

## THE ROLE OF NON-GOVERNMENTAL ORGANIZATIONS IN THE DELIVERY OF ADULT BASIC EDUCATION PROGRAMME IN ENUGU STATE, NIGERIA

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### Abstract

*This study investigated the role of non-governmental organizations (NGOs) in the delivery of adult basic education programme (ABEP) in Enugu State, Nigeria. The study focused on the education-related activities of NGOs contributes to the provision of adult basic education programme in Enugu State. The study employed a collective case study design and mixed methods approach, combining both qualitative and quantitative data collection methods. The population of the study was 808 respondents, comprising 228 staff of the Enugu State Agency for Mass Education, and 580 adult literacy facilitators (ALFs). A sample size of 164 respondents comprising actors selected through purposive sampling technique engaged in ABEP was used for the study. Data were gathered using an interview guide and a questionnaire. The two instruments were validated by specialists. Reliability of the instrument was done during the pre-test, after the collation of the data. Using Cronbach alpha method, reliability coefficient of 0.89 was obtained. Frequency, mean and standard deviations were used for the quantitative analysis, while NVivo10 software (QSR International Pty Ltd) was used to import interview transcripts. Findings of the study revealed that NGOs primarily focused on the capacity development of ALFs, and providing teaching and learning materials. The most significant impacts of NGO contributions include enhancing the skills of ALFs and improving the governance of ABEP centres. Challenges faced by NGOs include issues related to infrastructure maintenance, funding uncertainty, and poor maintenance of furniture, among others. The study recommended that; NGOs and government agencies responsible for ABEP, like ENSAME, should enhance their collaboration, and that NGOs should seek more stable funding sources to ensure the sustainability of their programmes.*

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**Keywords:** Adult basic education, non-governmental organizations, adult literacy facilitators, adult education administrators

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### Introduction

An essential component of adult education programmes (AEPs) aimed at changing adults' knowledge, skills, and attitudes is the adult basic education programme (ABEP). ABEP is an adult education curriculum designed for individuals who are new to literacy that emphasises reading, writing, and numeracy skills. ABEP provides people with structured reading, writing, and numeracy skills for both personal and societal fulfilment (Obidiegwu, 2013). These skills will help them adjust to the ever-evolving global standards and prevent marginalisation. Ezema et al. (2018) confirmed that ABEP, as an AEP, includes the development of adults' cognitive abilities, knowledge, attitudes, and skills necessary to

address both personal and societal issues. The ABEP facilitates adult learners' learning, which results in development. Aiming to accomplish Sustainable Development Goal (SDG) number four (SDG4) by 2030, the World Education Forum of 2015 adopted the Education Framework for Action (United Nations Educational, Scientific and Cultural Organisation Global Education Monitoring Report, UNESCO-GEMR, 2016). The fourth goal was to ensure that all people have access to high-quality, inclusive education and lifelong learning. 758 million individuals, 114 million of them are between the ages of 15 and 24, were reportedly unable to read or write even a simple sentence in 2015, according to data from the Global Education Monitoring (GEM) (Berdie, 2017). Therefore, it is the responsibility of an educational agent to guarantee that each adult learner experiences equitable and high-quality learning (Biney, 2014; Oyigbo et al., 2020). Providing an equivalent functional basic education (from primary to junior secondary school) to adults and youth who have never benefited from formal schooling or who have left school too early is one of the goals of mass literacy, adult, and non-formal education, among other initiatives (Federal Republic of Nigeria, FRN, 2013). Migrants, Almajiri, parents, illiterate and semiliterate youth and teenagers, and those who left the formal school system early and are now prepared to return and resume their education are the targeted classes. Some focus groups are made up of people who are unable to enrol in the regular school system and who therefore require alternative educational programmes to suit their individual requirements.

