



Thesis
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The Department of
Adult Education
University of
Nigeria Nsukka

ASSESSMENT OF UNITED NATIONS
DEVELOPMENT PROGRAMME (UNDP)
ACTIVITIES IN ADULT EDUCATION IN THE
SOUTH-EAST GEOPOLITICAL ZONE OF
NIGERIA

MARCH, 2004

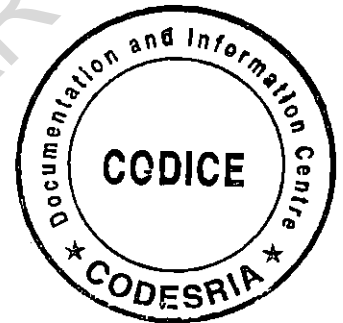
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**ASSESSMENT OF UNITED NATIONS DEVELOPMENT PROGRAMME
(UNDP) ACTIVITIES IN ADULT EDUCATION IN THE SOUTH-EAST
GEOPOLITICAL ZONE OF NIGERIA**

**A Thesis Submitted to the Department of Adult Education University of
Nigeria Nsukka, in Partial Fulfillment for the Award of the Degree of
Doctor of Philosophy, in Adult Education Administration.**

BY



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Approval Page

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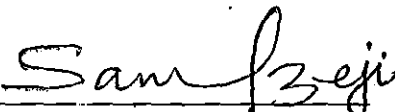
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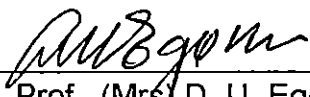


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OBASI SUSAN NWAKEGO, a postgraduate student in the Department of Adult Education of the University of Nigeria Nsukka, and with the registration number, PG/MED/Ph.D/96/22710 has satisfactorily completed the requirements for the degree of Doctor of Philosophy in (Adult Education Administration).

The work embodied in this thesis is original and has not been submitted in part or full for any other Diploma or Degree of this or any other University.



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Date: 15-4-04

DEDICATION

This Thesis is dedicated

To the Glory of God for His immeasurable blessings.

To my Precious and Darling husband Dr. I. N. Obasi

To my lovely children, Chidiebere, Chinenye, Chiemeka and Chioma

And finally to the entire families of late Brother Innocent Obasi, Mrs. Fidelia Obasi and Chief and Mrs A. B. O. Eneh for being wonderful parents-in-law and parents respectively.

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ABSTRACT

This study assessed the impact of UNDP's activities in Adult Education programmes in the five states of the South-East geo-political zone of Nigeria. The objectives of the study were to examine the impact made by UNDP assistance in four Adult Education programmes (namely; mass literacy; agriculture and rural development; small and medium scale enterprises and women-in-development) in the five states of the South-East geo-political zone; to determine whether such impact differ in the states and the conditions responsible for their success and failures. The study was a descriptive survey of seventy-nine communities that benefited from UNDP's assistance in the five states. No sample and sampling technique were employed as the entire seventy-nine traditional heads and 5 state programme monitoring advisers of UNDP offices were studied. The main instrument for data collection was the questionnaire. Percentages, mean, ANOVA and post-hoc test were used to analyse sixty-eight copies of the questionnaire. The major findings of the study were as follows: the UNDP made on the average high impact in the five states, and the states differ significantly in their level of impact in small and medium scale enterprises and agriculture and rural development programmes only. On one hand, Anambra state maintained a consistent first position in its performance in all the four programmes assessed while Enugu state on the other hand, was consistent in its last position in three out of the four programmes assessed. The State Programme Monitoring Advisers and the benefiting communities rated UNDP performance in adult education programmes very high and high respectively and they differ significantly in their rating. The state governments made on the average high contribution in the execution of UNDP projects and these contributions differ significantly in the five

states. All the five states had on the average high participation in the execution of UNDP projects and the states differ significantly in their level of participation. The study revealed that there were moderately inadequate human and infrastructural resources for the execution of UNDP projects in all the states and this inadequacy varied in the states. The UNDP was perceived by the benefiting communities as a genuine instrument for development. Finally, the study confirmed the thesis that the more a state contributes and participates in project execution, the higher the level of impact. It was therefore recommended among others that government policies aimed at developing rural communities should be such that enlarge opportunities for poor, marginalized, socially and economically challenged groups in rural areas. Government policies on community development through adult education programmes should emphasize on the participation of all stakeholders and payment of Government Cash Counterpart Contributions (GCCC). Government should set up adult education tax fund to address the enormous financial and infrastructural difficulties that impeded the effective implementation of donor assisted and government assisted adult education programmes. Government should establish a national commission to coordinate the implementation of donor-assisted adult education programmes in the country. Both donors and government should thoroughly address the issue of adult illiteracy in the country through an integrated approach backed by adequate funding, because mass literacy programme is the bedrock upon which the success of other adult education programmes lie.

CHAPTER ONE

INTRODUCTION

Background to the Problem:

Most developing nations have been experiencing serious crises in their educational, economic, political, agricultural, social and health spheres of endeavours. Such crises of underdevelopment might have emanated from the faulty educational system and governance prevalent in these countries. In some cases, there has been much attention and emphasis on the formal system of education with little or no attention given to the non-formal sector. This neglect of the non-formal sector where majority of the adult population fall has crippled the development of the human capital needed to propel and effectively manage the socio-economic, political, industrial and agricultural development of these nations. Bown (1974) contended that adult education as promoted by the colonial government failed to play any important role in community development.

As Cole (1977) rightly observed, when these developing nations tried to examine and remedy their inherited educational systems from their colonial masters, emphasis were still placed in the development of the conventional formal school system with little or no attention given to the non-formal sector. Continuing, he said that international aid was readily available in the conventional areas of education and rapid expansion took place in primary, secondary and tertiary institutions. According to Ngwu (2003) the various educational planning and development strategies adopted particularly in developing countries in the decades of the 60s and 70s and the resultant unsatisfactory social, political and economic effects they engendered led

to the emergency of an innovation and flexible educational concept called non-formal education. It was in realization of the irreplaceable role which adult and non-formal education play in nation building that most of these developing nations began to attach greater importance to the non-formal aspect of their education system. For instance, Nigeria made provisions for adult and non-formal education in her 1977 National Policy on Education.

The policy on Education was revised in 1981. The objectives set out under Adult and Non-formal Education include inter alia, to provide functional education for adults who have never had the advantage of any formal education; to provide further education for different categories of completers of the formal education system in order to improve their basic skills; to provide in-service on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skill. Many developing countries like Tanzania, Cuba, Ghana have through vigorous non-formal adult education programmes tried and succeeded in reducing the problems of illiteracy and underdevelopment in their countries.

The story looks different in Nigeria. There appear to be a general lack of commitment and strong political will by government to pursue these laudable objectives of adult and non-formal education. Consequently the percentage of adult illiteracy in Nigeria remains high. It was based on the high level of illiteracy in the country that Ani (1996) argued that most government development programmes (such as Operation Feed the Nation; Green Revolution, Mass Mobilizaion for Social and Economic Reconstructon, Better Life Programme for Rural Women etc.) failed to

achieve desired objectives. These in themselves are related to problems of underdevelopment.

The crises of underdevelopment enunciated above together with the misconstructions of development as the building of structures and production of goods and services to the detriment of human capital led to the attraction of various types of international interventions in forms of world conferences and aid. According to United Nations (1998), it was in recognition of the intimate link between education and development and the need to use education to foster and support human development worldwide that the World Conference on Education For All was held in Jomtien in 1990. One of the objectives set out by the organizers namely the United Nations Education Scientific and Cultural Organisation (UNESCO), United Nations International Children's Emergency Fund (UNICEF), United Nations Development Programme (UNDP) and the World Bank, was the reduction of illiteracy and the attainment of universal literacy all over the world. It was as a result of the awareness and consciousness created by the Jomtien conference together with response to the United Nations (UN) special initiative for Africa and to Nigeria's Vision 2010 that the UN family in Nigeria sought to ensure that its development interventions have a major education component.

In actual fact Eke (1972) and Omolewa (1981) underscored the important role which international agencies and donors can play to complement national efforts in implementing adult education programmes. As Omolewa rightly observed, the eradication of illiteracy requires the active cooperation of governments, non-governmental organizations and international organizations, agencies and donors.

Generally, the UNDP, UNESCO, UNICEF, World Health Organisation (WHO) and Food and Agricultural Organisation (FAO), have development programmes that not only deliver goods but also equip people with knowledge, attitudes and skills to manage those goods and services for the improvement of resources. Thus, all the UN agencies intervention and development assistance in Nigeria focus on the development of people through equipping them with both skills and resources.

The UNDP as one of the prominent agencies of the UN has specifically been carrying out development programmes in Nigeria. One of the programmes of this agency is the Fourth Country Programme (4th CP) which started in Nigeria in 1992. This programme however did not take off at the same time in all the states in Nigeria. For instance the 4th Country Programme (CP) took off in the South-East geopolitical zone in 1996 and ended in 1999. The 4th Country Programme (CP) was geared towards finding solutions to issues of illiteracy, poverty, capacity building, sustainable human development, women empowerment, agricultural and rural development at both community and grassroots levels. The above programmes were carried out through projects that provided literacy enhancement, in-service training, on-the-job training, skill acquisition, infrastructural and rural development. In UNDP 4th CP, four specific programme areas addressed by this study (Mass Literacy, Agricultural and rural development, Small and medium scale enterprises and Women-in-development programmes) are components of adult education. Adult education on its own is development oriented. It constitutes the most vital issues for rural development. It is expected to help the individual to develop himself and be useful to the society in

which he finds himself. Adult education is possible to revamp the economy of the society and to change people to a desired social behaviour (Bown 1974).

In the South-East geo-political zone which comprises the five Igbo speaking states, the UNDP has carried out various adult education development projects and capacity building programmes. They include inter-alia, mass literacy programmes, introduction of new farming techniques and food preservation methods in agricultural development and provision of soft loans for the establishment of small-scale enterprises. These were made possible through a participatory framework together with government compliance with cash counterpart requirement. The UNDP's 4th CP rolled into the 5th Country Cooperation framework (1) (CCF 1) which started in 1999 and ended in March 2003. The nine programme areas of the 4th CP were compressed into four major programme areas and this formed the components of the 5th CCF1 with the theme "Integrated community development programme". This notwithstanding, inspite of all the efforts and assistance rendered towards the eradication of illiteracy and other adult education – related problems by the UNDP and other donor agencies in Nigeria as has been severally reported on the pages of newspapers, it appears that not much has been done given the alarming number of illiterates in the country and slow rate of development in the rural communities. This point was underscored in the 2001 assessment of Nigeria's development efforts by the United Nations System (UN2001). Also, the Resident Representative of UNDP in Nigeria observed that after visiting almost all of Nigeria's thirty-six states and over two hundred of the more than four hundred community development projects UNDP has executed, the reality of rural poverty stares one in the face (UNDP 2002 a). And

giving detailed description of what he saw, the Resident Representative further said that these are communities with no access to clean water and sanitation; and communities with no access to a health facility of any kind. They are communities with not even a primary school; communities where guinea worm and other water borne diseases are rampaging; communities with so many women horribly injured by lack of obstetric care that makes you weep; communities with no access to credit or any economic activity; and communities that have given up hope because there is no help coming from anywhere (UNDP 2002 a). Similarly, Muller (1997) had earlier on observed that donors' efforts towards combating illiteracy in developing countries is seen as a drop in the bucket and illiteracy a bottomless pit because of the insurmountable difficulties that are experienced in the course of programme implementation. Omolewa (1981) also noted that the offers of assistance by UNESCO were not fully exploited. This among other problems impeded whatever progress that could have been made. Given the scenario above, it becomes pertinent that the impact made by these donor agencies specifically that of UNDP be investigated. Hence, the study is concerned with assessing the level of the impact UNDP has made in the arduous task of developing rural communities and human capital in Nigeria using the south east as a base.

Statement of the Problem

Given the many years of International influence and assistance by donors in the field of adult and non-formal education, particularly literacy enhancement, women empowerment, poverty alleviation, community and institutional capacity building, it is still surprising that no systematic or comprehensive assessment has been done to

examine the positive impact of these international contacts (Kidd and Titmus 1991). Even though the UNDP has at a formative level examined the overall national achievement of their programme objectives, the impact of their activities on the beneficiaries was yet to be ascertained (UNDP1997). In order to fill this existing gap, it is therefore necessary to carry out a study as this.

More importantly, the intervention programmes by UNDP and other donor agencies in solving adult education related problems that engender under development in rural communities in Nigeria might be a mirage given the various statements and observations credited to UN (2001), UNDP (2002a), Muller (1997) and Omolewa (1981). Summarily, these statements and observations point to the fact that there is pervasive poverty in Nigerian rural communities. More worrisome, is the fact that this observed poverty and underdevelopment as pointed out by the UNDP resident representative in Nigeria, still exist within the communities that have benefited from UNDP intervention programmes. This therefore poses a serious concern regarding the extent of impact recorded by UNDP assistance and its actual role in Nigeria rural communities.

One may therefore rightly ask, what factors could have been responsible for this situation? Could the pervasive poverty be beclouding the efforts made by the UNDP? Perhaps the host governments are not responding positively to the counterpart fund issue. For instance, Agu (1999) stated that the UNICEF resident representative has decried the rate at which Nigerian government defaults in meeting its obligation of counterpart funding with UNICEF programmes in the country. Could this also be applicable to UNDP? But even if the financial resources are sufficient, it

is arguable whether the human and infrastructural resources required to address these sustainable developmental issues are adequate. Assuming these resources are adequate, what of the required participation by stakeholders in programme execution. Could it then be that the donor agencies are using aid and assistance as guise to perpetuate imperialism in the third world?

The problem before this study therefore is to assess the extent of the impact of UNDP assistance in adult education development programmes in five states of the South East geo-political zone of Nigeria and conditions responsible for success and failures especially in the various states.

Purpose of the Study

The general purpose of this study was to examine the impact made by UNDP in the four Adult Education Programmes (Mass Literacy, Agricultural and Rural Development, Small and Medium Scale Enterprises and Women-in-development) in the five states of the South – East geo-political zone of Nigeria. Specifically, the objectives of the study are namely:

1. To examine the impact made by UNDP in mass literacy; agriculture and rural development; small and medium scale enterprises and women-in-development programmes in the five states of the South – East geo-political zone of Nigeria.
2. To find out whether there were differences in UNDP performance in adult education programmes as rated by the state Programme Monitoring Advisers and the benefiting Communities.

3. To determine the extent of host governments' contributions in the execution of UNDP's adult education programmes and establish whether the contributions differed significantly in the states.
4. To find out the level of participation of local communities in executing UNDP adult education projects.
5. To determine the level of adequacy of the human and infrastructural resources for implementing UNDP adult education programmes.
6. To examine whether UNDP is a genuine agent of development rather than instrument of imperialism in Nigeria.

Significance of the Study

In any donor – assisted developmental programme, the ultimate goal desired by both the donor and the recipient nation or community is a positive result. The role of the UNDP in Nigeria's developmental programmes needs therefore to be assessed to determine whether such expected impact is being achieved and if so at what level.

Consequently, the results of this study would be useful to the Nigerian government, Adult Education practitioners, International donor agencies, policy makers and benefiting communities in many respects. Firstly, it would enable the host country (Nigeria) reassess its relationship with UNDP as well as discover areas where lapses exist in the implementation of donor – assisted adult education programmes.

Secondly, it will provide policy makers in Nigeria with relevant information that would guide them when making policies relating to development programmes in adult

education particularly on the issue of community involvement and their cooperation in community – based development programmes.

Thirdly, Adult Education practitioners would be better informed of their expected role and dynamics in implementing donor assisted community development programmes. They would also be equipped with the best approach to interact with rural communities for executing sustainable development projects.

Fourthly, International donor agencies would come to grapple with the various problems that hinder the effective implementation of development programmes in developing countries and the possible ways to overcome such problems.

Lastly, the benefiting communities would be better informed of the developmental roles of donor agencies and would learn to organize themselves better in order to attract more assistance and participate effectively in such programmes.

The entire beneficiaries would benefit from this study by information dissemination through journal publications, paper presentation in workshops, conferences, seminars etc.

Scope of the Study

Geographically speaking, this study was limited to the five states in the South – East geo-political zone of Nigeria namely: Abia, Anambra, Ebonyi, Enugu and Imo.

In temporal terms, the study covered the period between 1992 and 1999 which is also under the period covered by the UNDP Fourth country programme. The 5th CP which ended in March 2003 was a continuation of the 4th CP compressed into four

programme areas. In the South-East, the 4th country programme took off in 1996 and ended in 1999.

The issues covered by the study relate to the activities carried out by the UNDP under the 4th country programme. Although the fourth country programme had nine programme areas, (Mass Literacy; Agriculture and Rural Development; Small and Medium Scale Enterprises; Women-in-Development; Health Sector Support; Urban Informal Sector; National Statistics and Information System; Environmental and Human Resources Management; and Aid Management) this study focused only on four of them that have adult education components. These four chosen areas are Mass Literacy Programme, Agriculture and Rural Development Programme, Small and Medium Scale Enterprises Programme and Women-in-Development Programme. In addition to these activities, the study covered issues relating to the counterpart fund and other contributions by state governments, adequacy of human and infrastructural resources needed for implementing UNDP Programmes and the perception of the role of UNDP by the benefiting communities.

Research Questions

The study addressed the following research questions namely:

1. What is the impact made by UNDP assistance in the four Adult Education Programmes in the five states of the South – East Geo-political zone of Nigeria?
2. What differences exist in the rating of UNDP performance in adult education programmes by the State Programme Monitoring Advisers (SPMA's) and the

benefiting communities in the five states of the South – East geo-political zone of Nigeria?

3. What is the level of contribution made by the host governments in the execution of UNDP adult education programmes as rated by the benefiting communities and the SPMA's.
4. To what extent did the benefiting communities participate in implementing UNDP's adult education projects in various states of the South – East geo-political zone of Nigeria?
5. How adequate are the available human and Infrastructural resources for implementing UNDP adult education projects in the various states of the South – East geo-political zone of Nigeria?
6. Do the benefiting communities in the South East zone of Nigeria perceive the UNDP as an agent of development or instrument of imperialism?

Hypotheses

The following hypotheses were tested at a 0.05 level of significance.

1. The mean rating of the impact of UNDP assistance in the four Adult Education programmes will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.
2. The mean rating of UNDP performance in adult education programme by the State Programme Monitoring Advisers (SPMAs) and the benefiting communities will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

3. The mean rating of contribution made by various state governments in the execution of UNDP adult education programmes will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.
4. The mean rating of community participation in the execution of UNDP adult education projects will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.
5. The mean rating of the level of adequacy of human and infrastructural resources for executing UNDP adult education projects will not significantly differ in the five states of the South-East geo-political zone of Nigeria.
6. The mean rating of benefiting communities on whether the UNDP is an instrument of development rather than an agent of imperialism will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed relevant literature on the topic under two major sections namely theoretical and empirical. The theoretical sections include: United Nations Organization and its agencies; United Nations Development Programme; the underlying Philosophy of UNDP's Development Activities; the UNDP's 4th Country Programme (1992 – 1999); the UNDP and sustainable development in Nigeria and Africa, and UNDP's Organizational framework of management. The empirical sections include: UNDP's participatory approach to development; the inevitability of donor assistance in adult education; specific roles of selected donor agencies and a critique of donor agencies role. Finally, a summary of literature was made.

THEORETICAL LITERATURE

United Nations Organization (UNO): The Establishment, Purpose and Nature of the United Nations

The name "United Nations" was devised by President Franklin D. Roosevelt and was first used in the Declaration by United Nations on 1 January 1942, when representatives of 26 nations pledged their governments to continue fighting together against the Axis Powers. The United Nations officially came into existence on 24th October 1945, after the United Nations Charter were been ratified by China, France, the USSR, the United Kingdom and the United States and by a majority of other signatories (United Nations 1980).

The United Nations Organisation (UNO) is a unique international organisation of 185 sovereign states. It was founded to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights (United Nations 1977). The purposes of the United Nations therefore are:

- (i) to maintain international peace and security;
- (ii) to develop friendly relations among nations;
- (iii) to cooperate internationally in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedom;
- (iv) to be a centre for harmonizing the actions of nations in attaining these common ends (United Nations 1980).

The cooperative efforts of the United Nations and its related agencies in economic and social fields have been expanded and streamlined with priority given to problems having a direct bearing on development. To this end therefore the United Nations offers aid in the preparation of comprehensive development plans to ensure balanced economic and social advancement and the best use of available financial, physical and human resources.

The United Nations Organisation works in the social field originally centred on the urgent problems resulting from the Second World War, such as the refugee questions and the needs of children in devastated countries. As these problems were resolved, the work began to focus on the needs of the less developed countries. Early social programmes stressed the provision of experts in a wide range of

activities, including community development, housing and town planning, family and child welfare training and the rehabilitation of the physically handicapped. As the programmes evolved, they also dealt with such new problems as population growth, urbanization and housing shortages (UN 1980).

The United Nations in its Declaration on social progress adopted certain goals which include the elimination of hunger, malnutrition and poverty, assurance of a just and equitable income distribution, achievement of the highest standards of health, eradication of illiteracy and assurance of the right of free compulsory education at the elementary level, and the provision for all of adequate housing and community services (United Nations, 1997).

The United Nations has a number of specialized agencies, among which are United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organisation (WHO), International Labour Organisation (ILO), Food and Agricultural Organisation (FAO) etc. Each of these agencies play significant role in development programmes. In addition to these agencies, the United Nations has its main organs which include General Assembly, Security Council, Economic and Social Council, Trusteeship Council, International Court of Justice and Secretariat (United Nations 1980). These main organs are briefly discussed below (United Nations, 1980).

- (a) **The General Assembly:** The General Assembly is composed of all member states. It is the main declarative organ of the United Nations, and has the right to discuss and make recommendations on all matters within the scope of the

Charter. It has no power to compel actions by any Government, but its recommendations carry the weight of world opinion.

- (b) **The Security Council:** This is the organ which has the primary responsibility for maintaining peace and security. The Council has 15 members out of which 5 are permanent members. The permanent members are China, France, the USSR, the United Kingdom and the United States. The other 10 members are elected by the General Assembly for two-year terms. Among its functions is the maintenance of international peace and security in accordance with the purposes and principles of the United Nations.
- (c) **The Economic and Social Council:** The Economic and Social Council, under the authority of the General Assembly is the organ which coordinates the economic and social work of the United Nations and the specialized agencies and institutions – known as the “United Nations Family” of organisations. The Council makes recommendations and takes initiatives relating to development, world trade, industrialization, natural resources, human rights, the status of women, population, social welfare, science and technology, prevention of crime and many other economic and social questions. The Council has 54 members.
- (d) **The Trusteeship Council:** The Trusteeship Council was assigned under the Charter to supervise the administration of Trust Territories which were placed under the international Trusteeship System. Major goals of the system were to promote the advancement of the inhabitants of the Territories and their progressive development towards self-government or independence.

- (e) **The International Court of Justice:** The International Court of Justice, whose seat is at the Hague in Netherlands, is the principal judicial body of the United Nations. Its status is an integral part of the United Nations Charter. The Court is open to the parties to its statute, which automatically includes all members of the United Nations.
- (f) **The Secretariat:** The Secretariat services the other organs of the United Nations and administers the programmes and policies laid down by them. At its heads is the Secretary-General who is appointed by the General Assembly on the recommendation of the Security Council. As one of his many functions, he may bring to the attention of the Security Council any matter which in his opinion, threatens international peace and security.

The United Nations Agencies

For the purpose of this section, some agencies of the United Nations that implement adult education programmes were briefly discussed. Thereafter, a detailed discussion of the UNDP and its activities were made.

- (a) **International Labour Organisation (ILO)**

This agency has the sole responsibility for the promotion and protection of trade unions, and the provision of extensive programmes of workers' education. It is also for the purpose of improving through international action, labour conditions and living standards and to promote economic and social stability. Furthermore, it provides extensive technical assistance in cooperation with the governments concerned (United Nations 1980). ILO is the oldest of all the United Nations agencies. According to UN (1995), it is over 75 years old. Created as a result of the

First World War, the foundation of ILO was built on the premise that universal and enduring peace can be established only if it is based upon social justice. In this context, social justice represents humane working conditions, employment opportunities, economic security, decent living standards, and respect for human rights. The ILO strives to guarantee these for working people all over the world.

(b) Food and Agricultural Organisation (FAO)

This agency originated in the hope expressed in the Atlantic Charter that all men in all lands may live out their lives in freedom from want. Its main purpose is to raise levels of nutrition and standards of living; to secure improvements in the efficiency of the production and distribution of all food and agricultural products from farms, forests and fisheries; to better the conditions of rural populations and by these means to contribute to an expanding world economy and to ensure humanity's freedom from hunger.

In carrying out these purposes, FAO promotes the development of basic soil and water resources, improved production and protection of crops and livestock, the transfer of technology to the agriculture, fisheries and forestry of developing countries and development of agricultural research in those countries (United Nations 1980)

(c) United Nations Educational, Scientific and Cultural Organisation (UNESCO)

This agency was established to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture and communication in order to further universal respect for justice, human rights and fundamental freedom and for the rule of law (United Nations 1980). To realize its

aims, UNESCO assists in expanding and guiding education so as to enable the people of every country to take their development in their hands more effectively. It has also contributed towards the development of adult education in many developing countries particularly in the promotion of literacy. United Nations (1995) affirmed that UNESCO activities are programmed on global rather than on national basis. Nevertheless, member states benefit from major programme areas such as educational development, science for progress and the environment.

(d) World Health Organisation (WHO)

As a result of the need by the international community to protect humanity from the ravages of diseases which threatened it, WHO was conceived as an agency to discharge this function. According to United Nations (1995), the objective of WHO is the attainment by all the peoples of the world, of the highest possible level of health. To achieve this objective, Article 2 of its constitution directed WHO to amongst others, act as the directing and coordinating authority on international health work; assist governments upon request, in strengthening health services and provide appropriate technical assistance as requested by governments.

(e) United Nations Children's Education Fund (UNICEF)

UNICEF works on behalf of millions of children globally to provide basic community health services, nutrition, basic education, safe water and sanitation facilities. UNICEF is concerned with the health and education of children worldwide. It is working with national governments and other development partners to give hope and a new lease of life to children (United Nations, 1995).

United Nations Development Programme (UNDP)

As one of the United Nations agencies, the UNDP is a multi-lateral channel for development assistance which has a global partnership of one-hundred and seventy countries, serving over one-hundred and fifty developing countries and territories in one-hundred and fifteen local offices in the World (Sen, 1988, Europa 1995). UNDP carries out development programmes or technical assistance in virtually every economic and social sector; including crop and animal production, fishing, forestry, mining, health and environmental sanitation, education and training, community development, economic planning, public administration.

