



ASSESSMENT OF FINANCING ADULT AND NON-FORMAL EDUCATION PROGRAMS IN GOMBE STATE

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ABSTRACT

This study assessed the financing of Adult and Non-Formal Education (ANFE) programs in Gombe state. Three specific objectives and three research questions were formulated. Descriptive survey design was adopted and population of the study was 325 respondents which comprise 15 administrators and 310 instructors drawn from the 15 government own Adult Education Centers in Gombe state. A sample of 169 respondents was used for the study. That is 15 administrators and 154 instructors. Instrument used was a structured questionnaire with a four rating scale titled "Assessment of Financing Adult and Non-Formal Education Questionnaire (AFANFEQ)". It was validated by two experts in the Department of Educational Foundation, Faculty of Education, Gombe State University. Pilot study was carried out and Cronbach's Alpha was used to compute the reliability coefficient of 0.97. Descriptive statistics (mean and standard deviation) was used to answer the research questions. The findings of the study revealed that Government, Philanthropists, Community members, Adult learners and NGOs such as UNESCO, World Bank and UNDP contribute in the funding of ANFE in Gombe State but over dependence on external donors, lack of political will, inefficient resource management, embezzlement by government officials and inadequate policy support affected and serve as barriers to efficient financing of ANFE in Gombe state. It was therefore recommended among others that there is need to advocate for stronger political commitment to ANFE in Gombe state. This can be achieved through lobbying, raising public awareness, forming alliances with influential stakeholders, and demonstrating the socio-economic benefits of investing in lifelong learning opportunities.

KEY WORDS: Financing, Adult and Non-Formal Education Programs

INTRODUCTION

The foundation of both individual and societal growth is education. The formation of a person's personality is greatly influenced by their education. Nigeria has launched educational initiatives over the years to combat illiteracy, which is one of the main obstacles to human progress, especially for adults. One of these educational initiatives is the establishment of Adult and Non-Formal Education (ANFE), which aims to provide information and skills for improved societal adaptability to adults, children, and young people who did not have the opportunity to receive formal education in the past. Adult and non-formal education (ANFE) plays a crucial role in improving literacy rates, enhancing employability, and fostering socio-economic development, particularly in developing regions. In Nigeria, and specifically in Gombe State, the effective financing of ANFE programs is vital for addressing educational disparities and promoting inclusive education. ANFE programs are designed to provide flexible and accessible learning opportunities for adults and marginalized groups who missed out on formal education. According to Mba (2014) the Federal Government decided to include adults in the Universal Basic Education (UBE) Program because it recognized that adults make up the majority of the labor

force and that their ability to contribute to the nation's development was limited by their level of education.

Adult and Non-Formal Education Programs refers to education for adults who are older than the typical school age. Olaye and Onajite (2015) defines adult education as any formal, informal, or non-formal educational activity intended for adults to help them gain the information and skills necessary for self-sustenance. The programs help reduce illiteracy by providing basic education to adults, enabling them to read, write, and perform basic arithmetic. These programs offer vocational training and skill acquisition, enhancing employability and self-sufficiency among participants, it promotes social inclusion by providing educational opportunities to disadvantaged groups, including women, rural residents, and the unemployed. Therefore skills gained through ANFE can lead to better job opportunities and economic empowerment for individuals and their families. According to Ani (2010) financing adult and non-formal education involves funding programs and initiatives that cater to adults and learners outside the traditional formal education system. This can include vocational training, continuing education, adult literacy programs, and skill development courses. The goal of adult education is to assist individuals in transitioning from whatever



level of consciousness they are now operating at to a critical consciousness where they are able to critically analyze their surroundings and develop the ability to positively alter their lives for the good of society. Conversely, non-formal education is described as any planned and organized education activity or training outside the framework of the formal school system (Obiozor & Madu, 2014). In order to raise their consciousness and improve their level of living, it is designed to fulfill the requirements of certain groups, such as dropouts, illiterate men and women, farmers, children and youth, workers, or other marginalized groups. As a result, Adult and Non-Formal Education is an ongoing educational process that aims to provide students with a broad range of experiences in and out of the classroom in all areas of life.

