels of education. Not this alone, women most especially in the rural communities need to be motivated and mobilized to understand the aims of formal and non-formal education, and the opportunities available through these programmes for their individual growth and the welfare of the society. More importantly, vocational skills training programme should be taken to where the target group (rural communities) resides, either in their communities, homes and in various religious centers. With the help of media and proper mobilization, it will help to change their attitudes, beliefs and orientations. Furthermore, provision of an unhindered access to education for all requires huge sum of money. And more so, the reason why most people drop out of school is because they cannot afford the cost of education or the needed tools needed for study. This, by implication means that the programme must be adequately funded. The process of funding could be done in partnership with Federal Government, State, Local government as well as all other non-governmental organizations for

efficiency and productivity. Also, experts in various skills should be invited to train the learners on various skills. Workshops and training programmes should also be provided for them to enhance the necessary instructional techniques. This would serve as a tool for empowering rural women through vocational skills education for economic empowerment in the community and nation at large.

Challenges Facing Adult and Non-formal Education Programmes

Eya, (2006) stated that in Nigeria there are numerous challenges facing Adult and Non-formal Education programmes those includes:

Social norms: Some household decision makers have negative attitudes towards educating girls and gives lower priority to girls' education, especially if women's remuneration is lower than men's and employment opportunities are scarce. In addition, girls are seen as relatively "transitory assets", not worthy of long-term investment, as they often leave their parents' household upon marriage. As families tend to rely significantly on girls to help with household chores, such as cooking, cleaning and caring for younger siblings, there are also higher opportunity costs for girls' education in most cultures of safe and accessible boarding, and sanitary facilities in schools/training institutions, as well as lack of female teachers and trainers, are factors which can greatly impede female education and training in rural areas.

High cost for Programmes: Vocational education programmes needs training fees and that fees should be very low and affordable to the participant, this can serve as encouragement to the participant in order to join the programmes and sometimes little allowance should be given to them to encourage participation in the programmes

Unsuitable attitudes among trainers: Trainers and educators sometimes have discriminatory attitudes towards girls and women who often fear insults, sexual harassment and insecurity in attending schools and training institutions. These become necessary for the organizers to provide decent and qualified trainers in the programmes who will become very friendly and ordeal to the participants.

Lack of enough working materials: This is another problem facing Adult and Non-formal education in Nigeria, due to lack of adequate and enough working material in the study centers, this means facilitators are working with little or no working materials which can lead to half beak teaching in the learning centers.

Poor Supervision: Supervision is one of the cardinal objectives of Adult and Non-formal education in which the participants needs to be supervised for the purpose of effective and utilization of knowledge and skills learn, regular supervision leads to full actualization of the skills.

Lack of package after completion: This is another process of maintaining Adult and Non-formal Education programmes up-to-dates in which given a package to participant after completion of the programmes in order to take over for the skills.

Methodology

The study employed Ex-post facto design, the population of the study comprises of all rural women who participated in Adult and Non-Formal Education programmes in Jigawa state from 2010 – 2015, amounting to 3650 from 27 LGA, and a sample of 346 was selected using proportionate sampling and snow balling techniques respectively. The study adopted the use of two research instruments developed by the researcher named questionnaire for rural women economic empowerment (QRWEE) and Interview schedule. All were subjected to validity and reliability testing for which the instruments were valid due to observations made by expert and all the observations were effected and the instrument became strength, the reliability index of 0.67 was recorded for (QRWEE), and frequency count and percentage was used for data analysis.

Findings of the Study:

Research Question one: What are the types of literacy programmes for rural women economic empowerment in Jigawa State?

Data obtained was analysed using frequency count and percentages, the results were presented in

Table 1.1

Literacy Programmes for Rural Women

S/N	Variables	Frequency	Percentages
1	Basic-literacy	147	42
2	Post-literacy	85	25
3	Continuing Education	25	7
4	Remedial Education	35	10
5	Religious Education	54	16
	Total	346	100

Source: Fieldwork, 2017.

Table 1.1 indicates the literacy programmes for the rural women. The variable includes; Basic literacy, Post-literacy, Continuing education, Remedial Education, and Religious education. The results indicate that respondents that indicates Basic literacy are (147 or 42%) which ranked first, post-literacy have (85 or 25%) which is second, and continuing education have (25 or 7%) which is last, while Remedial education have (35 or 10%) which is fourth rank and Religious education have (54 or 16%) which is the third best literacy programmes.

Research Question Two: What are the Vocational Skills Programmes given to rural women for economic empowerment in Jigawa State?

