

**Paper title: A Comparative Analysis of the impact of
Non- Formal Education on Poverty Reduction:
Implications for the North- South Cooperation.**

BY

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Abstract

Five small scale case studies from different countries (four of them African) explored the impact of targeted non-formal education initiatives on reducing poverty for the participants and their communities. Participating countries were all members of a British Academy funded African Partnerships Programme between Botswana, Malawi, Lesotho, Scotland and Nigeria run between March 2006 to July 2009. All participating countries completed fieldwork and visits to the study sites before end of December 2008.

The paper summarises their final findings and contexts and highlight potential comparable key characteristics across the countries in terms of concepts of poverty and poverty reduction; non-formal education methodologies; curriculum content that specifically addresses poverty related issues; and perceived benefits of the programmes for the participants. The participatory methodology and research questions for the case studies including primary and secondary sources of data were developed as a collaborative process amongst all five countries, though context specific variations influence the final methodology in each study and also the nature of the findings in terms of emphasis.

Another major finding of the five case studies is that poverty is a multidimensional problem whose reduction requires collaborative effort of different national and international sectors.

The relevance of the presentation is that it comprises diverse definitions of poverty as a multidimensional global problem, and context- specific poverty reduction educational interventions. Implications for north south cooperation suggest that educational interventions and sharing of resources and information are crucial to identify contextualised definitions of poverty, educational interventions and existential needs of different groups of poor people.

Introduction

This paper offers a comparative analysis of five case studies in the five different countries in terms of analysing the impact of Non- Formal Education on poverty reduction. The paper illuminates the process and outcomes of the five case studies. While the process involve an analysis of the design of the programmes and how they were being implemented, the outcomes are the diverse contributions of the NFE programmes to the general livelihoods of the beneficiaries and other stakeholders in the communities served by the NFE projects. Since the studies were conceived as part of their countries' strategic efforts to reduce poverty, the outcomes analysis also includes an assessment of the contribution of the NFE programmes to the poverty reduction, the needs of the beneficiaries and their respective communities. Whilst a comparison of processes enabled a deeper understanding of the range of non-formal education programmes on offer in

different settings, a comparison of the outcomes revealed the emergence of differing interpretations of poverty and therefore poverty reduction, in different settings. The diverse definitions of poverty have a great impact on how different communities identify poverty, problematise it and ultimately tackle it using different means at their disposal. Nevertheless there were insights and patterns in the findings that enabled the author to make some recommendations for possible improvement of NFE programme provision in order to achieve poverty reduction goals and specific objectives.

Comparative analysis: a Conceptual framework

Firstly, the five case studies were used to jointly develop a conceptual framework for the comparative analysis of the case studies presented in this paper. However, a review of the main features of that framework forms a good starting point for this paper. Based largely on Schweisfurth's (2001) analysis of comparative research literature, five criteria are used in order to assess the rigour and purpose of multiple case study analysis. These are: selection, verification, cumulation, generalisation and application.

Selection

Selection is concerned with the basis on which cases for comparison were chosen. The case studies that form the basis for this chapter's analysis were selected from five countries, four of which are classified as "developing" or southern countries at different points on the Human Development Index. An added advantage was done by including a study from an officially classified 'developed' or northern country. Each country partner's process of selecting cases to investigate depended on the priorities of the partners, but also reflected the kind of NFE programmes that the partners were working with. The case studies represented a range of NFE programmes. This variety in itself was of interest as it enriched the search for commonalities and differences in both process and outcomes of NFE provision discussed later.