The United Nations Development Programme (UNDP) is the UN's principal provider of development advice, advocacy and grant support. It has long enjoyed the trust and confidence of governments and Non-Governmental Organisations (NGOs) in many parts of the developing as well as the developed world. It is typically regarded as a partner rather than an adversary and its commitment to a universal presence has proven especially useful in post-conflict situations and with states that had been otherwise isolated from international community (UNDP 2002b).

Furthermore, UNDP promotes South-South cooperation and the empowerment of women. At the United Nations Millennium Summit in September 2000, world leaders pledged to cut poverty in half by 2015. The UNDP was charged with helping to make this happen. Its focus is on providing developing countries with knowledge based consulting services and building national, regional and global coalitions for change. The UNDP has helped more than one-hundred and twenty developing countries produce their own National Human Development Report, which

provides a basis for informed local debate about priorities and policies. These reports also help donor governments to measure the impact of their aid dollars, and to communicate the way in which aid is making a positive, difference both to direct beneficiaries and to electorates at home (UNDP 2002b).

Writing on the mission of UNDP, UNDP Nigeria (2002) stated that the organization services as the central funding, planning and coordinating organization for technical assistance in the UN system. The projects it supports in all development sectors – help build self-reliance and develop the human and natural resources required to meet basic needs and for economic growth.

The UNDP is entrusted with the coordination of United Nations development activities in Nigeria and the resident representative of UNDP doubles as the Resident coordinator of the United Nations System Operational activities in Nigeria. through a partnership with the government and fourteen specialized agencies in Nigeria, the UNDP is uniquely qualified to carry out its role UNDP Nigeria (2002) lists the following as its functions:

- (a) It helps mobilize resources for multilateral development assistance;
- (b) It collaborates with Nigerian government and UN agencies in drawing up programmes and projects; and
- (c) It helps Nigerian government prepare projects for follow up capital investments.

In a similar vein, UNDP (2002c) affirmed that it's mission in Nigeria is to help Nigerians develop Nigeria. to achieve this objective, locally initiated activities are supported that build capacity to:

- Eliminate Poverty
- Create Jobs
- Promote Women In Development
- Protect The Environment
- Enhance Good Governance

To promote the process, UNDP works with the government, Non-Governmental Organisations, Community Based Organisations, wider civil society institutions, UN agencies and other development partners.

The Underlying Philosophy of UNDP's Development Activities

The philosophy of equating development exclusively with "Economic Growth" has not contributed meaningfully to the improvement of the quality of life of people in many African countries, including Nigeria. "Lack of education and training, unemployment and chronic poverty all reduce a nation's capacity for growth" (UNDP 1990). The human resources which a country possesses constitute one of the indices for measuring national growth. As Harbison (1973) rightly observed:

Human resources not capital, not income or material resources constitute the ultimate basis for the wealth of nations. Capital and material resources are passive factor of production; human beings are active agents who accumulate capital; exploit natural resources; build social economic and political organisations and carry forward national development ... (Quoted in Ndiomu (1992:132).

Similarly, Cole (1977) argued that development obviously has its economic side but people are people. If the human resources of a country are viewed in the same manner as the mineral and animal reserve, a grossly distorted image will inevitably ensue. For real development must depend on the balanced growth of the

person both as an economic and a social being. It is against this backdrop that human resources development, job creation and protection from the ravages of disease are therefore at the very heart of UNDP's activities. The diversity of UNDP's assistance in developing human talents is illustrated by projects that provide basic literacy and skills training, and develop capacities for management. It is against this background that the researcher examined the Fourth, Country Programme (1992 – 1996) of UNDP's activities in Nigeria.

UNDP's Fourth Country Programme (CP) (1992 – 1996)

According to the Federal Government of Nigeria (1996), preparation for the Fourth Country Programme (4th CP) 1992 – 1996 was predicated on the General Assembly Resolution 44/211 which among other things, sets the guiding principle for technical cooperation for the 1990s. This Resolution provides for recipient Government to lead and define all cooperation programmes, which must strengthen and utilize national capacities in the development process. Consequently, and unlike other country programming procedures which Nigeria had participated in, the Fourth Country Programme was prepared mainly by the Federal Government using a team of local experts, assisted by specialists from eleven UN system organisations. This was to be further reinforced in the Technical Cooperation Policy approved by the Federal Government in 1994 for all donor-assisted programmes in Nigeria.

According to the Federal Government of Nigeria (1996), the 4th Country Programme (CP) was designed to support the goals and objectives of the national rolling plans, particularly as they relate to the restructuring of the public sector, stimulation of the private sector investment and socio-economic diversification,

environmental protection and grassroots participation and development. The CP was approved in May 1992 by UNDP Governing Council at its 39th Session held in Geneva. By May 1994, nine programme support documents were elaborated and approved by both the Federal Government and UNDP in addition to the Aid Management Project approved in 1993. These are as follows:

- Agriculture and Rural Development
- Women-in-Development
- Mass literacy
- Healthy Sector Support
- Small and Medium Enterprise Support
- Urban Informal Sector
- National Statistics and Information System
- Environmental and Natural Resources Management
- Aid Management.

The above nine programme areas were compressed into four areas. It rolled over into the 5th country cycle which took off in 1999 and ended in March 2003. The theme of the 5th country cycle was 'Integrated community development programme' with four major programme areas namely;

- Social development
- Sustainable agriculture, environment and rural development
- Job creation and sustainable livelihood
- National management of socio-economic development.

The strong pillars in the CP preparatory and implementation processes are the total national ownership of the development process, participation of all major parties at the Federal, State and Local Government levels including mobilization of community based organisations and the private sector. It was against this backdrop that the UNDP has been working with Nigeria to help her achieve self-reliance and sustain balanced economic growth. According to UNDP (1992), it has ensured that several countries have refocused their five-year UNDP supported CP around the concept of human development. Continuing, UNDP (1992), stated that of the 93 CP approved by UNDP for the period of 1992 – 1996, 79 have a major focus on human development. The above goes to underscore the importance of emphasizing the training and skill development of the adult population of a country which invariably constitutes the productive capacity of a nation.

The year 1997 formed the last full year of implementation of UNDP assistance to the nine national programmes that make up the 4th CP (National Planning Commission/UNDP 1998). This additional year of implementation was allowed to ensure continuity in the implementation process pending the finalization of the Programme Support Documents (PSDs) to support the four programmes incorporated in the Country Cooperation Framework (CCF). All nine programmes of support were fully operational throughout the year and were allocated sufficient resources to carry out the planned activities of the programmes as designed. As such, the circumstances were ideal for the programmes to achieve results and show their capacity to produce a tangible impact on the condition of sustainable Human Development (SHD) in the country.

The 4th CP was designed for implementation and evaluation of impact in the various states. According to NPC/UNDP (1998) a first joint monitoring exercise was carried out by UNDP Programme Management Support (PMS) and National Planning Commission (NPC) in the middle of 1997. The visit provided an insight into the status, strengths and weaknesses of programme implemented in the different states. Based on the reports submitted, systematic feedback was provided to the State Programme Coordinating Committee (SPCC) Chairpersons and State Programme Monitoring Advisers (SPMAs) on key areas requiring their attention.

It is pertinent at this point to have an insight into the objectives and overall national achievements recorded by NPC/UNDP (1998) in their monitoring of the four main Adult Education related programme of the UNDP, under the 4th CP.

Mass Literacy:

The national programme on mass literacy aimed at: (a) raising the literacy rates of the country from 50 to 80 percent; (b) making a total of 26 million adults functionally literate; (c) reducing the adult women illiteracy rate by at least half ie from 61 to 30.5 percent.

UNDP support was aimed at making 3.1 million people literate in 31 states within this overall framework. According to the NPC/UNDP (1998) terminal review of UNDP assisted programme in Nigeria, the following were discovered.

- The literacy personnel including 6,959 supervisors and 34,458 instructors trained under the UNDP support programme, in turn trained other members of staff of relevant Agencies. The combined set of training activities led to improved delivery of mass literacy at the grassroots level.

- Between 1995 and 1997, 3.75 million learners (1.66 million males and 2.09 million females) enrolled in the UNDP assisted Mass Literacy Classes. Many of these learners are now able to read in their local language and do simple arithmetics. As a direct effect of the functional aspect of the Programme, neo-literates are becoming employed with a corresponding rise in their income level and standard of living. Among the neo-literates that are already employed, more are now able to do their own simple accounting, bookkeeping, including signing of cheques.
- Partly as a result of the impact of the Programme, Government has made education in all Government owned primary junior secondary schools and adult literacy classes free.
- Following the example of the UNDP/FGN Programme, several other donor agencies (UNICEF, UNFPA, WHO, British Agency for International Cooperation, Indian Government, Israeli Government, etc) are participating actively in the Mass Literacy Programme.
- National Governments' budget for Adult and Non-Formal Education increased during the period under review as a direct result of the resource mobilization strategy of the Programme.

Agriculture and Rural Development:

This programme aimed at poverty eradication and increased household food security among the poorest segments of the rural population. UNDP support was aimed at increasing rural employment and incomes, increasing agricultural productivity and strengthening peoples' participation in the development process in

14 states. According to NPC/UNDP (1998); key achievements during the course of the Programme were:

- Capacities of technical and management staff of relevant agriculture related institutions were strengthened in areas of planning and management of development programmes, data base management information systems as well as monitoring and evaluation. Demonstration facilities and other productive assets and services improved the capacities of Agricultural Extension Agents.
- Baseline and poverty profile data base established provided a pool of useful information for planning, training – as well as supporting the priority development needs of rural communities.
- Government has now appreciated the positive roles of NGOs/CBOs and the wider civil society in reaching the grassroots and the prospects of ensuring sustainable development methodologies based on people's participatory approaches.
- Beneficiary groups at the grassroots level and individuals have acquired new skills in various trades and occupations which have enhanced their productivity.
- Blacksmiths trained under the Programme are now fabricating for their communities, various agro-processing equipment.
- Among the target beneficiaries, post harvest losses have been noticeably reduced following the adoption and effective use of new technologies and skills at the grassroots level. As a result of the use of Choker Kilns, mud cones

and smoking cabinets for fish preservation, fuel wood consumption has now been reduced and more fish is being processed daily through the use of these improved technologies. Especially women beneficiaries have enhanced their productivity and increased their cash income.

- Fisher Folk trained on boat and out-board engine repairs and maintenance can now carry out repairs and routine maintenance on their engines and boats without waiting for the services of urban-based specialists. Fishing communities sensitized on effects of obnoxious fishing practices are abandoning those practices for improved methods/practices.

Women-in-Development (WID)

The overall objective of this programme was to enhance the status of Nigerian women and their participation in the national development process. UNDP support focuses on supporting income generation activities of poor urban and rural women's political action framework. The NPC/UNDP (1998) review report emphasized the following areas of achievement under the programme.

- The institutional capacities of staff of Federal Ministry of Women Affairs and Social Development (FMWASD), the State Ministries of Women Affairs and Social Development (SMWASD) LGA women development officers and NGOs were enhanced through a series of gender training workshops. As a result of these, there has been an improved support to women groups in the process of preparing project proposals for funding under the WID grant funds.
- The Studies completed under the Institutions grant fund enhanced the Knowledge base in the area of WID issues in Nigeria and beyond.

- The export promotion activities identified potential exportable arts and handicrafts as well as sensitized beneficiaries on how to get started in export business, and thus provided women entrepreneurs with information and skills to increase their income out of the sale of products.
- The skills improvement training received by over 1,375 women groups and 6,875 individuals increased their income generating abilities and economic status.
- Direct disbursement of funds to women groups under the NGO/CBO/ Cooperatives fund enabled them to better articulate their needs, package them for assistance, as well as to improve their business management skills. This has improved not only their capacity for seeking external assistance but also has increase their income and social well-being.
- The sensitisation of women at the grassroots level led to the formation of more women associations and the enhancement of existing women interest groups for economic, political and social empowerment.

Small and Medium Scale Enterprises (SME):

The objective of this Programme being supported by UNDP in 30 states and FCT, was to promote the development of small and medium scale enterprises by supporting activities that improve the quality of their products, expand their services, improve the job creation capacity of the country and increase opportunities for income generation. According to NPC/UNDP (1998) terminal review, the Programme made considerable progress in achieving the objectives outlined at its inception. The

most important achievements in terms of capacity building and impact are the following:

- The programme built substantial capacity for programme implementation at the Federal and State levels through training of support staff relevant NGOs and CBOs, and the provision of basic equipment for the management of decentralized implementation of development programmes at the community level. As a result, they are now well equipped to support trade groups and SME operation, both at the policy level and with direct interventions that will enable them improve upon their livelihoods
- The private sector was made the primary beneficiary of the Programme and has also increasingly been given leadership role. The support provided to the National Association of Small Scale Industries (NASSI) enabled them to become more effective in promoting the interest of SME operators and contributed to increased membership and the revitalization of dormant state branches.
- Up-stream programme impact achieved includes mainstreaming SME concerns into the industrial policy leading to the formulation of a small and medium scale industries policy document and investment code, currently underway. There was strengthened capacity for policy articulation and implementation, including impact analysis through effective monitoring of policy implementation as well as a better partnership with the private sector and stake-holders groups in programme delivery.

- Down-Stream impact includes improved technical and business management skills of SME operators at all levels; improved technology and product quality through equipment support to Trade Groups, product development and market information; increased production capacity of SMEs leading to increased job opportunities and incomes; establishment of two pilot schemes for micro-credit delivery using financial intermediaries, and improved standards and quality assurances services to SMEs through strengthening of Standard Organization of Nigeria (SON).

The UNDP and Sustainable Development in Nigeria

UNDP's involvement in sustainable development can be best assessed from the various sustainable programmes and projects in which the organization has been involved in various states in Nigeria. In its mass literacy efforts, Khalid (1994), observed that the UNDP assisted mass literacy project in Nigeria would over a period of 5 years attract 8 million U.S. dollars (76 million Naira) which aimed at supporting Nigeria's efforts towards eradicating illiteracy in the country. It was expected then that at the end of the project, 3.1 million illiterates would know how to read and write. About \$1.5m of the assistance fund was earmarked for programme activities at Federal level while about \$6.5m would go for activities at state and local government levels. Continuing, Khalid stated that according to the project brief, the federal, state and local governments were expected to provide counterpart funding to the tune of N45.2 million to the programme. The primary target of the project were women, peasant farmers, nomadic and riverine groups, the handicapped and street children.

In a similar vein, United Nations (1998), affirmed that UNDP under its mass literacy programme has diversified its conception of literacy to include other R's. In this perspective, literacy would also enable the recipient to recognize, react to, respond to, reappraise, restructure and redefine his or her socio-economic reality. However, the above conception of literacy was differentiated from mechanical literacy when Paulo Freire described the acquisition of critical consciousness as conscientizaion. In furtherance to this, UNDP in Nigeria could be seen as going beyond conscientization following its commitment to all the numerous enabling, literating and human development-oriented aspects of literacy which according to United Nations (1998), comprises:

- (a) the acquisition of relevant technical and vocational skills that increase productivity and thus the income earning and management capability of the recipient; and
- (b) the acquisition of appropriate knowledge, attitude and skills for the more effective management of a cluster or social issues, such as health, water, environment, sanitation and fertility regulation.

Furthermore, in its strides to boost literacy acquisition in Nigeria, Link (1995) stated that UNDP gave N100 million for mass literacy in 13 states of the federation, under the FGN/UNDP assisted project. These states were among those that have fully paid their government counterpart cash contribution (GCCC). In this fight against illiteracy, women have long and often been the major target of the UNDP due to the major role they play in the development process (UNDP, 1990). UNDP also cooperates closely with the UN Development Fund for Women (UNIFEM) which

finances projects specifically targeted for women. With the Food and Agricultural Organisation of the UN (FAO), UNDP has helped Nigeria establish a Federal Home Economics Division with headquarters in Abuja and links in five states. It includes skills training unit to help women boost local production of processed foods and semi-agricultural crafts products, using appropriate technologies and local resources. Continuing, UNDP (1990) said that the food processing operation introduced mills for producing garri, a local staple made from cassava, together with devices for extracting and processing palm oil, milling grain, and smoking fish. The project also introduced equipment and organized training for the production of tie-dye fabrics, soap and scented oils. This according to UNDP (1990), has benefited over 1,000 women.

In an effort to boost food production, UNDP assisted the Ikwa Community in Ikot Abasi (in Akwa Ibom State) to establish a garri processing mill, which now guarantees a greater quantity than the traditional method of processing garri. This mechanization was made possible through an integrated rural development project (Iyare 2001). In Ikwa village, a UNDP supported programme introduced time-saving processes for milling and extracting palm oil with profitable results. UNDP supplied the necessary equipment to the villagers and provided micro credit loans at an affordable interest rate to the men, women groups and cooperatives in the village (Iyare 2001).

In furtherance to the UNDP's activities in various communities in Nigeria, Onyekanmi (1999) reported that in Ikot Akpa Ikut of Akwa Ibom state, UNDP assisted the Nkek women multipurpose centre. The poor community had a palm oil processing

centre and had been using the manual method of production before the UNDP intervened under the 4th CP, and gave them a processing machine. Other projects undertaken by the UNDP include: the Iboko Food Processing Mill under Uyo Local Council; palm kernel crushing mill, integrated rural development project in Mbiabet Ikpe, Essien Udim LGA, Integrated rural development project in Ikwa and integrated rural development in Ikot Eba. There are other projects at Ikot Ebo and Esuk Inwang Okobo.

Furthermore, Onyekanmi (1999) reported that something similar has also happened in Adamawa state but not with the same intensity. For instance, at Kwadupale village, under the Michika Local Council, the UNDP provided some boreholes, but a lot still need to be done in other areas such as agriculture in which the whole community is involved. However, the UNDP was said to be deeply involved in the Family Support Programme (FSP) efforts in which some young boys and girls were given vocational training. In Osun state, among the steps taken by UNDP include; provision of rural infrastructure such as electricity, rural roads, building of cottage industries, provision of potable water, primary health centres and credit schemes.

Onyekanmi (1999) in his report stated that although the UNDP's, efforts towards development have been quite helpful, certain vital things were left out in many of the communities. For instance, he observed that while machines were supplied to the various communities to enhance the production of and processing of some crops, maintenance provision was more often than not left out. This might be the reason why the village head at Ikot Eba in Akwa Ibom State pleaded with the

UNDP officials to provide certain things to ensure the sustainability of the facilities already provided (Onyekanmi 1999). However, Onyekanmi (1999) decried the situation in which international organisations would be the first to discover remote villages and deploy resources to arrest poverty. He nonetheless, called on various state governments to utilize the present democratic setting to embark aggressively on poverty alleviation programmes for the rural people.

At Abor, in Udi Local Government area of Enugu state, the UNDP was involved in the construction of a wide and deep-water way to help the erosion problems there. In pursuance of its goal of reducing poverty, the UNDP in Udenu Local Government area of Enugu state, assisted in the construction of the Orba market to help check the drift of young men and women to the already over crowded urban areas by creating local job opportunities. The UNDP also supported the development of small and medium scale enterprises by constructing production sheds and market stalls and by providing training and macro credit for entrepreneurs (Onyekanmi 1999b).

In Anambra State, the UNDP activities in this state gave rural women the much needed economic empowerment. For instance, in Abatete, the Obinwanne women cooperatives, under the UNDP Women-in-development programme attracted the supply and installation of integrated garri processing machines for four organized women groups in the state. This gesture transformed greatly the economic fortune of the members. The Eziokwu Bu Ndu Nnaka Women in Orumba North Local Government area of Anambra State also benefited from the UNDP. The SCOFF Cooperative Metal Trade Group in Ogbaru Local Government Area benefited from

the UNDP assisted Small and Medium Scale Enterprises (SME) programme during the 4th CP assistance to Nigeria (Onyekanmi 1999b). In Anambra State, Achina, Umuoji and Omor were among the three communities that benefited from the ₦3.4 million grant of the UNDP. The grant according to Obe (2000) was in respect of the provision of water, improved health facilities, job creation, poverty alleviation and increased agricultural productions, in the communities. At Ekwulobia in Anambra State, the UNDP graduated over one hundred artisans in six trade areas. This was aimed at empowering them economically as well as ensuring their self-reliance (Edike 2002).

In pursuance of its sustainable development in Nigeria, the UNDP also contributed towards the poverty alleviation programme in Gombe state. It provided the sum of ₦80 million towards the execution of its poverty reduction micro-credit scheme aimed at stimulating development at the grassroot (Awofadyi 2000). In a similar vein, Eze (2000) reported that UNDP contributed ₦80 million to Enugu state for various development programmes within the current 5th development cycle. The state programme monitoring adviser (SPMA) stated that nine communities benefited from the fund. They include: Agbani, Mbu, Ugwogo Nike, Umuida, Eke, Aguobu Owa, Iheakpu Awka, Edem and Mpu communities. In his own report, Ugbor (2000) confirmed that nine villages in Nnodo Local Government Area of Ebonyi state have benefited from UNDP integrated community development projects. The benefiting villages are, Ezeagu, Iboko, Azuda, Enyigwe, Ndiezeoko, Igweledoha, Iziogo, Oyege and Ovudu-echi all in Ezza-Iyimagu community of the local government area.

Ugbor (2000) also reported that some of the projects executed in these villages include boreholes, hand dug wells, supplant toilets, health centres and support for mass literacy in the area. Micro-credit facilities of about ₦950,000 have also been disbursed to various groups under the UNDP micro-credit scheme, to enable individuals under various groups to engage in private business in the same community. The success of UNDP projects in Nnodo local government area was attributed to prompt release of funds by the UNDP and the ability of Ezza Inyimagu community to pay counterpart fund of ₦300,000.00.

Again, at Obollo-Etiti in Udenu Local Government Area of Enugu State, Uneze (2002) reported that the UNDP also released ₦328,000.00 for the running of the model women vocational centre in the area. He confirmed that ₦80,000.00 was paid by the community as its counterpart contribution to the skill centre. The UNDP at Igboeze North Local Government equipped the skill acquisition centre and provided micro-credit facilities to some graduands of the centre to enable them start their own business (Uneze, 2002). Several communities in other states have equally benefited from the UNDP for example, over three hundred communities scattered all over the thirty-six states and the Federal Capital Territory Abuja, have benefited from UNDP activities (United Nations, 2000).

In Sokoto State, the UNDP through its micro-credit assisted farmers belonging to an association in Raban Maba with the sum of 875 U.S. dollars to improve their harvest and set up small businesses. The farmers reaped more bountiful harvests and small businesses flourished. The farmers have doubled their dry season production of rice, onions and wheat. Similarly, farmers in Runji got a 5,250 U.S.

dollar loan to buy two work bulls, two ploughs, a ridger, a planter and improved livestock breeds. The animals and equipment have helped the community improve crop yields and livestock production significantly (Dioka 2002).

Furthermore, in Kano the UNDP gave a welding graduate of UNDP – assisted skills acquisition centre a \$490 loan which has enabled him produce one thousand parts for bicycle carriages, shovels and bicycle stands each week. The UNDP Resident Representative in Nigeria confirmed that the loans have given a great boost to economic activities and that there is noticeable improvement in the standard of living in the participating communities (Dioka 2000).

The Federal Government of Nigeria in its contribution to the UNDP activities launched a Human Development Fund to help communities overcome poverty. As the UNDP (2002 a) acknowledged, Nigeria launched a Human Development Fund to promote poverty eradication and community development in the country's most deprived areas. The fund seeks to create a coalition of development partners to support projects providing basic social infrastructure, such as clean water supply and sanitation, as well as basic health care, job creation opportunities for youth and people in rural communities, functional literacy and micro-credit. The crucial question that this study seeks to unravel is the extent of impact the UNDP made in the communities in the South - East based on its observed activities.

UNDP and Sustainable Development in Africa

For the better part of two decades, Africa has been host to a series of natural and man-made calamities, drought, conflict, famine, desertification, falling productivity, debt and the social trauma of economic restructuring have sapped the

energy and resources of nation (UNDP 1990). With the support of the UNDP and other development partners, African countries are taking stock of their human and natural resources. UNDP's Regional Bureau for Africa serves 44 countries south of the Sahara, inhabited by more than 440 million people while its programmes are managed through a network of 43 country offices. Through support to individual country efforts, as well as to a regional institutions and initiatives which are addressing common problems, UNDP is helping Africa to move ahead (UNDP 1990). As at 1990, the UNDP had 45 programmes and nearly 3,000 projects it was supporting in Sub-Saharan Africa (UNDP 1990). But its (UNDP) involvement goes beyond financial support to the actual development of concepts and structures for sustainable long-term development in several critical areas such as management services, human resource development and infrastructural facilities.

Several African countries have benefited from UNDP's development programmes. For instance, in its various programmes such as mass literacy, UNDP has helped to tackle female illiteracy in Egypt, helped to alleviate poverty in Nepal by supporting a cotton reeling cottage industry. It has also been supporting literacy programme in Republic of Benin, Ghana and Togo which not only teach people to read but educate and empower them to take development into their own hands (UNDP 1990).

UNDP (1992) confirmed that these programmes have enabled people to organize village cooperatives and raise money to build small irrigation systems, wells, schools and healthy centres. UNDP has also been assisting Angola, Ethiopia and

Uganda address the economic and social implications of reintegrating demobilized soldiers into society.

In the Republic of Benin, villagers are being helped to help themselves through a UNDP financed fund for grassroot initiative by equipping them with ideas for generating income and improving their living conditions (UNDP 1990). Again, in Swaziland where lack of education had kept much of the population from actively participating in development, the number of people enrolled in the National Adult Literacy programme quintupled within six years. Most of Swaziland (more than seven hundred thousand) people live in small-scattered home steads. To reach them, UNDP and UNESCO helped Sebenta (Sebenta National Institute, a parastatal organization whose voluntary membership runs the literacy programme) set up a network of five hundred classes, with about ten students each (UNDP 1990).

Also, Attah (2002) observed that in Ghana, the UNDP has helped in the execution of a Gender – Responsive Renewable Energy Systems Development and Application (GRESDA) programme. This programme which has to do with the extraction and refinancing of Shea butter through customary method that hitherto yielded marginal results, has today through the introduction of locally manufactured machinery via UNDP assistance increased the production level and consequently, improved the socio-economic life of the women.

Furthermore, an isolated Kenyan village (Kaanwa) through UNDP sustainable development activity has built a micro hydro project that supplies electricity and water in the village. This hydro project has helped other communities (Kabiro and Njeru) in opening up many other self-development projects (Dahmen 2001). Mozambique was

assisted by the UNDP and other international donor government through programme aimed at restoring and improving education, health care, infrastructure and agriculture following the flood disaster in that country (Olfarness 2000). According to Morgan (2002) a partnership being supported by the UNDP has helped African women entrepreneurs expand their businesses. For instance, after a UNDP – sponsored study tour to Malaysia and Thailand in May 2002, businesswomen formed the African Women Entrepreneur Textile Council (AWETEC), which assisted them in networking and identifying trade opportunities. Within nine months, every AWETEC member expanded business operations to at least three countries in Africa, with some members exporting to Asia and Europe.

