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ADULT AND NON-FORMAL EDUCATION NEEDS OF STREET CHILDREN IN SOKOTO METROPOLIS

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ABSTRACT
The study is on the street children phenomenon which has a serious implication to their lives and the entire communities. It is well recognized that these type of children are into circumstances that has permanently come to stay since the situation can never be address completely it is only some solutions are advocate for their life situation in that manner. Categories of this children are living in harsh condition of which become their mandate to act in that way and survive for a living. In the cause of this paper it was discovered that majority of street children happened to find themselves as a result of dysfunctional family, culture, domestic violence and poverty among others. In an effort to arrest street children phenomenon the paper advocates for non-formal type of education which is basically meant for any individual that want to meet his personal needs these includes: basic literacy, post-literacy, vocational education, life skill education and heath literacy skills. The paper went ahead to suggest that government officials, NGOs, communities and individual philanthropist should come together and provide a programmes meant for the street children survival for basic needs. Lastly the paper come up with conclusion.

INTRODUCTION
Education is a process of giving instructions, training young and inexperienced learners, and sometimes retraining experienced learners. It is through training and giving instructions that children acquire knowledge, skills, attitudes, and readiness for living a better sustainable life (Opara, 2010). The term Non formal Education as identified by UNESCO (2006) is "any organized and sustained activity that does not correspond exactly to the formal education. It could therefore take place both within and outside educational institutions and cater for persons of all ages. Depending on the country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life skills, work skills, and general culture. The programmes do not necessarily follow the 'ladder' system (Formal Education), and may have different duration and may or may not confer certification of the learning achieved." in essence children of whatever categories are the citizen of their countries. Nigeria has different categories of children in age, tribe, religion and ethnicity going about the street for one reason or the other. These street children according to Adewale and Afolabi (2013) as cited in Babtunde (2013) are called homeless children, particularly in Western Europe. This is because they have no permanent place where they sleep. They can be found either living on the street or moving and sleeping from place to place in friends' houses, in markets or uncompleted structures etc. These type of children are found in sokoto as in the case of any other state within the country.

Concept of Adult
When child was born will continued to grow up to the maturity of adulthood. Adult is an individual who recognized to be called adult as a result of certain things either constitutionally, culturally, and socially. According to Collins Thesaurus of the English Language (1995, 2002) as cited in Kapur (2015) an adult is a grown-up, mature person, person of mature age, grown or grown up person (man or woman). but to American Heritage Roget's Thesaurus (2014) also cited in Kapur (2015) an adult is a person who has reached full growth and development. An adult is a human being or any living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age (Kapur 2015). In the context of humans, the term adult has at least three distinct meanings: Biologically grown or mature person. Also means that the person (also plant or animal) has reached full growth or alternatively is capable of reproduction, And is legally adult- having attained the legally fixed age of majority as opposed to a minor In most modern societies legal adulthood is based on reaching a "legally-specified age" without requiring a demonstration of physical or mental maturity or preparation for adulthood According to Knowles (1984), "the psychological definition of an adult is one who has arrived at a self-concept of being responsible for one's own life, of being self-directing".

The concept of adult, received different definition like adult education, which has been defined by many different authors and writers from different perspectives. Others use biological parameter in defining it, while others use the chronological, historical, economic, psychological, political and social parameters in defining who an adult is. One may ask "what then can be said about the concept of an adult"? Bown (1979) sees an adult as one who has achieved full physical development and is expected to have the right to participate as a responsible homemaker, worker and member of a society. As a matter of

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fact Adult is a responsible and mature person. An adult is, also by law, someone who is responsible for his actions and for the consequences of his behaviours. Being an adult is ideally being able to think and consider the effects that what you do has on you and on the others. Then, it can be argued if this is still what we see, but this is still ideally what it should be. (Roberto, as cited in Maurizio, Filippo, & Ilaria (2017) Education cannot afford to be neglected in every society of the world, for the reason that adults are the people affecting the GDP in Nigeria most households depend and their parents to live. Therefore, education for adult should be the one to cater for their needs, interest and wants.