Thus, ABEP serves as a means of overcoming man's lack of access to educational opportunities. In order for adult learners to fully engage in socioeconomic development activities, the course assists them in acquiring sustainable literacy skills (Audi et al., 2014). The acquisition of necessary knowledge and skills is facilitated by ABLEP. Additionally, the curriculum helps with the adaption of new industrial skills and technology. Improved organization, safety, awareness, and life management result from this. Similar to other states, Enugu State Agency for Mass Literacy, Adult and Non-Formal Education (ENSAME) oversees and manages the ABEP in Enugu State. Motivation, money, and supervision are just a few of the factors that affect how the ABEP is implemented in the state (Agboeze & Obeta, 2010). But in the last ten years, non-governmental organisations (NGOs) have become more and more linked with carrying out development initiatives, such as education, as the government cannot supply all necessary services on its own (Dilevko, 2018). NGOs are considered strategic partners of the public sector and have a vital role in providing services (Brophy, 2020). Undoubtedly, a lot more explanation is needed to explain the abrupt shift in focus from the government to NGOs as the answer to development concerns (Bano, 2019). It is noteworthy that the quick acknowledgement of NGOs' contributions to development may have been largely caused by the global realisation of how critical it is to end poverty. According to the World Health Organisation (WHO, 2011), this allowed for the emergence of NGOs in the majority of the world's third-world nations, including Nigeria. NGOs are formed with the intention of bringing about the desired changes in parts of society that are deemed undesirable, either by networking with other NGOs or through cooperation and partnership with donor organizations (Igbokwe, 2016). The current South-East States saw a marked improvement in the formation of NGOs following the 1967–1970 Nigerian/Biafra civil war. In an effort to support development initiatives, the majority of these NGOs engaged in a range of endeavours, including offering educational services. The majority of these NGOs have

provided information on many initiatives related to educational development. Undoubtedly, a significant number of them carry out initiatives designed to improve the standard of education in both rural and urban areas. Sadly, though, it appears that these efforts have not had a substantial effect on the quality of education, or that the NGOs' contributions are misplaced given the appalling performance of adult learners in the district.

The interventions made by NGOs in the field of adult basic education programmes appear to be directed at supporting this area since they began operating in Enugu State. Yet, Sadick et al. (2019) felt that the scope of its contributions has not been sufficiently emphasised. One is inclined to question what role NGOs may have had in the execution of the adult basic education project, given that adult learners in Enugu State have demonstrated appalling consistency in their performance over the prior few years. The fact that no scholarly studies have been conducted to highlight the contributions of NGOs to the provision of adult basic education in Enugu State during the duration of the NGOs' operations in the area is also noteworthy. Although, previous researches have tended to focus on quantitative methods, this study used a mixed methodology approach to look at the challenges (Jagannathan, 2004). The ongoing poor performance of adult learners and their high dropout rate, in addition to the lack of research on NGOs' contributions to the delivery of adult basic education programmes in Enugu State, highlight the need for an examination of the types of educational activities that NGOs engage in and the ways in which they complement the state's adult basic education programmes.

### Research Questions

The following research questions guided the study;

1. What are the types of activities of NGOs that support adult basic education programme in Enugu State?
2. How do the education-related activities of NGOs contribute to the provision of adult basic education programme in Enugu State?
3. What are the challenges of NGOs in their activities towards contributing to the provision of adult basic education programme in Enugu State?

### Literature Review

After researching the relationship between governmental investment in education and the development of human capital, Kooli (2017) drew conclusion that the Omani government's decision to make physical infrastructure investments in education improved both the quality of education and the efficiency of educational institutions. Adu-Baffoe and Bonney (2021), citing Imam (2017), also disclosed empirical evidence supporting the impact of school infrastructure on students' well-being in the Belgian Region of Flanders. Similar to this, students' academic performance may be demotivated by the school's complete ugly physical layout (Oselumese et al., 2016). NGOs responded to the Education for All (EFA) declaration in a very positive and timely manner as part of the Bangladesh Education Sector Review (Groundwork Inc, 2002 as cited in Adu-Baffoe & Bonney, 2021). The development of additional reading materials for the students has also received help from these NGOs. In order to revive some difficult and inefficient state-funded public schools and fulfil its mission of offering high-quality basic education, the Bangladeshi government, which has also recognised

