

**ASSESSMENT OF THE IMPACT OF NON-FORMAL LIFELONG
OUTLETS IN IMPROVING THE ECONOMIC STATUS OF WOMEN
IN BAUCHI LOCAL GOVERNMENT AREA, BAUCHI STATE**

BY

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APPROVAL PAGE

This research report titled “Assessment of the Impact of Non-Formal Lifelong Outlets in Improving the Economic Status of Women in Bauchi Local Government Area, Bauchi State has been read and approved as meeting the requirements for the award of M.Ed Degree in Adult and Non-Formal Education of Bayero University, Kano.

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CERTIFICATION

This is to certify that, this research work titled “Assessment of the Impact of Non-Formal Lifelong Outlets in Improving the Economic Status of Women in Bauchi Local Government Area, Bauchi State was conducted, written and compiled by me, I also certify that, to the best of my knowledge, this work has never been presented for the award of any degree or for publication anywhere else.

Aminu Abubakar
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DEDICATION

Dedicated to my late father, Alhaji Hassan Ahmad may Allah (SWT) grant his soul eternal rest Amin.

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Abstract

The study assessed the impact of Non-Formal learning in improving the economic status of women in Bauchi Local Government Area, Bauchi State. The objectives of the study are:- to determine the Non-Formal lifelong learning outlet involved in improving the economic status of women in Bauchi Local Government Area, to examine the activities of Non-Formal lifelong outlet in improving the economic status of women in Bauchi Local Government Area, to determine the impact of Non-Formal lifelong outlet in improving the economic status of women in Bauchi Local Government Area, to determine the challenges of Non-Formal lifelong learning outlet in Bauchi Local Government Area, four research were used these are; what are the Non-Formal lifelong learning outlet involved in improving the economic status of women in Bauchi Local Government Area, what are the activities of Non-Formal lifelong learning outlet in improving the economic status of women in Bauchi Local Government Area, what are the impact of Non-Formal lifelong learning outlet in improving the economic status of women in Bauchi Local Government Area, what are the challenges faced by Non-Formal lifelong learning outlet in Bauchi Local Government Area. Conceptual framework was used. The study adopted survey research design with population of (274) and the sample of the study consisted (159) respondents. The sample was selected using random sampling techniques. Questionnaire was used as instrument for data collection named Assessment of the impact of the Non-Formal lifelong learning outlet in improving the economic status of women in Bauchi Local Government Area. The data collected were analyzed using frequency counts and simple percentage. The findings revealed that. Women centres were established since 1986 in Bauchi Local Government Area for women to improve their economic status. Learners can demonstrate practically the relevant skills they have learned in improving the economic status of women in Bauchi Local Government Area, the study revealed that majority of learners were able to shoulder family and community responsibilities through what they have acquired in the centre. The study revealed that the major problem faced by Non-Formal Lifelong Learning Outlets in Bauchi Local Government Area, learners are not given facilities or machines after the training in order to continue practicing the skills acquired. Based on these findings, the study recommended that, there should be increase of women centres by government and non-governmental organization. Husbands and guardians should show women the importance of the various activities of women centres. Finally, Bauchi Local Government and Philanthropies should support the women by given them facilities or machines after the training.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Women make up about half of the world's adult population and often contribute more than their due share to their society, yet their personalities interest, ideas and activities have received the attention commensurate with their energy in history. It has been asserted by Karl (1995) that the goals of development cannot be attained without women activities and desires will make the society more responsive to the needs of all people. The ensuring rounded empowerment process will hasten the socio-economic development process of countries. According to United Nation Fund for women development, the advocacy for recognition of women's right has assumed international dimension of recent and gender equality has moved from the margin to the centre of the development agenda (UNIFEM, 2002). Women works is enormous, albeit, not all are monetarily rewarding. It ranges from domestic chores to child bearing and rearing, economic activities both indoor and outdoor.

Out of all these, only economic activities are income-generating activities others are voluntary or not natural works women have to copy with, the informal economy constituted a veritable source of employment to a greater number of women (Olugunde and Ako-nai, 2005). According to the survey, 77.3 percent of Nigerian women in their sample went into informal sector for the purpose of household survival while 22.7 percent are into informal trading just to build a career. Improving employment opportunities for women is something that needs to be emphasize, women participation in the labour market can be increased by addressing the constraints and barriers they face in accessing quality education and skills, including public employment. And by providing well focused vocational training, social protection measures can enhance the productivity and participation of .poor women in the labour market by reducing their vulnerability to

livelihood risks and economic shocks. Providing supplementary services such as training, working through groups rather than individuals, or alongside other investment in awareness rising has been shown to increase women's direct control over resources. To graduates women's income generating activities from survival into strong and viable businesses, women need access to full range of credit banking and financial services and facilities, essential to fully develop their productive assets, their land and their businesses (OECD, 2011). Nigeria is among the thirty most unequal countries in the world with respect to income distribution. The poorest half of the population holds only 10 percent of national income. Significant rural – urban differences in income distribution impact particularly on women, because 54 million of Nigerian's 80.2 million women live and work in rural areas, where they provide 60 - 70 percent of the rural labour force, inequality harms social cohesion and may exacerbate conflict, especially when some social group are perceived to be excluded from opportunities, conflict adversely impact on women and girls, reducing their mobility and inhabiting participation in social, economic and political life (British Council Nigeria, 2010).

Attempts were been made by various government to address the issue of employment among women as well as problems of poverty, illiteracy, gender and vocational skills acquisition for economic empowerment. In Nigeria agencies were established to address these problems such as Better life for rural women, family Economic Advancement programme (FEAP), National Directorate of Employment (NDE) National Poverty Eradication Programme (NAPEP), Agencies for Adult and Non-Formal Education. In Bauchi State Adult and Non-Formal Education Agency were established in all twenty Local Government of the State, under this Agency. Women centres (Non-Formal Lifelong Learning Outlet) were working under the Agency in Bauchi Local Government Area to train women in vocational skills acquisition in order to be work –

oriented in soap making, tailoring, knitting/weaving pomade making, baking, hair dressing etc.

The essence of these women centres in Bauchi Local Government Area is yet to be achieved at individual and community levels in Bauchi Local Government Area. This is due to the lack of awareness, illiteracy, poverty, inadequate centres, lack of enough facilities and access to the facilities in the centres.

Indeed, women centers increased women participation and improve their skill ability through various vocational skills which improve their livelihood in the State in line with this, this study assessed the impact of Non-Formal lifelong learning out in Bauchi Local Government Area. Bauchi State.

1.2 Statement of the Problems

Statistics on poverty in Nigeria indicate that 70 percent of poor Nigerian's are women, indeed more than half of rural women live below the nationally defined poverty line, liking access to basic education, decent nutrition, adequate health and social services (FOS, 1997) one of the primary concern to the women is the need of government to provide employment to the jobless women and enhance earning those in gainful employment. Since they identified unemployment as a key factor in poverty a major suggestion is for government to accelerate programmes that promote women education and access to employment opportunities. In doing so, government is not only enhancing the economic situation of women along but more importantly that of their respective families. They were of the strong opinion that employment opportunities to women is social security to them and one of the major benefit that could drastically reduce the many difficulties women faced daily, women also want various poverty alleviation programmes implemented by government at various levels reviewed to ensure they benefit from these programmes. Women want their organizations in the community to be visibly involved in

the provision of essential needs of the community, women believe strongly that through community associations, the poor women could be reached and mobilized to participate in poverty reduction programmes. Women will be beneficiaries and instrumental to all development activities and active participation in the programmes is a development process and is key to women success. In line with this therefore, the study assessed the impact of Non – Formal Lifelong Learning Outlets in improving the socio – economic status of women in Bauchi Local Government Area of Bauchi State

1.3 Objectives of the study

The study is set to achieve the following objectives:

1. Determine the Non-Formal Lifelong Learning Outlets involved in improving the economic status of women in Bauchi Local Government Area;
2. Examine the activities of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area;
3. Determine the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area;
4. Determine the challenges of Non-Formal Lifelong Learning Outlets in Bauchi Local Government Area

1.4 Research Question

The following research questions have been set for the study:

1. Are there Non-Formal Lifelong Learning Outlets involved in improving the economic status of women in Bauchi Local Government Area?

2. What activities do the Non-Formal Lifelong Learning Outlets conduct for improving the economic status of women in Bauchi Local Government Area?
3. What are the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government?
4. What are the challenges faced by Non-Formal Lifelong Learning Outlets in Bauchi Local Government Area?

1.5 Significance of the Study

The findings of this study would make the following contributions: The study would help individual and community to know the current status of Non-Formal Lifelong Learning Outlets and the impacts of the outlets in improving the economic status of women. It would also give an insight to local government and ministries to know the areas which require more attention.

The study would give a clue to State government, local government and non-governmental organization to employ qualified facilitators in running the activities of the lifelong learning outlets, which will improve and bring modern equipment for better production in the centres. Finally, this research work would help the practitioners to increase the literature to the general knowledge in the field of Non-Formal Lifelong Learning.

1.6 Scope and Delimitation of the Study

The study was delimited to the examination of the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area of Bauchi State. These includes the activities of non-

Formal lifelong learning outlets in improving the economic status of women and the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area.

Non-Formal Lifelong Learning Outlets are many in Bauchi State. The population of Bauchi State is too large for the researcher, because of some constraints such as finance, inadequate information in terms of location and time of meeting, the researcher did not cover all the outlets in the Local Government Area. The study was delimited to Four (4) women centres and the sample size of the study has to be delimited to a size of 159 learners.