Furthermore, the FGN recognized the value of Adult and Non-Formal Education in Nigeria and set forth the following goals in the National Policy on Education; providing functional literacy and continuing education to adults and young people; providing functional and remedial education to dropouts; providing further education for various categories of formal school graduates; providing in-service, on-the-job, vocational, and professional training for various worker categories; and providing the essential civic, cultural, and aesthetic education for public enlightenment. However, sufficient fund for the various federation states efficient execution is a prerequisite for the achievement of the aforementioned goals. Onwuadi (2012) noted that the government's lack of funding for Adult and Non-Formal Education programs continues to be the biggest discouragement, and as a result, the education provided by ANFE is extremely subpar and of second-class quality. In the same vein, Hanachor and Needom (2014) stated that insufficient funds to run Adult and Non-Formal Education programs in Nigeria seem to be the most hindrance to the promotion of the sector. Onwuadi (2012) observed that insufficient funds by the government remain the most outstanding disincentive in Adult and Non-Formal Education programs and due to lack of funding the education offered in Adult and Non-Formal Education represents very poor and second-class education. Nke, Abua and Eneh (2018) further noted that one other difficulty is that both government and non-governmental organizations are usually reluctant to reveal information on their finances. The consequences of this problem are that there may be lack of researched information on the economic and financing of adult education and related activities. To support this further, Abu and Fabumni (2006) claimed that money from the government and NGOS is a major factor in the effective development and implementation of Adult and Non-Formal Education programs. According to Gbadamosi, Onuoha, and Nwosu (2013) lack of knowledge and clear vision for adult non-formal education (ANFE) as a strategy goal and instrument for national development has resulted in many government-sponsored programs for adult education. Similarly, Jaiyeoba (2007) argued that the entire aim of the funds being pumped into Adult and Non-Formal Education may be negated if a large portion of the funds are not adequately accounted for. Accountability and appropriate handling of these funds are

therefore essential to the success of Adult and Non-Formal Education programs.

Literature search has revealed that, a number of studies have been carried out on the various aspects in the financing of Adult and Non-Formal Education programmes. Catherine, Johnson and Kennedy (2020) carried out a research on repositioning the funding of adult and non-formal education in Anambra State, Nigeria. The findings indicated that Adult and Non-Formal Education are funded to a low extent in the State. The study also revealed that some of the challenges confronting Adult and Non-Formal Education include: difficulties in identifying budget meant for Adult and Non-Formal Education, lack of information on funding by individuals, inadequate funding by the government, among others. The study further showed that the strategies to be adopted in repositioning the funding of Adult and Non-Formal Education are: distinct budget allocation by federal and state government for Adult and Non-Formal Education, effective utilization of fund accruing to Adult and Non-Formal Education, assisting of Adult and Non-Formal Education through regular funding by international bodies and NGOs, among others. Ugomma and Ngozi (2009) conducted a study on Financing Adult and Non-Formal Education in Anambra State. The finding revealed that: government were not funding adult and non-formal education adequately in the state; funds for adult and non-formal education was obtained mainly from non-governmental organizations. There was no political will on the part of government to fund adult and non-formal education and some problems were confronting financing adult and non-formal education in Nigeria. Hassan (2009) carried out a study on financing adult and non-formal education programmes in Nigeria. The findings showed that governments were not funding adult and non-formal education adequately in Nigeria; funds for adult and non-formal education was obtained from other sources; adult literacy, distance, labour and prison education received fund from government; there was a political will on the part of government to fund adult and non-formal education in Nigeria; and some problems were confronting financing of adult and non-formal education in Nigeria.

The above reviewed works have a relationship with the present study as they all focused on various aspect of financing of adult and non-formal education programmes; however, they also differed significantly from the present study in content, geographical scope, and methodology. Hence, the present study is aimed at assessing the financing of adult and non-formal education programme in Gombe state, Nigeria.

