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## **Adult and Non-Formal Education: An Imperative for Human Capacity Development and Attainment of Sustainable Livelihoods in Anambra State**

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### **Abstract**

*This study examined the imperatives of adult and non-formal education (ANFE) as a potent factor for human capacity development and attainment of sustainable livelihoods in Anambra State. For this purpose, the study sought to find out using three research questions formulated to investigate and examine the following: importance of ANFE for human capacity development and towards attaining sustainable livelihoods and (ANFE) programmes that boost socio-economic, cultural*

*and political activities in Anambra State. The study being a survey research, adopted the descriptive survey design in order to collect data. A systematic random sampling procedure was employed in the study. 840 participants from various ANFE programmes within the six zonal areas in Anambra State were sampled from a total population of 46, 160 participants. A questionnaire titled: "Participants Responses on Imperatives of Adult and Non-Formal Education for Human Capacity Development and Sustainable Livelihoods Questionnaire", (PRIANFEHCDSLQ) containing 26 items of two sections and drawn on a 2-point scale of yes and no options was used by the researchers to conduct the study and collect information from the respondents. Validity of the research instrument was carried out by two experts and reliability established using the split half which yielded a coefficient value of 0.83 using the Pearson Product Moment Correlation Coefficient. Data was analyzed using frequency distribution and percentages. The results of the findings of the study revealed that adult and non-formal education is not only an imperative for human capacity development but also played a great role amongst the disadvantaged and marginalized groups in the society. From the findings of the study, recommendations were proffered and among such included: adequate funding and financing of adult and non-formal education (ANFE) for human capacity development which will aid citizens to achieve sustainable livelihoods not only in Anambra State but Nigeria as a whole.*

### **Introduction**

Education is no doubt an instrument for nation-building and national development. According to the National Policy on Education (2004) it is an instrument of 'par excellence' which equips an individual with the right skills, knowledge, abilities, competence, attitudes, behaviour and values in order to function effectively in the society. Education is equally a means to an end which assist citizens of a nation to develop their full potentials and capacity to function effectively in their society as well as attain sustainable livelihoods. Owing to the roles and importance of education in the human society, nations including Nigeria have adopted various forms of education to serve as a means of capacity building through the human development index (HDI). Education, literacy and knowledge are further acquired through the various forms of education that includes: formal learning, informal learning and non-formal learning. To achieve a nation's national goal(s), build a world of true democracy, attain high level of sustenance/living for citizens of a country and develop all citizenry in various capacities; adult/non-formal education is imperative because formal education which is embedded within the principles of formal school system cannot achieve these alone. Adult and non-formal education includes any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population, adults as well as children (Egbezor and Okanezi, 2008).

According to Nzeneri (2008) adult and non-formal education accommodates all the forms of formal, non-formal and informal aspects of education given to men and women (alone, in groups or institutional settings) to improve them in their society by increasing their skills, their knowledge, understanding, attitudes and sensitiveness. Globally, the importance of Adult and Non-Formal Education (ANFE) has been identified in response to the societal challenges by helping individuals through providing education, literacy and training schemes that will aid them tackle these challenges. Therefore, countries deemed it necessary to incorporate this form of education in their system. Adult and Non-Formal Education (ANFE) is also a means in which the MDGs and EFA goals could be obtained. This was ascertained in the 2000 Dakar framework, framework for Action to Meet Basic Learning Needs agreed to by nations at Jomtien, Thailand in 1990 and other UNESCO world conferences/meetings (UNESCO, 2008). Adult and Non-Formal Education (ANFE) aids development in the society by providing various imperatives by which human capacity can be developed for attaining sustainable livelihoods in the society. Human capacity development could be defined as the development of a workforce through the acquisition of technical and managerial efficiency and effectiveness in the overall performance of an organization. It also involves series of activities which an organization, enterprise or even a nation needs to undertake to provide for itself on a continuous basis, as well as the regular supply of skilled manpower to meet its present and future needs (Ezugoh, 2010).