In its health efforts, with the World Health Organisation (WHO), UNDP has been fighting against a range of diseases which threaten Africa's development prospects. Among these are onchocerciasis (river blindness), Schistosomiasis (Snail fever or biharzia), malaria, and acquired immune deficiency syndrome (AIDS) (UNDP, 1990). One could say that a large percentage of infectious diseases prevalent in Africa could be traced to unsafe water supplies and inadequate sanitation facilities. UNDP has supported African countries to provide their people with clean water and adequate sanitation through an inter-regional programme active in Cape Verde, Guinea Bissau, Burkina Faos, Kenya, Lesotho, Mali, Niger, Senegal, Tanzania and Zimbabwe (UNDP 1990). Also it has through its organization developed replicable models for involving community women in sustainable and environmentally sound drinking water supply and sanitation projects. The programme

was called Promotion of the Role of Women in Water and Environmental Sanitation Services (PROWWESS).

In Cape Verde, PROWWESS has been teaching hygiene, safe water use, recycling and conservation to small groups of women in their slum areas of the capital, Prain. It was expected that when they complete the courses, the women would be qualified to train and pass their knowledge to their neighbours (UNDP, 1990).

In his discussion on organization for human development, Sall (1991) observed that apart from other developmental crises that have befallen Africa, there is however another more insidious crisis, which is threatening it and which might become fatal by the year 2000, and this, is the human resource crisis. Sall believes that the reason for this is that Africa has failed to mobilize its people and so to empower them so as to unleash their energies, their creativity and their knowledge and transform them into powerful agents of change. This could be one reason why UNDP has so much refocused its activities towards the development of human resources and this has formed the major objective in its 5th CP.

Furthermore as a follow-up to the commitments made at the World Summit on Sustainable Development in Johannesburg, the UNDP has unveiled a new initiative, a platform to help developing countries build their own capacities for sustainable development and meet the 'Millennium Development Goals'. According to Anikulapo (2002) the new initiative, capacity 2015, builds on the programme Capacity 21 – launched after the 1992 Earth Summit, which focused on implementing programmes and projects in communities throughout developing countries. "Capacity building is

the key to this process of sustainable development". According to UNDP Administrator Mark Malloch Brown, capacity 2015 "takes our thinking a great big step forward". Continuing, he said that the new initiative is a more profound vision of what capacity building is all about. Again, he said that it is not about imposing outside models of development, rather it is with an emphasis on beefing up the ability of local communities to take charge of their own development. This Millennium Development Goals is a set of eight targets that include a pledge by governments to reduce by half the number of people living in poverty by 2015. This remains the centre of the new programmes objectives. These various activities by the UNDP in African countries confirms its commitment towards assisting developing countries improve the development of their nations and rural communities in particular.

From the foregoing it is evident that the UNDP has actually been assisting developing countries in Africa. However, Acheneje (2003) stated that presently the UNDP has acknowledged a decline in its development funding to states in Nigeria and Africa, citing increase in demand for peacekeeping as the major cause for the decline. This change of focus towards development could have far reaching negative consequences in Africa generally and Nigeria in particular if the current trend is not reversed.

UNDP's Organisational Framework of Management

The concept of management is a fundamental issue in the success of any particular programme. Scholars have given various definitions of management. Parames sees management as the direction, planning, programming, regulating, financing, coordination of human and material resources for achieving a goal

(Hughton et al 1975). For Koontz et al (1980) management is simply working through people to achieve organizational goals. From these two definitions we can see management as involving the proper planning and harnessing of both the human and material resources required to attain a goal. As Coombs (1968) rightly argued any productive system, whatever its aims and technology requires management. It must have leadership and direction, supervision and coordination, constant evaluation and adjustment.

The UNDP has been managing development programmes in Nigeria through the national government (federal, state and local), until recently when it decided that local communities and beneficiaries should take the responsibility of initiating and managing development programmes by themselves hence the participatory approach to development. Over the years, the management of technical assistance in developing countries generally, and Nigeria, in particular was essentially donor driven, while the beneficiaries played dormant role. To reverse this trend, the developing countries were offered an opportunity to assume direct responsibility for the 'ownership', execution and implementation of programmes and projects aimed at enhancing their capacities. According to UN General Assembly Resolution 44/211, and the UNDP's Governing Councils Decision 90/21 "recipient governments have sole responsibility for the coordination of external aid and the principal responsibility for its design and management (FGN 1993).

In response to this significant move which has introduced a new dimension towards the determination for self-reliance and full utilization of available human resources, the Federal Government of Nigeria resolved to assume responsibility for

the effective management of all aspects of UNDP – funded technical assistance programmes/projects. It was against this background that the National Execution (NEX) Workshop was organized for high – level managers in key national institutions and agencies to finalize the design and mode of implementing NEX strategy in Nigeria. The NEX workshop laid out the strategies for providing training support to Government institutions designated to carry out national execution of UNDP – funded programmes during the Fourth Country Programme Cycle.

At this juncture, it is important that we have a look at the organizational chart of the UNDP (see Appendix I for diagram). A look at the chart, shows that the Administrator is at the apex of the organization. The following are directly responsible to the administrator: Office of the United Nations Development Group, Human Development Report Office, Evaluation Office, Office for Audit and Performance Review, Communications Office, Bureau for Resources and Strategic Partnerships, Bureau for Development Policy and Bureau of Management. And directly below the Administrator is the Associate Administrator. The Associate Administrator has the Operations Support Group and Emergency Response Division directly responsible to the office.

Again, the following also report to the Associate Administrator. They include: UNDP Africa; UNDP Arab states; UNDP Asia and the Pacific; UNDP Europe and the CIS; and UNDP Latin America and the Caribbean. The above various UNDP continental offices have various country offices that report to them. The office of the Associate Administrator is also in-charge of United Nations Capital Development Fund (UNCDF); United Nations Development Fund for Women (UNIFEM); United

Nations Volunteers (UNV) and Special Unit/Technical Cooperation among Developing Countries (SU/TCDC) offices.

From a historical perspective, the status of adult education and the lack of legal status of some of the voluntary bodies that have piloted the affairs of adult education might have hampered the proper management of adult education programmes in Nigeria. The Nigeria National Council for Adult Education (NNCAE) was one of the bodies that has promoted cooperation among adult education agencies. According to Tugbiyele (1974), the NNCAE became a truly national organization duly recognized by the federal and state governments as well as by international organisations including the UNESCO and the International Council for Adult Education. With regard to the planning aspect of adult education programmes, Omolewa (1981), observed that Ministries of Education at Federal and State levels provided leadership in planning of adult education. However, he believed that for the purpose of planning and execution of adult education programmes, the governments at the grassroots must be actively involved. He further posited that government is close to the people, knows their problems, appreciates them and understands them. One might not be overstating the obvious by saying that local committees are needed to identify felt needs, advice on approaches to such identified needs and provide the necessary support for the execution of projects assigned to meet the needs. This is based on the fundamental principle that it is the local communities that are better placed to appreciate and know the problems that exist within their environment.

Writing on the importance of utilizing grassroots organizations in the execution of donor agency programme, Sall (1991) observed that the grassroots can play

remarkable and vital role in project implementation. He called on agencies to make a break from the use of agency/government structures alone in implementing programmes and erase the erroneous idea that creativity and knowledge are the monopoly of one group of people. Sall also pointed out that some agencies have tried to make such break but with mixed results. Among those agencies he said is the UNDP which was managing a village development programme in Sudan. The programme was financed in the amount of more than 20 million US dollars and was built around the following four hypotheses:

- (a) The rural communities have an awareness of their problems and of some viable solutions. With external support, they can overcome their difficulties which happen to be ones of security water, seed, rural credit, extension, storage, transport and marketing facilities.
- (b) Rural people have a keen sense of community and cooperation for self advancement. Contrary to the conventional wisdom, they have a substantial potential for carrying out cooperative activities, owning property in common and taking collective decisions.
- (c) Rural communities have a sense of initiative and responsibility which accounts for the confidence in their own ability to manage development institutions.
- (d) Outside of the government structures, there is a local leadership with which the work can be done: these are village leaders who form a pyramid of functional hierarchies that, in many cases, command the trust of the rural folk and can rally the people when it comes to solving common problems.

The above though pragmatic as it may sound would no doubt be faced with some managerial problems such as the planning of activities and the time frame within which they should be implemented. Secondly, a gigantic project such as the one in Sudan requires collaborative efforts between benefiting communities and the UNDP. Lastly but not the least is the problem of control and monitoring. The management of UNDP resources and contributions would be completely beyond the control of such communities even when the projects are meant for the development of village communities. In addition, some managerial aspects of such a project would no doubt be beyond the ability of the rural communities to manage. These notwithstanding, research evidence from a UNDP evaluation of 200 rural development projects executed in developing countries in the 70's demonstrates that the poorest communities cannot rely on the central government to meet their needs. This study concluded that the efficient delivery of services to rural communities must depend on effective organization at the community level in order to have meaningful interaction with the delivery agencies in the establishment of priorities (UNDP, 1979; Rondinelli, 1981). Emezi et al (1997) pointed out that past experience shows that Federal Government of Nigeria applied a top-down (supply-driven) approach to planning and management of development programmes resulting in the marginalization of the grassroots beneficiary communities. This has resulted in the under-development of the rural communities.

Planning is a very important component of management. Without adequate planning most projects or programmes would not be executed successfully. According to Non-Formal Education (NFE) (1982), planning is a fundamental part of

every non-formal education project, and of every phase of a project. Non-Formal Education project does not take place in isolation, but operates within a particular social, economic and political milieu. For this reason, every project must be considered in terms of unique socio-economic conditions of the recipient communities. Stressing the importance of participation of local communities in any development programme, NFE (1982), pointed out that direct and sustained involvement of the intended beneficiaries in every planning step is crucial, because it equips members of the target audience with skills that will be useful in the future. Of equal importance, is also the approach which the planning takes. Planning approach has a lot to bear with commitment and participation. In his own view, Sanda (1980) argued that there is bound to be some limitations in planning from above and suggested that development planning must involve mass participation – planning from below and planning at the local government level. Most developmental projects have often failed to reach their goal as a result of lapses in the planning and implementation stages. Emphasizing on this, Goodman and Ralph (1979), observed that lack of viable policies, coupled with poor management, are the primary reasons why development projects fail to reach their goal. Writing on planning for Adult Education, Okedara (1980), said that the planning process of any adult education programme must include the establishment of a clear statement of objectives, reviewing resources and constraints in the community that will have an impact on the programme, matching resources with objectives and maintaining an ongoing evaluation of the programme.

Furthermore, UNDP (1997), in an impact assessment report on small and medium enterprises (SME) which it assisted in Benue State under the 4th CP, reported that the programme was very successful in its commitment to the ideal of training and human resource development. The impact of the programme demonstrated a complementary relationship between human resource development, production, employment, and income generation which enhanced capacity building with positive effects on the economy in general. Again, the positive impact of the programme implementation can be attributed to the receptiveness of the people, but more especially to quality management and leadership.

The successful implementation of any programme therefore hinges on the ability of both the donor agency and the recipient nation to have effective management of available human and material resources. The issue of management of donor assisted programmes no doubt is often confronted with planning, organizational and implementation problems either on the part of the agency or the recipients country. The planning of activities and the time-frame within which they should be implemented, particularly those involving millions of dollars demands that planning should spread over several years. In addition, the modalities for implementing programmes in some developing countries could constitute a setback due to the organizational structure of the governmental agencies responsible for implementing such projects. In the case of Benue State, UNDP (1997) observed that though there was positive impact in the SME programme, there were also problems of programme implementation such as late take-off, due to delay in constituting the necessary implementation structures. Secondly, lack of adequate transport facilities

for carrying out implementation activities hampered the effective and efficient performance of the programme. Thirdly, frequent changes in the implementation policy of the donor agency affected the focus and direction of programme delivery at the state level. And lastly, frequent changes of local government officials disrupted continuity and therefore affected smooth programme implementation at the grassroots level.

However, in trying to impart skills and training to enhance growth and development, donor agencies must take cognizance of the importance of involving the primary beneficiaries of projects and the host government in the planning of programmes to ensure better results. This was why Grimstad (1996), is of the view that with recipient responsibility, local ownership of projects becomes stronger and the likelihood of projects fitting into countries long-term development plan increases and expertise remains in the developing country after the project has ended. This should form the fundamental goal of all development projects.

EMPIRICAL LITERATURE

UNDP's Participatory Approach to Development

According to United Nations (1995), the UNDP champions and supports patterns of development that lead to an improvement in the well-being of people. The UNDP seeks to create opportunities through which people's abilities, talents and creativity can find full expression; in doing so, it emphasizes that development is only meaningful when it serves to increase access of people to the basic necessities of life. The UNDP therefore assists countries to build the capacity to manage their economies, fight poverty, ignorance, disease, conserve the environment, stimulate

technological innovation and recognize and enhance the contribution of women to development. With the widening gap between the rich and the poor in all societies worldwide, poverty eradication has become the anti-poverty agency in the United Nations family (United Nations 1995). UNDP has accepted this challenge in Nigeria's development. The underlying principle behind this new UNDP approach is the focus on people as the ultimate objective of development.

The UNDP therefore has been implementing its development programmes through a participatory framework or approach. This approach takes effect right from the planning stage when the project is conceived down to the implementation stage. It involves intensive discussion, analysis and reflection and the conduct of fieldwork and social enquiry to build confidence, sensitize people to the underlying philosophy and objectives of the initiative. It raises consciousness, develops critical and analytical abilities and promotes community interest and solidarity (United Nations 1995). Under this framework the UNDP tries to ensure that development is transformed from welfare oriented approach in which the masses are passive beneficiaries to a participatory approach aimed at self-reliance and active participation of people in the process. According to United Nations (1998) it is through popular participation that people can empower themselves to create the structures and to design programmes that serve their interests.

In Nigeria, the traditional organizations constitute the bedrock for building an enduring participatory process. Many development initiatives designed to address the priority needs of people have failed because they ignored the traditional systems in developing societies. We must now acknowledge that every society, no matter how

underdeveloped, has some capacity. It is that internal capacity that must dictate the nature and contribute to community generated projects. It is wasteful to conceive of a project, which goes beyond the management capacities of the people, and to introduce systems that are at variance with their traditions. It is through these traditional societies that the capacities of the people should be built to identify their problems, to formulate and implement appropriate solutions and to effectively participate in political affairs (United Nations 1998).

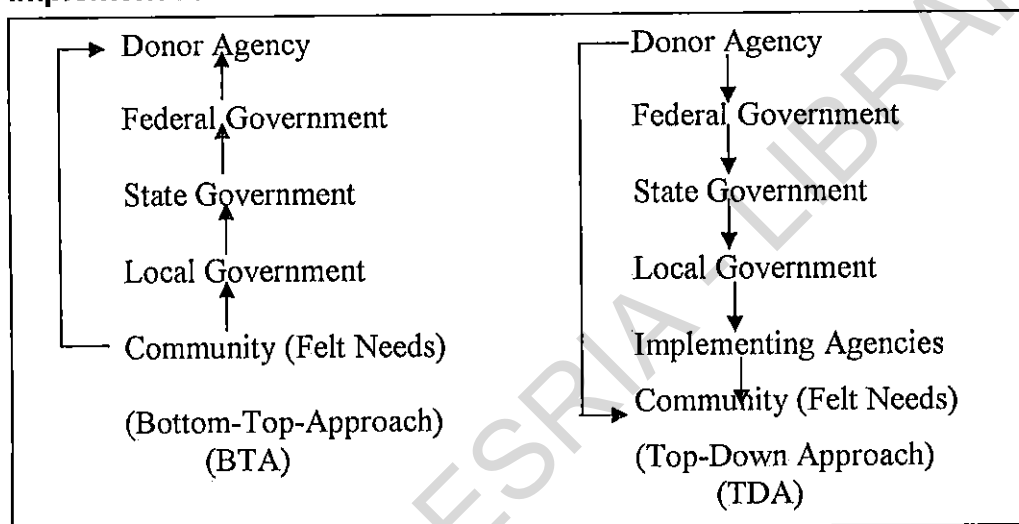
The UNDP in many of its development programmes has been collaborating with the three tiers of government, (Federal, State, Local governments) Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) in project implementation. The new strategy of the UNDP is to work directly with communities. According to Ishiekwere (2000), the UNDP monitoring adviser in Gombe state of Nigeria explained that the implementation strategy has been revised to create community based interventions, which are designed with the full participation of the target communities, and to transform them into self – sustaining units in terms of jobs and incomes as a means of contributing to the eradication of poverty.

Similarly, Fadairo (2000) reported that this approach has been so significant in Byelsa state that the programmes impact directly on the lives of the people. It applauded the philosophy of participatory development whereby people originate the programme and the UNDP gives technical assistance. This approach it said has the capacity to eradicate poverty. According to Obasi (2002), this approach otherwise referred to as the Bottom-Top Approach (BTA) may inevitably involve a difficult and

long process, however it brings many benefits, like inculcating a sense of ownership of development activities in community members, encouraging contribution of local knowledge to development, addressing the real priority needs of the target beneficiaries and above all, leaving the beneficiaries with problem solving skills for the future.

For purposes of clarifications, the Bottom-Top-Approach and Top-Down Approach to development are presented in the diagram below:

A Schematic Representation of Approaches to Programme Planning and Implementation



Source: Designed by the Author

This diagram clearly shows that the BTA indicates that the donor agency (UNDP) implements projects based on the felt needs (priority needs) of the benefiting community either through direct representation by communities or from communities through local, state and federal governments to the donor agency while the TDA represents the reverse where donor agency imposes assumed development projects

on communities through the federal, state, local governments and implementing agencies.

Writing on participation, Osmani (2001) noted that the term 'decentralized governance' seems to have acquired new meaning overtime. People's participation at the grassroots level is an integral part of this notion of decentralization. He said further that the value of participatory decentralization is demonstrated by drawing upon various examples contained in the studies sponsored by UNDP. Osmani (2001) however believes that there are two sets of problems that stand in the way of establishing truly participatory decentralization. They relate on the one hand, to the devolution of power from the top and on the other to genuine involvement of the poor from the bottom. According to Adato et al (1999); & Manor (1999) there are several ways in which participation can improve the efficiency as well as equity of resource use. Thus, as Ascher and Healy (1990); Ostrom et al (1994); also rightly pointed out, community participation has been known to improve the efficiency of irrigation systems by making use of local knowledge on soil conditions, water velocity and shifting water course. It has also improved the efficiency of water and sanitation projects, by ensuring that these are located where they are most likely to be used (Manikutty 1998).

The value of participation for common property resource management is also highlighted in the human resource development reports (HRD) sponsored by UNDP in Madhya Pradesh (India) and Nepal (Osmani 2001). The Madhya Pradesh HRD gives a rich account of how participatory management of forests instituted under the Joint Forest Management Scheme (JFM) yielded hope of halting the age – old

process of forest depletion. The concept of Joint Forest Management has been defined as 'the sharing of products, responsibilities, control and decision-making authority over forest lands Forest Department and local user group. It involves a contract specifying the distribution of authority, responsibilities and benefits (Madhya Pradesh 1998). For a long time, the local people themselves were partly responsible for resource depletion as they over exploited the forest resources for their immediate economic gain. JFM has sought to counter this tendency by vesting ownership of forest products to the people and by actively involving them in forest management. In this way, people can perceive a stake in the long-run preservation of their forestry resources and apply their own preferences in deciding the rate and manner in which they are to be exploited. A similar approach to forest preservation has been adopted in parts of Nepal (Nepal 1998). Within the framework of Community Forestry Projects, forests are being handed over to community-based user groups for local management.

Furthermore, there has been several programmes assisted by UNDP within the framework of participatory decentralization. Osmani (2001) asserted that evidence from Nepal also points out the benefits of participation in water resource management. There is also the Uganda Participatory Poverty Assessment Project (UPPAP) undertaken in the districts of Kumi and Kapchorwa under the auspices of UNDP and other donor organisations. Though the value of truly participatory decentralization has been firmly established, it should be borne in mind however that the historical attempts to institutionalise participatory decentralization on a wide scale is replete with many more cases of failure than of success. This is because of

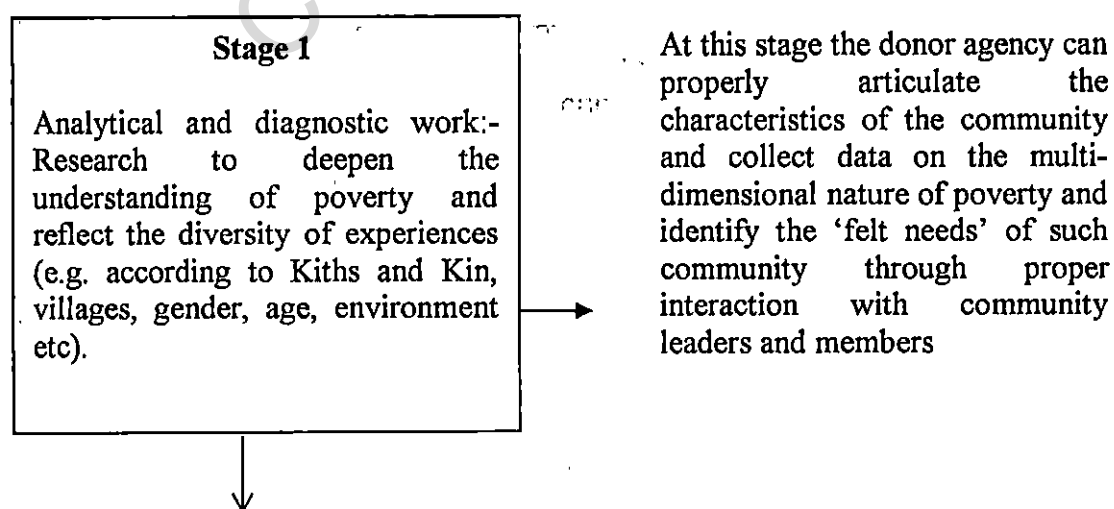
problem associated with organizing people at the grassroots level so that all segments of the community including the poorer and the weaker ones can effectively participate.

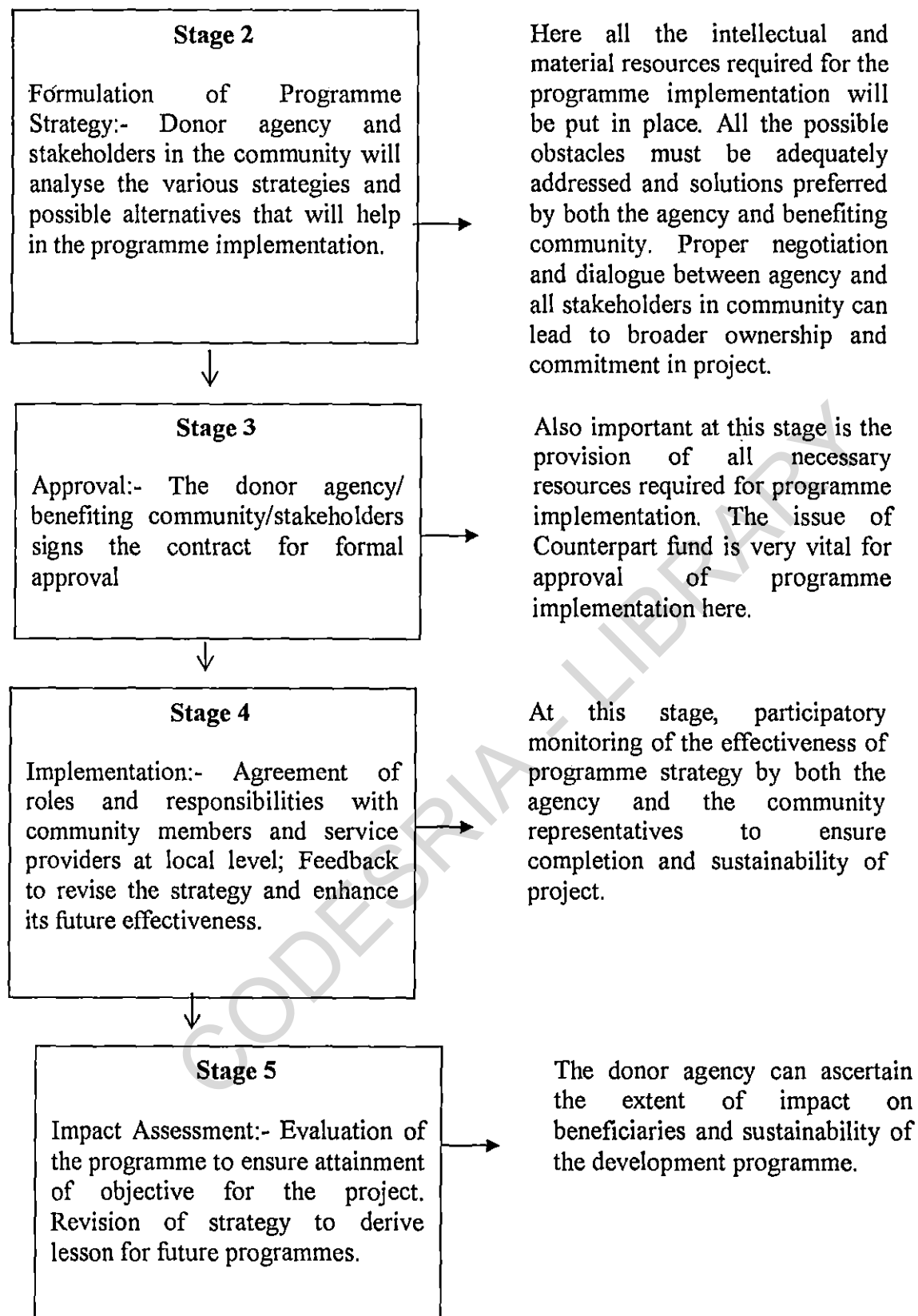
Simmons (1979) pointed out that experience in the past 30 years indicates that most rural education and development strategies applied by Third World countries have been largely ineffective when measured in terms of improvement in the standard of living of the majority of their rural populations. The reason for this could be found from the views of Uwaka (1979) who posited that one major cause of failure of rural education and development in Nigeria arises from ignorance of the real needs, interests, aspirations and problems of rural people. Uwaka (1979) further argued that some rural education and development programmes do not reflect the most urgent needs of the people. The recognition that a wide gap could exist between officially proposed development programmes and the actual development needs of rural people has led to the current emphasis which many governments place on needs assessment and planning of rural development from the grassroots.

The fact that a programme was not in line with the felt need of a people can repel them from participating in community development activities. In other words, people are motivated to participate in rural education and development programmes and effective learning occurs only when the learning activity or programme is need – centred. Undoubtedly, therefore one of the most important challenges of any change agent is to identify accurately the needs and problems of rural communities. In a study carried out by Uwaka (1982) to primarily identify as accurately as possible major community problems and specific educational needs of rural communities in

Imo and Anambra states of Nigeria based on the perception of the people themselves and rural development officials, revealed that most of the respondents were desirous of improving themselves educationally and a large majority considered adult education programmes as a major solution to most of their community problems and self improvement.