the influence of NGOs in the field of education, turned them over to a few well-known NGOs (Roy et al., 2017). According to Kremer (2003), there has been an improvement in educational outcomes as a result of several randomised reviews of local NGO programmes in India and Kenya. In 2002, Kremer and colleagues reported on a project wherein seven schools were chosen at random from a group of fourteen underperforming applicants to receive classroom supplies, textbooks, and uniforms from NGO, International Christelijk Steunfonds. Participants in the treatment schools completed almost 15% more coursework after five years, thanks to this programme that increased enrolment. Nigeria's educational system has gotten worse for a variety of reasons (Olisa & Obiukwu, 2000). The state ministry of education and local government education departments' inadequate oversight, the lack of qualified teachers or their insufficiency, the unsightly conditions of our educational institutions, and the unevenness of our educational policies are some of the causes. Adu-Baffoe & Bonney (2021) citing Shit and Duary (2012) started an investigation in India on the evaluation of elementary and upper primary school infrastructure. But the study's findings suggested that improving the learning environment greatly depends on the preparedness of infrastructure components including the availability of a library, electricity, restrooms, computers, and the kind and state of classrooms.

Other researchers conducted in Botswana, Nigeria, and Guinea confirmed these results, (UNESCO, 2013 as cited in Adu-Baffoe & Bonney, 2021). According to Nyarkoh and Intsiful (2018), the key learning element is influenced by a number of factors, including the availability of clean water and restrooms on the premises, as well as furniture and space for upkeep in libraries. Due to a lack of suitable classrooms and other teaching and learning resources, learning centres with inadequate infrastructure also have trouble recruiting facilitators, particularly those with the necessary qualifications (Arhin et al., 2019). In order to give NGOs strategic guidance, a number of multinational NGOs have adopted more innovative and prudent methods. The Save the Children alliance is focused on promoting Early Childhood Development (EDC) (Brophy, 2020). According to a study by Roy et al. (2017), participatory learning and action (PLA) created a community learning assistance programme (CLAP) to support quality improvement in education and strengthen school-based education by including the community. Furthermore, details regarding some of Action Aid International's creative initiatives, like the Shepherd Schools and Rural Education, a brand-new initiative to support teenage girls' leadership. Thus, Zwilchir (2008) found that while having access to teaching and learning resources is crucial for the successful delivery of education, human resources play a secondary role in determining the determinants of quality suitable education. In Enugu State, the Civil Resource Development and Documentation Centre (CIRDDOC) launched the community paralegal and village mediation programme (CPVMP) to increase the justice sector's ability to provide legal aid to the public, particularly to members of underprivileged and vulnerable groups, such as women. 20 community paralegals were educated by the NGO in 2012 in the pilot communities of Ugwogo, Eha-Amufu, Nara, Nkerefi, and Nomeh (Civil Resource Development and Documentation Centre, CIRDDOC, 2014). The community members received paralegal, mediation, legal, and human rights awareness services from the 20 community paralegals and 150 village mediators who received training in Eha-Amufu and Nkerefi.

According to the Global Health and Awareness Research Foundation (GHARF, 2006), sensitization workshops were held in 2004 for school principals, faith-based organisations, and traditional rulers from Enugu State's 17 local government areas, including the Anglican, Roman Catholic, Methodist, Pentecostal Churches, and Imam. Other participants in guaranteeing the programme's success included media professionals, town union officials from each of the state's three senatorial zones, and members of parents' and teachers' associations. The sensitization workshop's goal was to increase the understanding of teenagers' sexually and reproductive health among the different stakeholders. GHARF also reported that 483 instructors of Integrated Science and Social Studies had received training by the end of the programmes. Hence, due to the depressing fact that 38% of Nigerians lack literacy, Enugu State started to benefit from these NGOs' services in the early 1990s. Of these, 60 million young and adults did not attend any school at all, and 11 million children are not enrolled in school (Obetta, 2021). This suggests that over 71 million Nigerians either lack the fundamental literacy and numeracy abilities required for modern life, or cannot read and write. Nigeria's government tried both formal and informal ways to lower the country's illiteracy rate. Inadequate facilities, substandard teaching and learning materials, high dropout rates, low enrolment rates in adult literacy initiatives, and issues with primary education are the root causes of illiteracy. Additional factors contributing to illiteracy include low teacher morale, financing concerns, economic hardships that drive students to forgo education in favour of income-generating pursuits, and inadequate training for educators in teaching and learning techniques, among other things (Fasokun & Pwol, 2008). The focus of the formal education strategy to end illiteracy was on school-age children (those enrolled in schools). The second-chance education strategy, also known as non-formal education, focuses on children, teens, and adults who have never attended school or who dropped out before gaining permanent literacy for a number of reasons (Adewale, 2006). Strong educational institutions increase opportunities, enhance health, and increase community resiliency. Additionally, education equips people with the skills needed to prosper in a sustainable economy, whether they want to engage in agriculture, renewable energy, forestry restoration, resource-efficient city planning, or the prudent management of robust ecosystems (World Economic Forum, 2015). As a result, improving the delivery of adult basic education is necessary for Nigeria's overall development agenda, and specifically for Enugu State.