### **The Imperatives of Adult and Non-Formal Education as a Tool for Human Capacity Development and Attainment of Sustainable Livelihood in Nigeria**

Adult and non-formal education, by providing various forms of education in its ramifications is a potent tool by which the human capacity can be developed for attainment of sustainable livelihoods in the society. The imperatives of ANFE as a potent tool for human capacity development and attainment of sustainable livelihood in Nigeria has been outlined/pointed out clearly by the Federal Government of Nigeria in the goals/objectives of ANFE of the 2004 National Policy on Education as to: (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. (ii) provide functional and remedial education for those young people who did not complete secondary education. (iii) provide education 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 country necessary aesthetic, cultural and civic education for public enlightenment (National Policy on Education - NPE, 2004). Therefore, ANFE has been designed for all categories/class of people in the society which ranges from the stark illiterates in the society, dropouts from formal

school; the disadvantaged/marginalized groups which includes: women/girl-child, physically challenged group, prisoners, migrant fishermen/farmers, nomads, etc; workers of different categories/levels and professionals of all types; and the educated people in the society (Nzeneri, 2008). To successfully achieve the goals of ANFE in Nigeria, various programmes, literacy education or models have been provided in order to develop human capacity for attainment of sustainable livelihoods. Such as asserted by Egbezor and Okanezi (2008) include:

- i) Agriculture Extension model and services designed for farmers and which is geared towards increased food production through improved farming methods.
- ii) Apprenticeship model, practically designed for skills acquisition through vocational training and job improvement programmes. According to Omodia (2009) is a method of manpower development involving the acquisition of skills through extensive practice for a given period of time by the trainee.
- iii) Community Mobilization and Development model which involves liberal education and counselling aimed at rural communities, helping to transform the people by working in close relationship with them and liberate the minds of the people from debilitating conditions.
- iv) Self-Help and Enrichment –of-Skill model, is a process of enablement of the individual through responsible and creative use of leisure, devoted to enriching the minds through creative and constructive engagements. It also assists individual to rely on local skills and materials in order to promote self-reliance
- v) Sunday school model, which goes beyond religion and moral instruction including such programmes like cookery and home management for girls, music and trades for boys.
- vi) Training Institutes model: designed for on-the-job training at the work place, meant to improve the occupational competence of the participants. vii) Village Craft centre model, sometimes initiated by local government authorities or community development agencies to impart skills to youths in the rural areas thus creating self-employment and discouraging rural-urban migration among youths. It encourages hard work, creativity and the dignity of labour to shun idleness.

Other ANFE programmes/models highlighted by Nzeneri (2008) and Nkememena (2010) includes: basic and post literacy education programmes, health literacy and empowerment programmes, civic/political education programmes, continuing and remedial education, women and girl-child education programmes, education programmes designed for the disadvantaged, less privileged/ vulnerable

groups in the society, e.g. Almajiris, dropouts, migrant groups such as nomads, fishermen, farmers, pastorals, etc. Given all these programmes, there are yet lots of challenges affect the management of ANFE in Nigeria which hinders full implementation of all this programmes; such as poor funding, inadequate provision of human and material resources, politicizing ANFE, lack of professionals in the field, inadequate and unstable facilitators, problem of staff development and training, inadequate programmes monitoring, evaluation and supervision, etc (Adeyinka, 2010). Therefore, adequate attention, priority and efforts must be channelled towards ANFE which is imperative as spring board to develop and improve human capacity development and aid individuals to attain sustainable livelihood. ANFE has since its inception worldwide played significant roles in socio-economic, political and cultural development of the society. This role ranges from providing literacy, poverty eradication, people's conscientization out of ignorance and eradication of diseases. It has played a great role in raising the socio-economic status and increasing the income earnings of citizens. Through political education, people are aware of their civic duties and responsibilities, get involved in the political activities of their communities, be able to express their fundamental rights and build a culture of democracy.