STATEMENT OF THE PROBLEM

Ideally, adequate finance is expected to promote effective adult and non-formal education programme in Nigeria. The main aim or goal of adult and non-formal education is to provide functional basic education for adults and youths who have never had the advantage of formal education or who left school too early such as migrant folks, almajiri pupils, illiterate and semi-illiterate adults, youths, and adolescents. It is the expectation of the



government, parents and even society that quality of adult and non-formal education is received by adult learners in Nigeria through the provision of adequate fund. However, Nigeria faces significant challenges in providing adequate funding for adult and non-formal education programs. These programs are crucial for addressing literacy gaps, vocational skills development, and lifelong learning opportunities for its diverse population. Equally, observations have shown that there seems to be shortage in the financing of adult and non-formal education in Gombe state. This can be seen in the areas of limited government budget allocation, inadequate infrastructure and resources, low private sector participation, limited community engagement, inefficient financial management, socioeconomic disparities and lack of sustainable funding models. Thus, assessing the financing of ANFE in Gombe State is crucial for understanding the current funding mechanisms, identifying gaps, and proposing solutions for sustainable funding models

OBJECTIVES OF THE STUDY

The main purpose of the study was to assess the financing of Adult and Non-Formal Education program in Gombe state, Nigeria. Specifically, the objectives were to:

1. Assess the extent Adult and Non-Formal Education is funded in Gombe state
2. Assess the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state
3. Assess the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state

RESEARCH QUESTIONS

The following research questions guided the study:

1. To what extent does Adult and Non-Formal Education is funded in Gombe state?
2. What are the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state?
3. What are the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state?

RESULTS

Research Question One: To what extent does Adult and Non-Formal Education is funded in Gombe state?

Table 1: Mean Scores and Standard Deviation of Respondent’s Opinions on on the Extent of Funding Adult and Non-Formal Education in Gombe state.

S/N	Item statement	Respondents	Respondents’ Opinions				Mean	SD
			VGE %	GE %	LE%	VL E%		
1.	Government provides adequate funding of Adult and Non-Formal Education in Gombe State.	Administrators	100	0.00	0.0	0.0	4.00	.000
		Instructors	98.1	0.4	1.5	0.4	3.95	.373
2.	Philanthropists assist in the funding of Adult and Non-Formal Education in Gombe State.	Administrators	100	0.0	00	00	4.00	.000
		Instructors	92.7	3.8	3.1	0.4	3.85	.559

METHODOLOGY

Descriptive survey design was adopted for the study and the population of the study is 325 which comprises 15 Administrators and 310 Instructors drawn from the 15 government own Adult Education Centers in Gombe State. A sample of 169 respondents was used for the study. That is, 15 Administrators and 154 Instructors. The selection of this sample size is based on the recommendation of Research Advisors, (2006). Who recommended that in a population of between 300 and 400, the sample size of 169 is enough for good representation. The entire 15 Administrator were used for the study. 154 Instructors were selected using proportionate random sampling.

Instrumentation

A structured questionnaire titled “Assessment of Financing Adult and Non-Formal Education Questionnaire” (AFANFEQ) with a four rating scale (VGE = 4, GE = 3, LE = 2 and VLE = 1) was used for research question one while the response mode of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1 was used for research questions two and three.

Validity and Reliability of the Instrument

The instrument was validated by professionals in the Department of Educational Foundation, Faculty of Education Gombe State University. Pilot study was carried out with thirty 30 Instructors and 5 Administrators. The data from the pilot study were analyzed using split halve method of reliability and Cronbach’s Alpha was used to compute the reliability coefficient where 0.97 reliability coefficient was obtained.