1.7 Operational Definition of Terms

Assessment: A careful evaluation of the activities of Non-Formal learning outlets.

Lifelong learning: This refers to a process of learning continuing all through one's life.

Non-Formal: Learning and training that is flexible which will accommodate the interest of women learners in improving their economic status.

Non – Formal Lifelong Learning Outlets: This refers to Women Vocational Learning Centres run by the Adult and Non formal Education Agency, Bauchi State in Collaboration with UNICEF.

Outlet: An educational place for expressing one's talents, energy or emotion, in Bauchi Local Government Area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The study attempted to assess the impacts of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area, Bauchi State. The chapter attempted to review the related literature under the following sub-headings:-Non-Formal lifelong learning outlets, Contribution of Gender Equality to development, Women in Africa development, Policy impact on women's economic activities in West Africa, Brief Historical Perspective of Non-Formal learning, Policy Framework of Non-Formal Learning Activities of Non-Formal Lifelong Learning Outlets in improving the economic status of women. Impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women, Challenges faced by Non-Formal lifelong learning outlet, Summary and Uniqueness of the Study

2.1 Conceptual framework of the study

Non-Formal Lifelong Learning Outlet

Non-Formal Lifelong Learning Outlets refers to Women Vocational Learning Centres run by the Bauchi State Agency for Mass Education in Collaboration with UNICEF, they sponsored NFE centre's in collaboration with State Agency for Mass Education(SAME) for Women. A field office in the four eastern States were opened. These centres operate on flexible guidelines with programmes run at learners' convenience, not rigid in any form, no wearing of uniform and so on. The purpose was to offer them opportunities to acquire literacy and life skills, empower them to develop their potentials and be able to have meaningful decisions on issues that affect them; some of these centres were located in market places. Mechanic villages and other places where the out-of-school could access (UNICEF, 2010).

The National Centre for Women Development in Abuja is a non-political non-profit organization set up to look into the social, intellectual growth of women in Nigeria and Africa it is run by respective Nigerians and its mission is to promote gender equality through research. The centre looks at women issues, how to fix education among women, developing their skills and technological advancement for the girl child.

They do trainings, seminars and other forms of awareness towards education people about gender in Nigeria and how it should be.

([www.mydestination.com>globalhome>nigeria>services>abuja>nationalservice](http://www.mydestination.com/globalhome/nigeria/services/abuja/nationalservice)).

Non-Formal Learning

Non-Formal learning is defined as the type of activity as for example vocational skills acquired at the workplace. It is not provided by an education or training institution and typically does not lead to certification, compared with informal learning, Non-Formal learning is structured, in terms of objective, learning time or learning support, from the learners' perspective, learning is intentional. (European commission 2011 p33).

Non-Formal learning on the other hand is a process that is different to Non-Formal Education and therefore, can happen in different settings and environments. Youth organizations offer Non-Formal learning through their programmes at the same time Non-Formal learning experience can be organized within the workplace. It is important to acknowledge that individuals' skills acquired through involvement with youth organizations are not only related to employment prospects but they contribute to the development of human capabilities and motivations such skills contribute more directly to a general motivation for learning rather than to specific tasks and responsibilities related to personal development. (www.aegee.org).

In essence Non-Formal learning refers to learning in structured programmes for developing skills and knowledge required by workplace, communities and individuals and does not lead nationally internally accredited formal qualifications.

Non formal Education

Akpama, Esang and Osang (2011) quoted Bio (1994) and Akpan (2001) that, the primary mission of Non-Formal Education is to provide education and training that is accessible to out – of - school learners and to create opportunities for acquisition of life skills to enable individuals to attain their full potential and contribute to the socio-economic advancement of their immediate communities and to national development.

The purpose of Non-Formal Education in the afore Stated excerpt, shows its relevance to poverty reduction in the same vein, UNESCO (2006:39) elaborated, Non-Formal Education as an integrated approach that takes into account all the factors influencing the opportunities and life chances of different population groups and the role played by education systems themselves in the process of social cohesion. It is learning embedded in planned, organized and sustained education activities that are outside formal education institutions, responding to education needs for all people's ages. The purpose of NFE is to provide alternative learning opportunities for those who do not have access to formal schooling or need specific life skills and knowledge to overcome different obstacles. Non-Formal learning is also intentional from the learner's point of view, as opposed to incidental or random type of learning.

According to Eshaka (2002) for the maximum development of the community, Non-Formal Education opportunities should be provided to all adults both literate and illiterate on a continuing basis, and each according to his level or ability and interest. Given the large number of dropouts or even the out-of-school youths in Nigeria. It would be tragic not to provide them with an educational programme that will cater for their needs

and the needs of general community. The justification for this is that most of the dropouts or unschooled youths are at the threshold of their productive capacity.

The platform of the 1995 Fourth World conference on women identified 12 critical areas of concern considered to represent the main obstacles to women's advancement. Since the Nairobi conference and which required concrete action by Government and civil society over the next five years. They include the burden of poverty on women, unequal access to education and training, unequal access to health care and related services, violence against women, the effects of armed or other kinds of conflicts on women, inequality in economic structures and policies etc (Fadeyi, Deborah, Fummilayo and Omobolanlo, 2001).

The need for women empowerment cannot be over-emphasized, if only Nigeria is serious over its war against both illiteracy and poverty alleviation for sustainable democracy in the new millennium. Onyishi (2004) Strongly recommended for centres for Adult and Non Formal Education to be establish in all communities, especially vocational education centers where women and young drop-outs should learn various skills which include tailoring, hairdressing, weaving, soap making, pomade making, bag making etc.

According to Ngwu (2003) since 1986, the Federal Government of Nigeria in conjunction with some non-governmental organizations and development assistance agencies have initiated projects and programmes aimed at improving the quality of life of the rural people, particularly women and their children. The maternal and child care (EPI/ORT) project, the child care and development project, the better life for rural women, the women's education programmes.

These projects have gone a long way towards increasing the awareness of rural women and the generality of Nigerian about the need and urgency of providing opportunities for disadvantaged rural women and other rural dwellers to improve the

quality of life in the rural areas. However, a lot still needs, to be done particularly in the area of education and training so as to empower the rural dwellers, especially the women, to take positive action and sustain the pace of the development.

Looking and analyze the quoted information it is well known that, lack of economic support lead women to find themselves in problems such as prostitution, begging, Non-Formal learning in the State, local government and federal level will solve women's problem if plan and implement in our society.

2.2 Contribution of Gender Equality to Development

The extent to which gender specific jobs strategies have development payoffs, and the focus of those strategies depend on country circumstances, broadly the WDR (2013) Defines three areas in which jobs contributes to development, and social cohesion Gender equality is important for all three living standards Jobs can boost living standards through earning opportunities that lift people out of poverty, raise their consumption levels and contribute to their broader well beings jobs for women can have especially positive spillover effects on poverty reduction through greater spending on children's health and education.

Production: Low use of women's potential resulting from gender gaps in entrepreneurship and labour force participation can pose sizeable drags on aggregate productivity investing in women – owned enterprises, which are typically smaller and more informal can also have multiplier effects on jobs creation for women.

Social Cohesion: Jobs contribute to social cohesion by shaping values and behaviour and encouraging trust and civic engagement fairness, equity and social inclusion are elements considered constitutive of social cohesion.

In this sense, gender equality is an end in itself. Further, when jobs redefine women's roles in society, they contribute to a new and more inclusive sense of social cohesion. (Gender at work n.d)

According to UN (n. d) Globally in 2012 292 companies in 17 countries signed the women's Empowerment principles on corporate social responsibility for gender equality, developed by UN women and the UN Global compact, bringing the total number to 594 companies. UN Women is creating an open Global Community for women's economic empowerment on the web portal. This knowledge Gateway provides opportunities for its members to find and share resource and learning tools, connect with peers and experts, and to discuss, generate new ideas and advocate for women's economic empowerment. It brings together a diverse range of partners, networks and members from international organizations, private sector, governments, academia and civil society. In the other hand Gender and Rural Empowerment Policy (2010) skills development is key to improving rural productivity, employability and income earning opportunities, enhancing food security and promoting environmentally sustainable rural development and livelihoods. Despite rural women's major role in agriculture and other rural activities, higher barriers in education and training limit their capacity to engage in more productive and remunerative work, perform managerial and leadership roles and participate fully in the development of their communities. Targeted action is needed to dismantle these barriers.

Taking a Holistic Approach to Women's Economic Empowerment

Social and political factors have a significant influence on women's ability to participate in the economy, these include access to family planning and other health care services. According to OESCD (2011) Cultural barriers including discriminatory practices and attitudes, also need to be actively identified and tackled.

- Culture and tradition: in all countries expectations about attributes and behaviour appropriate to women or men are shaped by cultures, tradition and history. The general pattern is that women have less personal autonomy, fewer resources at their disposal, and limited influence over the decision making process that shape the decision making process that shape their societies and their own lives Donor strategies can strengthen women's ability to formulate and advocate their own visions for their societies including interpretation and changes to cultural and gender norms
- Education and Training: Educating girls is one of the most powerful tools for women's empowerment. Education provides women with knowledge, skills and self – confidence they need to seek out economic opportunities well designed vocational training leads to better paid work and does not concentrate women in low – wage and low skills work or reinforce occupational segregation between women and men.
- Reproductive and Sexual Health: Improving women's health strengthen their economic empowerment. Access to sexual and reproductive information and services (including information about HIV transmission) and reduced rates of early marriages, increases women's chances of finishing education and breaking out of poverty.

Understanding and Measuring Women's Economic Empowerment

Golla, Malhotra, Nanda and Mehra (2011) found strong reasons to emphasize women's economic empowerment in development programs;

- Economic empowerment is one of the most powerful for women to achieve their potential and advance their rights.