Participation can happen at various stages in any poverty reduction strategy process and in various degrees. It can range from simple information sharing, through more extensive consultation and joint decision-making, and to situations where the relevant stakeholders take on responsibility for monitoring the process and evaluating its success (Institute of Development Studies 2001). The process of drawing up and implementing a Poverty Reduction Strategy or any programme implementation should vary from country to country, state to state and community to community. To identify opportunities for participation it is helpful to think of a process as having five basic stages, as sketched out in the diagram below. At each stage particular activities will be happening and different forms of input may be appropriate. There is no fixed blue print to follow. Communities need to map out their own process and define who exactly needs to be involved and when.





(Adapted from Institute of Development Studies Policy Briefing 2001)

Building meaningful participation into development programme is not an easy task. It is a challenge for all concerned. Those benefiting from the programme need to feel and believe that they 'own' the programme and process to a significant extent. Donors and agencies need to strike a fine balance in how they channel their support, and learn to facilitate the process without dominating it. In fact, UNDP's programme and those of other donor agencies should indeed be operated through a combined donor – community driven development framework. This will no doubt ensure proper commitment and cooperation from the beneficiaries. Writing on the need for development from the roots, United Nations (2000) asserted that experience over the past few years of cooperation has shown that international assistance did not achieve the level of success envisaged as a result of failure to encourage desired level of dialogue, participation and local ownership. It was also generally believed that the process and procedures did not put sufficient emphasis on impact and sustainability. Continuing, United Nations (2000) stated that development cannot be engendered and projects will not be effective except the people are in charge of their own development process. In a study carried out by Emezi et al (1997), they contended that the reason for acquiring poverty in the midst of plenty is not far fetched. People are the engine of development and sustainable development is enhanced by community participation. Most of the development plans in Nigeria are supply driven from the federal level, taking very little account (if any) of grassroots input. Where inputs are made by the grassroots people, financial resources required for development is not made available in the quantum required. And where the

resources are sufficient, the human capacity to manage sustainable development is grossly inadequate. With increased devolution of powers to the local government areas in the country, it is imperative to strengthen local capacity in planning and management of development. This will be a good response to the initiative contained in the country strategy Note (CSN) – the country Co-operation Framework (CCF) and the 1996 Annual Review of UNDP – assisted programmes which affirmed that at least 50% of programme resources in Nigeria are to be targeted to the local community level activities; in recognition of the need to move development closer to the people. Development will therefore only succeed when it is truly participatory and is owned and propelled from within. It is against this background that this study sought to find out how far the benefiting communities in the five states of the South – East geopolitical zone were involved in the execution of UNDP projects.

The Inevitability of Donor Assistance in Adult Education

As observed earlier in chapter one, the intervention of international donor agencies in developing countries, was prompted by crisis of underdevelopment in these countries in their educational and other spheres of endeavours. With the increasing rate of illiteracy in these countries, development would continue to elude them. Of all the levels of education, adult education is the latest education field to grow, probably as a result of the recognition of the fact by development specialists that adult education plays an indispensable role in development. It is in recognition of this fact that Healey (1982), argued that development is beginning to be perceived more and more clearly as a project that must be centred essentially on human beings; rooted in their aspirations and abilities, forward looking and at the same time

instrumental in solving the practical problems facing every country and the international community as a whole. Bensalah (1993) also noted that development specialists have today transcended the controversy of the sixties to unanimously declare education a profitable investment.

In most Third World countries, the need for international cooperation and donor agencies assistance in developmental issues has been of paramount importance. Recognizing this importance, Mhaiki (1982), stated that the task of redressing the varied social, educational, economic, political and cultural obstacles to development is too enormous for any one nation to solve alone. International assistance and aid are indispensable in this regard. Continuing, he argued that international cooperation is beneficial to both parties. While people in the developing countries may benefit from science and technology, the people from developed countries benefit from the understanding of various cultures and the ability to live with nationals of other countries. Apart from the assistance rendered by international donor agencies in adult education - oriented programmes in developing countries, many countries in Europe and North America have extended international cooperation in Adult Education to developing countries. Mhaiki (1982), stated that fellowships have been awarded for adult educators to be trained in Europe or North America. Many countries have offered equipment and materials to promote adult education and some have supported conference and seminars to facilitate the exchange of ideas in adult education. Furthermore, emphasizing the efforts of international donor agencies in the development of adult education, Mhaiki (1982:278), affirmed that:

A good amount of international cooperation in adult education takes place multilaterally through the UN agencies. The Food and Agricultural Organisation (FAO) is active in agricultural and farmers' adult education, the World Health Organisation (WHO) in health adult education, the International Labour Organisation (ILO) in training and workers' adult education, and UNDP and UNICEF give financial and technical support to many development projects, some of them are specifically on adult education, basic education and literacy and the development of women and children.

Undoubtedly, therefore assistance by donor agencies might to some extent help in improving the conditions of living in developing countries. A study carried out by Emezi et al (1997) in their study confirmed that donor agencies are making significant impact on the lives of the people. Although many donor agencies are presently providing development assistance to local governments, the flow of such assistance is considered irregular. But even in their irregular flow, such assistance was found to be effective in alleviating the prevailing hardship at community level. The study further revealed that two major prevailing problems in donor – local government relationship are in: (i) inability of local governments to meet up with counterpart funding requirements and the irregularity in donor assistance in rural communities and (ii) frustrating regulations by higher tiers of governments.

Specific Roles of Selected Donor Agencies

There are good numbers of international donor agencies that are involved in implementing adult education programmes in developing countries. However, the activities of the UN specialized agencies which constitute the focus of this study have a significant dimension in the sense that most of these agencies have been playing active role in the area of adult education. This was why Kidd and Titmus (1991),

affirmed that inter-governmental agencies of the UN have assumed responsibilities for the education of men and women with expenditure on adult education considerably in excess of what UNESCO could provide. In specific terms, the International Labour Organisation (ILO) as part of its services to its constituency of trade unions, has offered since the early 1960s an extensive programme of workers education. The Food and Agricultural Organisation (FAO) is directed to food production and management and this has been in the form of training and agricultural extension which is a significant part of adult education. So is the basic programme of the World Health Organisation (WHO), directed to primary health care a specialized programme of adult education (see Mhaiki 1982). Furthermore, Kidd and Titmus (1991), stated that since 1964, the World Bank has made funds available for adult and non-formal education as has the United Nations Development Fund (UNDP) an agency for example, that furnished most of the funds for the World Experimental Literacy Programme.

The emergency of donor agencies in the field of adult education could be attributed to the fact that most developing nations focus more attention and more budgetary allocation to formal and university education with less emphasis on adult education perhaps due to the erroneous notion that not much can be gained in investing in adult education. This view was shared by Adiseshieh (1991), who vividly stated that adult education in Third World countries started with a relatively clean slate, in that with a few exceptions like Cuba and Tanzania, most countries spend between 95 percent and 99 percent of educational finance on schools and university

education. This could be a contributing factor to the slow but progressive development of adult education in developing countries.

The relationship between national governments and international donor agencies in development, has introduced a new dimension in the activities of the donor agencies. There are myriads of activities carried out by these donor agencies that are tailored towards development. Each of these UN specialized agencies, direct their programmes towards various aspects of development such as the elimination of poverty, disease, hunger, illiteracy, unemployment, shelter, women-in-development etc.

UNESCO has been playing significant roles in adult education. Three international conferences on adult education remain landmarks in the evolution of ideas concerning its aims and application. These conferences were held at Elsinore in 1949, Montreal in 1960, and Tokyo in 1972 (Mhaiki 1982), again, the Hamburg Conference held in July 1997 on adult learning organized by UNESCO in cooperation with other international partners is an eloquent testimony to UNESCO's commitment to mass literacy (United Nations 1998). UNESCO has also championed such other literacy causes on scientific and technological literacy, environmental literacy and population literacy. In Nigeria, UNESCO has participated actively in the conception, implementation and monitoring of the \$8.021 million Federal Government of Nigeria/UNDP Mass Literacy programme (United Nations 1998). In spite of all these laudable efforts to reduce or eliminate illiteracy in the country, the illiteracy rate is still high and poverty eradication in the country is still an illusion. This view was vividly

expressed in Anikulapo (1999) where UNICEF warned in its 1999 yearly survey that there is rising global illiteracy particularly among women.

UNESCO's support in Nigeria is felt more in the provision of technical assistance to the government for policy development and strategic planning specifically through distribution of materials, consultancies, workshops and conferences organized in the country or abroad. Programmes such as environmental education, population and family life education and AIDS education enjoy substantial UNESCO support. UNESCO also focus on the infrastructural development at the National Teachers Institute (NTI), the Nigerian Educational Research and Development Commission (NERDC), Nomadic Education Commission (United Nations 1995). UNESCO works in close cooperation with the government ministries and parastatals as well as Non-Governmental Organisations (NGOs).

Furthermore, the United Nations Fund for Population Activities (UNFPA) has also been actively involved in literacy activities, particularly in the areas of empowering women for fertility control and child-survival. Equally it is worthy to mention UNFPA's work in family life education with its focus on quality of life, its advocacy against early marriage as well as advocacy for adolescent reproductive health.

The activities of UNICEF include elimination of guinea worm infestation, universal iodisation of salt, eradication of poliomyelitis in selected areas and coverage of ORT. Its activities also centre around universal childhood immunization and increased water supply to attain universal access for all. In an effort to eradicate water borne diseases in rural communities of Nigeria, WHO (1997) provided a

number of villages in the country with portable water. Communities who are known to have benefited from this scheme include Amovu and Umuoru Amechi villages, as well as the Leprosy Clinic at Ngbo village, all in Ohaukwu Local Government of Ebonyi State. According to WHO (1999), Amovu village with an estimated population of 1,200 persons had 247 cases of guinea worm in 1998/89. In 1996, this was reduced considerably to 21, while only one case was present in the village.

Among the many health programmes sponsored by WHO in Nigeria is malaria control. It has continued to donate both financial and material resources to Nigeria for combating and eliminating several diseases. For instance, in February 1998, WHO donated a consignment of drugs worth about N35 million to the National Primary Health Care Development Agency (NPHCDA) for the Bamako Initiative (B.I.) programmes, (WHO, 1998). The B.I. programme is one of the health programmes in Nigeria that has enjoyed consistent cohesive inter-agency support from the Government, WHO, UNDP, and UNICEF. This support stems from their conviction that the programme is a potent strategy for actualizing genuine community involvement in Primary Health Care (PHC) thereby ensuring its sustainability. The FAO is not left out in this development venture, for instance, Maalouf (1987), affirmed that it has played a major role by granting loans for the development of agricultural extension. It introduced the training and visit system in over forty countries from the mid 1970s.

A Critique of Donor Agencies' Role

However, in spite of these activities and support accorded by these agencies to developing nations, some writers are skeptical about the underlying principles

behind the roles of these agencies. According to Hayter (1971), the transfer of resources in the form of grants, loans, equipment and personnel as aid from the advanced industrialized countries, is undertaken to preserve the international status quo and to promote the conditions for the worldwide reproduction of capitalism. In the same vein, Youngman (1991) sees the development of adult education in the South as heavily constrained by external influences. The origin of these influences he said lies in the colonial period and they have continued in the post-colonial era under the guise of "aid". Youngman further said that the main sources of influences are the governments of the advanced capitalist countries, international agencies (such as the World Bank and UNESCO). He believes that the provision of grants and assistance has a significant effect on the direction of adult education programmes as evidenced by the policies of the World Bank, such as the recent Education For All initiatives. The impact of expatriate personnel is pervasive in roles, which include not only consultants and advisers but also direct operational management. For instance, in extension services for small business development. Many adult educators go overseas for postgraduate training, particularly in the United States and United Kingdom, and return to positions as policy makers in their own countries (Youngman 1991).

However, for Muntagira and Fordham (1989), these agencies play crucial role. According to them, between 1964 and 1983 more than 200 adult educators did postgraduate studies in the United Kingdom from four African countries alone. And for Jones (1988), international policies promoted by bodies like UNESCO significantly shape adult education activities in the South, particularly in the field of adult literacy.

From the foregoing, we can see that while some writers see donor agencies' role as directed towards development of Third World countries, some others on the other hand believe that these donor agencies perpetrate domination and imperialism under the cloaks of aid.

In another dimension, Sall (1991), argued that developing countries need to move from the theories of assistance to the modalities of cooperation. In this dimension, developing nations would move beyond the unilateral, dehumanizing and beggarly relationship to the more dynamic and empowering stage of development partnership. This however would be based on the simple idea that creativity and knowledge are not the monopoly of any one group of people. The fundamental principles and philosophical ideology of these donor agencies hinge on the idea of identifying problems and proffering solutions. This could be why Sall (1991), agreed that 'aid' remains a theory in that there is no form of it which is not based on the specific knowledge of problems and their solutions. Whether such knowledge is correct or mistaken, derived from science or ideology, it determines to a large extent, the relationship between donor agencies and beneficiaries.

The relationship between the donor agencies from the industrialized nations and beneficiaries from the Third World countries could be described as a system of unequal relationship. Some writers have argued that the flow of assistance from the rich countries of the North to the poor countries of the South would not bridge the enormous gap between the two. Expounding on the process of assistance from the North to the South, Bray (1984), said that the important factor about the process of aid is that it is essentially unidirectional. For instance, he noted that the transfer of

ideas remains very strongly a one-way process, since specialists from developed countries travel to Africa to advise governments on how to organize their education system; but no Africans in return travel to Britain, France or the USA to advise their governments on how to organize their education systems.

Furthermore, the process of 'aid' or assistance as an agent of imperialism was portrayed by Berman (1980), when he stated that agricultural extension as an aspect of adult education promoted the development of capitalist agriculture to feed the growing urban industrial work force. Berman further said that this particular model of adult education was introduced in Africa by British colonial officials, who were influenced by the reports of the American Phelps-Stokes Foundation on African Education. It was along this perspective that Yudelman (1975), argued that agricultural extension became part of the colonial process of transforming the economy so that African peasants produced cash crops for the market (particularly for export) rather than for household subsistence. Also, a study carried out by Benor (1987), illustrated how the economic process of commercializing agricultural production in the South was integrated into the world capitalist economy and accompanied by adult education activities designed to change attitudes and practices. He said that the diffusion of agricultural extension was supported originally by the power of the colonial state and subsequently by the power of the bi-lateral and multilateral aid agencies.

The above analysis notwithstanding, Youngman (1991), believes that the impact of aid therefore takes various dimensions but the overall effect is to limit the scope for self-determined directions of adult education development. It is in this light

that Unsicker (1987), contended that even countries like Tanzania, which placed a high value on self-reliance in the 1970s, have found difficulty in controlling outside interventions. Be that as it may, Youngman agreed that not all international influences are negative.

This critical analysis of the activities of the international donor agencies has given a picture of the views of both the radical and the conservative schools of thought. In the radical perspective, international donor agencies are viewed as agents of imperialism through the use of aids and assistance, while the conservatives view them as performing developmental programmes to better the lot of the developing countries. This study seeks inter alia to ascertain how tenable these two contending perspectives are reflected in the Nigeria context.

Summary of Literature

Most third world countries have witnessed the supportive role of international donor agencies in the last few decades. Notable among these donor agencies are the specialized agencies of the United Nations Organisations. Established on 24th October 1945, the United Nations have set out specific objectives namely, to maintain international peace and security and to cooperate internationally in solving international economic, social, cultural and humanitarian problems among others. The main organs of the United Nations and its fifteen specialized agencies have specific responsibilities to discharge. Among the specialized agencies whose responsibilities have adult education components are:- The UNDP, UNICEF, UNESCO, FAO etc.

International cooperation in adult education takes place multilaterally through the UN agencies. The FAO is active in agricultural and farmers' adult education, the World Health Organisation (WHO) is in health adult education, the International Labour Organisation (ILO) is in training of workers and the UNDP and UNICEF give financial and technical support to many development projects of which some are specifically on adult education activities.

The UNDP is a multi-lateral channel for development assistance in over one hundred and fifty developing countries in the world. It carries out development programmes or technical assistance in virtually every economic and social sector. UNDP's mission in Nigeria is to help Nigerians develop their country through locally initiated activities aimed among others, at eliminating poverty; creating jobs, promoting women-in-development; protecting the environment; encouraging the growth of small-and medium scale enterprises and enhancing food production through Agriculture and Rural development programmes.

The underlying philosophy of the UNDP development activities is rooted in the ideological perspective that a nation's economic growth depends to a large extent on its human resources capacity and development. It is against this background, that the Fourth country programme of the UNDP which forms the focus of this study, was designed to enhance the development of human resources through nine programme activities including mass literacy; agriculture and rural development; small and medium scale enterprises and women-in-development programme. The UNDP has executed various sustainable development projects and activities under these four

programme areas both in Nigeria and Africa, with a major focus in underdeveloped rural communities.

The successful execution of various projects that are aimed at realizing the overall goals of these programmes depends on the effectiveness of UNDP's organizational framework of management. Thus, the UNDP through its participatory framework ensures that beneficiaries of development projects initiate, plan and execute these projects with the guidance and support of the UNDP and cooperation of the host government. Most importantly, a community – driven approach to development programmes in rural areas helps to impact more on the lives of the people.

The role of international donor agencies in developing countries need not be overemphasized. This notwithstanding, scholars have examined their role in various perspectives. One school of thought (conservatives) believe that the donor agencies are playing very important developmental role in developing countries while the other school of thought (radicals) have argued that the international donor agencies use aids and assistance to perpetuate imperialism in third world countries. It is against these theoretical and empirical background that this study examined the activities of the UNDP in the South – East geopolitical zone of Nigeria.

CHAPTER THREE

RESEARCH METHOD

This chapter is concerned with the research method used in the study. Specifically, it described the following; the research design used; the area of the study; the population used for the study; the instrument for data collection; how the instruments was validated; the reliability of the instrument; data collection procedure and the analytical tools used.

Design of the Study

This study is a descriptive survey research. Generally, descriptive research according to Anikpo (1986), tries to unravel the major elements and characteristics of any phenomenon or attitude. Best (1970) described descriptive research as concerned with:-

conditions or relationships that exist; practices that prevail; beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing ... They look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and events (quoted in Obasi 1999:61)

This study is a descriptive survey because it focused on people and their beliefs, opinions, attitudes, motivations and behaviour (Tuckman (1972) Kerlinger (1977) and Osuala (1982). This study is primarily interested in investigating the impact of the activities of an organization on a group of people. It therefore fits the use of a survey.

Area of Study

The study covers the five states in the South-East geopolitical zone of Nigeria namely; Abia, Anambra, Ebonyi, Enugu and Imo. The choice of these states in South East zone was motivated by the fact that these areas are well noted for their community based development efforts. The UNDP 4th country programme in these states took off in 1996 and ended in 1999. The state governments have been implementing various adult education programmes such as running of adult education classes, granting of small loans to farmers, empowering women through various skill acquisition centres etc. The most prominent of these programmes is the mass literacy education. However, the intervention of donor agencies has widened the scope of these programmes in these states. The area therefore serves as a good testing ground for assessing the benefits accruing from the available opportunities offered by donor agencies.

Population of the Study

The population of this study consisted of all traditional heads (traditional rulers or town union leaders) in all the autonomous communities that have benefited from UNDP projects in the five states and all the State Programme Monitoring Advisers (SPMA's) in all the UNDP offices in the five states (Abia, Anambra, Ebonyi, Enugu and Imo).

The traditional heads in the communities are in a position to give accurate information on the activities of any development agency and the impact of these activities on their subjects.

Sample and Sampling Technique

Given the small number of communities that have actually benefited from UNDP assistance in the five states, the researcher decided to carry out a population study using all the 79 traditional heads and 5 SPMA's. This therefore implies that the study did not make use of any sample or employed any sampling technique.

Table 1: Distribution of LGA's and Communities Benefitting from UNDP as at 2000

States	Number of Local Government Areas	Number of Autonomous Communities	Number of Communities benefiting from UNDP	Number of SPMA'S
Abia	17	228	14	1
Anambra	21	177	15	1
Ebonyi	13	118	16	1
Enugu	17	209	19	1
Imo	27	301	15	1
Total	95	1,033	79	5

Source: (a) Ministry of Local Government and Chieftaincy matters in each state.
(b) UNDP's offices in each state (2000)

The total population of this study is 79 traditional heads. A break down showed that Anambra state has 15; Abia state has 14; Ebonyi has 16 while Enugu and Imo states have 19 and 15 traditional heads in line with the number of communities respectively. The above table shows the population distribution by states. The total number of the autonomous communities in the five states is one-thousand and thirty-three. Then the total number of autonomous communities that has benefited from UNDP is seventy-nine while the total number of the SPMA's is five.

* See Appendix II for the list of Communities benefiting from UNDP and their Local Government Areas.

As was observed in table 1, at the time of the study, the total number of autonomous communities existing in the five states under study was one-thousand and thirty-three (1,033) while the total number of autonomous communities where UNDP has carried out development projects was seventy-nine (79). Consequently following this small number of benefiting communities, the researcher decided to study the entire seventy-nine communities. Again, the total number of SPMA's in UNDP offices in the five states is 5 and these 5 SPMA's were also used.

Since the entire seventy-nine (79) communities were chosen for the study, the researcher did not apply any sampling technique in the study. It is important to note that all over the thirty-six states and the Federal Capital Territory, only slightly above three-hundred communities have benefited from UNDP assistance (United Nations 2000). The overall national statistics on UNDP benefiting communities therefore justify why the researcher studied all the 79 traditional heads in the 79 autonomous communities in the South – East.

Table 2: Number of All Benefiting Communities and SPMA's Studied

State	No of Benefiting Communities of UNDP Projects	No of Questionnaires returned	No of SPMA's	No of Questionnaires returned
Abia	14	10	1	1
Anambra	15	15	1	1
Ebonyi	16	15	1	1
Enugu	19	16	1	1
Imo	15	12	1	1
Total	79	68	5	5

The table above shows that although the researcher carried out a study of the entire seventy-nine (79) communities, the researcher however retrieved sixty-eight (68) copies of questionnaire thereby incurring a loss of eleven (11). Also a total number of 5 copies of questionnaire were retrieved from the SPMA's.

The researcher and research assistant made repeated trips to the states they carried out field work in order to retrieve the remaining questionnaire from the contact point men. In spite of these repeated visits, 11 questionnaires were not returned.

Instrument for Data Collection

The questionnaire was the main instrument used for data collection. Two sets of questionnaire were used, one for the Communities and one for the SPMA's. Data were collected through survey including (i) a seventy-one (71) questionnaire item which was administered to the traditional heads in the seventy-nine autonomous communities and (ii) a sixteen (16) item questionnaire administered to the SPMA's in each UNDP state office in the five states.

The two sets of questionnaire were designed in line with the five point likert-type scale measurement of strongly agree to strongly disagree response pattern with weights assigned to them. For instance strongly agree (SA), 5, Agree (A) 4, Undecided (U) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. Other forms of the five point likert-type scale response expressed with respect to the question format was also used. for instance Very High (VH) 5, High (H) 4, Moderate (M) 3, Low (L) 2, and Very Low (VL) 1.

The major areas of the questionnaire include Mass Literacy, Agriculture and Rural Development, Small and Medium Scale Enterprises, Women-in-Development and UNDP as instrument of development, host government contributions, community participation, adequacy of human and infrastructural resources and perceived role of

UNDP. To supplement the data collected from the questionnaire, documentary sources from the UNDP were used.

Validation of the Instrument

The two sets of questionnaire were subjected to face validity. The validity of the instrument was established through thorough scrutiny by subject specialist in the area of study. The questionnaires were given to four lecturers in the department of Adult Education of the University of Nigeria Nsukka to validate.

Two lecturers in Community development and two lecturers in Administration went through the instruments and made their criticisms and comments. The lecturers helped in re-structuring the questionnaire by asking critical questions on basic issues that needed to be addressed in the questionnaire. This enabled the researcher to include relevant questions that helped in answering the research question and testing of the hypotheses of the study. These comments were incorporated into the final instruments.

Reliability of the Instrument

In order to ensure the internal consistency or reliability of the instrument, the researcher and research assistant through the contact point men in Cross River and Awka Ibom states carried out a trial testing of the instrument. 10 autonomous communities that have benefited from UNDP adult education programmes from each state were used. A total number of 20 traditional heads responded to the questions. The trial test enabled the researcher to re-word a few questions and give adequate instructions.

The Cronbach alpha method was used because the items in the instrument were not dichotomously scored. The Cronbach alpha statistics as in SPSS computer software was used for the analysis. The Alpha for sub-sections 1 to 8 are: 0.19, 0.72,

0.19, 0.19, 0.79, 0.52, 0.90, 0.86 respectively and 0.91 for overall instrument as shown below.

Result of Reliability using Cronbach Alpha Method

Subsection	No of Items	Alpha
1	9	0.19
2	5	0.72
3	6	0.19
4	9	0.19
5	7	0.79
6	9	0.52
7	8	0.90
8	10	0.86
Overall Instrument	63	0.91

(See Appendix H For details).

Method of Data Collection

To facilitate quick administration and collection of the questionnaire, the researcher employed the services of one-research assistant and contact-point men (social mobilizers) from each of the states. The contact-point men act as liaison officers between their communities and the UNDP. The questionnaires were administered to representatives of autonomous communities, through the contact point men. And these were the traditional rulers and town union leaders.

For each state, contact point men was used by the research assistant to enhance easy and quick access to the respondents in each community. After the administration of the questionnaire, an interval of two weeks was given for the collection. This was to enable the respondents complete the questionnaire thoroughly and return them to the contact point men in person. The questionnaire for the

SPMAs' in each UNDP state offices were administered by the researcher and collection was made on the spot. A total number of 68 questionnaire (86%) were retrieved from the communities while a total number of 5 questionnaire (100%) were retrieved from the SPMAs (See table 2).

Method of Data Analysis

The data generated were statistically analysed with the help of the computer. The tools of descriptive analysis used were frequencies, percentages and mean scores. In addition inferential statistical tool such as the Analysis of Variance (ANOVA) was used.

Percentages were used to analyse the background data. Mean scores and mean cut-off points were used to answer research questions 1 to 6 while the ANOVA was used to test hypothesis 1 to 6. In addition, post hoc analysis (Scheffe and Duncan) were used to indicate specific sources of variations in cases where the test of hypothesis showed significant difference. Duncan post hoc was used because Scheffe test could not identify the source of variation under test of hypothesis 1c.