Generally, the role(s) of ANFE in the socio-economic, political and cultural development of people as highlighted by Nkememena (2010) includes the following:

- developing human capacity to acquisition of skills for poverty alleviation, facilitation of economic and technological activities.
- endowing individuals with the social and cultural abilities that will enable them get along with others which enhances harmony in the society, respect for the feelings of others and tolerance for peaceful co-existence.
- assisting governments and its citizens to build a culture of democracy which will enhance political stability and generally assist in smooth operations (running) of the country's affairs. Omodia (2009) also asserted that there is no doubt that a country which fails to adequately develop her manpower and human capacity would be doing that at the expense of her socio-economic and political stability and stressed the dysfunctional use of the nation's human resources among youths in propelling political instability when he stated that "there has been situations in which the Nigerian youth especially, those from poor family background were used as tools for disrupting the political democratic system through rigging, thuggery and ethnic conflicts and such factors terminated the First and Second Republic".

In Nigeria, ANFE have no doubt yielded a measure of success as statistics and researches have shown despite the various problems been encountered over the years.

This includes that the country's success in literacy which has found expressions in the UNESCO literacy prizes and award in recognition of institutions, organizations or individuals displaying outstanding merit and achieving special success in contributing to fight against illiteracy. One notably prize came in 1989 when Adult Education Department of University of Ibadan was awarded the Literacy Prize of International Reading Association and the department has since recognized that only community based literacy programmes can survive in rural areas where tradition is strong. The realization of this fact led to the Department of Community Development Literacy and Health Project which began in 1989 as special contributions to literacy promotions. This project metamorphosed into the University Village Association, UNIVA, a non-governmental organization that build bridges between the university and the community and between theory and practice in Adult Education, contributing to policy formulations and literacy promotion, offering seed money to participants in the literacy classes to enable them initiate small-scale enterprises (Omodia, 2009).

Today, a lot of ANFE agencies, international organization, non-governmental agencies and individuals have participated in one way or the other in improving the socio-economic, political and cultural status of people for sustainable living. Such agencies include: Nigerian National Council for Adult Education - NNCAE, National Commission for Mass Literacy Adult and Non-Formal Education - NMEC, State Agencies for Mass Education - SAME, Women's Right Advancement Protection Alternative - WRAPA, Women in Nigeria – WIN, University Village Association - UNIVA, NOLGASS, UNIFEM, UNESCO, WaterAid, Nigerian Baptist Convention - NBC and other International Development Partners (IDPs). However, the present study tried to examine the imperatives of adult and non-formal education (ANFE) as a potent factor for human capacity development and attainment of sustainable livelihoods in Anambra State. To achieve this, the researchers examined the importance and roles of ANFE in human capacity development and provision of sustainable livelihoods for people; and the ANFE programmes which boosted socio-economic, cultural and political activities in Anambra State.

### **Statement of the Problem**

The challenges facing human capacity development for sustainable livelihoods which equally affects the development of nations and the society have become one of the issues of major concern which have drawn the attention of leaders of various nations globally including governments, policy makers/implementers and various education stakeholders. At the meetings of Governments of various nations in Jomtien, Thailand 1990, Dakar forum in 2000 including that of EFA goals where commitments were made and agreements signed by these world leaders on means of eradicating illiteracy, poverty, diseases and ignorance by boosting literacy before the year 2015-2020; strengthening the adult/non-formal education sector was one strategy

adopted achievement of this purpose (UNESCO, 2008). ANFE have ever since contributed to development of human capacity for sustainable livelihoods in so many ways by improving peoples' skills and competences in many ways that will enable them function properly in the society. ANFE can help youths in the development of self and in improving the quality of their political participation. It has also been observed the culture, traditions, formed opinions and perceptions all combine to define discriminatory acts or marginalized status for women especially in the society. ANFE provides education for women in order to empower them, enable them gain access to sound education thereby improving their human capacity for effective participations in all aspects of development and transformation of a nation (Omodia, 2009). It has yielded positive results in the past and continues to yield results including in the present as highlighted by UNESCO (2008). Based on the above, the intention of this study is to examine imperatives of adult and non-formal education as a potent tool for human capacity development and for attainment of sustainable livelihoods. Therefore, the need to satisfy the importance of of adult and non-formal education as a potent tool for human capacity development and for attainment of sustainable livelihoods in Anambra State is the problem of this study.