- Since women make up the majority of the world's poor, meeting poverty reduction goals requires addressing women and their economic empowerment.
- Discrimination against women is economically inefficient, National economies lose out when a substantial part of the population cannot compete equitably or realize its full potentials.
- Working with women makes good business sense. When women have the right skills and opportunities, they can help business and market grow.
- Women who are economically empowered contribute more to their families, societies and national economics. It has been shown women invest extra income in their children, providing a route to sustainable development.

Economic Autonomy of Women

Women's individual control over resources is considered important not only because of fairness of equal access to resources, but also because of the resulting economic autonomy of women and their increased bargaining power within the household and how these may translate into more egalitarian intra-household relations.

Access to Cash Income

More women than men work in vulnerable employment with low or no cash returns, and they spend more of their time on unpaid domestic tasks. This gender division of labour increases women's economic when man with higher earnings or pension are not around anymore because of divorce migration or death, women as lone mothers and older women living alone have a higher risk of poverty (UN 2010).

2.3 Women in Africa's Development

Women are more active as economic agents in Africa than any where else in the World, they perform the majority of agricultural activities own a third of all firms and in some countries, make 70% of employees over and above their income earning activities,

they are central to the household economy and the welfare of their families. According to Agei (2015) African women are already highly active as producers and entrepreneurs.

They form the core of the agricultural labour force, producing an important share of Africa's food. They own and operate the majority of business in the informal sector, and have generally high rates of participation in the labour force. However, as producers, African women are concentrated in subsistence level agriculture and marginal activities in the shadow economy. The challenge is to help them become more productive, so they can generate more income for themselves and their households. Increasing the productivity of women's is a key element in achieving inclusive growth.

Rationale for AU Gender Policy

According to the AUGP (2009) The actualization of human dignity, development and prosperity for entire Africa people under pins the AU struggle for socio – economic and political development anchored on a vision of “an integrated prosperous and peaceful Africa – driven and managed by its own citizens and representing a dynamic force in the international arena” both women and men have worked for the liberation of the continent and for the economic emancipation, Solidarity and cohesion necessary for its integration and unity.

Therefore, they should participate and benefit equally in development process, thus, the quest for gender equality and women's empowerment should be mainstreamed into all the institutional arrangements at policy and programming levels for all AU organs, RECs and member States to address the key issues of:

1. Economic independence and equal access to resource
2. Equal participation and access to economic opportunities in a globalizing world
3. Equal participation in peace and security matters
4. Equal representation in decision making and good governance and politics

5. Equal access to education, livelihood and decent work opportunities.
6. Equal access to prevention, care, home based support and treatment of HIV/AIDs
7. Equal access to ICT infrastructure and Applications, global alliance for IT development and building a sustainable e-future.
8. Eradication of all forms of gender based violence
9. Improved women's health and reduction of maternal mortality
10. Elimination of gender stereotypes, sexism and all forms of discrimination
11. Engendering, policies, programmes, budgets and accountability frameworks underpinning all organs, Recs and member States.
12. Participation of the media
13. Food security and nutrition

According to the to Dejene (n.d) women's economic empowerment is recognized as one means for reducing poverty and economic growth, women play a significant role in African economies and are highly represented in the micro and small enterprises sub-sector. The majority of them are engaged in small income generating self – employment in agriculture and non agricultural activities with low prospect for growth. Since women's economic well being is linked to the development of the sectors and sub-sectors in which they operate.

Providing Africa's Women Entrepreneur with the tools they need

The potential impact for women entrepreneurs on an economy is significant, as explained in women of Africa (2010) the rate of women's entrepreneurship in many women turn to entrepreneurship as a means of survival rather than economic empowerment in scaling up, it was found that entrepreneurship is a means for women to move their families out of poverty.

However, many women's "Business" remain small and rarely employ, others, and are subsistence based. In a study of 600 African unregistered business, it was found that

female owned business employed less people and made less sale than male owned business (ACR 2011).

2.4 Policy Impact on Women's Economic Activities in West Africa

Ghana is one of the West African Country which consider women as one of the indices of development, to Amu (n.d) Ghana had gone through many development plans and policies which have different impact on the economy in general, in the last two decades, some major development policy frameworks have been undertaken that have had diverse effects on women. A lot of development programmes have been gender neutral and therefore, have had a blanket effect on all, including women. The lack of gender sensitivity of some of these policies has meant that women's of these policies has meant that women's traditional and economic responsibilities have been impacted positively or negatively with consequences on women's economic activities in terms of opportunities to improve themselves, time use and energy and the survival of families and house hold.

One major programme was the structural adjustment programme (SAP) which was launched in 1983. In 1989 an expert group of the Common Wealth Secretariat reported that economic and structural adjustment had aggravated the difficulties that women face (Offel – Aboagye, 2001) quoted (Offel & Aboagye 2001).

The network for women's rights in Ghana (NETRIGHT), the Association of African Women for Research and Development (AAWORD) and Women in Law and Development (WILDAF) West Africa; on their meeting, they call on West African member State to;

- Develop comprehensive, multi pectoral, national plans of action for the African women's Decade, ensure budgets are allocated to implementing the plans and further ensure the plans are integrated into the nation development plans/poverty reduction strategy papers.

- Recognize the contribution of African civil society organizations particularly women's rights organizations for the complementary role they are planning to promote gender equality at national sub regional and regional levels.
- Ensure that civil society organization (CSOs) African women's decade at all levels.
- Commit significant resources to the African women's fund so that gender machineries and civil society can utilize the resources to meet the goals of the African women's decade.
- Strengthen the national gender machineries to enable them to work in close partnership with women's right organizations to develop the plans of actions that will respond to the needs of the African women's decade. (Communiqué on the African Women Decade 2010).

Ghana is one of the West African countries which gave more attention to women empowerment and the impact were realized Nyarko and Zumapkeh (2014) Maintained that, the role of women as human resources in social and economic development has received increased attention in recent times, additionally, there have been efforts at improving their status and enhancing their opportunities for social and economic participation. The positive development women in still remain on the fringes of the social and economic development of many countries. Fact is to achieve the desired goals of improved health, greater productivity, security, longer and better life, programmes on social and economic development must necessarily place a high premium on education.

International Women's Day (2012) pointed out that, rural women are resourceful economic agents who contribute to the income of families and the growth of communities in a multitude of ways, they work as entrepreneurs, as form and non – farm laborers, in family businesses, for others and as self employed, while they take on a disproportionate

share of unpaid work at home. However, their contribution is limited by unequal access to resources as well as persistent discrimination and gender norms which need to be addressed to allow all, rural women work longer hours than men. In Benin and Tanzania women work, respectively 17.4 and 14 hours more than men per week.

Making the Case for Specialized Training for Women in Peace Building

In his briefing Alaga (2010) as with women only spaces, there is also need for specialized training for women in peace building again because of inequalities that already exists.

All across West Africa, it is widely acknowledge that women's participation in formal peace and security structures and processes is either nil or minimal. It has been argued that the poor participation of women in this process is due to their lack of skills and know-how. To address this, it is not enough to include women I training in this area. Training contents must also be reviewed and tailored to address women's.

The development and delivery of specialized training for women has, in most cases entailed the translation into local (or first languages of the beneficiaries. This has also helped in improving accessibility.

USAID (n.d) also express the mission that, women working together in West Africa are making a difference, throughout West Africa they have come together in formal and informal organization to solve problems and explore new opportunities. They build a spirit of solidarity and purpose, learning from and supporting one another. Together they can do more than individual working alone. They are solving community problems opening up business prospects, creating access to credit and ensuring that families get better education and health care.

2.5 Brief Historical Perspectives of Non-Formal Education in Nigeria

The term of Non-Formal Education could be traced back to the work of Malcolm Knowles in 1950 and Josephine Macalister Brew in 1946. Knowles was searching for a coherent and comprehensive theory of adult learning and closest he could come to an organizing theme was informal (Knowles 1980 p 76). An educational system that provides a friendly and informal climate for adult learning situation, the flexibility of the process,

the use of experience and the enthusiasm and commitment of participants (including teacher).

Non-Formal system of education in Nigeria could be traced back to the need to formulate a policy in 1922 to cover adult literacy on the Britain colony. Phelps- Stoke Commission as noted by Fafunwa (1974). Recommend the need for a high literacy rate taking cognizance of needs of the adult population. Due to the failure of the commission in 1951, the Central Board of Education endorsed a policy to recognize a remedial primary education for adults.

Basic adult literacy and crafts-making and the importance of women's participation in adult education were stressed , as a result of the introduction of free primary education scheme of 1955 and 1957 enthusiasm for continuing and Non-Formal Education including government funding began to decline. Thus the first serious attempt at adult education lost steam and even collapsed.

In 1977, Nigerian education system, adopted the Nigerian National Policy on Education (modified in 1981, 1984 and 2004 respectively) adult and Non-Formal Education occupied a place of pride in the National Policy of Education. The policy provides for equal access to education including continuing and further education and commits to the eradication of illiteracy and promotion of lifelong learning. UNESCO (2004) proposed an 80% literacy rate, so far, there been no reduction in either male or female illiteracy as established by funding from UNICEF study of 2002. For women the rate declined from 44% to 41% (FGN/UNICEF 2001) the DHS Ed Data shows an adult literacy rate of 55% and 60% for the south west and south east respectively 74% in both zones for (males) while the North West and North East record values of 21:22 percent for females band 40-42 percent of males (NPC/FME/USAID/ORC Macro 2004) information from the Federal Ministry of Education though without empirical support put the literacy

rate at 57% of the 150 million population based on the 2006 national census figure, while the illiterate rate was put at 41% translating to about 57 million of the total population (FGN/UNESCO/UNDP/UNICEF, 2001 P 6-7)

However, many governments sponsored adult education activities have been chronically anemic due to inadequate funding and poor implementation. In addition to that, adult education curricula are hardly forward-looking to solve the problems of our society and needs of the clients especially in terms of personal economic needs, social and political need of our adult population.