Range of Mean Scores, their Interpretation and Abbreviations used in Analysis

Range of Mean Scores	Qualitative Interpretations	Abbreviations
0.10-0.99	Very low impact or contribution	VLI or VLC
1.00-1.99	Low impact or contribution	LI or LC
2.00-2.99	Moderate impact or contribution	MI or MC
3.00-3.99	High impact or contribution	HI or HC
4.00-5.00	Very high impact or contribution	VHI or VHC

The other qualitative interpretations used were:

1. (a) Very High Participation (VHP)
(b) High Participation (HP)
(c) Moderate Participation
(d) Low Participation (LP)
(e) Very Low Participation (VLP) and
2. (a) Very Adequate (VA)
(b) Adequate
(c) Moderately Adequate
(d) Inadequate
(e) Very Inadequate (VI)

Further, a mean cut-off point of 3.00 was used as a decision rule to accept or reject the statements by respondents on whether they perceive UNDP as an instrument of development or instrument of imperialism in Nigeria. Specifically, a mean score below 3.00 signifies a rejection of the statement while a mean score of 3.00 and above signifies an acceptance of the statement.

CHAPTER FOUR

RESULTS

This chapter is primarily concerned with the analysis and presentation of the results of the study. The first major part of this chapter presents the background data that captures questions on (a) the number of communities (respondents) studied from each of the five states; (b) the rural-urban location of these communities; (c) the period of commencement of UNDP projects in these communities; (d) the duration of such projects; and (e) the reasons (if any) for delay in the execution of the projects.

The second part of this chapter is organized on thematic basis that embodies the fundamental research questions examined by the study. Each theme under focus contains a research question, data presentation and description, and finally a testing of the relevant hypothesis.

The various themes that form the basis of data analysis and presentation are reflected in the six questions examined in this chapter. These themes arranged in the order of their presentation are as follows:

- (a) *Level of overall impact made by UNDP assistance in the four Adult Education Programmes in the five states of the South – East geo-political zone of Nigeria.*
- (b) *Perception of the overall impact of UNDP assistance by both the benefiting communities and the UNDP staff (namely the State Programme Monitoring Advisers – SPMAs).*
- (c) *Extent of Host governments contribution in the execution of UNDP programmes and whether these differ significantly in the states.*

- (d) *Extent of participation by the benefiting communities in the execution of UNDP projects in the various states.*
- (e) *The question of adequacy of human and Infrastructural resources for implementing UNDP projects in the various states.*
- (f) *The issue of whether the benefiting communities perceive the UNDP as an instrument of development or an agent of imperialism.*

The researcher systematically addressed these various issues raised above, starting with the presentation of the background data.

Background Data

- (a) **Number of Benefiting Communities of UNDP Projects Studied in Each of the Five States**

Table 3: Number of Communities Studied in Each of the Five States

S/No	States	No. of Communities	% (Percentage)
1	Abia	10	15
2	Anambra	15	22
3	Ebonyi	15	22
4	Enugu	16	23
5	Imo	12	18
	Total	68	100

The above table showed that Enugu State had the highest number of benefiting communities with 23%. This was closely followed by Anambra and Ebonyi states with 22% respectively Imo state had 18% while Abia had 15%.

Table 3 shows that all the five states studied have benefited from UNDP assistance. However, Abia state has the least number of benefiting communities

followed by Imo state. On the other hand, Enugu state has the highest number of benefiting communities. The researcher later examined whether the cooperation of the host government in terms of regular payment of cash counterpart contribution has anything to do with the number of communities benefiting from UNDP projects in each state.

(b) Location of Benefiting Communities in the Study

Table 4: Rural – Urban Location of Benefiting Communities

Location	No. of Communities	% (Percentage)
Rural	62	91
Urban	6	9
Total	68	100

Table 4 above shows that 91% of the communities are located in the rural areas while only 9% are located in urban areas. This clearly shows that an overwhelming majority of the benefiting communities studied are located in the rural areas.

(c) Type of Regime under which UNDP Started Projects in the Communities

Table 5: Regime under which UNDP Started Projects

Types of Regime	No. of Communities	% (Percentage)
Under Military Regime	19	28
Under Civilian Regime	48	71
Cannot Remember	1	1
Total	68	100

The above table shows that 71% of the respondents stated that UNDP projects started under the civilian regime, 28% stated that the projects started under the military regime while 1% could not remember when UNDP projects started in their communities. This means that majority of the projects executed by the UNDP in the various communities of the five states, were started during the civilian regime. This link between regime-type and international donor support was discussed in chapter five.

(d) **Duration of Execution of UNDP Projects**

Table 6: **Duration of Project Execution**

Duration	No. of Communities	% (Percentage)
Less than a year	3	4.4
One to two years	22	32.3
Three to four years	37	54.4
Five years and above	4	5.9
No response	2	2.9
Total	68	100

Data from table 6 showed that 54.4% of the respondents stated that UNDP project execution took between three to four years. 32.3% said that it took one to two years. 5.9% said it took five years and above and 4.4% stated that the projects were executed under one year. However, only 2.9% of the respondents had no response on this question. The data above showed that slightly above half of the projects

executed in the benefiting communities of the five states took about three to four years to complete. It is encouraging to observe also that about one third of the projects took only one to two years to complete. This then means that in actual fact, majority of the projects executed took two to four years to complete. This is not too bad given the fact that the 4th country programme was designed to last for a period of four years. But this notwithstanding, the researcher probed further the reasons why some projects were delayed before they eventually got executed.

(e) **Reasons for delay in Project Execution**

Table 7: **Reasons for delay of Projects**

Reasons	No. of Communities	% (Percentage)
Lack of cooperation from the community	14	20
Lack of cooperation from the government	29	43
The two reasons above	10	15
Delay from UNDP	5	7
No response	10	15
Total	68	100

Table 7 showed that 43% of the respondents indicated lack of cooperation from the government as reasons for delay in project execution. 20% attributed the delay to lack of cooperation from the community. 15% of the respondents agreed that lack of cooperation from both the community and government were reasons for delay

in project execution. Only 7% of the respondents stated that the UNDP caused the delay while 15% could not respond to the question. The above data showed that lack of cooperation from the government is seen by a large number of communities as the main reasons for the delay in project execution.

The researcher addressed the second major part of this chapter namely the examination of the research questions of this study. As the researcher said earlier under the introductory section of this chapter, the researcher systematically presented these starting with the first research question.

Overall Impact made by UNDP Assistance in the Four Adult Education Programmes

It should be recalled that this study focused on four major adult education programmes in which the UNDP has been providing support under the 4th country programme. These four programmes are: Mass Literacy, Agriculture and Rural Development; Small and Medium Scale Enterprises; and Women-in-Development.

Research Question: 1

What is the impact made by the UNDP assistance in the four adult education programmes in the five states of the South-East Geopolitical zone of Nigeria?

In addressing this question, the researcher first of all presented the pooled (aggregated) data on the four adult education programmes under study in the five states of the South-East geo-political zone. Thereafter the researcher presented the disaggregated data on the four programmes to know whether the UNDP did well in

some programmes than in others. With respect to hypothesis testing, four hypotheses will be used to address the question.

Before doing these, it is germane to recall that in the last section of chapter 3 the researcher set different ranges of mean scores and their qualitative interpretation or meanings. The researcher applied these criteria in reaching or making both quantitative and qualitative conclusions on the various data.

Table 8: Pooled Data on the Impact made by UNDP assistance in the Four Adult Education Programmes in the Five states of the South-East Geopolitical zone of Nigeria

States	Mean: Scores	Degree of Impact
Abia	3.19	High Impact
Anambra	3.77	High Impact
Ebonyi	3.02	High Impact
Enugu	2.86	Moderate Impact
Imo	3.46	High Impact
Average mean and Overall Impact	3.26	High Impact

Data from table 8 showed that apart from Enugu with a mean score of 2.86, the UNDP had high impact in all the states. The highest perceived impact was recorded in Anambra with a mean score of 3.77. Imo followed this with a mean score of 3.46. Abia and Ebonyi states recorded mean scores of 3.19 and 3.02 respectively. In all, the impact on the entire states was high with an overall mean score of 3.26.

It is obvious that these pooled results do not show how the UNDP has performed in each of the four adult education programmes in the five states. Consequently, it was necessary to disaggregate the data on each of the four programmes in the five states. To do this therefore, the researcher began with the impact made by UNDP in the area of mass literacy in the five states.

Impact made by UNDP in Mass Literacy Programme

Table 9: Impact Made by the UNDP in Mass Literacy Programme

In the Five States

States	Mean Scores	Degree of Impact
Abia	3.35	High Impact
Anambra	3.70	High Impact
Ebonyi	2.98	Moderate Impact
Enugu	2.92	Moderate Impact
Imo	2.98	Moderate Impact
Average mean and Overall Impact	3.18	High Impact

Data from table 9 showed that in the area of mass literacy, the UNDP made high impact in two states namely, Anambra with a mean score of 3.70 and Abia with a mean score of 3.35. The impact made in the other three states was moderate. Ebonyi and Imo states had a mean score of 2.98 each while Enugu state had the least impact with a mean score of 2.92. The highest perceived impact was recorded in Anambra state.

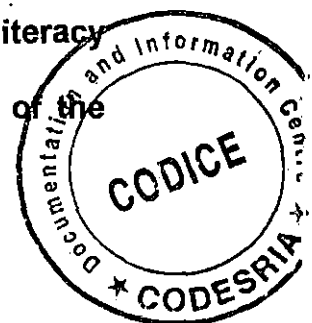
On the average, the UNDP made high impact judging from the overall mean score of 3.18 for the five states (see also Appendix C for item by item analysis of impact made by UNDP in mass literacy programme generally). It is not surprising that the average impact in the five states put together is high given the fact that the mean scores of the three states with moderate impact are nearly close to 3 points. These disaggregated data have been able to reveal that although on the average, the UNDP did fairly well generally in the four adult education programmes put together, its performance in the area of mass literacy is however not very encouraging in three out of the five states. The reasons for this were explained in chapter five. Meanwhile the researcher examined further this result with a test of hypothesis on whether actually there is significant difference in the impact made by UNDP in mass literacy in the five states.

Test of Hypothesis No 1 (a)

Ho₁ The mean rating of the impact of UNDP assistance in mass literacy programme will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 10: Comparison of the Impact Made by UNDP in Mass Literacy Programme in the five States

Source	df	Sum of Squares	Mean Squares	F-Calculated	F-Critical	Decision
Between Groups	4	6.490	1.623			Accept Ho ₁
Within Groups	63	84.696	1.344	1.207	2.54	
Total	67	91.186				



The table above shows that the mean rating of the level of impact made by UNDP in mass literacy programme in the five states has F-calculated value of 1.207. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 degrees of freedom. This means that the F-calculated is less than the critical F-value; which implies that the relevant null hypothesis is not significant i.e. we do not reject the null hypothesis. The results of the ANOVA table above shows clearly that there is no significant difference in the level of impact made by UNDP in the mass literacy programme of the various states. Consequently we accept the null hypothesis as stated above. This result does not however contradict the fact that Anambra and Abia states did better than the other states. This better performance however is not significant enough given the fact that the mean scores of the other three states are very close to 3 points.

Impact made by UNDP in Agriculture and Rural Development Programme

Table 11: Impact made by UNDP in Agriculture and Rural Development

Programme in the five States.

States	Mean Scores	Degree of Impact
Abia	2.87	Moderate Impact
Anambra	3.48	High Impact
Ebonyi	2.52	Moderate Impact
Enugu	2.42	Moderate Impact
Imo	3.50	High Impact
Average Mean & Overall Impact	2.90	Moderate Impact

Data from table 11 showed that apart from Imo and Anambra states with mean scores of 3.50 and 3.48 respectively, the three other states had moderate impact as shown by their mean scores. Abia state had 2.87, Ebonyi state 2.52 and Enugu state with 2.42. The highest perceived impact in Agriculture and Rural Development was recorded in Imo state with a mean score of 3.50.

Table 11 also showed that the performance of UNDP in the area of Agriculture and Rural Development was generally not too encouraging. On the average with an overall mean of 2.90 it made a moderate impact in this area of agriculture and rural development (see also Appendix D for item by item analysis of impact made by UNDP in Agriculture and Rural Development Programme generally). It is noteworthy however that the UNDP made a high impact in Imo and Anambra states.

Test of Hypothesis No 1(b)

Ho₁: The mean rating of the impact of UNDP assistance in Agriculture and Rural Development programme will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 12: Comparison of the Impact made by UNDP in Agriculture and Rural Development Programme In the five States.

Source	df	Sum of Squares	Mean Squares	F-Calculated	F-Critical	Decision
Between Groups	4	15.161	3.790	4.964	2.54	Reject Ho ₁
Within Groups	62	47.340	.764			
Total	66	62.501				

The table above shows that the mean rating of the impact made by UNDP Programme in the five states has F-calculated value of 4.964. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 62 df. This means that the F-calculated is greater than the critical F-value, which implies that the relevant null hypothesis is significant ie, the null hypothesis is rejected.

The ANOVA result in table 12 reveal that there is significant difference in the level of impact made by UNDP in Agriculture and Rural Development Programme in the five states under focus. The analysis further confirms that the impact made in Imo and Anambra states differ significantly from other states. As the mean scores showed earlier, the UNDP made better impact in these two states than in the others.

To further explore the specific source of the observed difference, a post-hoc ANOVA using Scheffe approach was carried out as shown in the table below.

Table 13: Summary of Scheffe Analysis In the Five States

Dependent Variable		Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Agriculture and Rural Development (I) State (J) State						
Abia:						
	Anambra	-.6049	.368	.613	-1.7747	.5648
	Ebonyi	.3506	.368	.923	-.8191	1.5204
	Enugu	.4529	.364	.817	-.7030	1.6089
	Imo	-.6327	.385	.612	-1.8561	.5906
Anambra:						
	Abia	.6049	.368	.613	-.5648	1.7747
	Ebonyi	.9556	.319	.075	-5.7E - 02	1.9686
	Enugu	1.0579*	.314	.032*	6.079E - 02	2.0550
	Imo	-2.78E - 02	.338	1.000	-1.1023	1.0467
Ebonyi:						
	Abia	-.3506	.368	.923	-1.520	.8191
	Anambra	-.9556	.319	.075	-1.9686	5.748E-02
	Enugu	.1023	.314	.999	-.8948	1.0994
	Imo	-.9833	.338	.090	-2.0578	9.115E-02
Enugu:						
	Abia	-.4529	.364	.817	-1.6089	.7030
	Anambra	-1.0579*	.314	.032*	-2.0550	-6.1E - 02
	Ebonyi	-.1023	.314	.999	-1.0994	.8948
	Imo	-1.0856*	.334	.042*	-2.1451	-2.6E - 02
Imo:						
	Abia	.6327	.385	.612	-.5906	1.8561
	Anambra	2.778E - 02	.338	1.000	-1.0467	1.1023
	Ebonyi	.9833	.338	.090	-9.1E - 02	2.0578
	Enugu	1.0856*	.334	.042*	2.619E - 02	2.1451

* Indicates significant difference between the corresponding state and those in bloc character. From this table, it is revealed that the specific source of the significant difference among the means from the five states is that between Anambra and Enugu states and Imo and Enugu states.

Impact by UNDP in Small and Medium Scale Enterprises Programme

Table 14: Impact Made by UNDP in Small and Medium Scale Enterprises

Programme in the five states.

States	Means Scores	Degree of Impact
Abia	3.15	High Impact
Anambra	4.09	Very High Impact
Ebonyi	3.15	High Impact
Enugu	3.25	High Impact
Imo	3.88	High Impact
Average Mean & Overall Impact	3.51	High Impact

The data on table 14 clearly showed that the UNDP made a very high impact in Anambra state with a mean score of 4.09. The UNDP also recorded high impact in Imo state with a mean score of 3.88, Enugu state had a mean score of 3.25 while Ebonyi and Abia states had mean score of 3.15 each. The highest impact was recorded in Anambra state.

More importantly, on the average, it recorded a high impact in the small and medium scale Enterprises Programme when compared with the other three programmes. It is also important to note that it is only under the small and medium

scale enterprises, that the UNDP made high impact in all the five states with an overall mean of 3.51. As observed in the other related tables, the UNDP recorded moderate impact in some states under the rest three programmes. The better performance of UNDP in the area of promoting small and medium scale enterprises than in the other programmes, was illustrated further with the data in Appendix E showing the item by item analysis of its impact.

Test of Hypothesis No 1(c)

Ho₁: The mean rating of the impact of UNDP assistance in Small and Medium Scale Enterprises programme will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 15: Comparison of the Impact Made by UNDP in Small and Medium Scale Enterprises Programme In the five States

Source	df	Mean Squares	Mean Square	F-calculated	F-Critical	Decision
Between Groups	4	10.933	2.733	3.139	2.54	Reject Ho
Within Groups	63	54.864	.871			
Total	67	65.798				

The table above shows that the mean rating of the level of impact made by UNDP in small and Medium Scale enterprises Programme in the five states has F-calculated value of 3.139. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df. This means that the F-calculated is greater than the

critical F-value, which implies that the relevant null hypothesis is significant, ie the null hypothesis is rejected.

The ANOVA results in table 15 confirms the hypothesis that there is significant difference in the level of impact made by UNDP in Small and Medium Scale Enterprises Programme in the five states. To further explore the specific source of the observed difference, a post hoc ANOVA using Duncan approach was carried out as shown in the table below.

Table 16: Summary of Duncan analysis in the five states.

Step	2	3	4	5
Range	2.83	2.97	3.07	3.14

(*) Indicates significant differences as shown below

Mean	States	G	G	G	G	G
25.0667	Grp3	r	r	r	r	r
25.2000	Grp1	p	p	p	p	p
26.3125	Grp 4	3	1	4	5	2
30.7500	Grp 5	↓	↓	↓		
32.7333	Grp 2	*	*	*		

The data above shows that the specific source of the significant difference among the means from the 5 states is that between Anambra State- Ebonyi, Abia and Enugu States.

Impact made by UNDP in Women-in-Development Programme

**Table 17: Impact made by UNDP in Women-in-Development Programme
in the five States**

States	Means Scores	Degree of Impact
Abia	3.42	High Impact
Anambra	3.82	High Impact
Ebonyi	3.45	High Impact
Enugu	2.87	Moderate Impact
Imo	3.48	High Impact
Average Mean & Overall Impact	3.39	High Impact

The data on table 17 showed that apart from Enugu state where a low impact was recorded, the UNDP recorded high impact in the other four states. Enugu state had a mean score of 2.87 while Anambra had a mean score of 3.82, Imo had a mean score of 3.48, Ebonyi had a mean score of 3.45 and was followed closely by Abia with a mean score of 3.42.

The highest perceived impact was made in Anambra state while Enugu state had the least impact. Table 17 also reveals that from the overall mean score of 3.39, the UNDP's performance in the area of Women-in-Development programme was high.

Test of Hypothesis 1 (d)

H_{01} : The mean rating of the impact of UNDP assistance in Women-in-Development programme will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 18: Comparison of the Impact Made by UNDP in Women-in-Development Programme In the five States.

Source	df	Mean Squares	Mean Square	F-calculated	F-Critical	Decision
Between Groups	4	7.186	1.796	1.695	2.54	Accept
Within Groups	63	66.764	1.060			Ho
Total	67	73.950				

The table above shows that the mean rating of the level of impact made by UNDP in Women-in-Development programme in the five states has F-calculated value of 1.695. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df. This means that the F-calculated is less than the critical F-value, which implies that the relevant null hypothesis is not significant, ie we do not reject the null hypothesis.

The ANOVA results in table 18 show that there is no significant difference in the level of impact made by UNDP in Women-in-Development programme in the five states. When seen against the mean scores in table 17, one cannot but agree that

even though Enugu state had a moderate level of impact, its mean scores is high in the mean range of moderate impact.

Perhaps it might be necessary to end the presentation under the first data on the impact of UNDP in the four adult education programmes examined so far.

Performance of UNDP In the Four Adult Education Programmes

It should be recalled that in table 8, the researcher presented a pooled data on the performance of UNDP on the four programmes in the five states. Here however in table 19 below, the researcher is interested in comparing such performance in the four programmes rather than in the five states. The objective here is to see how the UNDP faired in the four programmes. The researcher drew the data from tables 9, 11, 14 and 17.

Table 19: Pooled Data on Impact Made by UNDP In the Four Adult Education Programmes

Programmes	Mean Scores	Degree of Impact
Small and Medium Scale Enterprises	3.51	High Impact
Women-in-Development	3.39	High Impact
Mass Literacy	3.18	High Impact
Agriculture and Rural Development	2.90	Moderate Impact

The data on table 19 showed that the UNDP made high impact in three out of the four programmes assessed. The highest impact was recorded in Small and

Medium Scale Enterprises with a mean score of 3.51. This was followed by Women-in-Development programme with a mean score of 3.39 while Mass Literacy programme came third with a mean score of 3.18. However, it was only in Agriculture and Rural Development that the UNDP recorded moderate impact.

From the results in table 19, it can be concluded that the communities felt the impact of UNDP assistance more in the area of small and medium scale enterprises than in others. The table also revealed that the least impact made by the UNDP was in the area of Agriculture and Rural Development.

It now becomes necessary to compare the assessment of the communities in the four programmes with those of the State Programme Monitoring Advisers (SPMA's). This constitutes the second major research question of the study.

Comparison of the Perception of UNDP's Performance by the State Programme Monitoring Advisers (SPMA's) and the Benefiting Communities

The results so far presented reflect the assessment of the performance of UNDP by the benefiting communities. From those results, the UNDP performed fairly well in the opinion of the benefiting communities. It is therefore necessary to present the perception of this performance from the point of view of the five State Programme Monitoring Advisers (SPMA's). The researcher did this with the following research question.

Research Question 2

What differences exist in the rating of UNDP Performance in adult education programmes by the State Programme Monitoring Advisers, and the Benefiting Communities?

Table 20: **Rating of UNDP Performance in adult education programmes by SPMA's and the Benefiting Communities in the Five States**

Respondents	No	Mean Scores	Degree of Impact
SPMA	5	4.55	Very High Impact
Benefiting Communities	68	3.12	High Impact
Average Mean & Overall Impact	73	3.83	High Impact

The result on table 20 shows that the SPMA's with a mean score of 4.55 were of the view that the impact of UNDP in the communities was very high. On the other hand the benefiting communities themselves with a mean score of 3.12 felt that the impact was high. The table also shows that the average mean for the two groups is 3.83 implying an overall high impact. Although these results were discussed later in chapter five, it suffices here to conclude that generally, the UNDP performed well in its adult education activities in the South-East geopolitical zone of Nigeria.

Test of Hypothesis 2

Ho₂: The mean rating of UNDP performance in adult education programmes by the state Programme Monitoring Advisers (SPMAs) and the benefiting communities will not significantly differ ($p < .05$) in the five states of the South – East geo-political zone of Nigeria.

Table 21: Comparison of the rating of UNDP performance in adult education programmes by SPMA's and Benefiting communities In the States

Source	Df	Sum of Squares	Mean Square	F-calculated	F-critical	Decision
Between Groups	1	33.236	33.236	103.787	2.50	Reject Ho
Within Groups	71	22.737	.320			
Total	72	55.973				

Table 21 above shows that the mean rating of UNDP performance by the SPMA's and benefiting communities in the five states has F-calculated value of 103.787. The corresponding F-critical value is 2.50 at 0.05 level of significance for 1 and 71 df. This means that the F-calculated is higher than the critical F-value, which implies that the relevant null hypothesis is highly significant, ie we do reject the null hypothesis.

The ANOVA results in table 21 confirms the earlier finding in table 20 that the groups differ in their views on the performance of UNDP. However, this difference of opinion does not in any way contradict the central and major finding of this study that the UNDP performed well in the five states. The only difference in their views is on whether such a good performance is very high or high. As far as the SPMA's are concerned therefore the performance was very high while the benefiting communities are of the view that the performance was high.

The researcher examined one critical issue that contributed immensely to the level of performance of UNDP in the various state. This issue is the level of host governments' contribution in the execution of UNDP programmes.

The Level of Contribution made by the Host Governments in the Execution of UNDP Programmes

In addressing this important issue, the views of the benefiting communities as well as those of the State Programme Monitoring Advisers, were considered one after the other. The statistical tools of analysis are: (a) the item by item analysis of the views of the respondents, (b) the mean scores of the host government's contribution in the execution of UNDP programmes in the five states and their interpretation and (c) the presentation of ANOVA results to test the hypothesis on whether there is significant difference in the level of contributions made by the various state governments. All these are captured in the research question number three as follows:

Research Question 3

What is the level of contributions made by the Host Governments in the execution of UNDP adult education programmes as rated by the benefiting communities and the SPMA's?

Table 22: Contributions made by the Host Governments in executing adult education programmes as assessed by the Benefiting Communities

No	Item	Mean Scores	Level of Contribution
1.	State government complies with the payment of counterpart funds.	3.87	HC
2.	State government releases counterpart fund timely and strictly in accordance with the programme work plan.	3.45	HC
3.	State government provides technical personnel for the execution of UNDP projects.	3.60	HC
4.	State government provides raw materials for the execution of UNDP projects.	2.80	MC
5.	State government provides infrastructure for the execution of UNDP projects.	2.90	MC
6.	There is regular monitoring and evaluation of UNDP projects by the state programme coordinating committee.	4.44	VHC
7.	The local government responds positively to UNDP and community appeal for assistance in project execution.	3.01	HC
8.	State government executing agencies contribute to the effective execution of UNDP projects.	3.94	HC
9.	The community development unit of the local government office contributes in the execution of UNDP projects.	2.64	MC
Average mean and Overall contribution		3.40	HC

Table 22 shows that on the average, the benefiting communities were of the opinion that the five host governments made high contribution in the execution of UNDP projects. A closer look at the table however shows that in item number 6, the host governments made a very high contribution with a mean score of 4.44. On the other hand, they made moderate contributions in items 4, 5 and 9 with a mean score of 2.80, 2.90 and 2.64 respectively. And in item 9, with a mean score of 2.64 it was discovered that the local government in which the projects were sited did not contribute much as expected. The researcher now turned to the opinion of UNDP staff on the assessment of the same items.

Table 23: Contributions made by the Host Governments in executing adult education programmes as assessed by the Staff of UNDP (SPMA's)

No	Item	Mean Score	Level of Contribution
1.	State government complies with the payment of counterpart fund.	3.80	HC
2.	State government releases counterpart fund timely and strictly in accordance with the programme work plan.	3.20	HC
3.	Regular monitoring and evaluation of UNDP programme by the state programme coordinating committee.	4.40	VHC
4.	State government assist by mobilizing communities for programme implementation.	4.20	VHC

5.	The government implementing agencies contribute to effective execution of UNDP programmes	4.20	VHC
6.	The local government responds positively to UNDP appeal for assistance in project execution	2.80	MC
7.	State government provides cordial relationship between UNDP and communities.	4.20	VHC
8.	State government provides logistical support for project execution.	3.80	HC
9.	State government provides technical manpower for project execution	4.20	VHC
	Average mean and Overall Contribution	3.86	HC

Table 23 shows also that on the average the staff of UNDP with a mean score of 3.86, were of the view that the five host governments made high contribution in the execution of UNDP projects. However, a critical look at both tables 22 and 23 show that the UNDP staff made a more positive assessment than the benefiting communities. For example a look at the two overall mean scores in both tables reveals that the assessment by the UNDP staff has a high mean score of 3.86 than that by the benefiting communities which is 3.40. The table further reveals that the staff of UNDP scored five items very high with the following mean scores namely;

3(4.40); 4(4.20); 5(4.20); 7(4.20) and item 9(4.20) as against the benefiting communities that scored only item 6 very high with a mean score of 4.44 in table 20.