### **Purpose of the Study**

The study has the overall purpose of examining the imperatives of adult and non-formal education for human capacity development and attainment of sustainable livelihoods in Anambra State. Therefore, the study seeks to also determine the following:

- The importance of ANFE for human capacity development in Anambra State.
- The importance of ANFE towards attaining sustainable livelihoods in Anambra State.
- Adult and Non-formal education (ANFE) programmes that boost socio-economic, cultural and political activities in Anambra State.

### **Research Questions**

The following research questions were posed to guide the study:

1. To what extent is ANFE important to serve as a means/tool for human capacity development in Anambra State?
2. To what extent is ANFE important to serve as a means/tool towards attaining sustainable livelihoods in Anambra State?
3. To what extent has ANFE provided participants with relevant programmes or literacy to boost socio-economic, cultural and political activities in Anambra State?

## **Methodology**

### **Design of the Study**

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of participants with a view to examining the imperatives of adult and non-formal education (ANFE) for human capacity development and attainment of sustainable livelihoods in Anambra State of South Eastern Nigeria.

### **Population**

The study was carried out amongst all the participants in the various adult and non-formal education (ANFE) centres in the six zonal areas of Anambra State from where the sample was drawn. Therefore, the study population consists of all the 46,160 participants in the 515 adult and non-formal education centres within the six zonal areas in Anambra State. However, the sample for this study comprised 840 participants from 173 centres selected within the study population of 46,160 participants and from 515 centres through a systematic random sampling technique. To do this effectively, the participants were divided into strata according to their zonal areas and 10 participants including 3 centres each randomly selected from each Local Government Area in the six zones (Akilaiya, Opute-Imala and Ezoem, 2002). Generally, the Adult and Non-Formal Education centres in Anambra State comprised of 256 Basic Literacy Centres, 196 Post Literacy Centres, 48 Vocational Education Centres and 15 Continuing Education Centres (Source: Planning, Research and Statistics (PRS) Department of the Agency for Mass Literacy, Adult and Non-formal education, Awka, Anambra State, 2013 and NMEC - Abuja, 2011).

### **Instrumentation**

The main research instrument used for conducting the study is a questionnaire designed by the researchers and modified on a two-point scale of “Yes” and “No” responses. The research instrument which was titled “Participants Responses on Imperatives of Adult and Non-Formal Education for Human Capacity Development and Sustainable Livelihoods Questionnaire”, (PRIANFEHCDSLQ) formed the basis for the primary data in order to elicit information from the respondents/participants based on the three research questions. The questionnaire contained 26 items which sought to elicit information from the respondents based on the imperatives of adult and non-formal education (ANFE) for human capacity development and attainment of sustainable livelihoods. The research instrument (Questionnaire) was validated by two experts in Adult and Non-Formal education and one expert in Measurement and Evaluation from Federal College of Education (Technical) Asaba, Delta State in order to establish the face and content validity in line with the purpose of the study and for appropriate validation in which corrections were made before drafting and administering the final instrument. However, these

corrections and modifications made by the experts on the instrument were incorporated in the final correction of the instrument.

For the reliability of the research instrument (Questionnaire), a pilot-testing was conducted using 25 participants from 15 adult and non-formal education centres in Delta State and adopted the split-half test which yielded a coefficient value of 0.83 using the Pearson Product Moment Correlation Coefficient formula to determine the trustworthiness and dependability of research instrument. This affirms that the instrument was reliable for the study. The research instrument was finally administered and collected using four trained research assistants, including the researchers, on a personal, hand delivery and face to face contact with all the respondents. The responses from the research instrument (questionnaire) were analyzed using frequency distribution and simple percentages.