2.5.1 Policy Framework of Non-Formal Learning

According to UNICEF (2010) The first attention to NFE in Nigeria could be traced to the creation of a unit of Non-Formal Education in the Federal Ministry of Education in 1974 as a result of pressures from the Nigerian National Council for Adult Education (NNCAE), also, for the first time in 1977 Non-Formal Education was included in the National Policy of Education.

In 1981, Kano State Government under the influence of the new trends in the National Policy of Education from mass education to design and implement policies on Non-Formal Education for the State. In continuation of the new drive for education in Nigeria, the Federal Government in 1982 launched the National Literacy campaign, tagged, national mass literacy campaign, the first of its kind being undertaken by any post independent government in Nigeria. However, set goals were not achieved as many States could not buy into the vision of the federal government.

Similarly, in 1990 in compliance with Jomtien Declaration on education for all, the Federal Government established by decree 17 of 1990, the National Commission for Mass Literacy Adult and Non-Formal Education (NMEC) to address issues

relating to literacy, in 1992 NMEC launched the National Mass Literacy Fund (NMLF) to which the president of Federal Republic of Nigeria made a Financial Commitment.

Between 1995 and 1997 there was UNDP interview in which more than three million illiterate were made literate (NMEC, 1998). The launching of the Universal Basic Education (NFE), the National Assembly passed into law the Universal Basic Education Act which in part defines Basic Education as the acquisition of occupational skills (Aderinoye, 2006).

After finding its way into the educational system of the nation as a commission, NMEC began to receive the support of international development partners (IDPs) their assistance was mainly in the areas of capacity building (training) and delivery services their assistance come in the wake of May 5th 1991, on the day of the inauguration of NMEC, via goodwill messages among the IDPs that were present. These IDPs were; British council through her Department For International Development (DFID), United Nation Education, scientific and cultural organization (UNESCO), United Nation Children's Fund (UNICEF), United Nations Development Project (UNDP) and the Israel; Embassy, since after their pronouncement to assist NMEC in 1991, these organizations have lived up to their words. In terms of consistency, zeal and innovations UNICEF and UNESCO have made tremendous impact in the area of empowerment, capacity building, service delivery and advocacy from 1995. Other IDPs that later came on board to assist NMEC are Action Aid and USAID, all intervening in the area of training on the reflect methodology. (UNICEF, 2010).

2.6 Activities of Non-Formal Learning in Improving the Economic Status of Women

Nigerian women are perceived as household property that work is within the house, their activities is fetching water, cooking and rearing of children. Women have economic activities at home or market which will support them economically. According to (Osuwala, 1991 and Ijere, 1991) who observed that women earn income through a range of economic activities such as sells of fuel wood, weaving, fashion designing, hair dressing, fishing activities, food processing etc. They argued that women are the backbone of agricultural and economic production in Africa. Flanna and Old ham (2007) maintained that, women perform a lot of economic activities for the purpose of generating income for their family up keep, such activities will be inform of production, distribution, trading, food processing etc. Adeferison (1987) pointed out that, the major economic activities that directly add to the income of women include fish production and processing/smoking, marketing, meat selling, hair dressing, fashion designing, soap making, mat production among others. He further agued that in most cases, the women use this income to supplement household up keep, pay rent, school fees, and training of children. These activities undertaken by the women provide avenue for them to contribute to family and community maintenance and development. There is improvement in the standard of living and the development of their productive capabilities. To Mosher (1978) observed that activities such as agriculture, forestry, fishery, handcraft, trade and services transformed the society and bring about rural modernization.

In Nigeria, women empowerment is crucial to mitigate poverty at grass root level since women play an essential role for welfare within a household as well as community, one government report says that the role of Nigerian women in household is various for example;

- i. Income generation activities
- ii. Household activities such as; fetching water and firewood and taking care of basic education and health issues of family members. However, these are not fully realized because of various information surrounding women's, such as limited participation in decision making in the household and the limited access to ownership, credit facilities and resources, against these situations, National Communication of Women Development (NCWD) and JICA consider that a key player is WDC, and decide to launch a project for activation of WDCs in Nigeria, WDCs were established throughout the country during 1980s and 1990s for the purpose of empowering grass root women through the vocational training and basic literacy education, WDCs had contributed to improve women capacities at that time, however, most of WDCs are now a day deserted, or are not in good condition, each Local Government Area (LGA) has at least one WDCs, which means that more than 774 WDCs exist in Nigeria, this is a big resource for women's empowerment if utilized properly:-

1. Objectives of the project.

To develop a guide line for activating WDCs based on the experience of the pilot project Kano State, with a view to contribute to women's empowerment in Nigeria.

2. Main feature

Implementing the communiqué of the National Council of Women's Affairs NCWD is now drafting a guideline for activating WDCs based on the communiqué, which was adopted by the National Council on Women Affairs in November, 2006 which spelt out that NCWD has a role to develop a guideline for the activation of the WDCs Nation Wide. The project is in line with NCWDs effort of implementing the communiqué.

3. Assisting Improvement of Women's Livelihood from Five Aspects i.e

- (i) Economic poverty;
- (ii) Physical weakness
- (iii) Isolation
- (iv) Vulnerability and
- (v) Powerlessness

More specifically, if women is always sick (physical aspects) she cannot participate in economic activities (economic aspects) or if a women is not confident enough to utilize her skills (mental aspects) she won't start her business even though she acquired skills. Or if a woman does not participate in decision making in the household (political aspects) she may not have control over what she earns. See the following voice of women "I will like to acquire skills of sewing, so that I can teach sewing to other women who have difficulties to joint WDC, (woman in Gaya, Kano) since my wife join WDC, she has improved her daily household activities such as cleaning, taking care of children, and cooking" (man in Gwale Kano) "I join WDC. Because I want to be self reliant so that I can assist my husband, I can buy things for my children (Women in Danbatta Kano).

4. Scaling of JICA'S Assistance

Since 2003 NCWD and JICA have been struggling for women's empowerment through:-

- i. Sending a Japanese expert and
- ii. Conducting in a series of training course's in Japan.

These project is build on these achievements (www.jica.go.jp)

The lack of analytical and definitional studies in the Non-Formal Education field has left us with studies which essentially aim at giving examples of programmes based some descriptive framework like sponsorship earning process and function for example.

Harbison (1973) identified three categories of non- formal education activities. His classification is based on three function of non- formal education.

- 1 Preparation for employment
- 2 Development - in - employment
- 3 Building skills and knowledge not directly connected with the world of work.

The orientation here is of course, the human resources development approach and the assumption is that the skill and knowledge generating capacity of Non-Formal is enormous. Without such activities the production of goods and services would not be carried on effectively and efficiently. This is essentially an economic development perspective. Another author Duke (1975) based his classification of Non-Formal Education activities on economic functions, training functions as well as type sponsorship and identified four causes of activities as follows:

- 1 Programme designed to increase food production, train local artisans, train local family planning agents, etc.
- 2 Programme to enhance the performance or function of current programmes in agricultural extension, family planning health and sanitation, etc by applying the knowledge and technology of education.
- 3 Rural education programmes which are functional localized and problem- oriented that will suit those rejected by the formal school system.
- 4 Programmes sponsored by government and the private sector as part of a concerted effort of a total national, teaching learning system.

Evans (1981, p 19-23) developed a framework for the classification of Non-Formal Education activities which reflect this education dimension more than any others. The framework was based on the relationship of Non-Formal Education activities to the formal school system. He groups the activities under three general categories.

Complementary Education, Supplementary Education and Replacement Education.

Complementary Education rounds off the school curriculum, and includes such activities as sports club, hobby groups, debating societies, drama or choral sports clubs, and drama which provide the non-classroom component of the formal school curriculum. Others are activity of youth organizations like scouting, young farmers clubs and voluntary service activities, which are organized and supervised by Non-Formal school personnel or organization.

Supplementary Education adds on to school at a later time and place. The activities encompassed usually take the form of training for primary school leavers like apprenticeships, skills training programmes, farmers training courses and family or home economics training.

Replacement Education replaces schooling for most participants and focuses mainly on basic literacy courses, combined with training in low level skills in practical subjects like health nutrition and agriculture. (Evans, 1981).

Non-Formal Education encompassed many aspects of human life, youth and adult can have opportunity to enroll in any activities which he/she may wish to support his/her life and to contribute to the society.

2.7 An Overview of Bauchi State Commission for Youth and Women Rehabilitation and Development (BACYWORD)

A woman is economically empowered when she has both the ability to succeed and advance economically and the power to make an act on economic decision.

- To succeed and Advance economically, women need the skills and resources to comfit in markets, as well as fair and equal access to economic institution.
- To have the power and agency to benefit from economic activities women need to have the ability to make and act on decisions and control resources and profit (Golla et al, 2011)

According to Shehu (2014) education plays an important role in development out-of-school programmes, in particular are central to providing adaptable learning opportunities, and new skills and knowledge to a large percentage of people outside the reach of formal education (Vermark, 1985) Non-Formal Education (as one of out-of-school programme) began to appear in international discourse on education in the late 1960s and early 1970s. In this context it referred to any organized education activity outside the formal system. Whether operating independently or as a feature of some broader activity intended to serve identifiable learning client else and learning objectives. Non-Formal Education today should be seen as related to the concepts of recurrent and lifelong learning Fordham (1993) suggest four characteristics associated with Non-Formal Education.