Data obtained was analysed using frequency count and percentages, the results were presented in

Table 1.2
Vocational skills Programmes

S/N	Variables	Frequency	Percentages
1	Clothe weaving	84	24
2	Tie and dye	57	16
3	Hair dressing	49	14
4	Farming	124	36
5	Fashion design	12	4
6	Soap making	20	6
	Total	346	100

Source: Fieldwork, 2017.

Table 1.2 indicates the Vocational skills programmes for the rural women. The variable includes; cloth weaving, tie and dye, hair dressing, farming, fashion design, and soap making. The results indicate that respondent that show cloth weaving are (84 or 24%) which is the second best, while those that indicates Tie and Dye are (57 or 16%) which is the third best, and those that indicates hair dressing are (49 or 14%) which is fourth rank, and with regards to faming respondent that indicates are (124 or 36%) which is the best, and those that indicates fashion design are (12 or 4%) which rank sixth and last vocational skills, while (20 or 6%) of the respondent indicates soap making respectively.

Research Question three: What are the challenges facing adult and Non-formal Education programmes for rural women economic empowerment in Jigawa State?

Data obtained was analysed using frequency count and percentages, the results were presented in

Table 1.3
Challenges facing Adult and Non-formal Education Programmes

S/N	Variables	Frequency	Percentages
1	Lack of enough working materials	201	58
2	Poor supervision	65	19
3	Lack of package after completion	30	8
4	Social norms	35	10
5	Unsuitable attitudes among trainers	15	5
	Total	346	100

Source: Fieldwork, 2017.

Table 1.3 indicates the challenges facing Adult education programmes for the rural women. The variable includes; Lack of enough working materials, poor supervision, lacks of package after completion, social norms and unsuitable attitudes among trainers. The results indicate that respondent that indicates lack of enough working materials are (201 or 58%) which is best problem, while those that indicates poor supervision are (65 or 19%) which is the second best and those that indicates lack of package after completion are (30 or 8%) which ranked fourth, then those that indicates social norms are (35 or 10) which is the third best and finally those that indicates unsuitable attitudes among trainers are (15 or 5%) respectively.

Discussion of Findings

Based from the findings in table 1.1, the literacy programmes taught for rural women includes: Basic-literacy, Post-literacy, Continuing Education and religious education programmes as in line with Brockett, (2007) emphasized on the types of literacy programmes given to Adult and Women which includes Basic literacy, Post-literacy, Continuing education, Remedial Education and Religious education programmes, all to improved the economic, social, educational status of the participant. Also from the interview respondent indicates that the programmes are Basic literacy, Post-literacy, and continuing Education.

Based from the findings in table 1.2 the vocational skills programmes given to rural women for economic empowerment are cloth weaving, tie

and dye, farming, hair dressing, soap making, and fashion design this is in line with Ocho, (2005) stated that crafts and skills that can be imparted on women in the rural communities include: cloth weaving, tie and dye, farming, hair dressing, dress making, soap making, fashion design etc. This system is functional and skill oriented in nature, which can improve the economic status of women. From the interview the respondent indicates that vocational skills were train at the center in order to empower rural women which includes soap making, tye and die, hair dressing, fashion dressing etc.

Based from the findings in table 1.3 the challenges facing Adult and Non-formal education programmes for rural women includes lack of enough working material, poor supervision, and lack of package after completion the programmes this is in line with Eya, (2006) stated that in Nigeria there are numerous challenges facing Adult and Non-formal Education programmes those includes: Lack of enough working materials, Poor supervision, Lack of package after completion, Social norms and Unsuitable attitudes among trainers. Respondent from interview indicates that problem facing Adult and Non-formal Education are numerous which includes lack of supervision, payment of allowances regularly, lack of capital after completion.

Conclusion

Based on the findings of the study, it was concluded that Adult and Non-formal education programmes play an important roles in empowering the rural women in Jigawa State especially From 2010 – 2015, when the State Government have political will and interest for the rural women, in which they introduced literacy education such as basic, post, continuing, and religious education on one hand and vocational education programmes such as cloth weaving, Tie and Dye, Farming, Hair dressing, Soap making and Fashion design with hope of empowering economic status of rural women in Jigawa State.

Recommendations

Based on the finding of the study, it is recommended that:

- The Jigawa State Agency for Mass Education should provide additional centers to accommodate a large number of rural women needed for the programmes;
- The vocational education programmes should be geared towards societal needs, and;
- The Jigawa State Government should include a training package on

the completion of the programmes for sustainable economic empowerment.

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