It is predicated on the idea that NGOs carry out their initiatives to support communities' fundamental needs and enhance their access to services by working with local partners such as the Enugu State Agency for Mass Literacy, Adult and Non-formal Education (ENSAME). The majority of NGOs strive to eradicate poverty and injustice by collaborating with those who are marginalised and impoverished. The fact that Enugu State's educational development is lagging behind the rest of the states is a glaring sign of poverty (Adatuu & Gyader, 2019). Inequalities persist throughout the state despite the 1999 Constitution's attempt to address historical, social, and economic disparities by pledging equal chances for all Nigerian residents. Between Enugu State and other South-East states, there are notable differences in the amount and calibre of adult basic education provided. This indicates that, despite the significant sums of money that NGOs have contributed to the development of ABEP, there has been insufficient focus on the oversight and monitoring of instruction in Enugu State, which has resulted in a high dropout rate and persistent withdrawal rates among

adult basic education learners (ABELs) in ABEP, even in spite of the improved proficiency of ALFs in the various adult basic education centres (ABECs).

## Methods

Three research questions that evaluated the character of NGOs' educational initiatives and their contributions to the delivery of high-quality ABEP in Enugu State were the main focus of the study. The research employed a mixed-methods approach and a collective case study design. In order to draw similarities between the examples and provide a solution to the research question, the collective case study design takes into account a number of cases or scenarios when doing research (Creswell, 2013). Thus, under the framework of the collective case study design, both qualitative and quantitative approaches (mixed method approach) were used in data gathering and analysis. The advantages of the mixed technique include the best features of both paradigms and counterbalance the drawbacks of the qualitative and quantitative research (Yin, 2009). The qualitative approach is supported by the quantitative approach, which acts as a supplement. The population of the study was 808 respondents, comprising 228 staff of the Enugu State Agency for Mass Education (ENSAME), and 580 ALFs from 116 ABECs. Seven out of the 116 ABECs were utilized to get the primary data. Out of the seven, four ABECs were from Enugu North District and three from Enugu East District. Staff members of ENSAME, ALFs of adult basic education centres (ABECs) financed by NGOs, and staff of NGOs operating in the two districts were the study's target demographic. In the two chosen districts, seven ABECs have so far profited from one kind of NGO intervention or another. Since only learning centres supported by non-governmental organisations were found, the ABECs were chosen on purpose.

**Table 1: Population**

S/No.	Categories of Population	Population	Sample size
1.	Staff of Enugu State Agency for Mass Education (ENSAME)	48	44
2.	Adult literacy facilitators (ALFs)	119	112
3.	Staff of non-governmental organizations (NGOs)	8	8
	<b>Total</b>	<b>175</b>	<b>164</b>

*Source: Field data, July 2023.*

This mathematical model's scientific approach to social research necessitated its use, which also allows for sample distribution and error margin. Miller and Brewer's (2003) mathematical model was employed. Using the following statistical formula, the sample size for this unit of analysis was calculated thus:

$$n = \frac{N}{1 + N(0.02)^2}$$

Where:  $\alpha$  =Margin of error.

N=The Population.