Procedure for Data Collection and Analysis

The instrument was personally administered on the respondents by the researchers which facilitated prompt response from the respondents. Descriptive statistics (mean score and standard deviation) was used to answer the research questions. In answering research questions, any item that score 2.5 and above will be considered agreed and less than 2.5 will be considered disagreed. Some acronyms used in the study are: VGE – Very Great Extent, GE – Great extent, LE – Low Extent, VLE – Very Low Extent, F –Frequency, % - Percentage and SD – Standard Deviation



3.	Adult and Non-Formal Education Centers generate internal revenue for the development of the programme	Administrators	100	0.0	0.0	0.0	4.00	.000
		Instructors	88.5	8.4	2.7	0.8	3.82	.596
4.	NGOs such as UNESCO, World Bank, UNDP fund Adult and Non-Formal Education programs in Gombe State.	Administrators	76.5	00	17.6	0.0	3.41	1.176
		Instructors	77.1	8.8	13.7	0.0	3.48	1.060
5.	Adult learners contribute money for funding of the program.	Administrators	52.9	0.0	41.2	0.0	3.12	1.265
		Instructors	65.6	10.7	22.1	0.4	3.17	1.287
Cluster mean		Administrators				3.706	.4882	
		Instructors				3.658	.7750	

Table 1 shows the analysis of items statements 1-5 used to answer the research question one on the extent of funding Adult and Non-Formal Education programme in Gombe state. The table revealed that to a great extent, Government provides adequate funding of Adult and Non-Formal Education in Gombe State with a mean score of 4.00 and standard deviation of .000 for administrators and a mean score of 3.85 with standard deviation of .559 for instructors. Also, items 2,3,4 and 5 with mean ratings of 4.00, 4.00, 3.41 and 3.12 with standard deviations of .000, .000, 1.176 and 1.287 respectively for administrators and mean score of 3.95, 3.82, 3.48 and 3.17 with standard deviations of .559, .596, 1.060 and 1.287 respectively for instructors. This shows that to a greater extent; Philanthropists assist in the funding of Adult and Non-

Formal Education in Gombe State, Adult and Non-Formal Education Centers generate internal revenue for the development of the programme, NGOs such as UNESCO, World Bank, UNDP fund Adult and Non-Formal Education programs in Gombe State and Adult learners also contribute money for funding of the program. The cluster mean of 3.706 with a standard deviation of .8442 for administrators and the mean of 3.658 with standard deviation of .7750 for instructors. This indicated that the government, philanthropists, Adult and Non-Formal Education Centers, NGOs and even adult learners contribute to a greater extent in financing Adult and Non-Formal Education programme in Gombe state.

Research Question Two: What are the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state?

Table 2: Mean Scores and Standard Deviation of Respondent's Opinions on the Challenges and Barriers to Efficient Financing of Adult and Non-Formal Education in Gombe State.

S/N	Item statement	Respondents	Respondents' Opinions				Mean	SD
			SA%	A%	D%	SD %		
6.	Over dependence on external donors is a challenge to funding of Adult and Non-Formal Education programme	Administrators	72.3	27.7	0.00	0.00	3.87	0.181
		Instructors	57.9	2.00	29.0	11.1	3.86	0.216
7.	Lack of political will to fund ANFE is a constraint to funding of Adult and Non-Formal Education programme.	Administrators	72.4	27.6	0.00	0.00	3.76	0.970
		Instructors	61.0	23.8	11.0	4.20	3.48	0.518
8.	Inefficient resource management may be constrains in the funding Adult and Non-Formal Education in Gombe state	Administrators	84.1	15.9	0.00	0.00	3.29	0.312
		Instructors	65.1	17.4	17.0	6.50	3.68	0.850
9.	Embezzlement by government officials is another constraint to funding Adult and Non-Formal Education.	Administrators	82.4	17.6	0.00	0.00	3.57	0.179
		Instructors	67.9	5.90	19.0	7.30	3.68	0.865
10.	Inadequate policy support is a challenge to financing of Adult and Non-Formal Education programme.	Administrators	74.1	5.00	16.0	4.90	3.54	0.951
		Instructors	73.1	0.00	20.0	6.90	3.43	0.943