Concept of Non-Formal Education

Non-formal type of education is a provision for augmenting what adult missed with regard to education earlier. It is also a type of education that has to do with vocational skills for earning a living. To understanding in a specific context Non-formal education is any organized, systematic educational process or activity carried out outside the framework of the formal education system (Shirima, 2021, Sharma, & Choudhary, 2015). It is well noted that non-formal type of education system is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in a community. It includes various kinds of educational activities such as agricultural extension, skills training, health and family planning, educational work among the youth and women and functional literacy. Bagudo and Yusuf (2019) described non-formal education as an intervention into the ordinary business of life an intervention whose immediate goal is changing, knowledge, attitude, behaviour, skill or competence. This understanding portrays non-formal education as a multi-purpose educational programme. Non formal type of Education as defined by UNESCO (2006) is "any organized and sustained activity that does not correspond exactly to the definition of formal education. It could therefore take place both within and outside educational institutions and cater for persons of all ages. Depending on the country contexts, it may cover educational programmes to impart adult literacy, basic education for out of school children, life skills, work skills, and general culture. The programmes do not necessarily follow the 'ladder' system (Formal Education), and may have different duration and may or may not confer certification of the learning achieved."

However, since Non-Formal Education is for the essence to meet the all categories of adult interest is also viewed as all learning processes, activities or programmes, intended to meet the needs of various individuals considered by society as adults, including out of school youths forced by circumstances to play the roles normally played by adults. Therefore, Non-formal education according to Federal Republic of Nigeria (2013) is education designed to encourage all forms of functional education given to youths and adults outside the formal school system such as functional literacy, remedial and vocational education. But To Ukeje & Aisikuin Ariya et al (2015) as cited in Dennis, Esseniette, & Obot (2019) describe that adult and Non-formal education goes beyond literacy and includes all forms of training outside the formal school system, such as apprenticeship system in Mechanics, bicycle repairing and carpentry. In other word, Okedara & Bownin Ihejirika (2013) as cited in Dennis, Esseniette, & Obot (2019) viewed Adult and Non-formal education as the rubric of education that covers training and instructions outside the formal education system and ranges from individualized apprenticeship to nationwide literacy. It may be vocational, as in the case of craft training centres in Nigeria designed to provide employment opportunities for young school leavers and for other unemployed persons.

More so, it was observed that the great importance of non-formal was discuss by Coombs & Ahmed (1978) They defines, non-formal education to include , for example, agricultural extension and farm training programmes, adult literacy programmes, occupational skill training given outside the formal system of education youths clubs with substantial education purposes, and various community programmes of instruction in health, nutrition, family planning, cooperatives and the like. Alkali & Bakori (2015) explain that nonformal education as any organized systematic educational activity carried on outside the framework of formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children. This type of education give ample opportunity of it beneficiaries in meeting their needs, overcoming their shortcomings, meeting their dreams and achieving their desires.

Concept of Street Children

Every child in Nigeria has right to be educated irrespective of its tribe, religion, and ethnicity. According to Daniel (2016) A right in its general sense is either the liberty (protected by low) of acting or abstaining from acting in a certain manner, or the power (enforced by low of compelling a specific person to do or to abstain from doing particular thing. The rights of children are well documented in the United Nations Convention of the Rights of child 1980. The Rights are many and fundamentally a child has the right to be alive. The author further clarified that Child rights form an integral part of human rights and therefore every child is entitled to civil, economic, social, and cultural rights. What children do not possess are institutionalized political rights. Civil rights of children include the right to a name and nationality, and protection from torture and ill-treatment, along with special rules pertaining to their right to not be deprived of liberty or separated from a parent. Economic rights include the right to benefit from social security, the right to an adequate standard of living to ensure proper development, and protection from exploitation at work. Social rights of children include the right to the highest attainable standard of health and access to medical services, the right to education, the right to special care for disabled children, protection from sexual exploitation and abuse, and the right to adoption. Cultural rights include full participation in creative and cultural activities.

In attempt to describe who are street children the concept has different connotation, understanding, cultural differences, traditional believes and circumstances. This could be understood in the word of Moura (2002) who analyzed the media and literature on these children and found that the use of the term "street children" is predominant in Latin America,

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Asia, Africa, and Eastern Europe, while the term "homeless children" is used in North America and Western Europe. To put it differently Dabir and Athale (2011) stress that the United Nations has provided a broad definition: "those for whom the street (in the widest sense of the word, that is unoccupied dwellings, wasteland, etc.), more than their family has become their real home, a situation in which there is no protection, supervision or direction from responsible adults." From these discussion it can be deduce that street children concept is common to every nation or country, the only differences is the perspective and believe have based on difference in culture and believes. In the case of Nigeria as what term to be street children ordinary we should not have based on our abundance resources if not because of corruption and leadership. Due to that led to parent and community members abundant their children in the street begging, doing hard labour, scavenge and others. For cultural reasons parent abundant their responsibilities as parent send them to almajiri schools without proper care and provision of their basic needs left it with their Malam of which they couldn't do. As such the children engage into street looking for what to eat and possible way to survive. To reaffirm these statement Adewale & Afolabi, (2013) described that street children are common eyesore in major cities across the world but the problem is more prominent and rampant in developing and underdeveloped nations "street children" challenge has gradually become an index capable of being used to measure the level of development in nations across the globe. In other words, there are more "street children" in poor, underdeveloped and developing countries whereas, the sight and population of street children in developed countries are limited and under some relative control as a result of the citizens' welfare system of developed nations which at all times cater for and give attention and support to such children and their parents. Even though Nigeria is one of the growing nation in terms of population this constituted high number of street children. Okuwa (2008) as cited in Babatunde (2013) observed that despite that we are rich in natural resources, Nigerian has experienced rapid population growth and uneven economic development, resulting mainly in increasing poverty rate that has outpaced the Nigerian government"s ability to provide adequate health, education and social services to their teeming population of her citizens.