The Population (N) =175

Margin of error ( $\alpha$ ) = 0.02

Sample size (n) =?

$$\text{Therefore, sample size (n)} = \frac{175}{1 + \frac{175(0.02)^2}{1.07}}$$

$$(n) = \frac{175}{1.07}$$

$$(n) = 164$$

The sample size for the entire study is 164 respondents

Data were gathered using two research tools: an interview guide and a questionnaire. Basic descriptive statistics were obtained from the respondents via the questionnaire. Very Adequate(4), Adequate(3), Inadequate(2), and Very Inadequate(1) were the four points on the rating system. The second tool, an interview guide, was intended for staff of NGOs because, within the study's context, their answers related to their experiences in different ABEPs and revealed information about the NGOs' challenges in supporting the ABEP in Enugu State. In order to enable the researchers to use numerical values to represent scores in the sample, the quantitative data was analysed using appropriate descriptive statistics in percentages, frequencies, and cross tabulation. Olympics VN-713PC digital voice recorders were used to record interviews for qualitative data. The translation that followed was exact. NVivo10 software (QSR International Pty Ltd) was used to import interview transcripts. Various codes were recognised as possible themes, and within the themes that were discovered, crucial coded excerpts were gathered. Through validity testing, specialists evaluated the instrument to determine whether it satisfies the requirements for both face and content validity. The modified tools were judged trustworthy based on the recommendations of the specialists. SPSS Statistics Software, version 20, was used to evaluate and test the reliability of the data gathered during the pre-test. Using Cronbach alpha method, reliability coefficient of 0.89 was obtained. Since the instrument was internally consistent, and thus appropriate for the investigation, the data produced from the adopted test were deemed reliable for use in the research.

## Results

In accordance with the themes of the study questions, the findings are presented.

**Table 2: Types of activities of NGOs that support ABEP**

N=164					
S/No.	Education Support Activities	Responses of Yes		Responses of No	
		Freq.	%	Freq.	%
1.	Capacity development of adult literacy facilitators	164	100	0	0
2.	Infrastructure development	54	32.9	110	67.1
3.	Curriculum development	0	0	164	100
4.	Provision of basic facilities like desks, and conveniences	62	37.8	102	62.2
5.	Sensitization of community members	5	3.1	159	96.9

6.	Provision of teaching and learning materials	136	82.9	28	17.1
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*Source: Field Survey, July, 2023.*

The results showed that the main support activity offered by NGOs to improve the ABEP in Enugu North and Enugu East Districts of Enugu State is the capacity building of ALFs. Of those who responded, 100% agreed that NGOs offer educational resources. 82.9% acknowledged that NGOs provide teaching and learning materials. Merely 37.8% expressed support for NGOs offering basic facilities like desks and comforts. Consequently, NGOs have a dominant role in supporting ALFs' capacity building.

**Table 3: Extent of the contributions of NGOs' education-related activities to the provision of ABEP**

N = 164		
S/No.	Variables for Assessment	Mean
1.	Enhanced skills of adult literacy facilitators	3.32
2.	Significant positive changes in infrastructural provision	2.49
3.	Performance of adult basic education learners	2.19
4.	Governance of the adult basic education centres	3.23
5.	Adequacy of teaching and learning materials	2.58
6.	Improved quality of teaching and learning materials	2.38

*Source: Field Survey, July 2023.*

In Table 3, the mean scores on each variable indicate the significant changes that result from the contributions of NGOs to ABEP in Enugu State. The respondents recognized two notable changes: the improved governance of the ABECs and the enhanced skills of ALFs through NGOs' capacity development programmes, with mean values of 3.32 and 3.23, respectively. These results suggest that the contributions of NGOs to ABEP in Enugu State are fairly adequate in terms of improving the skills of ALFs and the ABECs' governance. In terms of infrastructure provision, high-quality teaching and learning, the performance of ABELs, and the sufficiency of teaching and learning materials, it implies that, although NGOs' support activities have contributed fairly adequately to ABEP in this regard, the opposite has been true.

**Table 4. Themes, sub-themes and codes on challenges identified by staff of NGOs**

Theme	Codes
Challenges identified by staff of non-governmental organizations	Improve performance of adult basic education learners.
	Infrastructural development in adult basic education centres.
	Provision of teaching and learning materials.