Table 2 shows the analysis of item statements 1-10 used to answer the research question two on the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state. The table revealed that, both the instructors and administrator agreed to the statement that over dependence on

external donors, lack of political will, inefficient resource management, embezzlement by government officials and inadequate policy support are the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state. As presented on the table, all the items were agreed by both



the administrators and instructors, and item number 1 attracted the highest mean score of 3.87 for the administrator and 3.86 instructors, with details showing 84.1% of administrators agreed with the item. For the instructors, 65.1% agreed with the item. The standard deviation recorded for the item statements was 0.181 and 0.216 respectively. All the items have the mean score

of 3.00 and above indicating that the constraint to efficient financing of Adult and Non-Formal Education Programs in Gombe State are over dependence on external donors, lack of political will, inefficient resource management, embezzlement by government officials and inadequate policy support.

Research Question Three: What are the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state?

Table 3: Mean Scores and Standard Deviation of Respondent’s Opinions on the Strategies for Improving the Financial Sustainability of Adult and Non-Formal Education programs in Gombe State.

S/N	Item statement	Respondents	Respondents’ Opinions				Mean	SD
			SA%	A%	D%	SD %		
11.	Adequate allocation of budget by the federal and State government may serve as strategies for improving the financial sustainability of Adult and Non-Formal Education	Administrators	72.3	27.7	0.00	0.00	3.47	0.181
		Instructors	57.9	2.00	29.0	11.1	3.26	0.216
12.	Assisting of ANFE through regular funding by international bodies may assist in in repositioning the funding of Adult and Non-Formal Education.	Administrators	72.4	27.6	0.00	0.00	3.76	0.970
		Instructors	61.0	23.8	11.0	4.20	3.88	0.518
13.	Improving in the funding of ANFE in the state by NGOs may help in repositioning the funding of Adult and Non-Formal Education	Administrators	84.1	15.9	0.00	0.00	3.29	0.312
		Instructors	65.1	17.4	17.0	6.50	3.68	0.850
14.	Stakeholders in education, institutions and private sectors should assist in the funding of ANFE.	Administrators	82.4	17.6	0.00	0.00	3.57	0.179
		Instructors	67.9	5.90	19.0	7.30	3.68	0.865
15.	Internally generated revenue should be adopted by different centers of ANFE	Administrators	74.1	5.00	16.0	4.90	3.54	0.951
		Instructors	73.1	0.00	20.0	6.90	3.43	0.943

Table 3 shows the analysis of item statements 11-15 used to answer the research question three on the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state. The table revealed that, both the instructors and administrators agreed to the statement that adequate allocation of budget by the federal and State government, assisting of ANFE through regular funding by international bodies, improving in the funding of ANFE in the state by NGOs, proper monitoring of the fund released for ANFE in the state and creation of internally generated revenue by different centers of ANFE are the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state. As presented on the table, all the items were agreed by both the administrators and instructors, and item number 2 attracted the highest mean score of 3.76 for the administrators and 3.88 instructors, with details showing 72.4% of administrators agreed with the item. For the instructors, 84.8% agreed with the item. The standard deviation recorded for the item statements was .970 and .518 respectively. All the items have the mean score of 3.00 and above indicating that the strategies to be adopted for improving the financial sustainability of Adult and

Non-Formal Education programs in Gombe state are; adequate allocation of budget by the federal and State government, assisting of ANFE through regular funding by international bodies, improving in the funding of ANFE in the state by NGOs, proper monitoring of the fund released for ANFE in the state and creation of internally generated revenue by different centers of ANFE.

DISCUSSION OF MAJOR FINDINGS

The first finding of this study revealed that Government provides adequate funding of ANFE and NGOs such as UNESCO, World Bank, UNDP also assist in funding ANFE. The findings also revealed that Philanthropists, Community members and Adult learners contribute money for funding of the programs in Gombe state. This finding was presented on table 1 by answers to research question 1 where both administrators and instructors all agreed to that. The finding is in line with the views of Ray-offor and Onyezere (2013) who stated that international aid plays a crucial role in addressing the funding gaps and supporting the development of effective adult and non-formal education programs, particularly in low-income and resource-constrained



settings. The agencies, such as UNESCO, UNICEF, the World Bank, and bilateral aid organizations, allocate funds specifically for adult and non-formal education programs in developing countries that can cover a wide range of expenses, including teacher training, curriculum development, infrastructure improvement, and educational materials. This is also in line with the view of Omolewa (2015) who asserted that Aid organizations often provide technical assistance and capacity-building support to strengthen the institutions and systems involved in delivering adult education. This may include training for educators, developing monitoring and evaluation frameworks, and enhancing governance structures.