Causes of Street Children

As it was observed from the definition giving to who are street children therefore, many more reasons could be identified as what cause a child been in street. Family status differ like wise setting up of family could also be different in term of upbringing, status that has to due with financial capacity, family background from both mother and father, home training and many more. Culture also served as important factor to consider when identifying causes of street children, because some culture varies with one another in term of believes, norms and values. According to Eni (2021). Identify the followings as the causes of street children:

A Dysfunctional family a child in a dysfunctional home is neglected and or abused, members of this family are likely to be aggressive and violent, this family is usually plagued with drug and or alcohol dependency and mental illness. A child in this family is likely to run away to find shelter on the streets.

Culture in Northern Nigeria, Children between the ages of 4 or 5 sometimes younger are taken to a traditional Islamic school called tsangaya. They are sent there by their parents who live far away, when their lessons are over, they are told to walk the streets to beg for food or money, these children are called Almajiri. Begging for alms is a part of the Almajiri culture, it is seen as a religious duty to give to an Almajiri (Oduah, 2016) as cited in (Eni 2021). These children are sometimes sent to cities in the west to continue the culture, here they are accompanied by adults to whom profits of the day are given.

Domestic Violence Parents are not the only members of a family affected by domestic violence. Exposure of a child to domestic violence is likely to damage the child's emotional and mental health, in some cases the abuse by the initiating parent extends to the child. In hopes of mitigating the internal turmoil or avoid being abused children in this situation will run to the streets.

Poverty This is the root cause of children working and living on the streets, some work on the streets to supplement their household income, others to fend for themselves or take care of siblings. A 15yr old Cameroonian boy from a polygamous home ran away from home after his mother got sick and could no longer go to the farm, he had no one to pay his school fees and they could not afford a meal, he had to leave home to look for opportunities to survive. (Cumber, Tsoka-Gwegweni and Kanjo Cumber, 2017) as cited in (Eni 2021).

Urban Migration Children from poor homes in rural areas move to urban areas in search of better opportunities and if they have nowhere to stay, they are likely to end up living on the streets. Two boys aged 12 and 13 years old who have been friends for more than a year on the streets, were forced to move to the urban area because of better financial prospects. (Cumber, Tsoka-Gwegweni and Kanjo Cumber, 2017) as cited in (Eni 2021).

Displaced by War due to the insurgency by terrorist groups in certain areas of the Northern part of Nigeria, many families have been displaced, children are running away from destroyed communities to the city streets to seek shelter. (Oduah, 2016) as cited in (Eni 2021).

ILL Health of Parents As a result of poverty and lack of adequate medical care, most parents in rural areas when sick are unable to care for their child, this initiates the movement of the child to the streets for better prospects. A 17yr old girl who used to live happily with her parents had to move to the streets after her parents died and she had no one to take care of her. Another 16 year old boy from a family of 9 said his farther, a construction worker had an accident and was left unable to work, the parents couldn't provide for him and his siblings, they all dropped out, he started spending late nights with his friends on the street before making a full transition. (Cumber, Tsoka-Gwegweni and Kanjo Cumber, 2017) as cited in (Eni 2021).

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However, what identify as causes of street children there is no doubt is happening within Nigerian country most especially in the northern part. Commonly majority of the northers specifically in rural areas thing like that happened and even in some part of the cities. You found a situation in a family with a number of children but almost everyone has different mother in which it get to a point the children are the one taken care of themselves. The most basic and the father responsibilities are left with other and the society cannot do anything about it.

Types of Street Children and their Common Characteristics

Street children went to street for certain reasons and that gave the types of those children. According WHO ( ) outline the street based on the following:

A 'child of the streets. Having no home but the streets. The family may have abandoned him or her or may have no family members left alive. Such a child has to struggle for survival and might move from friend to friend, or live in shelters such as abandoned buildings.