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Capacity building of adult literacy facilitators  
 Lack of continuity of non-governmental organizations.  
 Poor commitment from community members.  
 Ineffective roles of community-based organizations in adult basic education programme development.  
 Sustainability of support interventions made by non-governmental organizations

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*Source: Field Data, July 2023.*

Additional qualitative data was obtained from the staff of NGOs as stakeholders involved in the delivery of basic education. Face-to-face interviews conducted with the aid of an interview guide yielded all of the qualitative data in this instance. After reviewing the interview data, it was clear that, in general, NGOs made a very poor contribution to the academic achievement of ABELs at Enugu State's ABECs. Staff commented, In Enugu State's ABEP, we have achieved noteworthy progress. Improved adult literacy facilitator capacities, more accessibility to instructional materials, and higher-quality instruction have all been facilitated by our NGO. Regarding our contributions to the better performance of adult basic education learners, there are, still, stark deficiencies. Adult basic education facilities are scarcely under our control, supervision, or monitor (Staff 8). The staff of NGOs disclosed that numerous apprehensions were raised over small repairs, insufficient budget, inadequate supervision, and the large technological demands placed on NGOs for the development of infrastructure. During the interview, one of the staff of NGO remarked that many of the learning centres' buildings are collapsing as a result of mismanagement, negligence, and cost-cutting, and our NGO is providing immediate attention to the problem. The issue is that libraries and buildings are unable to keep up with the needs of technological advancements. For instance, installing sufficient phone lines for internet connections and computer wiring, both of which require significant building costs (Staff 1). NGOs were extremely concerned about this high level of uncertainty because they regard it as a threat to their ability to meet their quota for infrastructure development. The head of training and advocacy at the NGO commented, however, due to unstable financing commitments and assistance, our NGO operates with a great deal of uncertainty and insufficiency from external sources. Indeed, staff members are less likely to interact with beneficiaries as a result of this uncertainty because they are afraid that a shift in donor policy will prevent resources from reaching locations where interventions have already been started. Since our partners' finance releases are taking longer than expected, there is actually a lack of project continuity (Staff 5). One staff added that a growing number of significant obstacles to NGO's initiatives in infrastructure development include inadequate external finance and low beneficiary commitment (Staff 6). The study revealed that poor maintenance culture among beneficiaries is the biggest obstacle facing NGOs in their attempts to provide sufficient teaching and learning resources. Another staff made the following comment; there is strain on the current tables and desks as a result of the widespread breakdowns caused by insufficient maintenance. Few adult basic education facilities have suitable furniture. The condition of the furniture is made worse by the fact that adult education administrators have not fixed the damaged pieces and adult literacy

facilitators are unable to regulate the appropriate usage of the furniture. The capitation grants have not been attempted to be used for furniture upkeep (Staff 4).

Another staff recounted that exercise books, textbooks, library books, recreational equipment, cabinets, and furniture have been provided to learning centres by our NGO. Unfortunately, the maintenance was so bad that the instruction and learning could not keep up with the number of learners (Staff 2). During the interview with the staff of NGOs in-charge of education coordination, here marked that when a facility in certain adult basic education centres needs maintenance, the administrators of adult education typically wait for our NGO to come and fix it. Community members, adult literacy facilitators, and managers of adult education programme did not appear to follow a process of ownership and involvement.” (Staff 3). NGO support has resulted in successes for ALFs’ capacity building programmes; nevertheless, obstacles were also noted. The head of training and advocacy at the NGO also commented, Untrained ALFs who reported having trouble teaching in learning centres after receiving training from our NGO reported delivering poor quality classes. Furthermore, there are still issues with technique and understanding of recently added courses like Phonics, ICT, and Creative arts (Staff 5). One other staff during the interview mentioned that the adult literacy facilitators who participated in the majority of our interactions and programme evaluations stated that the methodology training for the various courses was insufficient. The majority of the adult literacy facilitators lacked pedagogical skills because they were recent College of Education graduates. This was primarily caused by our focus being more on content than methods. Most topics, particularly English Language, Mathematics, and ICT, have inadequate pedagogical understanding. Programmes must include adult literacy facilitators in order for techniques like conversation, projects, and brainstorming to be beneficial (Staff 7).