## Results

**Research Question One:** *To what extent is ANFE important to serve as a means/tool for human capacity development in Anambra State?*

Table 1 show that 82% from the overall percentage of the participants' responses agree that ANFE was important and served as a means/tool for human capacity development in Anambra State, while the rest participants' responses of 18% indicated a disagreement with the statement. However, the result of table one indicated the importance of ANFE in serving as a means/tool for human capacity development.

**Research Question Two:** *To what extent is ANFE important to serve as a means/tool towards attaining sustainable livelihoods in Anambra State?*

Table 2 presents participants responses on the importance of ANFE to serve as a means/tool towards attaining sustainable livelihoods in Anambra State. The table indicated that 81% from the overall percentage of the participants' responses agree that ANFE was important and served as a means/tool towards attaining sustainable livelihoods in Anambra State. The rest participants' responses of 19% indicated a disagreement with the statement. However, the result of table two indicated the importance of ANFE in serving as a means/tool for people to attain sustainable livelihoods.

**Research Question Three:** *To what extent has ANFE provided participants with relevant programmes or literacy to boost socio-economic, cultural and political activities in Anambra State?*

Table 3 show that 80% from the overall percentage of the participants' responses agree that ANFE provided programmes to boost socio-economic, cultural and political activities in Anambra State. The rest participants' responses of 20% indicated a disagreement with the statement. However, the result of table three revealed ANFE programmes provided to boost socio-economic, cultural and political activities.

### **Discussions**

The findings of this paper which investigated and examined the imperatives of adult and non-formal education (ANFE) as a potent factor for human capacity development and attainment of sustainable livelihoods in Anambra State generally revealed that ANFE was very crucial for overall human development. The results of the findings from analysis of the participants responses obtained indicated that adult and non-formal education (ANFE) is effective in provision of various support programmes for human capacity development and attainment of sustainable livelihoods. Thus, such indication from the findings of this study makes ANFE essential/imperative for human capacity development and attainment of sustainable livelihoods in the socio-economic, political and cultural activities for development of individual and the society, just as shown in the tables of research question one, two and three.

Analysis of table one indicated that ANFE serve as a means/tool for human capacity development in Anambra State. Adult and Non-formal Education programmes provided adequate room for the human capacity development in the following ways: skills acquisitions and improvement in its training programmes; knowledge acquisition and upgrading in various fields of endeavours; development of competences needed for work; inculcating one with innovations and creativity and improving people's job performances; improves ideas and understanding; bring about changes in perception, attitude and behaviour; exposes one to understanding real life issues in order to tackle challenges e.g. poverty, HIV/AIDS issues, etc; contributes to all round development of an individual in the society. This equally agrees with the goals/objectives of ANFE as highlighted in the 2004 NPE as earlier stated in the study. According to Omodia (2009) ANFE involves the building of capacity and harnessing the State's human resources which constitutes a sine-qua-non for development. Analysis of table two also revealed the importance of ANFE to serve as a means/tool towards attaining sustainable livelihoods in Anambra State. This includes that ANFE assisted individuals to secure gainful employments in the society;

aids economic empowerment of people; aids income and wealth generation by serving as a tool for wealth creation; aids one into participation in the decision making process in the community; eradicates poverty, ignorance, diseases and illiteracy; creates room for self-improvement that will aid self-employment; and assists the disadvantaged and marginalized groups in the society to develop their skills and competence that will aid them in attaining sustainable livelihoods. This is also in line with the statements of Nzeneri (2008) and Nkememena (2010) as earlier highlighted in the study. However, the analysis of data presented in table three identified This is unanimous and in agreement with the statement of Nzeneri (2008) which pointed out that adult and non-formal education accommodates all the forms of formal, non-formal and informal aspects of education given to men and women (alone, in groups or institutional settings) to improve them in their society by increasing their skills, their knowledge, understanding, attitudes and sensitiveness. ANFE can help youths in the development of 'self' and improve the quality of their political participation and likewise provide education for women in order to empower them, enable them gain access to sound education thereby improving their human capacity for effective participations in all aspects of development and transformation of a nation (Omodia, 2009). Therefore, the need to give precedents towards promoting ANFE programmes for human development and attainment of sustainable livelihoods in Anambra State arises, whose overall outcomes have great implications to educational management, theory and practices, given the recent problems and challenges facing human and society development (socio-economic, political and cultural development) and coupled with the need for nations to obtain high literacy level for achievement of the EFA and MDGs goals not only in Nigeria but globally as well.