- 1 Relevance to the needs of disadvantaged groups.
- 2 Concern with specific categories of person.
- 3 A focus on clearly defined purposes; and
- 4 Flexibility in organization and methods.

In addition to what has already been mention about Non-Formal Education and national progress it should be noted that adult literacy is particularly relevant to development and to reducing gender inequality. Adult literacy increases women participation in both private and public activities, i.e house hold decision-making and as active citizens in community affairs and national development. Adult literacy programme have a dramatic impact on women's self-esteem because they unleash their potential in economic, social, cultural and political spheres. According to the UNESCO (2010), Non-Formal Education in the particular help to: ensure equal access to education, eradicate illiteracy among women, and improve women's access to vocational training, science, technology and continuing education. It also encourages the development of non-discriminatory education and training, allocates sufficient resources for and monitors the

implementation of educational reforms and promotes women's and girls' lifelong education and training. There are a number of other impacts and facets of literacy and education especially as they pertain to women and girls that are worth consideration.

More than 500,000 young men and women aged between 15 and 32 years were registered through Ministry of Women and Social Development in Bauchi State, all the youths and women registered by the commission (Women and Social Development Commission) had various socio-economic problems, their problems for instance. While some of these youths wanted to further their education, others wanted immediate employment or opportunities to acquire skills. Hence the decision by the commission to categorize them according to their individual requirements. Today, nearly four years since Bauchi State Commission for Youth and Women Rehabilitation and Development (BACYWORD). Women from various local government were trained to acquire skills in order to be independent.

Another successful strategy of the administration in the area of human capital development is the skills acquisition programme. Here, the idea is to develop appropriate training programmes for youths and women empowerment through the acquisition of skills through these areas of employment such problem like that 'Yan sara suka has drastically reduced.

Problem affecting women such as poverty, high maternal and infant mortality rates as well as the HIV/AIDS scourge are either completely eradicated or have been reduced to the bearest minimum. ([www.all Africa.com.nigeria. bauchi](http://www.allAfrica.com/nigeria/bauchi) empowering women as agents)

Through the State Ministry of Women and Social Development, and Bauchi State Commission for Youth and Women Rehabilitation and Development (BACYWORD) women from the 20 Local Government Areas of the State are trained in income generating skills acquisition and given micro-credit finance to assist them in starting up

entrepreneurial enterprises. A similar partnership also exist with the poverty alleviation in the State, resulting in a direct intervention at the grassroots, for women who are most in need (allafrica.com/--/201404240549.html).

According to UNESCO (2006) Non-Formal vocational training programmes have for several decades, been very important for young people who, with any level of basic education, have attempted to make the transition from school to employment. In the past such programmes tended to mirror their formal system equivalent and often succeeded in placing graduates in work due to the perceived advantages of providing hands on skills development. In more recent decades, however, with the stagnation of formal sectors growth and growing poverty, such training has often lost much of its benefits, at least for youth from poorer background. Current Non-Formal training tends to take place more than on-the-job and much closer to where there is demand, such as in the informal sector. In many countries – but particularly in those with a higher rate of informal sector organization, as in West Africa – skills training is organized by producers association, as in local employers or local authorities in direct response to economic needs.

Hajiya Yuguda has repeatedly toured the 20 LGAs to enlighten the populace, especially the women, on the need to become more involved in government programmes which she continues to relate, are for the benefit of the people under its economic empowerment programme, the Yuguda Administration has approved through a public private partnership the engagement of several thousands of unemployed youths and women into various activities such as sanitary duties, security services and micro-businesses for instance, through collaboration with a private sanitary organization called cosmopolitan cleaners, thousands of youths have been engaged in cleaning major streets in urban centres as well as public building and hospitals across the State. This partnership has greatly improved the sanitary condition of cities and public places in the States.

As part of Governor Isah Yuguda's economic employment programme for the youths, 2000 mobile telephones were purchased and distributed to young men and women to enable them start micro telecommunication businesses. The youth and women commission also runs agro allied training programmes for youths in the State. In collaboration with Wailo Engineering, hundreds of youths have so far been trained in irrigation farming and mechanized agriculture. This large farm, located at Gadan Maiwa in Ningi Local Government Area.

Talking about micro-credit for rural women brings us to the role being played by the Ministry of Women Affairs and Social Development as well as the office of the first lady, Hajiya Aisha Isah Yuguda, because of the widespread problem of marginalization and gender inequality which women face in their daily lives. Governor Isah Yuguda is determined to turn their fortune for the better. Since assuming office in May 2007, one of these major areas of focus has been women empowerment as a main component of his human capital development agenda. This is because in addition to the invaluable role which women have continued to play in the affairs of the State.

Thousands of women drawn from 400 women's groups have been in various trade and vocations to enable them acquire certain economic skills. (www.zungurpresscenter.com/index.php...)

In Bauchi one business women States "it is a simple and an easier business without suffering" women note that they want to invest in their businesses to buy laundry machines, freezers to sell fresh, or save money as a group to start processing rice. However, they realistic and women know they will have to work to save and it will not always be easy. (USAID n.d).

2.8 Challenges of Non-Formal Education in Nigeria

The main cause of under representation of women in formal sector jobs is job scarcity and other demand side barriers, rather than supply side labour market discrimination. Demand side constraints mainly concern the reproductive roles that women play, which often lead them involuntarily to prefer low quality, poorly paid, part-time but relatively flexible employment. (British Council 2012).

Women also lack business and marketing skills that may allow them to put together viable business proposals. Women have less access to formal channels that provide comprehensive skills training because they are mostly unaware of the existence of such programmes and even when they are aware, their time constraints may limit their access to such programmes moreover some of them may lack the needed basic educational qualification for such skills training and are therefore cut off from benefiting from such programmes where these programmes exist. However, irrespective of the constraints that face them, women access to training and retraining is an important tool, which can enhance their economic activities to improve their earning power. It is therefore, that efforts be enhanced by all stakeholders government and governmental agencies, women adequacy groups. Other civil society groups, international development partners – to promote training for women at all levels and in all spheres of Endeavour. (Amu, n.d).

According to Shehu (2014), the following are some of the major challenges facing Non-Formal Education in Nigeria

1. Awareness: The intending population in need of Non-Formal Education is usually not captured and in some cases are not aware of the programmes.

2. Unavailability of Fund: Funds allocated to Non-Formal Education are usually diverted to cover other projects. Sometimes allocated fund is not even enough, or is not even seen.
3. Lack of Clarity: The frameworks for organizing and delivering programmes are hardly innovative or forward – looking objectives attached to programme tend to be ambiguous, thus main objectives are usually not met.
4. Lack of Commitment: Inadequacy of physical and instructional facilities in government owned adult education training centres is indicative of the neglect and marginal status of adult education (Aderinaye 2002).
5. Misconducts: Pronouncement of adult literacy is usually an avenue for misappropriation of funds results to huge debt.
6. The programme lacks continuity, it is characterized by gender.

According to Agi (2012) Despite the recognized role of Adult and Non-Formal Education play in education of a given segment of the populace, it still continuous to face some challenges especially in providing education which support democratic development. These challenges can be located as institutional and client oriented (Ochoma, 2006).

Aderinoye, (2002) maintained that lack of commitment, inadequacy of physical and instructional facilities in government owned Adult Education training centres is indicative of the neglect and marginal status of adult education.

Ngwu (2003) explained that, the facilities to be provided in each centre depend on the resources available to the sponsoring agencies, but certain minimum standards have to be met. The ideal would be for each NFE centre to serve as:

A community centre in the tradition of the community school centre's movement in the USA in the 1950.

A model demonstration site for new and sophisticated equipment.

A learning resource centre.

According to Ojuah and Arikpo (2011) a major obstacles against the successful implementation of Non-Formal programme in Nigeria, the law does not have training structure of their own, which staff, learners and other key stake holders could enter into freely and carry out their legitimate duties. In terms of physical structures, the building and premises used for Non-Formal Education Programme are essentials hired from other organization or individual on temporary basis. Both the instructors and learners function on part-time basis, which tends to affects the administrative staff effectiveness.

Lasiele (1999) observed the problems militating against the attainment of women empowerment in Nigeria.