Verification

Verification of the data collected in the five project was important if the comparison presented here was to make sense. This was achieved through a number of strategies including, adopting a common understanding of the two concepts of NFE and poverty through a series of discussions. With this understanding, the research partners developed a common project proposal which was submitted to the British Academy for funding, thereby refining further the understanding of concepts and coming up with common research questions that would guide the case studies. While it was understood that each country might make modifications to the proposal based on the nature of the NFE programme under study, a common framework of participatory, qualitative and interactive approaches was adopted by all partners. Key questions for the participatory activities themselves were also shared to ensure commonality of issues as presented

although partners were allowed to modify them to contextualise and suit their unique situations. Finally, at the data analysis stage further discussions and comparisons were made amongst all partners in a team meeting and subsequently by pairs of partners during cross country visits and presentations in the host countries. This ongoing interaction enabled a process of progressive refinement of analysis and identification of commonalities and differences between the case studies involved in this project, comparison with other examples of related research, and theories generated.

Cumulation

According to Schweisfurth (2001), cumulation is the criterion that helps assure that case studies do not remain “one-off”, neither seen in the light of related research, nor contributing to the wider discussion. In the case studies reported in this paper, an attempt to minimise this was made by ensuring that partners looked at the bigger picture of NFE provision, not just their country cases, in the analysis. This was made possible by constant discussions among the partners during team meetings and in pairs as partners visited each other’s countries. The exchange visits further enabled partner understanding of each other’s country contexts and therefore helped the analysis to take place within the bigger picture of NFE and social constructions of poverty. The country contexts included an understanding of other NFE programmes on offer in each of the countries, the support or lack of it, for NFE within the education systems, so as to situate the analysis within that context.

Generalisations

Generalisation in terms of universally applying laws with regards to the process and outcomes of NFE provision was not our goal in the research reported in this paper. Indeed this may not have been possible given the varied range of programmes under study. However, the comparative nature of the approach and analysis meant that the insights generated increased understanding of issues and factors that influence the process and outcomes of NFE provision. For instance, good coordination of NFE programmes, either through Ministry of Education department or other coordinating agencies and having a general culture that supports NFE is instrumental in realising both participation in NFE and outcomes. In Nigeria for example, it was reported that education was taken to the homes and door steps of a large population of women who otherwise would have been denied basic knowledge, positive attitudes, skills and best practice in NFE for poverty reduction. The programmes at the Cross River State Agency for non-formal education were reported as not vigilant and determined enough to reach many segments of society. Similarly, the comparative analysis enabled the partners to recognise the importance of government support for a holistic approach to literacy that goes beyond emphasising cognitive learning alone in the process of NFE provision for

the approach influences the outcomes. This was particularly demonstrated by the Scotland study.

Application

In terms of application we were able to highlight patterns that might be applicable in similar contexts. The goal for the case studies was to: ‘explain what is actually happening rather than what ought to be happening’ (Schweisfurth, 2001p. 221) – but the comparative, analytical process would enable us to explore possibilities for improvement and change. For instance, by highlighting the different aspects that worked in the different contexts research partners in each of the five countries were able to build a holistic picture of learning provision that might exploit the best practice elements from each case scenario.

In this respect the remainder of this paper reports some of the distinctive characteristics of the case studies and some commonalities that began to emerge. They are discussed in terms of country policy contexts for NFE, process, interpretations of poverty and outcomes as perceived by the beneficiaries and other stakeholders.

Country policy contexts for NFE

Botswana, Nigeria and Scotland were all operating within established NFE frameworks. Nigeria has a long tradition of NFE to compensate for lack of participation in formal schooling such that the country has strong government intervention for this type of education. Scotland, like Nigeria, has a long tradition of NFE provision through community education, mostly government supported initiatives but in the form of short term projects. Generally the tutor-learner ratios are higher than those provided in African contexts and the curriculum focus is less concerned with income generation needs. Botswana, too, has a long tradition of NFE with a Government Department for Non-formal Education which focuses on a broad range of activities, mostly centred on literacy and post-literacy interventions which are made through partnerships between the Government of Botswana and local non-governmental organisations (NGO), community based organisations (CBO) and other international development partners such as Barclays Bank, Chinese embassy and UNDP. In Lesotho, there is a government supported tradition of NFE, manifested through a draft policy for NFE, the establishment of the Lesotho Distance Teaching Centre and also an NFE Inspectorate. Though funding support is limited, there is evidence for consequent impact on monitoring and coordination of NFE programmes. The context for Malawi is that NFE provision has not been emphasised by the Ministry of Education. The first NFE programme targeting non-literate adults, which started to be implemented on a national scale in the 1980s was coordinated by the Ministry of Women and Community Development. The NFE programme used in this study is the first of its kind to be supported by the Ministry of

Education. Although there are other similar programmes supported by Non-governmental organisations and international agencies, hardly any coordination existed.