### **Conclusion**

This paper examined the imperatives of adult and non-formal education (ANFE) as a potent factor for human capacity development and attainment of sustainable livelihoods in Anambra State. Generally, the results of the findings indicate that ANFE which is imperative plays a great role in the human capacity development and aided the attainment of sustainable livelihood in the socio-economic, political and cultural activities for development of individuals and the society. Through its various programme such basic literacy, post literacy, continuing education, women education, education for the disadvantaged/marginalized groups in the society, vocational and technical education, etc., human capacity will be endowed with full potentials that

will aid towards the attainment of sustainable livelihoods. ANFE aims at promoting social change and development through adult literacy and adult basic education; combat illiteracy among rural women in order to enhance their skills, thus making them more productive and enabling them to generate income and alleviate poverty; empower the disadvantaged groups especially women and girls to be active agents of community development; improve public awareness of fundamental and constitutionally guaranteed human rights, including access to basic health and education services; increases the capacity of individuals to fend for their families and thus to improve their standards of life; and increase public awareness about healthy living, including nutrition and HIV/AIDS prevention (UNESCO, 2011). All these set aside by ANFE will aid in human capacity development that will boost sustainable livelihoods not only in Anambra State but other nook and cranny of South Eastern part of Nigeria and throughout Nigeria. However, ANFE is yet to achieve a greater height because of some challenges that eludes this sector from functioning effectively needs to be cogently addressed. Based on this bench marks the following recommendations are been proffered.

### **Recommendations**

- Government needs to effectively utilize ANFE programmes for human capacity development and attainment of sustainable livelihoods by providing adequate support, funds and finances in all ramifications for its programmes and operations, not only in Anambra State but throughout the Nigerian Federation.
- Programmes of ANFE should equally be expanded to have a wider scope and coverage like the formal education system in the society; however more centres should be established for recognition, easy access and proximity for participants. Only through this means will ANFE play a greater role in Anambra State and Nigeria for human capacity development and attainment of sustainable livelihoods.
- International organizations, private establishment and individuals should be encouraged to effectively utilize ANFE programmes for human capacity development and attainment of sustainable livelihoods in Nigeria.
- ANFE stakeholders including controlling agencies must ensure that high standards, excellence and quality is attained in the programmes in order to guarantee its proficiency in the development of human capacity and attainment of sustainable livelihood. This means that quality and excellence should be attained in the programmes inputs, process and outputs and

minimum standard achieved. Also, professionals in ANFE should be employed in order to achieve quality in the programmes for human capacity development and attainment of sustainable livelihoods.

- ICTs should effectively be incorporated and utilized in ANFE programmes in order to yield positive results that will improve human capacity development and attain sustainable livelihoods for citizens.

Table 1: Frequencies and Percentages of participants' responses on the importance of ANFE to serve as a means/tool for human capacity development in Anambra State

N = 840

| S/N          | ITEMS  | FREQUENCY  |     | PERCENTAGES |             |
|--------------|--|------------|-----|-------------|-------------|
|              |  | YES        | NO  | YES         | NO          |
| a.           | Adult and Non-formal Education programmes provided adequate room for the human capacity development in the following ways: |            |     |             |             |
| 1.           | Skills acquisitions and improvement in its programmes.   | 780        | 60  | 93.0        | 7.0         |
| 2.           | Knowledge acquisition and upgrading in various fields of endeavours.   | 602        | 234 | 72.0        | 23.0        |
| 3.           | Development of competences needed for work.  | 595        | 245 | 71.0        | 29.0        |
| 4.           | Inculcating one with innovations and creativity and improving people's job performances                                    | 725        | 115 | 86.0        | 14.0        |
| 5.           | Improves ones ideas and understanding.   | 820        | 20  | 98.0        | 2.0         |
| 6.           | Brings about changes in perception, attitude and behaviour.  | 650        | 190 | 77.0        | 23.0        |
| 7.           | Exposes one to understanding real life issues in order to tackle challenges e.g. poverty, HIV/AIDS issues.                 | 770        | 70  | 92.0        | 8.0         |
| 8.           | Contributes to all round development of an individual for effective functioning in the society.                            | 540        | 300 | 64.0        | 36.0        |
| <b>Total</b> |  | <b>840</b> |     | <b>82.0</b> | <b>18.0</b> |