Adewole (1997) described women empowerment is the provision of conducive environment or opportunities to women to contribute their quota to the social, political and economic development of a nation. The disparities between women and men in terms of political, social, educational and economic achievements cannot be divorced from some problems which hinder parity between the two groups. There problems are:-

i. Illiteracy:

Cultures and sub-cultures in Nigeria give preference to male children as they are usually regarded as the heris or the pillars of the family female children are usually less privileged and consequently not given adequate opportunity to acquire education and formal training. Umar (1996) noted that the girl- child is valued not for who she is, her potentials or achievement but for her services submissiveness and at best good looks. He Stated further that in any traditional Nigerian community it is believed that the place of the girl- child and subsequently women is in the kitchen or at home. He stressed further that

women in Nigeria are socialized into accepting the traditional roles of bearing and rearing children and of maintaining the welfare of the family.

ii. Sex Stereotype:

During the period of socialization females are usually trained to believe that they are different roles for males and females as well as the superiority of males over the females. Generally, adults discourage competition between females and males and the two groups are thus exposed to different roles. The females are encouraged to be obedient, caring, kind and appreciative while males are rewarded when they display aggression, decisiveness and detachment (Rinehart & Kols, 1998) some vocation or jobs are regarded as men's jobs e.g (engineering, carpentry and bricklaying) while some others are designated as feminine (e.g music, nursing, teaching and trading).

iii. Rivalry among women:

The Nigerian society seems to encourage women to compete with one another in a subtle way, on many occasions, healthy rivalries among women usually lead to envy and jealousy. This prevents women from being team players and from supporting one another during the period of need, consequently, most women perceived men's domination as acceptable and preferable to female domination. Shonikan, (1992) proposed that much as it is necessary for men to encourage women to get to management positions it is equally important for women to re-examine themselves and resolutely aim to frame their positions in the organization. They must abandon the almost imaginary belief that women leadership is an exception rather than the rule of our society (Daily Times, November, 1999 pg 21).

iv. Insufficient Need for Power:

Nigerian women are generally not aggressive or assertive enough to seize leadership mantle from their male counterpart. Steiner and Miner, (1997) observed that

individual who seek power will have to strive hard to reach a position where they can exercise authority over others. Similarly, Okojie, (1990) stress that people who lack power drive will find it difficult to assume leadership position. This impediment may be attributed to self concept on the part of Nigerian women most of whom believed that the males are better than them in human endeavours.

v. Religious Beliefs;

The leadership of different religious in Nigeria have different views as regard the position of women worthily allians. Some religious leaders and their adherent strongly believe that women should only seen but not heard. Some view men are superior to women while few others see them as equals. The difference in belief adversely affect the way women are treated and opportunities provided to them.

vi. Discriminatory Attitude of Males:-

The Nigerian men have been in control of political, economic as well as social spheres of life for many years. They have been able utilized the opportunity to their advantage and this does not give women equal opportunities for instance, some provisions in the Federal Constitution do not favour women. Olawoye, 1985 observed that many provision on inheritance and domestic violence have been described as more favourable to the male gender than the female. Consequently, women experience series of violence in the hands of men some of which are manifested in the form wife bartering, assault, acid-attack, sexual harassment, including rape, gentile mutilation, girl-child abuse, ritual murder and unfavourable widowhood practices.

vii. Low Participation of Women in Politics:-

The level of women participation in politics is still very low in Nigeria. Awe, (1990) maintained that most women in Nigeria do not usually contest elective post but limit their activities to voting during elections. Although, this attitude may be related to

their level of education and poor economic base, it has adverse effects on women's struggle for emancipation.

viii. Poor Economic Base;

Most Nigerian women are poor. This situation is related to their low level of educational attainment. poverty is reflected in almost all aspects of an average Nigerian women's life. Mbofung and Atinmo (1985) observed in their study that the mean daily energy intake 2,250kcal which is common among pregnant women in Nigeria is very much low than that reported for pregnant women in developed nations.

2.9 Summary and Uniqueness of the Study

The study describes Non-Formal Lifelong Learning Outlets were programmes run at learner's convenience, not rigid in any form. The purpose was to offer them opportunities to acquire literacy and life skills. It talk on contribution of Gender equality to development, Women in Africa's Development, Policy framework on women's economic activities. To build on historical perspectives of Non-Formal learning were touched in Nigeria, the historical background revealed the initial stage and show how different organization contribute to the development of the Non-Formal learning.

Activities and the impact of Non-Formal lifelong outlets, Evans (1981) developed a framework for the classification of Non-Formal Education activities, the three (3) general categories are supplementary education, complementary and replacement education.

Economic is one of the bedrock of any nation in the world, to empower women in different skills in order to improve in their status, Non-Formal Lifelong Learning Outlets gave different training to the client. Finally, challenges of Non-Formal lifelong learning were mentioned in order to overcome the problems in the Non-Formal lifelong outlets.

The study is unique in the sense that, it highlighted a number of activities in the Non-Formal learning outlet and the impact of Non-Formal learning to every society, the study is unique, because of the study area most of the research is carryout in formal school system such as primary, secondary schools and tertiary institutions, but for this study it undertaken in Non-Formal lifelong outlets specifically were women acquire different skills. The study used survey research design where the purpose is to found out the views, attitudes or interest of a large population using a representative's selection from such population (Joshua, 2013).

Women economic empowerment and poverty reduction has upgrade to problems to global economic and more concern where given in African countries, Nigeria inclusive. Women are world's poor and poverty affected them this cannot be reduced if not plan and implemented through economic empowerment. Studies have shown that women control minute proportion of economic resources of countries of the world and in order to fit into and be able to operate within the mainstream of decision making, any group of sub-group must control a proportionate amount of productive resources.

CHAPTER THREE

METHODOLOGY

The study in this chapter describes the following: Research design, population of the study, sample and sampling techniques, data collection instrument, validity of the instrument, reliability of the instrument, data collection procedure and data analysis.

3.1 Research Design; survey research design was used in the study, Survey research is often used to assess thoughts opinions and feelings, a survey research can be specific and limited, or it can have more global widespread goals (En.wikipedia.org/wiki/survey_research).

3.2 Population and sample

3.2.1 Population

The population of this study comprised of all the participants of the Non-Formal Lifelong Learning Outlets in Bauchi Local Government Area in the women centers. There are four (4) women centres. The estimated population of the learners in four (4) women centres are Two Hundred and Seventy Four (274)the Table below show the population of women centres in Bauchi Local Government Area, Bauchi State.

Table 3.1 Names of Women Centres and their Population in Bauchi LGA.

S/N	Name of learning center	Number of learners
1	Bakin Kura Women centre	69
2	Doya Women Centre	65
3	Kobi Women Centre	115
4	Wayan Makafi women centre	25
	Total	274

Source;(ANFE 2014)

3.2.2 Sample and Sampling Techniques

Sample of the study comprised of One Hundred and Fifty Nine (159) participants selected from the four (4) women centres in the Local Government area. The sample selection was based on Morgan and kreicie (2006) and it was used in determining the

random sample size of a given population. The appropriate representative of the population was 159 participants.

3.3 Data Collection Instrument

The description of the instruments used in collection of data is self developed structured questionnaire named an assessment of the impact of Non-Formal Lifelong Outlets in improving the economic status of women in Bauchi local government (Questionnaire) The Questionnaire is divided into two (2) sections.

SECTION 'A': This contained demographic information of respondents for such as age, gender, status etc.

SECTION 'B': This section generated information on the assessment of the impact of Non-Formal Lifelong Outlets in improving the economic status of women in Bauchi Local Government Area, Bauchi State,

The scoring mode of the questionnaire is a close ended questionnaire on a four (4) point modified Likert scale type. The secondary sources of data included are books, news papers; internet and other publications etc all these sources used have been included on the list of this work and were references at the end.

3.3.1 Validation of the Instrument

The questionnaire was validated by experts from the department of Adult Education and community services ,Bayero University Kano, specifically the Supervisor and a Professor in the Department authenticated the contents of the questionnaire, suggestions and corrections made by the experts were used in modifying the instruments before administering the questionnaire.

3.3.2 Reliability of the Instrument

A pilot study was conducted on fifty (50) learners in order to evaluate the appropriateness and practicability of the instrument to use for data collection, the

responses obtained in the pilot sample to each item were gathered and analyzed, after the analysis the result indicated a correlation of 0.62 this is obtained through two different exercises..

3.4 Data Collection Procedure

The researcher collected an introductory letter from the Department of Adult Education and Community Services, Bayero University Kano, introducing the research and explaining the importance of the research work to the respondents seeking their consent and establishing good rapport for successful carrying out of the study. Through the Director and Head of the Non-Formal Lifelong Outlets, questionnaire was administered during training hours when all the learners were present. The questionnaire was administered with the help of the head and facilitators. Total of One Hundred and Fifty Nine (159) copies of the questionnaire were produced to meet the number of respondents, the head of the learning outlets and other facilitators were trained on how to administer the questionnaire.

3.5 Data Analysis

Descriptive statistics of simple percentage and frequency counts was used to analyze the data collected in the study, there after data was organized and presented in tabular form.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Data Presentation and Analysis

This chapter dealt with the presentations, analysis and discussion of the data obtained from respondents through questionnaire. One set of questionnaire was used for one hundred and fifty nine (159) learners. .

Research Question 1

What are the Non-Formal Lifelong Learning Outlets involved in improving the economic status of women in Bauchi Local Government Area?

Table 4.1: Non-Formal Lifelong Learning outlet in improving the economic status of women in Bauchi LGA

S/NO	NON-FORMAL LIFELONG LEARNING OUTLETS	FREQUENCY		PERCENTAGE
		SA/A	DA/SD	
1	Women centre was established in my area since twenty (20) years ago	(158) 99.4%	(1) 0.6%	100%
2	The women centers have registered many people	(155) 97.5%	(4) 2.5%	100%
3.	Work in the women centre is easy.	(151) 94.97%	(8) 5.03%	100%

Table 4.1 above shows that Non-Formal Lifelong Learning Outlets for women's. About 99.4% (158) respondents show that, women centre were established in their area twenty (20) years ago. 97.5% (155) of the respondents Stated that they registered in the women centre.

Research Question Two

What are the activities of Non-Formal lifelong learning outlet in improving the economic status of women in Bauchi Local Government Area?