The researcher now compared the performance of the various states in their contributions towards the execution of UNDP projects.

Table 24: Host Governments Contributions in adult education programmes in the five States

States	Mean Scores	Level of Contribution
Abia	3.13	HC
Anambra	3.93	HC
Ebonyi	3.25	HC
Enugu	3.43	HC
Imo	3.12	HC
Average Mean and Overall Contribution	3.40	HC

Table 24 shows that both on the average and individually, the five state governments made high contribution in the execution of UNDP projects as their various mean scores showed. The table further reveals that Anambra state with a mean score of 3.93 made more contribution than the other states and this was followed by Enugu State with a mean score of 3.43. The table also shows that Imo state with a mean score of 3.12 made the least contribution in relation to the other states.

The researcher further tested the hypothesis on whether there is significant difference in the level of contributions made by the various state governments.

Test of Hypothesis 3.

Ho₃: The mean rating of contribution made by various state governments in the execution of UNDP adult education programmes will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

**Table 25: Comparison of Host Government Contribution
In the five States**

Source	Df	Sum of Squares	Mean Square	F-calculated	F-critical	Decision
Between Groups	4	6.197	1.549	8.257	2.54	Reject Ho
Within Groups	63	11.822	.188			
Total	67	18.019				

The table above shows that the mean rating of the contributions made by the host government in the five states has F-calculated value of 8.257. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df. This means that the F-calculated is greater than the critical F-value, which implies that the relevant null hypothesis is significant, ie the null hypothesis is rejected. The ANOVA results in table 25 confirm the hypothesis that there is significant difference in the level of contributions made by the various state governments in the execution of UNDP adult education projects in the South-East geopolitical zone of Nigeria. The contribution made by Anambra state government is significantly different from those of other state governments.

To further explore the specific source of the observed difference, a posthoc ANOVA using Scheffe approach was carried out as shown in the table below.

Table 26: Summary of Scheffe Analysis in the five states.

Dependent Variable		Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
Host Government Contribution (I) State	(J) State				Lower Bound	Upper Bound
Abia:						
	Anambra	-.8000*	.177	.001*	-1.3612	-.2388
	Ebonyi	-.1185	.177	.978	-.6797	.4427
	Enugu	-.2972	.175	.579	-.8514	.2569
	Imo	3.704E - 03	.185	1.000	-.5849	.5923
Anambra:						
	Abia	.8000*	.177	.001*	.2388	1.3612
	Ebonyi	.6815*	.158	.002*	.1795	1.1834
	Enugu	.5028*	.156	.044*	8.726E - 03	.9968
	Imo	.8037*	.168	.001*	.2713	1.3361
Ebonyi:						
	Abia	.1185	.177	.978	-.4427	.6797
	Anambra	-.6815*	.158	.002*	-1.1834	-.1795
	Enugu	-.1787	.156	.857	-.6728	.3153
	Imo	.1222	.168	.970	-.4102	.6546
Enugu:						
	Abia	.2972	.175	.579	-.2569	.8514
	Anambra	-.5028*	.156	.044*	-.9968	-8.7E - 03
	Ebonyi	.1787	.156	.857	-.3153	.6728
	Imo	.03009	.165	.513	-.2240	.8259
Imo:						
	Abia	-3.70E - 03	.185	1.000	-.5923	.5849
	Anambra	-.8037*	.168	.001*	-1.3361	-.2713
	Ebonyi	-.1222	.168	.970	-.6546	.4102
	Enugu	-.3009	.165	.513	-.8259	.2240

*Indicates significant difference between the corresponding state and those in bold character. From this table, it is revealed that the specific source of the significant difference among the means from the five states is that between Anambra state and the other four states namely: Abia, Ebonyi, Enugu and Imo.

Extent of Community Participation in the Execution of UNDP Projects

It should be recalled that one notable feature of UNDP approach to development which the researcher highlighted in chapter two under literature review, is its community centred participatory framework. It is against this background that the researcher now examined the level of participation of benefiting communities in the execution of UNDP adult education projects.

In looking at this issue therefore, the researcher primarily concentrated on the differences in such participation in the five states. Consequently in line with the framework of presentation, the researcher presented the research question on this, followed by a presentation of a table on the mean scores and finally test the relevant hypothesis on whether there is significant difference in the level of community participation in the execution of UNDP adult education projects in the five states.

Research Question 4

To what extent did the benefiting communities participate in executing UNDP adult education projects in the states?

Table 27: Extent of Community Participation in the Execution of UNDP adult education projects in the five States

States	Mean Scores	Extent of Participation
Abia	3.34	High level of participation
Anambra	3.37	High level of participation
Ebonyi	3.58	High level of participation
Enugu	3.36	High level of participation
Imo	2.91	Moderate level of participation
Average Mean and Overall Level of Participation	3.33	High level of participation

Table 27 showed that on the average with a mean score of 3.33, there was a high level of participation by the communities in the execution of UNDP projects. The data in the states showed that the UNDP recorded high level of participation in four states namely Ebonyi state with a mean score of 3.54; Anambra with a mean score of 3.37; closely followed by Enugu with a mean score of 3.36 and Abia with a mean score of 3.34. It was only in Imo state that a moderate participation was recorded with a mean score of 2.91.

A further examination of the table reveals that communities in Ebonyi state participated more than those in other states. And following these communities in Ebonyi state, are those in Anambra and Enugu states in this order. It is now relevant to examine further whether such differences in level of participation is actually significant.

Test of Hypothesis 4

Ho₄: The mean rating of community participation in the execution of UNDP adult education projects will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 28: **Comparison of Community Participation in the Execution of UNDP's Projects in the five States**

Source	df	Sum of Squares	Mean Square	F-calculated	F-critical	Decision
Between Groups	4	3.084	.771	5.835	2.54	Reject Ho
Within Groups	63	8.325	.132			
Total	67	11.409				

The data on the table above shows that the mean rating of community participation in the execution of UNDP adult education projects in the five states has F-calculated value of 5.835. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df. This means that the F-calculated is greater than the critical F-value, which implies that the relevant null hypothesis is significant. We therefore reject the null hypothesis.

The results of this ANOVA table show that there is significant difference in the level of community participation in the execution of UNDP adult education projects in the various states. This confirms the results in table 27 that some communities did not participate well in the execution of UNDP adult education projects especially those from Imo state.

To further explore the specific source of the observed difference, a post hoc ANOVA using Scheffe approach was carried out as shown in the table below.

Table 29: Summary of Scheffe Analysis in the five states.

Dependent Variable		Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
Community Participation in Projects (I) State (J) State					Lower Bound	Upper Bound
Abia:						
	Anambra	-3.33E-02	.148	1.000	-.5043	.4376
	Ebonyi	-.2467	.148	.601	-.7176	.2243
	Enugu	-2.25E-02	.147	1.000	-.4875	.4425
	Imo	.4233	.156	.131	-7.1E-02	.9173
Anambra:						
	Abia	3.333E - 02	.148	1.000	-.4376	.5043
	Ebonyi	-.2133	.133	.632	-.6346	.2079
	Enugu	1.083E .02	.131	1.000	-.4038	.4254
	Imo	.4567*	.141	.042*	9.888E - 03	.9034
Ebonyi:						
	Abia	.2467	.148	.601	-.2243	.7176
	Anambra	.2133	.133	.632	-.2079	.6346
	Enugu	.2242	.131	.571	-.1904	.6388
	Imo	.6700*	.141	.001*	.2232	1.1168
Enugu:						
	Abia	2.250E - 02	.147	1.000	-.4425	.4875
	Anambra	-1.08E - 02	.131	1.000	-.4254	.4038
	Ebonyi	-.2242	.131	.571	-.6388	.1904
	Imo	.4458*	.139	.046*	5.303E - 03	.8864
Imo:						
	Abia	-.4233	.156	.131	-.9173	7.060E - 02
	Anambra	-.4567*	.141	.042*	-.9034	-9.9E - 03
	Ebonyi	-.6700*	.141	.001*	-1.1168	-.2232
	Enugu	-.4458*	.139	.046*	-.8864	-5.3E - 03

*Indicates significant difference between the corresponding state and those in bold character. From this table, it is revealed that the specific source of the significant difference among the means from the five states is that between Imo state and the other three states namely: Anambra, Ebonyi and Enugu.

The Issue of Adequacy of Available Human and Infrastructural Resources for Executing UNDP Projects

Looking at the major findings so far, one will discover that the high impact made by the UNDP can be attributed to one critical factor namely the cooperation of the host governments. But that factor alone cannot explain the level of impact made by the UNDP. Be that as it may, it is germane to examine further the research question of how adequate were the human and infrastructural resources for implementing UNDP projects.

Research Question 5:

How adequate are the available human and infrastructural resources for executing UNDP adult education projects in the five states of south-east geopolitical zone of Nigeria?

Table 30: Adequacy of Human and Infrastructural Resources for Executing UNDP's Projects in the five states.

States	Mean Scores	Level of Adequacy
Abia	2.05	Moderately Inadequate
Anambra	2.02	Moderately Inadequate
Ebonyi	2.22	Moderately Inadequate
Enugu	2.27	Moderately Inadequate
Imo	1.88	Inadequate
Average Mean and Overall Level of Resources	2.10	Moderately Inadequate

The above data on table 30 indicate that generally, there were inadequate human and infrastructural resources both at the overall level and at the individual state levels. A close look at the mean scores in the various states showed that Enugu state had a mean score of 2.27; Ebonyi state had a mean score of 2.22, followed by Abia state with a mean score of 2.05 while Anambra state had a mean score of 2.02. It was only in Imo state with a mean score of 1.88 that the resources were just inadequate. On the average, a mean score of 2.10 showed that the resources available for executing UNDP adult education projects in the five states were moderately inadequate.

Again the table shows that among the four states with moderately inadequate resources, Enugu state fared better. On the other hand, Imo state had inadequate resources. This may partly explain the finding in table 27 with respect to Imo state.

Test of Hypothesis 5:

H₀₅: The mean rating of the level of adequacy of human and infrastructural resources for executing UNDP adult education projects will not significantly differ in the five states of the South – East geo-political zone of Nigeria.

Table 31: Comparison of Adequacy of Human and Infrastructural Resources for Executing UNDP's Projects In the five States.

Source	Df	Sum of Squares	Mean Square	F-calculated	F-critical	Decision
Between Groups	4	1.340	.335	3.624	2.54	Reject Ho
Within Groups	63	5.822	9.241			
Total	67	7.161				

The table above shows that the mean rating of adequacy of human and infrastructural resources for executing UNDP projects in the five states has F-calculated value of 3.624. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df; this means that the F-calculated is greater than the critical F-value, which implies that the relevant null hypothesis is significant therefore the null hypothesis is rejected.

Table 31 shows that there is significant difference in the level of adequacy of human and infrastructural resources for executing UNDP projects in the states. To further investigate the specific source of the observed difference, a post-hoc ANOVA using Scheffe approach was carried out as shown in the table below.

Table 32: Summary of Scheffe Analysis in the five states.

Dependent Variable		Mean Difference (I - J)	Std. Error	Sig.	95% Confidence Interval	
Adequacy of human and infrastructural resources (I) State (J) State					Lower Bound	Upper Bound
Abia:						
	Anambra	2.778E-02	.124	1.000	-.3661	.4126
	Ebonyi	-.1722	.124	.749	-.5661	.2216
	Enugu	-.2208	.123	.522	-.6197	.1680
	Imo	.1611	.130	.820	-.2519	.5742
Anambra:						
	Abia	2.778E-02	.124	1.000	-.4216	.3661
	Ebonyi	-.2000	.111	.522	-.5523	.1523
	Enugu	-.2486	.109	.282	-.5953	9.810E-02
	Imo	.1333	.118	.863	-.2403	.5070
Ebonyi:						
	Abia	.1722	.124	.749	-.2216	.5661
	Anambra	.2000	.111	.522	-.1523	.5523
	Enugu	-4.86E-02	.109	.995	-.3953	.2981
	Imo	.3333	.118	.105	-4.0E-02	.7070
Enugu:						
	Abia	.2208	.123	.522	-.1680	.6097
	Anambra	.2486	.109	.282	-9.8E-02	.5953
	Ebonyi	4.861E-02	.109	.995	-.2981	.3953
	Imo	.3819*	.116	.038	1.355E-02	.7503
Imo:						
	Abia	-.1611	.130	.820	-.5742	.2519
	Anambra	-.1333	.118	.863	-.5070	.2403
	Ebonyi	-.3333	.118	.105	-.7070	4.029E-02
	Enugu	-.3819*	.116	.038	-.7503	-1.4E-02

*Indicates significant difference between the corresponding state and those in bold character. From this table, it is revealed that the specific source of the significant difference among the means from the five states is that between Enugu and Imo states.

The assesment of the Role of UNDP by the Benefiting Communities

It should be recalled that in chapter two, the researcher discussed the issue of whether the UNDP is an instrument of development or an agent of imperialism. The researcher presented the data on how the benefiting communities assessed the role of UNDP in their developmental aspirations.

As the researcher stated in chapter three, the nature of the research question on this requires the use of mean cut-off point as a basis of decision on the responses by the communities. For the purpose of emphasis, the researcher accepted any mean score that is less than 3.00 as a rejection of the view that UNDP is an agent of imperialism. On the other hand, any mean score from 3.00 and above was taken as an acceptance of the view that UNDP is an instrument of development.

Research Question 6:

Do the benefiting communities perceive the UNDP as an agent of development or an instrument of imperialism in Nigeria?

Table 33: Mean rating of the Benefiting Communities on the Developmental Role of UNDP

No	Item	Mean Score	Decision
1.	International donor agencies assistance to rural communities in developing countries is exploitative in nature.	1.45	Reject
2.	One of the goals of UNDP in developing rural communities is to discover raw materials for commercial purposes.	1.70	Reject
3.	One of the goals of UNDP in developing rural communities is to make them dependent on aids for their development.	1.87	Reject
4.	One of the goals of UNDP is to discover human resources for unskilled labour for developed countries.	2.31	Reject
5.	The execution of various development programmes by UNDP has actually transferred skills to our community members for self-development.	3.27	Accept
6.	As a result of UNDP's human development activities, our community leaders can now identify problems with greater degree of initiative.	3.11	Accept

7.	As a result of UNDP's human development activities, our community leaders can now solve problems with greater degree of initiative	3.15	Accept
8.	UNDP has provided relevant training skills through workshop to community members on how to manage development projects.	3.24	Accept
9.	UNDP has provided relevant skills through workshops to community members on how to sustain development projects.	3.27	Accept

Table 33 showed that out of the nine statements relating to the role of UNDP in the development of rural communities, the mean scores of indicators 1 to 4 namely: 1.45, 1.70, 1.87 and 2.31 provide clear evidence that the benefiting communities assessed the role of UNDP as developmental in nature. Similarly, the mean scores of indicators 5 to 9 namely: 3.27, 3.11, 3.75, 3.24 and 3.27 further confirm the role of UNDP by the benefiting communities as an agent of development. It is important to note that indicators 5 and 9 had the highest mean score of 3.27 each.

A critical examination of table 33 showed that UNDP's activities in developing rural communities have indeed helped in transferring necessary skills to members of

the communities to enable them identify and solve problems as well as manage and sustain projects that address these problems.

Test of Hypothesis 6:

Ho₆: The mean rating of benefiting communities on whether the UNDP is an instrument of development rather than an agent of imperialism will not significantly differ ($p < .05$) in the five states of the South-East geo-political zone of Nigeria.

Table 34: **Comparison of the Opinion of the Benefiting Communities on the role of UNDP in Development In the five States**

Source	df	Sum of Squares	Mean Square	F-calculated	F-critical	Decision
Between Groups	4	.714	.179	.771	2.54	Accept Ho
Within Groups	63	14.598	.232			
Total	67	15.312				

The table above shows that the mean rating of the benefiting communities on whether the UNDP is an agent of imperialism in the five states has F-calculated value of .771. The corresponding F-critical value is 2.54 at 0.05 significant level for 4 and 63 df. This means that the F-calculated is less than the critical F-value, which implies that the relevant null hypothesis is not significant. We therefore accept the null hypothesis.

The ANOVA results in table 34 shows that the benefiting communities in the five states studied do not differ significantly in their opinion on whether

UNDP is an agent of development. Our earlier finding in table 33 which revealed that the benefiting communities see UNDP as an agent of development strengthens the fact, that the UNDP no doubt is playing a developmental role in the rural communities of Nigeria.

Summary of major Findings

This section presents the summary of the major findings from both the descriptive and inferential statistics used to analyse the data generated from the study. These findings are as follows:

1. Out of the sixty-eight benefiting communities studied in the five states of the South-East geopolitical zone of Nigeria, Enugu state has the highest number of benefiting communities, while on the other hand, Abia State has the least number of benefiting communities.
2. An overwhelming majority (ie 91%) of the benefiting communities studied are located in the rural areas.
3. Majority (ie 71%) of the projects executed by the UNDP in the various communities of the five states were started during the civilian regime.
4. Slightly above half (ie 54%) of the projects executed in the benefiting communities of the five states took about three to four years to complete. A total of eighty-six percent of the entire communities studied had their projects executed between two to four years.
5. Lack of cooperation from the government was seen by forty-three percent of the communities as the main reason for the delay in project

execution while twenty percent felt that it was lack of cooperation from the communities themselves.

6. The impact made by UNDP assistance in the four adult education programmes in the five states pooled together was on the average high. A further analysis revealed that it was only in Enugu State that the UNDP recorded a moderate level of impact. With respect to the individual programmes in the five states pooled together, the UNDP made on the average a high impact in Mass Literacy, Small and Medium Scale Enterprises and Women-in-Development programmes. It however, made a moderate impact in Agriculture and Rural Development Programme.

The findings further revealed that there were no significant difference in the impact made by UNDP in Mass Literacy and Women-in-Development programmes in the five states. On the other hand, there were significant differences in the impact made in Agriculture and rural Development as well as Small and Medium Scale Enterprises programme in the states.

7. The State Programme Monitoring Advisers viewed the impact of UNDP assistance in the communities as very high while the communities themselves felt that the impact was just high. Consequently, the two groups differed significantly in their perception of UNDP performance in

the communities studied, even though both groups viewed such impact in the positive light.

8. The five state governments made high contribution both on the average and individually in the execution of UNDP adult education projects. The finding also confirmed that there is significant difference in the level of contributions made by the various state governments in the execution of UNDP Projects.
9. On the average, there was a high level of participation by the communities in the execution of UNDP adult education projects. Four states (Abia, Anambra, Ebonyi, and Enugu) had high level of participation while only Imo state recorded a moderate level of participation by the communities. The level of participation by the communities in the five states differed significantly.
10. The level of human and infrastructural resources available for executing UNDP adult education projects in the five states was on the average moderately inadequate. Also there was significant difference in the level of available human and infrastructural resources in the five states. Imo state differs significantly from other states in this respect.
11. The benefiting communities in the five states of the South-East geopolitical zone of Nigeria perceived the UNDP as an instrument of development rather than an agent of imperialism. In addition, these communities do not differ significantly in their opinion on the role of UNDP as an agent of development.

CHAPTER FIVE

DISCUSSION OF RESULTS, CONCLUSION AND RECOMMENDATIONS

This chapter is organized in three sections. The first section discussed the results gathered from the background information analysed. The second section covers discussion in respect of the six research questions and corresponding hypothesis covering:

- (1) Impact made by the UNDP assistance in the four adult education programmes in the five states of the South-East geopolitical zone of Nigeria.
- (2) The rating of UNDP's performance by the state Programme Monitoring Advisers (SPMA's) and the benefiting communities.
- (3) The contribution made by the Host Governments in the execution of UNDP: Programmes as assessed by the benefiting communities and the SPMA's.
- (4) Extent of Community Participation in the execution of UNDP projects.
- (5) The issue of Adequacy of available Human and Infrastructural resources for executing UNDP Projects; and
- (6) The perception of the role of UNDP by the benefiting communities.

The third part of this chapter focused on the recommendations, conclusions, limitations of the study and suggestions for further research.

Number of Benefiting Communities of UNDP Projects Studied in Each of the Five states

The findings in table 3, revealed that Enugu state has the highest number of benefiting communities of UNDP projects, followed by Anambra and Ebonyi states.

On the other hand, Abia state has the least number of benefiting communities, followed by Imo state.

This result confirms one of the theses of this study that the cooperation of host government (especially on regular payment of counterpart funding) has a relationship with the number of communities benefiting from UNDP projects in each state. Specifically, as Appendix G showed (which shall be discussed fully later), Enugu state which has the highest number of benefiting communities, also made the highest payment of cash counterpart contribution. Interestingly too, both Ebonyi and Anambra states which followed Enugu state in terms of number of benefiting communities, also followed with respect to the payment of cash counterpart contribution. As Appendix G confirms, Imo state which has one of the least number of benefiting communities (next to Abia state), made the least payment of cash counterpart contribution. Consequently, one theoretical conclusion emerging from these, is that if a state contributes regularly its cash counterpart fund, more of its communities are likely to benefit from UNDP assistance. The theory that UNDP assistance in community development projects depends greatly on the payment of cash counterpart fund confirms the views by Punch (2000) and Ogbuaja (2002). The policy implication of this is therefore quite obvious.

Location of Benefiting Communities in the Study

The result of the study confirms that UNDP is actually geared towards assisting the upliftment of the life of the rural dwellers. This is because the finding shows that an overwhelming majority of the benefiting communities studied are located in the rural areas. This finding again, is in agreement with one of the

objectives of UNDP which is, to assist developing countries reduce poverty in rural communities. This issue of rural under development and poverty confirms the views of UN (2001). It is therefore not surprising that majority of UNDP adult education projects are located in the rural areas.

Regime under which UNDP Started Projects

The findings of this study showed that majority of the projects executed by the UNDP in the various communities of the five states, were started during the civilian regime. It is obvious that meaningful development thrives better in a democratic setting, and that participation in governance is more assured.

It should be recalled that in chapter two, it was discovered that the new philosophy of the UNDP in all development programmes is the participatory approach to development. This therefore explains why most of their projects were started during the civilian regime. As a result of the democratic principles of a civilian regime, the participation of stakeholders in development is usually welcome. The civilian regime further creates opportunities for people to express their needs and make demands for them. It is in an attempt to meet its obligation to the people as well as provide democracy dividends for her citizens that civilian government are more disposed to donor agencies participation in development than the military regime. It is therefore not surprising that there is an intimate link between regime type and international donor support.

Duration of Execution of UNDP Projects

The finding shows that slightly above half of the projects executed in the communities of the five states took about three to four years to complete. About one

third of the projects took only one to two years to complete. The effective and prompt execution of any projects to a large extent depends on the availability and adequacy of resources required for project execution, the cooperation of host government and the participation of communities involved.

From the findings of this study, there was high level of participation by communities in four out of the five states studied and an overall high contribution by the host governments. These two important factors no doubt must have influenced the timely completion of majority of UNDP projects in the communities, the overall result of moderate inadequacy of available human and infrastructural resources recorded in the states notwithstanding.

It is however interesting to note that even though the completion of a few of the projects in the communities were delayed, majority of the projects that were executed took two to four years to complete. This is not too bad given the fact that the 4th country programme was designed to last for a period of four years.

Reasons for Delay in Project Execution

The result with respect to the issue of delay in project execution revealed that a large number of communities see lack of cooperation from government as the main reason for delay in project execution. This was followed by lack of cooperation from the communities. The findings of this study have revealed that community participation and host government contribution, which of course have elements of cooperation, must have facilitated the timely completion of projects in these communities.

The role of government in the development of rural communities need not be overemphasized. UNDP (1998) had stated that UNDP support and resources are only complementary to national and state resources. This means that national and state governments should reciprocate the good gestures of the UNDP by cooperating and making timely contributions to programme implementation. Late contributions from governments to a large extent often result in delay of programme take-off and completion. For instance, Ogugbuaja (2002) reported that the UNDP faulted Imo state over delay in counterpart funding for UNDP projects. Similarly, Punch (2000) also reported that the Resident Representative of UNDP in Nigeria attributed the slow pace of implementing UNDP programmes in Katsina state to lack of cooperation from the government.

The finding that there was a high contribution by host government in the execution of UNDP adult education projects confirms the thesis that host government support is critical to the success of donor assistance to the communities. The researcher therefore argued that if both host government contributions and community participation were very high, most of the projects would have been completed before schedule and a lot of success would have been recorded. It is however encouraging and interesting to observe that these two reasons that contributed to delay in project execution did not in any way affect the completion of projects in majority of these communities beyond the four years designed for the 4th country programme.

Impact of UNDP Assistance in Adult Education Programmes

The findings under this sub-heading, which is the substantive concern and the general objective of this study, revealed that UNDP assistance in the four adult education programmes had an overall high impact in the five states studied. A critical examination of the performance of UNDP in the five states showed that Anambra state performed better than the other states while Enugu state was the least in performance. The performance of Anambra state no doubt had a relationship with its contribution to UNDP adult education activities. For instance Table 24 confirms that Anambra state came first with respect to host government contribution while Imo state came last. This result further strengthens our earlier thesis that host government support is critical to the success of donor assistance to the communities. One observation in this result is the consistency in the performance level of the states. In the four programmes assessed namely; Mass Literacy; Agriculture and Rural Development; Small and Medium Scale Enterprises and Women-in-Development, Anambra state was consistent in its first position. It had a high impact in Mass Literacy, very high impact in Small and Medium Scale Enterprises and a high impact in Women-in-Development programmes. On the other hand, Enugu state was also consistent in its last position with moderate impact in Mass Literacy; moderate impact in Agriculture and Rural Development and moderate impact in Women-in-Development. It is also interesting to note that the five states had an overall high impact in Small and Medium Scale Enterprises. This performance is indeed very commendable. However, UNDP assistance had a high impact in Abia and Anambra states in Mass Literacy Programme and also a high impact in Imo and Anambra

states in Agriculture and Rural Development Programme. The finding of this study with regards to the high impact made by UNDP assistance in its Adult Education programmes supports the findings by Uwaka (1982) that communities in Imo and Anambra states are desirous of improving themselves educationally through, Adult Education Programmes. The strong desire for self-improvement of communities in Anambra state might have influenced their high level of participation and overall performance in UNDP adult education programmes. Unfortunately though, this desire failed to reflect in the performance of communities in Imo state in mass literacy programmes.