A child 'on the street. Visiting his or her family regularly. The child might even return every night to sleep at home, but spends most days and some nights on the street because of poverty, overcrowding, sexual or physical abuse at home.

A part of a street family. Some children live on the sidewalks or city squares with the rest of their families. Families displaced due to poverty, natural disasters, or wars may be forced to live on the streets. They move their possessions from place to place when necessary. Often the children in these 'street families' work on the streets with other members of their families.

In institutionalized care. Having come from a situation of homelessness and at risk of returning to a homeless existence.

Critically, street children are describe with their behaviour, attitudes and activities describe their types. Further, more the type above also describe them based on their activities and the way they survive. The author also identified the common characteristics of the street children as follows:

To earn money for themselves and support their families. Street children work on the streets to earn money for themselves. Some children need to work to support their families.

To find shelter. In overcrowded households, children may decide to leave home to make room for younger siblings and elderly family members. Others are on the streets because they do not have an alternative

To escape from family problems including rejection. Many children feel that living on the streets is better than coping with problems in their homes. These problems can include conflicts with parents, physical or sexual abuse or neglect (e.g. an abandoned disabled child)

To escape from work demands in the home. In many cultures, children are expected to participate in routine family tasks. At times the demands on children may be more than they can take.

To escape from a children's institution. Street children may feel that children's homes are 'like prisons'. They cannot adjust to rules after experiencing the freedom of the streets.

These children are children like any other child who has parent but the only differences some of the parents take off their responsibilities but some left it in the hand of the society whereby they happened to be abundant mistakenly and fall into the hands of bad eggs. These common characteristics identified with street children are exactly their situation. Even though there are children among them whose parents are a live but not even care where they are?, what condition are they in?, and how do they survive?. It is common in northern part of Nigeria a child in his father's house was neglected being his mother not in the house or died. While sometimes the mother is there but cannot do anything to her children just because she is powerless in the house. Similarly, this is why they found themselves in street in order to survive. For instance, Girmachew (2016) as cited in Bayissa (2021) noted that street children use different mechanisms to cope with various challenges they face while working or/and residing on streets. Street children survive through undertaking a wide variety of activities, which mainly take place in the informal sector; they usually do not have a fixed career. In other words, they jump over opportunities based on the nature of the reward or the benefit they draw or do it in combination. Street children also choose a place to spend the night based on its social, security and economic advantages Bhukuth & Jerome (2015) as cited in Bayissa (2021)

Non-formal Education Needs for Street Children

These type of children required attention from the government, NGOs, Communities and Individual Philanthropist for them to survive like any other child in the country. It was observed that there were no accurate data on the number of street children is only by estimation. It was reported that Nigeria have significant number of street children when compare with other countries. For instance, Babatunde (2013) which reported that sociologists and development analysts estimate of between 100 million in UNICEF"s estimate of 1989 and a projection of 150million "street children" by various authorities between year 2004 and 2006, statistically sounds realistic considering the worsening level of poverty and deteriorating living standards in developing countries, and various effects of war and disasters across the world, particularly in developing countries in the last 2 decades, which further worsened the fragile economics of family units. Accordingly to Owobu et al. (2020), as cited in Yusuf & Tsagem (2022) to support the view describe that street children in Edo state of Nigeria were 9 per 10,000 adolescent population of the State. In the street of Lagos alone, Volunteer Work Africa (2022) as reported by the authors put it differently that the estimated population of street children at 100,000 for reasons such as poverty, parents' separation or death, parents' unemployment, illiteracy or truancy and illtreatment at home. These children are vulnerable to all forms of abuse including sexual assaults, intimidation, molestation and child labour, and ritualism among others.

Categories of this children are either marginalized or underprivileged to take the advantage of basic needs such as: education, health care services, provision of good food and

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shelter. Despite that the Nigerian government in conjunction with international development agencies and national one tried as much to provide these services to them even though there number are not known by the authority concerns. The provision of non-formal type of education is for all categories in order to meet up with what one missed earlier. For instance, Koul (2011) understand that non-formal education like any other organized systematic educational activity provides selective type of learning to particular groups of learners (both adults as well as children) outside the framework of the formal school system. It is a flexible and organized learning activity which takes place at the learners' place, pace and time. It is also need-oriented and interest based. It provides a second chance to dropouts and enables the under-privileged sections of society to acquire relevant knowledge and skills. The non-formal type of education that requires by the street children range from basic literacy skills, post literacy those who are dropout, vocational education and functional literacy skills among others. Farrant (2002) sees non-formal type education is the one that consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in a community. It includes various kinds of educational activities such as agricultural extension, skills training, health and family planning, educational work among the youth and women and functional literacy.