Table 4.2. Non-Formal Lifelong learning outlet activities in improving the economic status of women in Bauchi LGA

S/NO	ACTIVITIES OF NON-FORMAL LIFELONG LEARNING OUTLET	FREQUENCY		PERCENTAGE
		SA/A	DA/SD	
1.	There is a mutual cooperation between facilitators and learners.	(146)	(13)	100%
		91.82%	8.18%	
2	Learners actively participate all programmes	(130)	(29)	100%
		81.8%	18.2%	
3	Most learners' attend class on time	(155)	(4) 2.5%	100%
		97.5%		
4	All facilitators come to the centre regularly	(152)	(7) 4.4%	100%
		95.6%		
5	Facilitator use essential materials in the cause of training	(155)	(4) 2.5%	100%
		7.5%		
6	Learners follow the facilitator step by step during training	(155)	(4) 2.5%	100%
		97.5%		
7	Learners do a practical assignment/homework	(156)	(3) 1.9%	100%
		98.1		
8	Most learners participate actively in group work.	(155)	(4) 2.5%	100%
		97.5&		
9	Learners take practical exams in the centre at the end of training.	(155)	(4) 2.5%	100%
		97.5%		
10	Learners can demonstrate practically what they had learned.	(156)	(3) 1.9%	100%
		98.1%		
11	Work that is relevant to my skills is taught in the centre.	(155)	(4) 2.5%	100%
		97.5%		
12	Many learners are qualified to tech others.	(155)	(4) 2.5%	100%
		97.5%		

Table 4.2 above expressed the activities of Non-Formal Lifelong Learning Outlets for women in the women centres. 91.82 (146) strongly agreed that there is a mutual cooperation between facilitators and learners. 8.18 (13) disagreed that there is no mutual

cooperation 81.8% (130) show learners actively participate all programmes, 18.2% (29) strongly disagree that, they do not participate in all programmes 97.5% (155) strongly agreed that most learners attend class on time, 2.5% (4) disagreed that most learners do not attend class on time. 95.6% (152) agreed that, all facilitators come to the centre regularly while 4.4% (7) disagreed that some facilitators do not come regularly. 97.5% (155) strongly agreed that facilitators used essential materials in the cause of training and 2.5% (4) disagreed that, they don't use essential materials.

In addition to the above, 97.5% (155) strongly agreed that learners follow the facilitators step by step during training while 2.5% (4) disagreed that learners are not following the facilitators step by step. 98.1 (156) agreed that learners do practical assignment/home work and 1.9% (3) strongly disagreed that learners take practical assignment/home work on the other hand 97.5% (155) agreed that learners participate actively in group work while 2.5% (4) strongly disagreed that, they do not participate actively in group work. 97.5% (155) strongly agreed that, learners take practical exams in the centre 2.5% (4) disagreed that they do not take exams. 98.1% (156) agreed that, learners can demonstrate practically what they had learned while 1.9% (3) disagreed that, learners cannot demonstrate what they had learned. 97.5% (155) strongly agreed that work taught in the centre is relevant to their skills and 2.5% (4) disagreed is not relevant to their skills. Also 97.5% (155) agreed that, they are qualified to teach others while 2.5% (4) disagreed that, they are not qualified to teach others.

Research Question Three

What are the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi Local Government Area?

Table 4.3 Impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi LGA

S/N	IMPACT OF NON-FORMAL LIFELONG LEARNING OUTLET	FREQUENCY		PERCENTAGE
		SA/A	DA/SD	
1	The skills acquired are adequate to train my family.	(156) 98.1%	(3) 1.9%	100%
2.	Most women can now own a personal generating business.	(151) 94.97%	(8) 5.03%	100%
3	Literacy skills exposed me on how to take care of my financial needs	(155) 97.5%	(4) 2.5%	100%
4	Most learners can take care of the needs of their relations.	(154) 96.86%	(5) 3.14%	100%
5	Most households have been able to do family project.	(147) 92.45%	(12) 7.55%	100%
6	Learners like to open women centre in their area.	(156) 98.1%	(3) 1.9%	100%
7	Women can now save some money from the skills they acquired.	(153) 96.23%	(6) 3.77%	100%
8	Learners can no longer need financial assistance from their parents.	(139) 87.42	(20) 12.58%	100%
9	Most women can make financial contribution to their community.	(149) 93.71%	(10) 6.29%	100%

Table 4.3 shows the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women. 98.1% (156) strongly agreed that the skills acquired are adequate to train their family while 1.9% (3) disagreed that is not adequate to train their family. 94.97% (151) agreed that, women can now own personal generating business and 5.03% (155) strongly agreed that, they cannot open a business. 97.5% (155) strongly agreed that, literacy skills exposed them on how to take care of their financial needs while 2.5% (4) disagreed that, they cannot take care of their financial needs. 96.86% (154) agreed that, learners can take care of the needs of their relatives and 3.14% (5) disagreed

that, they cannot take care of the needs of their relatives. 92.45% (147) strongly agreed that most households have been able to do family project while 7.55% (12) disagreed that, they will not be able to do family project. 98.1% (156) agreed that learners like to open women centres in the area while 1.9% (3) disagreed, they do not like to open women centre in their area. 96.23% (153) strongly agreed that, women can now save some money from the skills they acquired while 3.77% (6) disagreed that, they cannot save money from the skills they acquired. 87.42% (139) agreed that, they can no longer need financial assistance from their parents and 12.58% (20) disagreed that, they need financial assistance from their parents. 93.71% (149) agreed that, women can make financial contribution to their community while 6.29% (10) disagreed that, they cannot make financial contribution to their community.

Research Question Four

What are the challenges faced by Non-Formal Lifelong Learning Outlets in Bauchi Local Government Area?

Table 4.4. Challenges of Non-Formal Lifelong Learning Outlets in improving the economic status of women in Bauchi LGA

S/NO	CHALLENGES OF NON-FORMAL LIFELONG LEARNING OUTLETS	FREQUENCY		PERCENTAGE
		SA/A	DA/SD	
1	Facilitators are not paid regularly.	(144)	(15)	100%
		90.57%	9.43%	
2	Learners now have conducive learning centre.	(146)	(13)	100%
		91.8%	8.2%	
3	Learners are supervise when they are working in the centre.	(151)	(8)	100%
		94.9%	5.03%	
4	The centre needs adequate modern facilities from the government.	(143)	(16)	100%
		89.94%	10.0%	
5	Most centres use different facilities to ease learning.	(134)	(25)	100%
		84.28%	15.72%	
6	Learners after training collect facilities or machine to continue practicing the skills acquired.	(50)	(109)	100%
		31.45%	68.55%	

Source: From the assessment conducted in the field

Table 4.4 present information on the nature of the challenges faced by Non-Formal lifelong learning outlet from the table, 90. 57% (144) strongly agreed that, facilitators are now paid regularly while only 9.43% (15) disagreed that, facilitators are not paid regularly. 91.8% (146) agreed that, learners now have a conducive learning centre and 8.2% (13) disagreed that, learners do not have a conducive learning centres. On the other hand 94.9% (151) agreed that, learners are supervise when they are working in the centre while 5.03% (8) do not agreed that, they are not supervise. 89.94% (143) strongly agreed the centre need adequate modern facilities from the government and 10.06% (16) disagreed that, they do not needs adequate modern facilities from the government. A total of 84.28% (134) agreed that, the centres use different facilities to ease learning and 15.72% ([25) disagreed that, the centers do not use different facilities to ease learning. The table also revealed that 68.55% (109) strongly disagreed that, learners are collecting facilities or machine after training to continue practicing the skills acquired while 31.45% (50) agreed that, learners are collecting facilities or machine after training.

4.2 Summary of the findings

Based on the study, the following findings were discovered, after the analysis

1. It was discovered that women centres were established since twenty (20) years ago in Bauchi Local Government Area in order to improve the economic status of women through vocational skills,
2. Learners can demonstrate practically the relevant skills they have learned in the women centres in improving their economic status in Bauchi Local Government Area.
3. It was revealed that, the level of skills acquired such as tailoring, weaving and soap making at the women centres they should shoulder some responsibilities in family and community level from what they earned.

4. Major problems faced by women centres in Bauchi Local Government Area include government do not give adequate facilities or machine for the women after training in order to continue practicing what they have learned.

4.3 Discussion of the Findings:

The study which assessed the impacts of Non-Formal lifelong outlets in improving the economic status of women in Bauchi Local Government Area, Bauchi State.

The first finding in the analysis shows that women centers exist since twenty years ago in Bauchi Local Government Area of Bauchi State. In line with this findings. The national Centre for Women Development (NCWD, 2014) is the only parastatal of the Federal Ministry of Women Affairs and Social Development. It is a non political not for profit organization established by Decree No. 11 section 1 (5) of 1995, and run by a governing council made up of eminent and distinguished Nigerian. The 2014 summit was aimed at creating a platform for high level discourse an challenges faced by women and girls in Nigeria, create an avenue for economic empowerment for marginalized women any girls by focusing on education, health, violence and security and formulate and propose female focused programmed through a well established and sustainable mechanism for implementation, monitoring and evaluation of their impacts.

The second finding is that women can demonstrate practically the relevant skills they had learned in the acquisition process been conducted between facilitators and learners which geared toward improving the economic status of women in Bauchi Local Government Area. It also shows that, they are qualified to teach others. In corroborating this findings, the OECD (2010) examine the benefit of Non-Formal learning mentioning that for individuals, the reasons for turning to the recognition of Non-Formal and informal learning can be classified into four main categories, which are not necessarily mutually exclusive. Even though they are also relevant to other stakeholders, they are nevertheless

set out under the “individual” heading to indicate that the individual is the focus. The four categories are:-

- 1 Economic benefits
- 2 Educational benefits
- 3 Social benefits
- 4 Other personal benefits

Some countries, such as Belgium (Flemish community) distinguish between advantages relating to the formative component of the recognition of Non-Formal and informal learning (self evaluation) and those associated with the summative component for example, Belgium (Flemish community) places personal and social benefits in the first category and economic benefit in the second. Educational benefit may clearly belong to both.