The second findings of the study showed that over dependence on external donors, lack of political will, inefficient resource management, embezzlement by government officials and inadequate policy support are the challenges and barriers to efficient financing of Adult and Non-Formal Education in Gombe state. This is in line with the view of Okon (2016) who stated that overdependence on external donors can create several challenges for financing adult and non-formal education because external donor funding is often subject to changes based on the donor's priorities, economic conditions, and political climates. This can lead to unpredictable and unstable financial support for adult and non-formal education programs and may hinder the development of sustainable, locally-funded initiatives. The findings is also in line with the view of Kuratko (2015) who posited that when political leaders do not prioritize adult and non-formal education, these programs often receive minimal or no funding in national and local budgets. This leads to chronic underfunding and inadequate resources to run effective programs. He equally asserted that without political commitment, there is a lack of robust policies and strategic plans to support adult and non-formal education which results in fragmented efforts, unclear objectives, and poor implementation of programs.

The last findings of the study revealed that adequate allocation of budget by the federal and state government, assisting of ANFE through regular funding by international bodies, improving in the funding of ANFE in the state by NGOs, proper monitoring of the fund released for ANFE in the state and creation of internally generated revenue by different centers of ANFE are the strategies for improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state. This finding is in line with the view of Dave (2016) who stated that aid organizations collaborate with governments, NGOs, civil society organizations, and private sector partners to leverage resources and expertise for adult education initiatives. These partnerships enhance the impact and sustainability of funding efforts. He further asserted that aside from government funding, there are several alternative sources of funding for adult and non-formal education programs; philanthropic foundations, such as the Bill & Melinda Gates Foundation, Ford Foundation, and Open Society Foundations, often provide grants and support for adult education initiatives that focus on social development, education, and empowerment. The findings is also in line with the view of Udo

(2012) who posited that internally generated revenue (IGR) can significantly enhance the financial sustainability of adult and non-formal education programs by diversification of funding sources which reduces dependency through generating their own revenue without necessary dependence on external funding sources such as government grants and donor contributions, which are often unpredictable and unstable.

CONCLUSION

Assessing the financing of adult and non-formal education programs in Gombe State reveals several critical insights. Firstly, these programs are vital for improving literacy rates, skill acquisition, and overall socio-economic development. However, the financing of these programs faces significant challenges. Funding levels are often inadequate, inconsistent, and heavily reliant on governmental allocations which are subject to political and economic fluctuations. To enhance the effectiveness and sustainability of adult and non-formal education programs, there is a need for diversified funding sources. This includes increased government funding, partnerships with non-governmental organizations, international donors, and the private sector. Furthermore, integrating these programs into broader educational policies and development strategies can enhance their impact. Community involvement and awareness campaigns are crucial in garnering support and participation. While Gombe State has made strides in promoting adult and non-formal education programs, a comprehensive and multi-faceted approach to financing is essential for these programs to thrive and significantly contribute to the state's development goals.

Recommendations

Based on the findings of this study, the researchers recommend the following:

1. There is need to advocate for stronger political commitment to adult and non-formal education. This can be achieved through lobbying, raising public awareness, forming alliances with influential stakeholders, and demonstrating the socio-economic benefits of investing in lifelong learning opportunities.
2. There is need for proper monitoring of the fund released for ANFE and creation of internally generated revenue by different centers of ANFE. This will help in improving the financial sustainability of Adult and Non-Formal Education programs in Gombe state.
3. There is need for implementing transparent financial management practices and accountability measures. This can ensure that allocated funds are used efficiently.

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