These different policy contexts impacted on the programme outcomes, and also in terms of where the programmes fitted into the process quadrants. It is important to note, however, that the case studies were not necessarily representative of all other NFE provision in each country. They merely demonstrate the range of provision that existed.

The process of NFE provision

In terms of process, the findings suggest that non-formal education provision operates on a continuum, from being relatively formal and structured, to being very informal and unstructured. The level of formality or structure does not necessarily reflect the degree of government support. For example, the NFE programme used as a case study for Botswana was the most unstructured, representing the extreme end of the continuum. The programme not only had flexible timing, but in addition, it allowed for voluntary participation of learners as and when they wished to attend. The part of the curriculum that catered for unemployed youth, which were the focus of the study, was locally adapted although that for formal learners from the Botswana College of Agriculture where the students were studying was more structured and centralised, as it was in partial fulfilment of their programme requirements.

The Malawi NFE programme under study represented the opposite end of the continuum catering for out of school children and youth. Reflecting its formalised government support through the Ministry of education, the curriculum for the case study was designed to complement the formal school system. And just as is the case with formal schooling in that country, the programme had a standardised curriculum that applied across all the learning centres in all the three pilot districts allowing for very little adaptation (for example in choice of local facilities such as a garden for use during lessons). All lessons were presented in the form of detailed lesson plans which had to be strictly followed by the facilitator. Timing of classes was fixed in agreement with local communities, but generally consisted of two or three hours teaching five days a week, all beginning at one o'clock in the afternoon in all the districts. With all these characteristics, the programme could be described as being more structured.

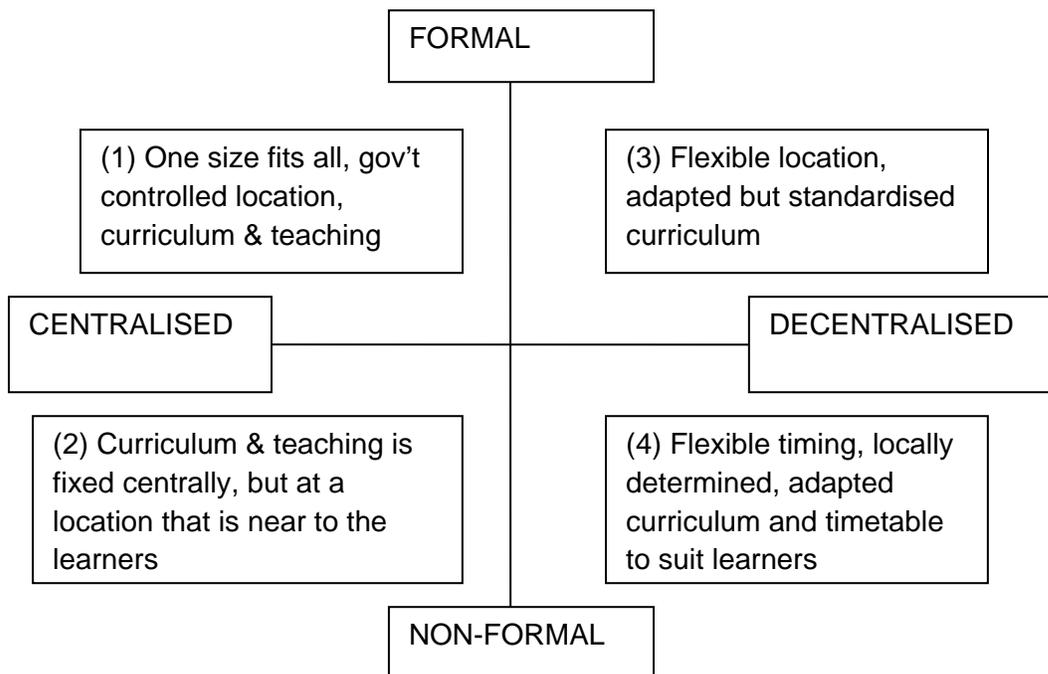
The Lesotho case study fell somewhere in between the Botswana and Malawi case studies. Depending on the location, the learning centres catered for either out of school children or adults. Both Government and NGO-led programmes organised locally situated classes in remote regions for approximately two hours per day, five days a week at a time that was agreed with the participants. The curriculum used standardised workbooks but was otherwise adapted to suit the needs of the learners in their specific contexts. The flexibility in timing and the choice of who should attend made it similar to