### **Discussion and Implications**

The study evaluated NGOs’ involvement in adult basic education delivery in Enugu State, Nigeria. Results showed that infrastructure development, provision of materials, capacity development, and community sensitization improve teaching quality. However, inadequate support activities hinder ABELs’ performance, infrastructure development, and governance of ABECs. The study highlighted the crucial role of NGOs in enhancing the skills and knowledge of ALFs through capacity development programmes, thereby improving the quality of teaching and learning in ABEP in Enugu State, Nigeria. The findings showed that NGOs provided teaching and learning materials to adult basic education centres (ABECs). This has positive implications as it helps to ensure that ABELs have access to necessary resources, making the learning process more effective and engaging. Adequate infrastructure, such as well-maintained buildings, libraries, and facilities with internet connections, is essential for creating a conducive learning environment and keeping up with the demands of modern education, including digital resources and connectivity. The study revealed that NGOs face challenges related to funding and financial stability. It highlighted the importance of financial sustainability for NGOs involved in educational programmes. Ensuring a stable source of funding can have a positive impact on the continuity of projects and the effectiveness of NGO interventions. Furthermore, by addressing the challenges identified in the study, such as the training of ALFs, provision of materials, and infrastructure

development, NGOs can help raise the quality of ABEP in Enugu State. The study pointed out issues related to community engagement and ownership of educational initiatives. Encouraging community members to take ownership of ABECs and actively participate in maintaining facilities and resources can improve the sustainability and effectiveness of ABEP.

The study highlighted the need for ALFs to be trained not only in subject content but also in pedagogical techniques. This has implications for designing training programmes that focus on both content knowledge and effective teaching methods, especially in subjects like English, Mathematics, and information and communication technology (ICT). NGOs can work to bridge the digital divide by providing resources and training in ICT, ensuring that ABELs have access to relevant digital skills. Also, ensuring that NGOs actively monitor and evaluate the impact of their interventions can lead to more effective and efficient programmes. This data-driven approach can help in making necessary adjustments to achieve better educational outcomes. The study therefore, underscores the critical role that NGOs can play in improving ABEP in Enugu State. By addressing the challenges and building on their contributions, NGOs have the potential to enhance the quality and accessibility of education for adult learners in the state.

### Conclusion

The study showed the NGOs' support efforts for the delivery of the ABEP in Enugu State. Building infrastructure, supplying instructional materials, enhancing the skills of ALFs, supplying basic amenities like desks and conveniences, and raising community awareness are some of the support efforts. Even with the increased ability of ALFs at ABECs supported by NGOs, their contributions are insufficient to provide a noticeable improvement in ABEP in the state. This is a result of the oversight and monitoring of education receiving scant attention in Enugu North and East Districts of Enugu State. Despite ALFs' increased capacity, it has resulted in consistently poor performance of ABELs and their high dropout rate. The study also discovered that because external financing is insufficient, NGO support has little effect on performance improvement. The monitoring and supervision systems implemented to oversee instruction were insufficient. Thus, in order to guarantee efficient oversight of the teaching and learning process, NGOs need to establish supervision and monitoring centres. Through community participation and sensitization, NGOs need to be transparent and network as widely as possible with local communities. Additionally, infrastructural improvements aimed at treating ABEP problems require a consistent source of unrestricted cash.

### Recommendations

Based on the findings of the study, the following recommendations were proffered:

1. NGOs and government agencies should improve collaboration for adult basic education (ABEP) in Enugu State, focusing on regular communication, joint planning, and resource utilization. Prioritizing infrastructure development, including maintenance and construction of facilities, is crucial for ABEP effectiveness.
2. NGOs should diversify funding sources and establish long-term partnerships with committed donors for ABEP to ensure sustainability. They should also encourage

- community ownership in facility management, resource preservation, and proper use of teaching materials.
3. NGOs should focus on capacity development for ALFs, focusing on effective andragogical techniques and methodology. Regular monitoring and evaluation of NGO-supported programmes can identify areas for improvement and provide feedback for programme adjustments.
  4. Enugu State Agency for Mass Literacy, Adult and non-formal Education (ENSAME) should improve their academic research on NGOs' contributions and challenges in ABEP in Enugu State so as to provide insights for programme improvement. Raising awareness among stakeholders, including government officials, traditional leaders, community members, and media, is crucial.
  5. NGOs should enhance teaching and learning quality in ABECs through provision of high-quality materials, innovative methods, and regular training for ALFs, while exploring innovative programmes for ABELs' specific needs.

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