Table 2: Frequencies and Percentages of participants' responses on the importance of ANFE to serve as a means/tool towards attaining sustainable livelihoods in Anambra State

N = 840

| S/N          | ITEMS  | FREQUENCY  |     | PERCENTAGES |             |
|--------------|--|------------|-----|-------------|-------------|
|              |  | YES        | NO  | YES         | NO          |
| b.           | Adult and Non-formal Education programmes enhanced people towards attaining sustainable livelihoods through the following:                                       |            |     |             |             |
| 9.           | Assisting individuals to secure gainful employments in the society.  | 670        | 170 | 80.0        | 20.0        |
| 10.          | Aids economic empowerment of people.   | 750        | 90  | 89.0        | 11.0        |
| 11.          | Aids income and wealth generation by serving as a tool for wealth creation.  | 758        | 82  | 90.0        | 10.0        |
| 12.          | Aids one into participation in the decision making process in the community.   | 540        | 300 | 64.0        | 36.0        |
| 13.          | Eradicates poverty, ignorance, diseases and illiteracy.  | 660        | 180 | 79.0        | 21.0        |
| 14.          | Creates room for self-improvement that will aid self-employment.   | 810        | 30  | 96.0        | 4.0         |
| 15.          | Assists the disadvantaged and marginalized groups in the society to develop their skills and competence that will aid them in attaining sustainable livelihoods. | 598        | 242 | 71.0        | 29.0        |
| <b>Total</b> |  | <b>840</b> |     | <b>81.0</b> | <b>19.0</b> |

Table 3: Frequencies and Percentages of participants' responses on relevant ANFE programmes or literacy that boost socio-economic, cultural and political activities in Anambra State

N = 840

| S/N          | ITEMS  | FREQUENCY  |     | PERCENTAGES |           |
|--------------|--|------------|-----|-------------|-----------|
|              |  | YES        | NO  | YES         | NO        |
| c            | The following programmes have been provided by ANFE to boost socio-economic, cultural and political activities in Anambra State.   |            |     |             |           |
| 16.          | Basic literacy programmes  | 744        | 96  | 89.0        | 11.0      |
| 17.          | Post literacy programmes   | 808        | 32  | 96.0        | 4.0       |
| 18.          | Functional literacy education programmes   | 670        | 170 | 80.0        | 20.0      |
| 19.          | Continuing education   | 588        | 252 | 70.0        | 30.0      |
| 20.          | Remedial programmes  | 679        | 161 | 81.0        | 19.0      |
| 21.          | Computer training  | 814        | 26  | 97.0        | 3.0       |
| 22.          | Community and rural development programmes and training  | 555        | 285 | 66.0        | 34.0      |
| 23.          | Vocational and technical education programmes e.g. construction and building, electricity and installation, tie-dye, welding, painting, wiring and cable, soap and bead making, weaving, crafts, fine arts, catering and hotel management, tailoring, bricklaying, metal work, decorations, hair dressing, shoe making, etc. | 676        | 164 | 80.0        | 20.0      |
| 24.          | Social and civic education programmes  | 544        | 296 | 65.0        | 35.0      |
| 25.          | Agriculture extension programmes   | 560        | 280 | 67.0        | 33.0      |
| 26.          | Life-skills training and health education programmes.  | 790        | 50  | 94.0        | 6.0       |
| <b>Total</b> |  | <b>840</b> |     | <b>80.0</b> | <b>20</b> |

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