In South Africa, the recognition of Non-Formal and informal learning outcomes clearly become part of the national compensation policy after the first election by 1994. From this standpoint, the expected benefits were linked together to achieve a comprehensive readjustment in economic educational and social terms.

In the third findings, the study revealed that, women centres has a lot of impacts to the learners in improving their economic status, skills acquired by learners in the women centres are adequately agreed to train their family (156) 98.1% strongly agreed also (147) 92.45% strongly agreed that most household have been able to do family project. In line in this finding, the International Fund for Agricultural Development (IFAD 2003) the impact of investments in terms of the social and economic advancement of women has been notable. A recent review of over 2000 IFAD projects indentified success, lessons, learners and challenges in addressing gender issues and empowering rural poor women. Special grant initiatives implemented in all five of IFADs region have contributed to improve the

effectiveness of the fund's loan portfolio in addressing gender dimensions and empowering women and have also increased its understanding of what works and what does not work.

Over the years, IFAD supported projects have enable women to improve their economics status and asset base, to strengthen their organizational capacities and to have a greater voice in community affairs. They have also helped women to improve their capacities through education. Literacy and training; and increase their well-being through improved access to water resources and labour – saving technologies. IFADs group based microfinance initiative not any have increase women's incomes, but also have helped women to gain confidence, organizational skills and social statues. Projects have been most successful when activities aiming to improve women's economic status and organizational and decision making capacities have been complemented by investment in water supply, health and functional literacy. Such investments have given women the needed time, energy and know-how to become actively involved in economic, social and political arenas. Which women's rights to land and common property resources have been secured, achievements have become more sustainable. IFAD project have also score some encouraging success in modifying gender relations and promoting the perception of women as agents of change even in the most difficult of situations. Nevertheless, increasing impact at filed level and measuring it more effectively and achieving sustainability are importance tasks still confronting the fund.

The findings on table 4.4 revealed that, most centres need adequate modern facilities from the government and learners need to collect facilities or machine after training which would support them to continue practicing the skills acquired. Aderinaye (2002) supported that, lack of commitment, inadequacy of physical and instructional

facilities in government owned adult education training centres is indicative of the neglect and marginal status of adult education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study was conducted based on An Examination of the impact of Non-Formal lifelong learning outlet in improving the economic status of women in Bauchi Local Government Area, Bauchi State. The study focused on how Non-Formal lifelong learning outlet would improve the economic status of women, background to study were used based on the study Statement of the problems was presented and the research question was formulated based on the Stated objectives, significant of the study, scope and delimitation of the study and operational definition of terms.

The study was based on conceptual framework of assessing the impact of Non-Formal Lifelong Learning Outlets in improving the economic status of women in related literature review; the areas covered are Non-Formal lifelong learning outlets, brief historical perspective of Non-Formal lifelong learning, policy frame work, activities of Non-Formal lifelong learning for women in women centres, impact of Non-Formal lifelong learning in improving the economic status of women, summary and uniqueness of the review of related literature were presented.

The study focused on the use of survey design, the respondents were one hundred and fifty nine (159) participants used as sample, data was collected through the use of one questionnaire which were divided into four(4) section. The instrument were validated by expert in the field of Adult and Non-Formal Education to test the reliability of the instrument fifty (50) participants were used which is not part of the study area.

The data collected were analyzed using frequency counts and simple percentage four tables were used and gave detailed information. The result gave suitable version based on what the research question illicit. The discussion were made based on the result

obtained. The findings revealed that women registered in the women centres in order to acquire new vocational skills which would have a great impact in their life, in addition to that married and unmarried women are there to acquire skills in order to support their family and relatives. The findings also discovered that governments were not supporting the participants with facilities or machine after training for them to continue practicing the skills acquired. The finding finally, revealed that, the centre's need adequate modern facilities from the government which would improve the skills and the centres.

Women in Bauchi Local Government switch from one vocational skill to another vocational skills looking the activities that is profitable in time this happened because of lack of awareness of what they should learn at the centre and how they should get the machine to continue practicing the skills acquired at home. In today's global economy access to information is vital for improving the women centres and to attend the women centres they will only get this through information

Government should provide credit facilities targeting women and skills training and retraining as part of the effort to integrate women into mainstream economic activities and some NGO's have and contribute to organize training and retraining programmes for women both rural and urban areas. Through this major activities women will realized the impact of adult and Non-Formal Education as a body of knowledge.

It is therefore, crucial that the stakeholders of the Non-Formal learning outlet should provide adequate facilities for the trainees acquire skills which will help them to continue practicing what they have learned for self reliance and community development. The acquisition of these skills in the women centres can prevent women from prostitution, street begging, political thuggery and parent dependency and transform them into a self reliant women and improve their economic status, conclusively, proper implementation from the site of local government and State will curtail all their problems.

5.2 Conclusion

The study assessed the Impact of Non-Formal Lifelong Learning Outlet in improving the economic status of women in Bauchi Local Government Area, Bauchi State. The Non-Formal Lifelong Learning Outlet has a great impact in improving the economic status of women particularly through vocational skills acquisition. The study revealed that many women registered in the women centres and the centres are not many in Bauchi local government and government is not supporting the centres with adequate modern facilities, the study also revealed that, if these centres were many and well equipped with facilities women can learn and shoulder many responsibilities in family and in the community through the skills acquired, based on the responses given by the respondents.

It is therefore, important that the designers of those noble programmes should plan them to enable the trainers acquire skills necessary for employment, self-reliance and community development. The acquisition of these vocational skills can liberate the idle mind and transform them into a self-reliant humans and empower them economically. Finally, proper implementation of programmes will help to curtail the incidence of unemployment, rampant widows, dependency on husband and other social vices that pervaded in Bauchi Local Government Area, Bauchi State.

5.3 Recommendations

Based on the findings of this study, the following recommendations are given;

- (a) Bauchi Local Government and other non-governmental organization should be more committed to increase the number of women centres in various ward in order to increase women participation.

- (b) Bauchi local government in collaboration with media services should embark on sensitization campaign to show various activities of the women centres to general public, with a view to attract the attention of women especially the elderly ones.
- (c) Husbands and guardians should continue telling and showing women the importance of the activities of women centres in improving their economic status.
- (d) Bauchi Local Government, Organization and philanthropies should support the women by given them facilities or machines after training.

5.4 Suggestion for further Study

There is need for further study on the similar topic of Non – Formal Lifelong Learning Outlet in Bauchi Local Government Area of Bauchi State based on this study; the centres were not enough taking consideration that Bauchi Local Government is the largest Local Government Area in the State which has three(3) major district areas (i.e Bauchi, Zungur and Galambi) Increasing the number of women centres in Bauchi town and in the two district areas with well equip facilities would reduce the hardship encountered by women and unemployed women would be solved in Bauchi Local Government Area.

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APPENDIX `A`

QUESTIONNAIRE

Department of Adult Education
And Community Services,
Bayero University Kano,
Kano State.

Dear Respondent,

The researcher is a Postgraduate Student of the Department of Adult Education and Community Services, Bayero University Kano, undertaking a research on Assessment of the impact of Non-Formal Lifelong Learning Outlets in Improving the Economic Status of Women in Bauchi Local Government Area, Bauchi State. The researcher is seeking for your cooperation to respond to the questionnaire of the overleaf page, information given would be treated with utmost confidentiality and would be used strictly for academic purpose.

You can respond to the questionnaire by ticking (✓) the correct option that appease you in section `B` tick `SA` strongly agreed `A` if you agree `DA` you disagreed and `SD` if you strongly disagreed to any of the Statements. Thank you.

.....
Aminu Abubakar
SPS/11/MAD/00001

APPENDIX 'B'

SECTION 'A'

Information of the respondent.

Age (a) 18 – 25 [] (b) 26 – 33 [] (c) 34 and above []

Status (a) Married [] (b) Unmarried []

Education (a) Literate [] (b) Illiterate []

Area (a) Rural [] (b) Urban []

S/N	STATEMENT	RESPONSES			
		SA	A	DA	SD
1.	Women centre was established in my area since Twenty (20) years ago				
2.	The women centres have registered many people.				
3.	Work in the women centre is easy.				
4.	There is a mutual cooperation between facilitators and learners.				
5.	Learners actively participate all programmes.				
6.	Most learners attend class on time.				
7.	All facilitators come to the centre regularly.				
8.	Facilitators use essential materials in the cause of training.				
9.	Learners follow the facilitators step by step during training.				
10.	Learners do a practical assignment/home work.				
11.	Most learners participate actively in group work.				
12.	Learners take practical exams in the centre at the end of training.				
13.	Learners can demonstrate practically what they had learned.				
14.	Work that is relevant to my skills is taught in the centre.				
15.	Many learners are qualified to teach others.				
16.	The skills acquired are adequate to train my family.				
17.	Most women can now own a personal generating business.				
18.	Literacy skills exposed me on how to take care of financial needs				
19.	Most learners can take care of the needs of their relations.				
20.	Most household have been able to do family project.				
21.	Learners like to open women centre in their area.				
22.	Women can now save some money from the skills they acquired				
23.	Learners can no longer need financial assistance from their parents.				

24.	Most women can make financial contribution to their community.				
25.	Facilitators are now paid regularly.				
26.	Learner now have a conducive learning center.				
27.	Learners are supervise when they are working in the centre.				
28.	The centre needs adequate modern facilities from the government.				
29.	Most centres use different facilities to ease learning.				
30.	Learners after training collect facilities or machine to continue practicing the skills acquired.				