With regard to the understanding by who is street children and their common phenomenon they require the following non-formal education to survive:

Basic Literacy: it is the ability of an individual adult (man or woman) to read, write and communicate in known language(s), as well as the ability to do basic mathematical computations far beyond basic literacy level. In simple terms, literacy should be seen as a tool that can equip the individual to improve himself intellectually, to empower himself economically, and to make himself socially and politically relevant. Therefore when one is attain to this is to reduce poverty, illiteracy and gender inequality can be drastically also reduced to the barest minimum.

Life Skills: life skills are attitude or behaviour on which if one is exposed into is expected to notice a significant changes in unwanted behaviour or attitude that he engaged into. For street children who are identified with one or two types of behaviour that are completely out from the accepted manners within communities or societies. Therefore, street children needs life skills training as it was describe by World Health Organization (WHO, 2003; WHO, 1994), Life Skills Education includes the promotion of three categories of life skills: communication and interpersonal skills, decision-making and critical thinking skills, coping and self-management skills. To support this Ramesht & Farshad. (2004) in their study confirmed the effectiveness of like skills training in increasing mental and physical health, pro-social behavior and decreasing in behavioral, social problems and self-destructive behaviors. Not only that Vranda & Rao (2011) went ahead to conduct a study which revealed that life skills training enhanced their psycho-social Competencies. Similarly, the study of Puspakumarag (2013) indicates that life skills training was effective in preventing a wide range of problems such as substance abuse, teenage pregnancies, violence Bullying & to promote self-confidence and selfesteem among the adolescents.

Post-Literacy Programme: It might be possible among the street children there are dropout whose the level of their literacy skills is not that enough to depend upon. In this case they can enroll into post-literacy to avoid enlaps into illiteracy. UNESCO, (2000). Argue that Post-literacy enables newly literate individuals to retain, improve and apply their basic knowledge, skills and attitudes for satisfaction of their needs and to permit them to continue through a self-directed process of improvement of quality of life.

Vocational Skills: Poverty is a serious identity which reduce family to a line of not having basic to attained. This is one of the most disturbing aspect to these street children. In order to end this a vocational skills of their interest should be organized for them. According to Oni (2007) vocational skills as one of the mechanism that are acquired through training within the environment where one lives without necessarily attained classroom. But to Ben (2010) postulated that training of these skills could be in one or more of these areas: tailoring, carpentry, weaving (cloths, basket, mats), designing and making of bags, cane chairs, poultry keeping, agriculture, gardening, masonry, cookery and sewing. Once one received such training would be in future self-reliance and self-developed earn his living and be independence.

Health Literacy Skills. It is obvious that street children found themselves in serious mess in terms of health services despite they have right to be taken care health. Researchers were conducted on health related issues of street children Samuel & Joyce (2016) found that: health growth and nutritional disorders, physical injuries, parasitic and other community-acquired infectious diseases, sexual and reproductive health disorders, violence and sexual abuse, substance use and abuse, mental health problems access to health care services and transactional sex practice and its consequences. To adress this issues non-formal education is in better position since it was design to cater for individual needs. Therefore, health education programme should be organize for them and equipped with first aid treatment guide lines and procedure when got ill.

Suggestion

The paper is suggesting based on literature and studies conducted by different researchers on street children phenomenon most especially in northern part of the country. The followings are some of the suggestion provided by the paper:

a. Parents, guardians and members of the society should take their responsibilities serious in order to limit the level of street children activities within their communities.

b. Government agencies, departments of social welfare in local government should intensify effort in providing what is require for such type of children since the have right as a citizen to provide with services as any other child in the country.

c. Non Governmental Organizations (NGOs) did their based in training teeming population of youth in different life aspect. The paper suggesting for them to come up with more programme that is mainly targeting this type of children for

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self-reliance, equipped them basic skills of life expectancy like any other children with parents.

d. Individual philanthropist, community elders and leaders should come together ensure each child in their community have adequate care, check parent attitude toward their children, design strategic plan on how to track every families attitude within the community.

CONCLUSION

Street child phenomenon is understood to some extents is negligence from the parents by shown away from basic responsibilities that shoulder on them. It is very pathetic when see these type of children roaming about street struggle for survival in a very harsh condition. These type of children were into different categories of street children and on street children of which indicated to you how serious some of them are and the kind of condition fund themselves in. The citizen the government concerns, individual and communities members are sometimes neglect such type of children. Coming to realize who they are, what do they want, and their nature in life it become mandatory to every one to put hands on-deck to provide their required services. Therefore, non-formal education is a provision to cater for everyone needs in terms of basic literacy skills, post-basic literacy, vocational education and health services in order to make them fill among like any other citizens.

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