Generally speaking, the result of the pooled data in the five states in table 8 showed that three states Anambra, Imo and Abia States did better in the four programmes than Ebonyi and Enugu states. Even though the individual performance in the five states varied, hypothesis number 1 was upheld. This indicates that the variation of the mean scores in the states is not significant in any way. Out of the four programmes studied, it was only in mass literacy that three states (Ebonyi, Enugu and Imo) had moderate impact. Even though the NPC/UNDP (1998) terminal review of UNDP assistance under mass literacy programme revealed that a great number of literacy supervisors and instructors were trained for the programme, it is arguable whether the number trained were adequate to match the level of illiteracy in these states. UNESCO (2000) confirmed that Nigeria has an average literacy rate of 54.1%. This has placed Nigeria as one of the low literacy countries of the world with over 50 million illiterates. Inadequate resources as revealed by this study may have affected the high success that could have been recorded under this programme.

With respect to Agriculture and Rural Development Programme, UNDP recorded an overall moderate impact as table 11 showed. However, two states Anambra and Imo had high impact, which showed that the two states did better than the other three in this programme. The ANOVA result in table 12 revealed that there is significant difference in the level of impact made by UNDP assistance under this programme in the five states. The hypothesis was therefore rejected. Further analysis (Scheffe) showed that the specific source of the significant difference is between Anambra and Enugu states, Imo and Enugu states. The reason for the overall moderate impact recorded under Agriculture and Rural Development programme in the five states could be linked to the fact that naturally the five states are noted for their subsistence farming and as a result, the motivation or need to participate effectively in this particular programme may be low. The study by Uwaka (1982) revealed that in Imo and Anambra states, the rural community in identifying their major community needs and problems, ranked agricultural needs last. The findings of this study contradict the above findings, given the performance recorded by Imo and Anambra states, as shown in table 12. This being the case, however, other intervening variables may have contributed to this overall moderate performance in Agriculture and Rural Development Programme.

The level of impact made by UNDP in Small and Medium Scale Enterprises is indeed very remarkable. The UNDP made on the average high impact in four states. In Anambra state, it recorded very high impact. This result in Anambra state has confirmed an established fact that the UNDP performed generally better there. The ANOVA result with respect to this programme revealed that there is significant difference in the level of impact made in the five states. The hypothesis was therefore

rejected. The very high impact made by Anambra state in this programme may be attributed to the receptiveness of the people and the government contributions. The high level of contribution recorded by the state governments in table 24 clearly justifies this point. Another factor that may have influenced the impact made in Anambra state is the general attitude, interest and the strong motivation of people from this state in business enterprises, unlike in Agriculture as the findings of Uwaka (1982) revealed. The findings of this study confirm Onyekanmi's (1999b) observations on the number of projects executed under this programme in Anambra state. The general success made by UNDP in this programme as revealed by the findings of this study, supports the impact assessment report of UNDP (1997) in Benue state under this same programme. The general positive impact recorded in Benue state was attributed to the receptiveness of the people and quality management and leadership. The conclusion one can draw from this therefore is that UNDP is generally doing well in Small and Medium Scale Enterprises programme in Nigeria.

In the area of Women-in-Development, the UNDP recorded a high impact in four states. It was only in Enugu state that moderate impact was recorded (see table 17). The two important trends in the finding were also repeated under this programme. The first is the consistent good performance of UNDP in Anambra state generally in relation to other states and the consistent poor performance of UNDP in Enugu state in general terms when compared with others. However, there are a few exceptions to these two conclusions. They include the good performance (2nd position) of Enugu state in host government contributions and the 4th position made by Anambra state in human and infrastructural resources. The ANOVA result showed that there is no significant difference in the level of impact made by UNDP in the

states. Thus, the hypothesis with respect to this programme was upheld. This shows that the performance level of the five states did not significantly differ.

In conclusion therefore, table 8 revealed that the overall impact of UNDP assistance in the five states was high. The finding of this study confirms the findings by Emezi et al (1997) that donor agencies are making significant impact on the lives of the people in the South – East geo-political zone of Nigeria. This high performance recorded by UNDP should not in anyway suggest that rural communities in the South-East should be overlooked in the national development plans. The situation on the ground in rural communities is that poverty is pervasive and immense. This is demonstrated by the UN's common country assessment (UN 2001), which revealed that the pace of development in rural communities in Nigeria is very slow. The performance of UNDP assistance in the South-East is an encouraging attempt towards alleviating the enormous developmental problems in rural communities in Nigeria.

It is within this framework of UNDP's development assistance that the Federal and state governments must endeavour to cooperate better with the UNDP and other development donor agencies to help move the country forward. It is with such a joint effort that the enormous problems in the rural communities should be frontally attacked in a way that rural development efforts either by government or donor agencies can make very significant impact. Indeed, the current effort by the UNDP is like laying a solid foundation for sustainable development of the rural areas given its participatory framework of operation.

Perception of UNDP's Performance by the State Programme Monitoring Advisers (SPMA's) and the Benefiting Communities

It should be recalled that the findings showed that the two groups differ very much in their opinion on the performance of UNDP. Their differences were reflected in their mean scores. For instance, while the SPMA's were of the view that the impact of UNDP in the communities was very high on one hand, the benefiting communities themselves felt that the impact was just high on the other hand. Table 18 also showed that the two groups had an overall high impact.

Furthermore, the result of the inferential statistics supports this finding. The hypothesis was rejected because the results of F-calculated and F-critical indicated a very high significant difference (see table 12). The views of the SPMA's may be determined by the number of projects that have been executed in various communities, the receptiveness of the programmes and level of participation of the communities. Another factor could be the level of contribution made by the host government. Table 23 confirmed that the SPMA's assessed the host government's contribution as high. On the other hand, the benefiting communities felt that UNDP's performance has indeed made some positive changes in their life individually and collectively. This therefore must have influenced their views.

The difference in the opinion of the two groups does not in any way contradict the central and major finding of the study that the UNDP performed well in the five states. The only difference in their views is on whether such a good performance was very high or high.

The Level of Contribution made by the Host Governments in the Execution of UNDP Programmes

The finding with respect to the level of contribution made by the host governments revealed that the benefiting communities and the SPMA's rated the governments' contribution as generally high. Tables 22 and 23 showed that both the benefiting communities and the SPMA's assessment showed an overall high contribution by the host governments. Similarly, the results in table 24 corroborates with results in tables 22 and 23. Though the result in states showed that on the average, the host governments made a high contribution, Anambra state stands out from the others. This shows that Anambra government made the highest contribution towards the execution of UNDP's projects. The contribution made by Anambra state government no doubt is evidenced in its outstanding performance in the overall impact assessment of UNDP assistance in adult education programme in the Southeast geopolitical zone of Nigeria (see table 8).

Further statistics also confirm the above result. For instance, the ANOVA result in table 25 showed that there is significant difference in the contributions made by various state governments in the execution of UNDP projects. Hypothesis 3 was rejected because the difference was significant. To further strengthen this fact, the Scheffe analysis table 26 showed that the specific source of difference was in Anambra state.

Stating the importance of host government contribution towards the development of projects in rural communities is to emphasize the obvious. This is of more importance when it comes to assistance from donor agencies. This point was

underscored by Ogugbuaja (2002). The level of government contribution helps to either motivate or discourage the donor agencies from rendering assistance. The item by item analysis in tables 22 and 23 respectively showed the level of contribution made by the host governments in various areas. It should be recalled that one of the pre-requisite for implementing UNDP's project is the payment of and compliance with the counterpart fund. Items 1 and 2 in table 22 and table 23 respectively showed that the host governments made high contribution in this regard.

A further examination of the counterpart fund contribution by the various states shows that the finding of this study supports the UNDP documented data with respect to this. (see Appendix G). Even though the data on appendix G contain the contribution made on counterpart funding for all the programmes as against our assessment on only four, it nevertheless reflect the reality of our finding. For instance, the result in Appendix G corroborates that on table 24 that Imo state made the least contribution (namely about 43%). It is also important to note that table 24 reflects the overall contributions made by the host government of which counterpart funding is an aspect.

Appendix G however showed that Enugu state made the highest contribution followed by Ebonyi, Anambra and Abia. This outstanding performance by Enugu state in counterpart funding did not reflect so much on the impact of UNDP projects in this state as shown in table 8 of chapter 4. This discrepancy may be explained by the fact that this study covered only four out of the nine programmes under the 4th country programme. It is possible that Enugu might have done well in other areas beyond the scope of this study. The issue of payment of government cash

counterpart contribution (GCCC) greatly determines the number of communities that will benefit and projects that is sited in a state. This fact confirms that of LINK (1995) which stated that the 13 states that benefited from FGN/UNDP assisted project were those that have fully paid their government cash counterpart contribution (GCCC).

Tables 22 and 23 also revealed one very important finding. Items 6 and 7 in tables 22 and 23 respectively showed that the monitoring and evaluation of UNDP activities was given priority attention in the host government contributions. It is of particular interest to note that both the benefiting communities and the SPMA's rated the performance of the state governments high in this regard. This may not be unconnected with the fact that the officials of the state government were perhaps motivated by the pecuniary consideration in the performance of this duty. Be that as it may, the zeal and enthusiasm with which this specific task was performed, should also permeate other areas where they are expected to make contribution for the effectiveness of UNDP's programmes in the various communities.

Extent of Community Participation in the Execution of UNDP Projects

The finding under this theme revealed that on the average, there was high participation by communities in the five states in UNDP's project execution. The results in table 27 indicate that the communities in the various states had high participation except communities in Imo state. Out of the four states that had high participation, communities in Ebonyi state participated better.

Furthermore, the result of the inferential statistics in table 28 showed that there was significant difference in the level of participation in states. The hypothesis was therefore rejected. This means that the participation level in each state varied from

one another. The Scheffe analysis identified the specific source of the significant difference between Imo and Anambra, Ebonyi and Enugu states.

It is important to note that the people in the study area are well noted for participatory approach in problem solving. It is not surprising therefore that the participatory framework of development employed by the UNDP in these communities was very much welcomed and it contributed to the success of programme implementation. We can therefore state that the level of participation by the benefiting communities contributed to the high impact of UNDP assistance in the Southeast geopolitical zone of Nigeria. The UNDP according to United Nations (1995) utilizes this approach right from the planning stage when the project is conceived down to the implementation stage. The fieldwork experience of the researcher at Ezzamgbo in Ebonyi state confirms this claim.

The high level of participation which contributed to the success of UNDP assistance as revealed by the findings of this study supports the views of Ascher and Healy (1990), Ostrom et al (1994) and Osmani (2001). They all argued that community participation in programmes has been known to improve the efficiency in the use of projects and this helps to impact positively on the lives of the people. In fact, Fadairo (2000) confirmed that this approach was used in Bayelsa state and that the programme impact directly on the lives of the people. These confirmations above, strengthens yet another thesis in our study, that the level of participation by the benefiting communities determines the level of impact in donor assisted programmes.

The moderate participation of communities in Imo state could be explained by their government's moderate contribution and inadequate provision of human and infrastructural resources in the state as results in tables 24 and 30 showed respectively. In each of these tables, Imo state had the least performance. In the case of Ebonyi state that had the best performance in community participation, one could attribute it to the fact that out of the five states studied, Ebonyi as it is generally believed, is the youngest and poorest state in terms of rural development. One could see Ebonyi communities as people ready and eager to utilize any available development assistance opportunity to better the lives of rural dwellers. The performance of Ebonyi state in tables 24 and 30 as the finding showed reflects in their performance in the area of participation.

Adequacy of Available Human and Infrastructural Resources for Executing UNDP Projects

The result of the study with respect to adequacy of human and infrastructural resources for implementing UNDP's programmes revealed that on the average, the resources were moderately inadequate. Even though table 30 showed that all the states had moderately inadequate resources, some states fared better than others. For instance, Enugu state had better resources while Imo state had the least. This result was further confirmed by the ANOVA result in table 31. The hypothesis shows a significant difference in the adequacy of available human and infrastructural resources in the states. The specific source of the difference is between Imo and Enugu states as shown in the Scheffe analysis in table 32.

In any development programme, there is need for adequate resources for its implementation in order to achieve maximum result. The development activities of the UNDP constitute one of such programmes that require adequate resources. From the result of this study, it shows that the human and infrastructural resources needed for programme implementation in the various communities were inadequate. This factor may have affected the quality and quantity of projects executed that are required to impact very highly on the communities. Again, lack of human resources with the right professional background and experience may jeopardise the chances of sustainability of development projects. The above view confirms the views by NPC/UNDP (1998) in their terminal review of UNDP assisted programmes in Nigeria. This view also confirms Onyekanmi (1999) report. The provision of resources for the effective implementation of UNDP Programmes no doubt goes beyond the abilities of the rural communities. This is why host governments at various levels need to contribute to the success of UNDP programmes. It is encouraging to note that the moderately inadequate resources recorded in the five states as revealed in this study did not adversely affect the success of UNDP assistance. Other variables such as participation, management and good leadership must have contributed to this success. However, one could argue that if the resources were adequate, the level of impact made by UNDP would have been very high.

Furthermore, closely related to the issue of adequate human and infrastructural resources, is management. If the available resources are not properly managed, a worse result could emerge. Okedera (1980) affirmed that the objectives of adult education development programme must be matched with resources to

ensure its success. It is important to note that in the impact assessment of Small and Medium Scale Enterprises Programme of UNDP in Benue state was attributed to the receptiveness of the people and quality management and leadership. We may therefore conclude that the inadequacy of human and infrastructural resources for executing UNDP Projects in the various communities of the Southeast geopolitical zone of Nigeria affected the very high impact that could have been made.

The Perception of the Role of UNDP by the Benefiting Communities

The results in tables 33 and 34 revealed that the benefiting communities perceived the UNDP as an instrument of development rather than as agent of imperialism. Table 33 showed that all the responses from the nine item statements with respect to the role of UNDP were in the affirmative.

To further support this finding, the ANOVA result in table 34 confirmed that the opinion of the communities in the states did not vary with respect to their views on UNDP's role. The activities of most international development agencies and donors have often been controversial. Their aims and objectives are usually critically examined. It was therefore important to find out from the opinion of the beneficiaries who are in close relationship with UNDP regarding the role of this donor agency.

From the data analysed, indicators 34, 35, 36, 37 and 38 specifically revealed that the activities of the UNDP have indeed helped in transferring necessary skills to members of the communities to enable them identify and solve problems as well as manage and sustain projects that address these problems. The findings of this study supports that of NPC/UNDP (1998) where it was stated that the nine programme under the 4th Country Programme made significant progress in the achievement of

the overall objectives and targets established both in the area of capacity-building and community level initiatives.

The offer of assistance by international donor agencies in Nigeria from the results of our study show that the role of UNDP and other donor agencies impart greatly on the lives of the people. The role of UNDP is then seen as complementing the efforts of the Federal, state and local governments in fulfilling their obligations to the people. The findings in this study show that the objectives and mission of UNDP as stated by UNDP (2002C) are being realized.

Be that as it may, contrary to the findings of this study under this theme, some writers who perhaps due to their preconceived ideas and ideological beliefs (that might have been influenced by the experience of colonialism) have criticized the activities of donor agencies. They see these activities as exploitative and as a plot to perpetuate imperialism. Hayter (1971), Youngman (1991) among others are some of the radical scholars that viewed donor assistance as oppressive and exploitative. They believe that donor agencies use aids and assistance to perpetuate imperialism in developing countries.

On the other hand, conservative scholars like Jones (1988), Muntagira and Fordham (1989) Sall (1991) among others, view donor agencies as instrument of development. The findings of this study therefore confirm the views of the conservative school of thought. UNDP as a donor agency in Nigeria through its assistance and activities in Adult Education is indeed an instrument of development as confirmed by our findings.

Conclusion

The UNDP's implementation of the 4th Country Programme and its assistance in adult education activities have been assessed and the level of impact made in the five states of the South-East geopolitical zone of Nigeria established. The various activities of the UNDP have laid a good foundation in capacity building for national development in Nigeria. Its programmes in the area of Mass Literacy, Agriculture and Rural Development, Small and Medium Scale Enterprises and Women-in-Development in the rural communities to a great extent has assisted the governments to fulfill their obligations to her citizens.

The overall high impact recorded by UNDP in these programmes can be attributed to the high contributions made by the host governments and the high level of participation by the benefiting communities. Though, the inadequacy of human and infrastructural resources recorded by the states did not very much affect the high level of impact recorded, a very high impact could have been recorded if these resources were sufficiently adequate to execute the projects.

Even though the five states differed significantly in the level of impact made in two Programmes (Agriculture and rural Development as well as Small and Medium Scale Enterprises) they did not differ significantly in the level of impact made in Mass Literacy and Women-in-Development Programmes. It should be noted that while Anambra State was consistent in her high performance, Enugu state was also consistent in her low performance. However, the study confirms the widely held view in the literature that when communities participate in the articulation of their developmental needs, they gain more. Nevertheless, the UNDP succeeded in

creating greater awareness for capacity-building and sustainable development, which would help to address the issue of rural poverty through a participatory approach as well as provide a springboard for integrated government strategy in addressing the multifarious social problems in the rural communities.

Implications of the Study

A study of this nature no doubt has far reaching implications to national development in general and to adult education in particular. The implications of the findings were discussed below.

The UNDP assistance in three out of the four adult education programmes assessed had a positive impact in the lives of the benefiting communities. Specifically, the UNDP made high impact in Mass Literacy programme, Small and medium scale enterprises programme Women-in-development programme, and low impact in Agriculture and rural development programme. The offer of assistance by UNDP in particular and other international donor agencies in general have helped the national government to a large extent to meet its' obligations to her citizens.

The enormity of poverty and the poor state of development in the rural communities requires both the concerted efforts of donor agencies and government at all levels. Consequently the operational framework of the UNDP in addressing the issues of illiteracy and other adult education related problems at the grassroot becomes a springboard for all government adult education development programme. However, donor agency policy and delivery system in agriculture and rural development programme need to be re-examined and modified to enhance more positive impact in the lives of the people.

The contributions made by host governments in donor agency adult education development programmes play very significant role in the attainment of overall national development objectives. Contributions made in financial and material terms need to be extended to various community – based adult education development projects. Government cooperation in the execution of UNDP adult education programmes would also be profitable in other adults education programmes aimed at developing the rural communities.

Participation of beneficiaries and stakeholders in adult education programme execution has been known to yield positive result or impact. It therefore implies that all adult education development programmes by donor agencies and government at all levels must be community – driven in order to promote the receptiveness of the people which would enhance the attainment of desired impact in the lives of the beneficiaries.

Adequate human and infrastructural resources engender the successful implementation of development programmes. The level of impact made by the UNDP in its adult education programme no doubt must have been affected by the moderately inadequate resources recorded. Since the failure of most development projects have be greatly attributed to inadequate resources, it is pertinent that all adult education development programmes be it donor-assisted or government assisted be supported with adequate resources for optimal result to be achieved.

The abilities of communities to adequately provide the required resources for project execution are greatly limited by the enormity of poverty at the grassroots.

Consequently community efforts in providing resources for programme execution need to be complemented by both the donor-agencies and host government.

The receptiveness of UNDP assisted adult education programmes by communities is largely owed to the perceived benefits accruing to the communities. Public awareness of the developmental role of the UNDP and other donor agencies in adult education programmes would encourage and strengthen healthy donor-community relationship in the overall rural development of the country.

Government assisted poverty eradication and rural development programmes aimed at capacity building and resource development would achieve desired result when the beneficiaries are genuinely involved in the conception and implementation of such programmes.

Recommendations

Consequent to the major findings revealed by this study, the following recommendations are hereby made to help address issues that engender rural poverty and underdevelopment in Nigeria.

- (1) Given the level of impact made in rural communities through UNDP adult education programmes, government policies aimed at developing rural communities should be such that would enlarge opportunities for poor, marginalized, socially and economically challenged groups in rural areas.

Government policies in adult education programmes should give priority attention to the issue of illiteracy since it is the bedrock upon which the success of other adult education programmes lie. There should be an integrated approach for all donor agency assistance in adult education

programmes. A national commission that would coordinate the implementation of donor-assisted adult education programmes in the country should be established to facilitate the effective implementation of these programmes.

- (2) The relationship between donor agency and recipient government remains cordial when government fulfills its obligations towards programme implementation. There is great need for host government to ensure that the issue of Government Cash Counterpart Contribution (GCCC) is fulfilled. Government at all levels need to make adequate provision for counterpart funding of donor agency programmes. Government at all levels should make special provisions in its budget to meet this demand. This will go a long way in reducing the problem of non-payment or delay in government cash counterpart contributions.
- (3) There is need for government to formulate policies as well as establish the mechanism that would ensure the participation of all stakeholders in adult education programmes aimed at development at the grassroots. Donor agency adult education programmes should be community – driven thereby ensuring the participation of the beneficiaries from conception stage to implementation. Community based organisation (CBOs) and Non-governmental Organisation (NGOs) should be encouraged to participate effectively in the implementation of donor assisted adult education programmes.
- (4) The issue of providing adequate resources for implementing adult education programmes is indeed a herculean task. There is need therefore for government to set up a special tax fund to address this problem. The enormity

of poverty in the rural communities seems to be beyond government budget. Expenditure on programmes on mass literacy, agriculture and rural development, small and medium scale enterprises women-in-development and other adult education related problems require huge budget for its success. This special fund to a large extent would help minimize the problem of inadequate resources that usually presents a major bottleneck in the implementation of adult education programmes.

- (5) Government at all levels should embark on awareness campaign and sensitization of people on the role of donor agency and adult education in national development. The activities of donor agencies in adult education programmes should be made known through the mass media given their perceived developmental role in rural communities. Government on its part must be sincerely committed and have strong political will to confront adult education related problems at the grassroots. These efforts on the part of the government would help to eradicate poverty and solve problems of under development in Nigeria.

Limitations of the study

The following were the limitations of the study

- (1) The researcher did not include a segment of stakeholders (government representatives) as member of the population. This was done in order to avoid bias. This might have also affected the quality of results of the findings with respect to UNDP performance and government contributions.

- (2) The population used was rather small in relation to the total number of autonomous communities in the five states. A larger population could have given support for the generalization and conclusions of the findings of the study.
- (3) Owing to the dearth of empirical studies carried out on UNDP and other donor agencies in the area of adult education, this study could not benefit from other findings that could have been used to make comparisons and arrive at a general conclusion.
- (4) The entire questionnaire administered could not be retrieved. The 11 questionnaires that were not retrieved could have made some impact in the results of this study.

Suggestions for Further Research

There is no doubt that this research has not exhausted all that needs to be studied about UNDP. The following research topics that are related to the study are therefore recommended for investigation.

- (1) A comparative assessment of UNDP's Activities in Adult Education in the Southern and Northern states of Nigeria.
- (2) A comparative study of the Activities of UNDP during the 4th Country Programme and 5th Country Programme in Nigeria.
- (3) A comparative study of the Impact of Government assisted development programmes and donor agency assisted development programmes in Nigeria.

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APPENDIX A

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Office of the United Nations Development Group

Office of the Administrator

ADMINISTRATOR

Bureau for Resources and Strategic Partnerships

Operations Support Group

Associate Administrator

Emergency Response Division

Human Development Report Office

Bureau for Development Policy

UNDP Africa

UNDP Arab States

UNDP Asia and the Pacific

UNDP Europe and the CIS

UNDP Latin America and the Caribbean

Bureau of Management

Evaluation Office

Country Offices

Office for Audit and Performance Review

Communications Office

United Nations Capital Development Fund (UNCDF)

United Nations Development Fund for Women (UNIFEM)

United Nations Volunteers (UNV)

Special Unit/ Technical Cooperation among Developing Countries (SU/TCDC)



UNDP Organization Chart

SOURCE: <http://www.undp.org>

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APPENDIX B

LIST OF COMMUNITIES STUDIED AND THEIR LOCAL GOVERNMENT

ABIA STATE

	Community	L. G. A.
1.	Ohanso	Ukwa East
2.	Mbana Asa	Ukwa West
3.	Ubibia	Bende
4.	Inyila	Ikwuano
5.	Umuhu Oziyi	Umuahia North
6.	Acha	Isuikwuato
7.	Umunwanwa	Umuahia South
8.	Umutowe	Umuahia South
9.	Osokwa Nvosi	Isiala Ngwa South
10.	Mbawsi	Isiala Ngwa North

ANAMBRA STATE

	Community	L. G. A.
1.	Oraukwu	Idemili South
2.	Umuoji	Idemili South
3.	Nanka	Orumba North
4.	Osumenyi	Nnewi South
5.	Ndiowo	Orumba North
6.	Umuoba Anam	Anambra East
7.	Achina	Aguata

8.	Abatete	Idemili North
9.	Ogbaru	Ogbaru
10.	Nise	Awka South
11.	Abatete	Idemili North
12.	Omor	Anyamelu
13.	Adazi	Aniocha
14.	Nteje	Oyi
15.	---	Orumba South

EBONYI STATE

	Community	L.G.A
1.	Amachi	Ekumeyi
2.	Amasiri – Opi	Amoha
3.	Amike	Ohaukwu
4.	Enyibichiri	Ikwo East
5.	Ishieke – Ndiabor	Ebonyi
6.	Okpitumo	Ekumeyi
7.	Ugwulangwu – Mgbom	Ohaozara East
8.	Umuhuali	Ishielu
9.	Amaezekwe	Ezza East
10.	Amaewula	Ezza West
11.	Ezza – Inyimagu	Nnodo
12.	Okposhi – Eheku	Ngbo East

- | | | |
|-----|----------|--------------|
| 13. | Oshiri | Onicha |
| 14. | Oziza | Afikpo North |
| 15. | Oso Edda | Edda East |

ENUGU STATE

- | | Community | L. G. A. |
|-----|------------------|-----------------|
| 1. | Akpawfu | Nkanu East |
| 2. | Edem | Nsukka |
| 3. | Obuoffia | Nkanu West |
| | Awkunanaw | |
| 4. | Obolla – Etititi | Udenu |
| 5. | Ugwogo – Nike | Enugu East |
| 6. | Mbu – Akpoti | Isi – Uzo |
| 7. | Umuida | Igboeze North |
| 8. | Obinagu Uwani | Nkanu West |
| 9. | Mpu | Aninri |
| 10. | Eke | Udi |
| 11. | Ugbo Odogwu | Enugu East |
| 12. | Amanasoto Oduma | Awgu |
| 13. | Iheakpu Awka | Igboeze South |
| 14. | Agbani | Nkanu West |
| 15. | Aji | Igboeze North |
| 16. | Aguobu Owa | Ezeagu |

IMO STATE

Community	L. G. A.
1. Amala	Ngor Okpala
2. Umuocham Emekuku	Owerri North
3. Otulu	Oru West
4. Umuokoro Umunkwo	Isiala Mbano
5. Umuoparaoma	Ezenihitte
6. Umunwafor/Umuafa Obazi	Mbaitoli
7. Ohankpu	Oru – West
8. Umuanum Umueze I	Ehime Mbano
9. Umuawo Ejemekuru	Oguta
10. Umulowe	Onuimo
11. Omekwuru	Ezenihitte
	Mbaise
12. Uvuru	Aboh Mbaise

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APPENDIX C

ITEM BY ITEM ANALYSIS OF IMPACT MADE BY UNDP IN MASS LITERACY PROGRAMME GENERALLY

NO	ITEM	MEAN	DECISION
38.	Ability to read and write: community members are more aware and enlightened	3.05	High Impact
39.	Improved social interaction between the new literate and educated elite in community welfare meetings.	2.95	MI
40.	Improved level of communication among community members.	3.27	HI
41.	Improvement in political consciousness of community members.	3.12	HI
42.	Enhanced participation of members in community development projects.	3.71	HI
43.	Ability of members to keep proper accounting records.	2.95	MI
44.	Ability of members to manage their businesses better.	3.45	HI

APPENDIX D

ITEM-BY ITEM ANALYSIS OF IMPACT MADE BY UNDP IN AGRICULTURE AND RURAL DEVELOPMENT PROGRAMME GENERALLY.

NO	ITEM	MEAN	DECISION
45.	Acquisition of modern farming skills.	3.11	HI
46.	Acquisition of improved and high yielding seedlings	3.42	HI
47.	Utilization of improved and high yielding seedlings.	3.40	HI
48.	Supply of relevant farm input such as fertilizer, pesticides etc.	2.65	MI
49.	Provision of food processing mills for rice, garri, palm nuts etc.	3.07	HI
50.	Sinking of boreholes for good drinking water.	3.74	HI
51.	Provision of rural electrification.	2.30	MI
52.	Provision of good and accessible roads.	2.50	MI
53.	Assistance in controlling erosion menace.	2.37	MI

APPENDIX E

ITEM BY ITEM ANALYSIS OF IMPACT MADE BY UNDP IN SMALL AND MEDIUM SCALE ENTERPRISES PROGRAMME GENERALLY

NO.	ITEM	MEAN	DECISION
54.	Community members ability to organize and start small business (e.g. sewing, carpentry, trading).	3.98	HI
55.	Community economic empowerment through income generating activities via soft loans.	3.60	HI
56.	Productive employment through micro- finance activities.	3.60	HI
57.	Formation of trade groups as a result of enlightenment.	3.28	HI
58.	Formation of co-operative association as a result of mobilization drive of small and medium enterprises.	3.67	HI
59.	Capacity building of community members through small and medium scale enterprises programme.	3.34	HI
60.	Human resources development of community members, through small and medium scale enterprises.	3.21	HI
61.	Poverty alleviation through small and medium scale enterprises.	3.48	HI

APPENDIX F

ITEM BY ITEM ANALYSIS OF IMPACT MADE IN WOMEN-IN-DEVELOPMENT PROGRAMME GENERALLY.

NO.	ITEM	MEAN	DECISION
62.	The reduction of women poverty through viable programmes.	3.48	HI
63.	Women empowerment in social, political and economic spheres through mass literacy.	3.14	HI
64.	Agricultural development programmes benefits to rural women.	3.35	HI
65.	Rural development programme benefit to rural women.	3.67	HI
66.	Women reproductive health improvement through health sector support programme.	3.54	HI
67.	Formation of women associations for the advancement of women.	3.22	HI
68.	Formation of business groups for the economic empowerment of women.	3.22	HI
69.	Provision of credit facilities to women groups for capacity building.	3.44	HI
70.	Provision of facilities in women development centers for the acquisition of skills.	3.44	HI
71.	Awareness and training programmes for women on health care/deadly diseases (eg. HIV – AIDS, Vesico. Vaginal Fistula (VVF).	3.60	HI

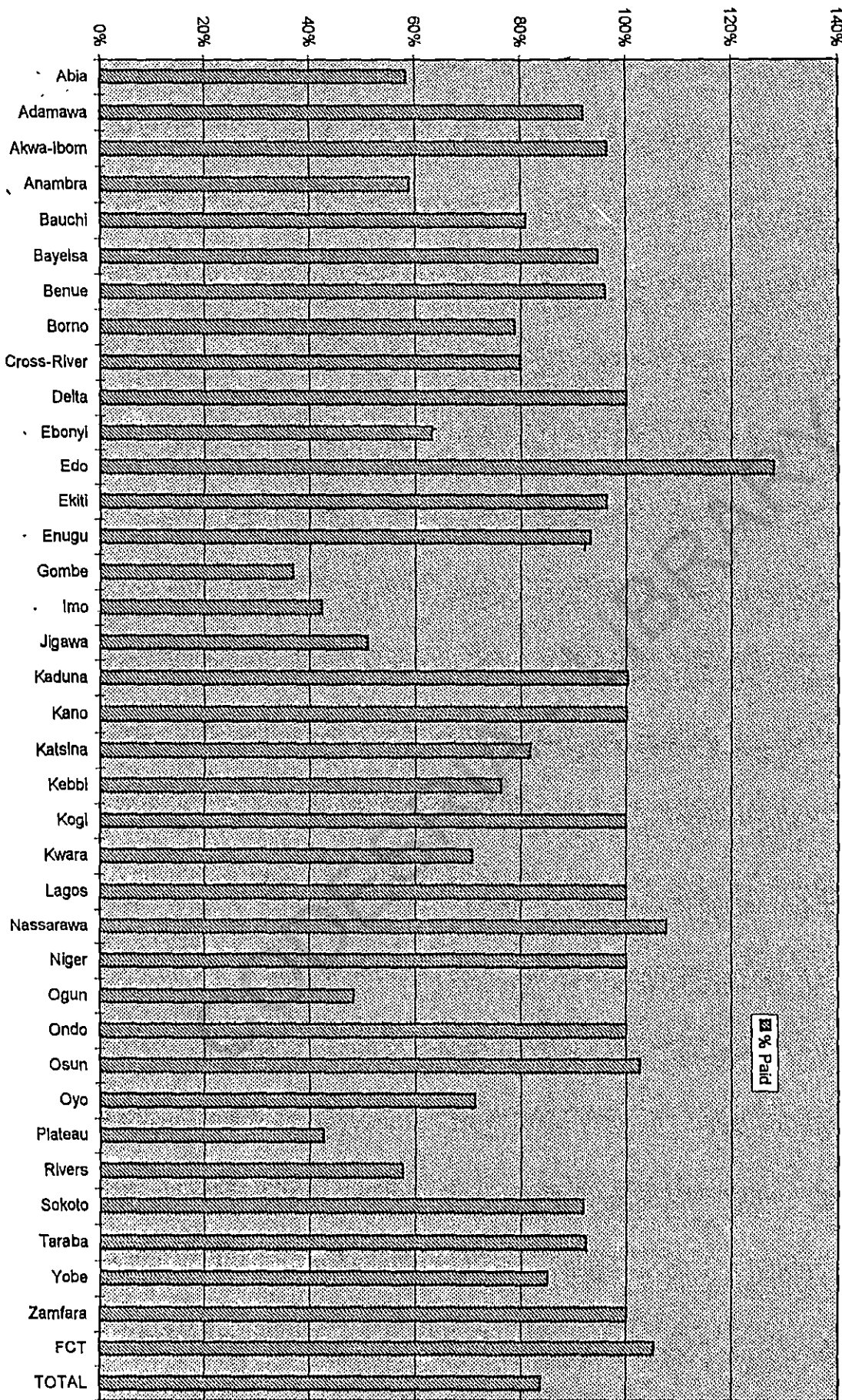


Figure 1: Cumulative Rate of GCCC Payment per State for all Programmes as of 01/04/98 (1995-1997)

APPENDIX G

SOURCE: 1998 TERMINAL REVIEW OF UNDP SUPPORTED PROGRAMMES IN NIGERIA

APPENDIX H

Reliability Analysis

Sub-section 1. Host Government Contribution

Reliability Analysis - Scale (Alpha)

	Item	Mean	Std. Dev.	Cases
1.	01	1.4000	0.9403	20
2.	02	1.8500	.4894	20
3.	03	3.1000	.7182	20
4.	04	2.1500	.9881	20
5.	05	2.6000	1.0954	20
6.	06	4.0000	.9177	20
7.	07	3.4500	1.0990	20
8.	08	3.7500	.7864	20
9.	09	2.8500	1.0894	20

Reliability Coefficients

N of Cases = 20 **N of Items** 9

Alpha = .1856

Sub-section 2 Community Participation

Reliability Analysis - Scale (Alpha)

	Item	Mean	Std. Dev.	Cases
1.	10	2.8500	1.0894	20
2.	11	4.6000	.6806	20
3.	12	3.4500	.8256	20
4.	13	4.4000	.7539	20
5.	14	2.8500	.9881	20

Reliability Coefficient

N of Items = 5

N of Cases = 20

Alpha = .7165

Sub-section 3 Adequacy of Human and Infrastructures Resources

	Item	Mean	Std. Dev.	Cases
1.	15	3.9500	.2236	20
2.	16	3.3500	.4894	20
3.	17	3.2500	.4443	20
4.	18	3.7000	.4702	20
5.	19	2.9000	1.0712	20
6.	20	3.0500	.2236	20

Reliability Coefficient

N of Cases = 20.

N of Items = 6

Alpha = .1944

Sub-section 4 UNDP as Instrument of Development**Reliability Analysis - Scale (Alpha)**

	Item	Mean	Std. Dev.	Cases
1.	21	2.6000	.6806	20
2.	22	1.8500	.6708	20
3.	23	2.1000	.3078	20
4.	24	1.4000	.6806	20
5.	25	1.3000	.5712	20
6.	26	1.4000	.5026	20
7.	27	1.3000	.4702	20
8.	28	1.5500	.6048	20
9.	29	2.1500	.9881	20

Reliability Coefficient

N of Cases = 20.

N of Items = 9

Alpha = .1941

Sub-section 5 Mass Literacy Programme**Reliability Analysis - Scale (Alpha)**

	Item	Mean	Std. Dev.	Cases
1.	30	3.1500	.3663	20
2.	31	3.3000	.4702	20
3.	32	3.3000	.4702	20
4.	33	3.200	.5231	20
5.	34	3.3500	.5871	20
6.	35	3.1500	.7452	20
7.	36	3.2500	.7164	20

Reliability Coefficient

N of Cases = 20.

N of Items = 7

Alpha = .7983

Sub-section 6 Agriculture and Rural Development**Reliability Analysis - Scale (Alpha)**

	Item	Mean	Std. Dev.	Cases
1.	37	2.9000	1.8325	20
2.	38	3.3500	1.0400	20
3.	39	3.4000	.9947	20
4.	40	2.8500	1.1821	20
5.	41	4.0000	.8584	20
6.	42	4.0500	.8870	20
7.	43	2.5000	1.2773	20
8.	44	3.0500	1.1459	20
9.	45	2.7500	1.4090	20

Reliability Coefficient

N of Cases = 20.

N of Items = 9

Alpha = .5242

Sub-section 7 Small and Medium Scale Enterprises**Reliability Analysis - Scale (Alpha)**

	Item	Mean	Std. Dev.	Cases
1.	46	4.0000	.9733	20
2.	47	4.0000	.7255	20
3.	48	4.1000	1.0208	20
4.	49	3.4500	.7592	20
5.	50	3.7000	.9787	20
6.	51	3.3000	1.2607	20
7.	52	3.2000	1.3611	20
8.	53	3.5000	1.3955	20

Reliability Coefficient

N of Cases = 20.

N of Items = 8

Alpha = .9039

Sub-section 8 Women-in-Development**Reliability Analysis - Scale (Alpha)**

	Item	Mean	Std. Dev.	Cases
1	54.	3.8500	1.1367	20
2.	55	3.5500	.9445	20
3.	56	3.6500	.8127	20
4.	57	4.1000	.9679	20
5.	58	4.0500	1.0990	20
6.	59	3.5500	.8870	20
7.	60	3.4000	1.3139	20
8.	61	4.1500	.7452	20
9.	62	3.8000	1.1050	20
10	63	4.000	.9177	20

Reliability Coefficient

N of Cases = 20.

N of Items = 10

Alpha = .8694

Overall Reliability Analysis

Reliability Analysis - Scale (Alpha)

	Item	Mean	Std. Dev.	Cases
1.	01	1.4000	0.9403	20
2.	02	1.8500	.4894	20
3.	03	3.1000	.7182	20
4.	04	2.1500	.9881	20
5.	05	2.6000	1.0954	20
6.	06	4.0000	.9177	20
7.	07	3.4500	1.0990	20
8.	08	3.7500	.7864	20
9.	09	2.8500	1.0894	20
10.	10	2.8500	1.0894	20
11.	11	4.6000	.6806	20
12.	12	3.4500	.8256	20
13.	13	4.4000	.7539	20
14.	14	2.8500	.9881	20
15.	15	3.9500	.2236	20
16.	16	3.3500	.4894	20
17.	17	3.2500	.4443	20
18.	18	3.7000	.4702	20
19.	19	2.9000	1.0712	20
20.	20	3.0500	.2236	20
21.	21	2.6000	.6806	20
22.	22	1.8500	.6708	20
23.	23	2.1000	.3078	20
24.	24	1.4000	.6806	20
25.	25	1.3000	.5712	20
26.	26	1.4000	.5026	20

27.	27	1.3000	.4702	20
28.	28	1.5500	.6048	20
29.	29	2.1500	.9881	20
30.	30	3.1500	.3663	20
31.	31	3.3000	.4702	20
32.	32	3.3000	.4702	20
33.	33	3.200	.5231	20
34.	34	3.3500	.5871	20
35.	35	3.1500	.7452	20
36.	36	3.2500	.7164	20
37.	37	2.9000	1.8325	20
38.	38	3.3500	1.0400	20
39.	39	3.4000	.9947	20
40.	40	2.8500	1.1821	20
41.	41	4.0000	.8584	20
42.	42	4.0500	.8870	20
43.	43	2.5000	1.2773	20
44.	44	3.0500	1.1459	20
45.	45	2.7500	1.4090	20
46.	46	4.0000	.9733	20
47.	47	4.0000	.7255	20
48.	48	4.1000	1.0208	20
49.	49	3.4500	.7592	20
50.	50	3.7000	.9787	20
51.	51	3.3000	1.2607	20
52.	52	3.2000	1.3611	20
53.	53	3.5000	1.3955	20
54.	54.	3.8500	1.1367	20
55.	55	3.5500	.9445	20

56.	56	3.6500	.8127	20
57.	57	4.1000	.9679	20
58.	58	4.0500	1.0990	20
59.	59	3.5500	.8870	20
60.	60	3.4000	1.3139	20
61.	61	4.1500	.7452	20
62.	62	3.8000	1.1050	20
63	63	4.000	.9177	20

Reliability Coefficient

N of Cases = 20.

N of Items = 63

Alpha = .9105

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APPENDIX I**QUESTIONNAIRE FOR AUTONOMOUS COMMUNITIES**

Department of Adult Education,
University of Nigeria,
Nskka.
11 – 2 – 2002

Dear Respondent,

**Ph.D DEGREE RESEARCH ON 'ASSESSMENT OF UNITED NATIONS
DEVELOPMENT PROGRAMME (UNDP) ACTIVITIES IN ADULT EDUCATION IN
THE SOUTH – EASTERN STATES OF NIGERIA (1992 – 1999).**

I am working on a doctoral project on the above topic. To enable me collect data for this study, the opinion of community leaders or representatives is solicited through the attached questionnaire.

I will be most grateful if you spare part of your precious time to fill this questionnaire for me.

Thanks for your cooperation.

Yours faithfully

Obasi Susan N (Mrs).

Kindly fill in the following:

1. State: _____
2. Local Government Area: _____
3. Name of Autonomous Community _____
4. Position (Tick 'x' where it applies to you)

Traditional Ruler	
Town Union Leader	
5. Location: Urban or Rural _____
6. When did United Nations Development Programme (UNDP) start carrying out development project in your community? (Tick 'x' in the box provided)

(i) Under the Military Regime	
(ii) During the Civilian Regime	
(iii) Cannot Remember exactly	
7. How long did the execution of the UNDP project last?

(i) Less than a year	
(ii) One to two years	
(iii) Three to four years	
(iv) Five years and above	
8. If you think the execution of the project lasted long before it was completed, what do you think were the contributing reasons.

(i) Lack of cooperation from the community	
(ii) Lack of cooperation from the government	
(iii) The two reasons above	
(iv) Delay from the UNDP	

HOST GOVERNMENT CONTRIBUTION IN THE EXECUTION OF UNDP PROJECTS

Indicate the extent of Host Government's contribution in the execution of UNDP projects:

VHC – Very High Contribution

HC – High Contribution

MC – Moderate Contribution

LC – Low Contribution

VLC – Very Low Contribution

Tick 'x' where applicable

		VHC	HC	MC	LC	VLC
9.	State government complies with the payment of counterpart funds.					
10.	State government releases counterpart fund timely and strictly in accordance with the programme work plan					
11.	State government provides technical personnel for the execution of UNDP projects.					
12.	State government provides raw materials for the execution of UNDP projects.					
13.	State government provides infrastructures (e.g. electricity, accessible roads, water, buildings) to aid project execution.					
14.	There is regular monitoring and evaluation of UNDP projects by the state programme coordinating committee.					

15.	The Local Government responds positively to UNDP and community appeal for assistance in project execution.					
16.	State government executing agencies contribute to the effective execution of UNDP programmes in your community.					
17.	The community development unit of the Local Government Council office contributes in the execution of UNDP projects in my community.					

COMMUNITY PARTICIPATION IN UNDP PROJECTS

Indicate your degree of agreement on the extent of participation of your community members in the planning and execution of UNDP projects. Tick (x) where applicable

SA – Strongly Agree

A – Agree

U – Undecided

D – Disagree

SD – Strongly Disagree

		SA	A	U	D	SD
18.	My community was consulted before the citing of UNDP projects.					
19.	My community participated in the execution of UNDP projects.					
20.	The level of participation of my community in the planning of UNDP projects helps in the effective execution of the projects.					

21.	The type of UNDP projects in my community is in line with the felt needs of my community.					
22.	The project cited in my community was initiated by the UNDP.					

ADEQUACY OF HUMAN AND INFRASTRUCTURAL RESOURCES

(Indicate your degree of agreement or disagreement with respect to the following statements by marking 'x').

		SA	A	U	D	SD
23.	The number of professional workers that participate in the execution of UNDP projects in my community is adequate.					
24.	The community members who participate in project execution are professionally competent.					
25.	The necessary equipment for carrying out UNDP projects in my community are adequate.					
26.	The UNDP personnel who participate in project execution are adequate.					
27.	The available facilities (road, water, electricity) in my area are adequate for executing UNDP projects.					
28.	The available community land are adequate for UNDP projects.					

UNDP AS INSTRUMENT OF DEVELOPMENT

(Indicate your degree of agreement or disagreement with respect to the following statements by marking 'x')

		SA	A	U	D	SD
29.	International donor agencies assistance to rural communities is exploitative in nature.					
30.	One of the goals of UNDP in developing rural communities is to discover possible raw materials for commercial purposes.					
31.	One of the goals of UNDP in developing rural communities is to make them dependent on aids for development.					
32.	One of the goals of UNDP in developing rural communities is to discover human resources for unskilled labour for developed countries					
33.	The execution of various development projects by UNDP has actually transferred skills to our community members for self-development.					
34.	As a result of UNDP's human development activities, our community leaders can now identify problems with greater degree of initiative.					
35.	As a result of UNDP's human development activities our community leaders can now solve problems with greater degree of initiative.					
36.	UNDP has provided relevant training and skills through workshops to community members on how to manage development projects.					
37.	UNDP has provided relevant training and skills through workshops to community members on how to sustain development projects.					

EXTENT OF IMPACT IN MASS LITERACY PROGRAMME

Indicate the level of impact made by UNDP under this programme in your community

Key:

VHI – Very High Impact

HI – High Impact

MI – Moderate Impact

LI – Low Impact

VLI – Very Low Impact

		VHI	HI	MI	LI	VLI
38.	Ability to read and write community members are more aware and enlightened.					
39.	Improved social interaction between the new literate and educated elite in community welfare meetings.					
40.	Improved level of communication among community members.					
41.	Improvement in political awareness of community members.					
42.	Enhanced participation of members in community development projects.					
43.	Ability of members to keep proper accounting records.					
44.	Ability of members to manage their businesses better.					

EXTENT OF IMPACT IN AGRICULTURE AND RURAL DEVELOPMENT

Indicate the level of impact made by UNDP under this programme.

		VHI	HI	MI	LI	VLI
45.	Acquisition of modern farming skills.					
46.	Acquisition of improved high yielding seedlings.					
47.	Utilization of improved and high yielding seedlings.					
48.	Supply of relevant farm input such as fertilizer, pesticides etc.					
49.	Provision of food processing mills for rice, garri, palm nuts etc.					
50.	Sinking of boreholes for good drinking water.					
51.	Provision of rural electrification.					
52.	Provision of good and accessible roads.					
53.	Assistance in controlling erosion menace.					

SMALL AND MEDIUM SCALE ENTERPRISES

Indicate the level of impact made by UNDP under this programme.

		VHI	HI	MI	LI	VLI
54.	Community members ability to organize and start small business (e.g. sewing, carpentry, trading etc.)					
55.	Community economic empowerment through income generating activities via soft loans.					
56.	Productive employment through micro finance activities.					
57.	Formation of trade groups as a result of public enlightenment.					

58.	Formation of co-operative association as a result of mobilization by UNDP.					
59.	Capacity building of community members through small and medium scale enterprises programme.					
60.	Human resources development of members through training workshops in small and medium scale enterprises programme.					
61.	Poverty reduction through small and medium scale enterprises.					

EXTENT OF IMPACT ON WOMEN-IN-DEVELOPMENT PROGRAMME

Indicate the level of impact made by UNDP under this programme.

		VHI	HI	MI	LI	VLI
62.	Reduction of women poverty through viable projects.					
63.	Women empowerment in social, political and economic activities.					
64.	Agricultural development programmes benefits to rural women.					
65.	Benefits to women through rural development activities.					
66.	Women reproductive health improvement through workshops and seminars.					
67.	Formation of women association for the advancement of women.					
68.	Formation of business groups for the economic enhancement of women.					

69.	Provision of credit facilities to women for capacity building.					
70.	Provision of facilities in women development centres for skill acquisition.					
71.	Awareness and training programmes for women on health care/deadly diseases (e.g. HIV/AIDS, Vesico-Vaginal Fistola (VVF).					

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APPENDIX J**QUESTIONNAIRE FOR STATE PROGRAMME MONITORING ADVISERS
(SPMAs)**

Department of Adult Education
University of Nigeria,
Nsukka
11 – 2 – 2002

Dear SPMA

UNDP

_____ State,

**Ph.D DEGREE RESEARCH ON 'ASSESSMENT OF UNITED NATIONS
DEVELOPMENT PROGRAMME (UNDP) ACTIVITIES IN ADULT EDUCATION IN
THE SOUTH – EASTERN STATES OF NIGERIA (1992 – 1999)**

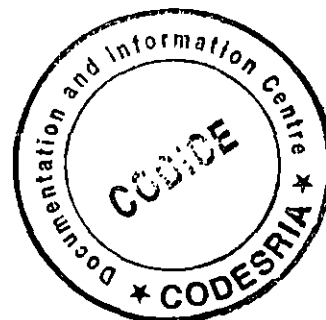
I am working on a doctoral project on the above topic. To enable me collect data for this study, the opinion of the SPMA's is solicited through the attached questionnaire.

I will be most grateful if you spare part of your precious time to fill this questionnaire for me.

Thanks for your cooperation.

Yours faithfully

Obasi Susan N. (Mrs)



Kindly fill the following

- (1) Name of Organization:.....
 (2) State where located:.....
 (3) Position:.....

EXTENT OF HOST GOVERNMENT CONTRIBUTION

Indicate the extent of Host Government Contribution in the execution of UNDP projects.

Key:

VHC = Very High Contribution

HC = High Contribution

MC = Moderate Contribution

LC = Low Contribution

VLC = Very Low Contribution

Tick 'x'

		VHC	HC	MC	LC	VLC
4.	State government complies with the payment of counterpart funds.					
5.	State government releases counterpart fund timely and strictly in accordance with the programme work-plan.					
6.	Regular monitoring and evaluation of UNDP programme by the state programme coordinating committee.					
7.	State government assist by mobilizing communities for programme implementation.					
8.	The government implementing agencies (ministries etc) contribute to the effective execution of UNDP projects.					
9.	The local governemtns respond positively to UNDP appeal for assistance in project execution.					
10.	State government provides cordial relationship between UNDP and communities.					
11.	State government provides logistical support for project execution.					
12.	State government provides technical manpower for project execution.					

IMPACT MADE BY UNDP IN THE COMMUNITIES IN THE FOUR PROGRAMMES

Indicate the level of impact made by UNDP in the four programmes below.

Key:

VH – Very High H – High

M – Moderate L – Low

VL – Very Low

		VH	H	M	L	VL
13.	Mass Literacy					
14.	Agriculture and Rural development					
15.	Small and Medium Scale Enterprises					
16.	Women-in-Development					

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APPENDIX K
ABBREVIATIONS

AIDS	–	Acquired Immune Deficiency Syndrome
CBO	–	Community Based Organization
CCF	–	Country Cooperation Framework
CP	–	Country Programme
CSN	–	Country Strategy Note
FCT	–	Federal Capital Territory
FGN	–	Federal Government of Nigeria
FMWASD	–	Federal Ministry of Women Affairs and Social Development
FAO	–	Food and Agricultural Organization
GRESDA	–	Gender-Responsive Renewable Energy Systems Development and Application
GCCC	–	Government Counterpart Cash Contribution
HRD	–	Human Resource Development
IDA	–	International Donor Agency
ILO	–	International Labour Organization
JFM	–	Joint Forest Management
NASSI	–	National Association of Small Scale Industries
NEX	–	National Execution
NPC	–	National Planning Commission
NNCAE	–	Nigeria National Council for Adult Education
NFE	–	Non-Formal Education
NGO	–	Non-Governmental Organization
PMS	–	Programme Management Support
PSD	–	Programme Support Document
SME	–	Small and Medium Scale Enterprises
SON	–	Standard Organization of Nigeria
SPCC	–	State Programme Coordinating Committee
SMWASD	–	State Ministry of Women Affairs And Social Development
SPMA	–	State Programme Monitoring Adviser

SAP	–	Structural Adjustment Programme
SHD	–	Sustainable Human Development
UN	–	United Nations
UNCDF	–	United Nations Capital Development Fund
UNICEF	–	United Nations International Children's Emergency Fund
UNIFEM	–	United Nations Development Fund for Women
UNDP	–	United Nations Development Programme
UNESCO	–	United Nations Educational Scientific and Cultural Organization
UNO	–	United Nations Organization
UNV	–	United Nations Volunteers
WID	–	Women-in-Development
WHO	–	World Health Organization

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