Botswana’s case study. However, the use of standardised workbooks reflected the Malawi case study meaning that it lay somewhere between the continuum of structured and unstructured provision.

The Nigerian case study on the other hand was closer to that for Malawi on the continuum. Provided by the Cross River State Agency for Adult and Non-formal Education it targeted out of school youth and women. Although there was some negotiation with participants concerning curriculum content, in general, this was standardised. The location was negotiated with the learners, largely bringing it to their doorsteps in their respective compounds but the curriculum was presented in a standardised format, thus leaning more towards the structured end of the continuum.

The Scottish study investigated two NFE programmes – one offered a structured, fixed, twelve week programme running full time for vulnerable adults, which makes it more similar to the programme investigated in Malawi. The second offered an open access day and evening shelter where participants could take part in both informal and structured learning opportunities, reflecting more closely the Botswana case study. This signified that within one country, several types of NFE programmes could be in existent at any point on the continuum. Figure 1 below indicates the diversity of NFE programmes within the five case studies.

Figure 1: Educational processes in different NFE programmes



This variation in NFE provision among the different countries and even within a country was not surprising; earlier research has described similar situations across African countries (ADEA, 2004) and within a country (see for example Shrestha et. al., 2008 for a varied range of NFE programmes in Australia). In the five studies, however, research partners also looking at interpretations of poverty both as an outcome and as a starting point for understanding what were the participants' learning expectations in relation to programmes on offer. It is to this section that the paper turns.

Interpretations of poverty among different communities

The NFE programmes presented in this paper were conceived as one way of addressing the poverty reduction objectives of the different countries. Four out of the five case studies took place in what are officially categorised as developing countries according to a number of internationally identified indicators often identified with quality of life. Such indicators include literacy levels, gross domestic product, life expectancy levels, unemployment figures and health indicators such as child mortality rates and HIV prevalence. The countries were at different levels of developing, with different Human Development Index (HDI) measures and therefore ranked as 124th, 138th, 154th and 164th out of 177 countries for Botswana, Lesotho, Nigeria and Malawi respectively. The adult literacy rates and combined primary, secondary and tertiary gross enrolment rates for the four countries generally reflected the trend of the HDIs, although there was a slightly reversed trend on adult literacy rates for Lesotho and Botswana where the literacy rates were 82.2 and 81.2 percent respectively (UNDP, 2008).

Definitions of poverty

The case studies adapted Sen's (1999) definition of poverty as "unfreedom" (reflecting both economic and human development elements) as the basis for analysing poverty experiences and poverty reduction outcomes. But each case study community also provided its own description of what it was to be poor, thus forming the basis on which commonalities and differences were illuminated.

In Nigeria poverty was considered first in terms of economic and material insufficiencies. These were described as lack of access (freedom) to three square meals, poor health, and inability to generate income beyond existing livelihood levels. Indirectly, however, the beneficiaries, especially the women, attributed poverty to their lack of freedom to engage in personal decision making and to take initiatives that would have enhanced their own economic well-being. In this sense, economic poverty was seen in Nigeria as a product of some "unfreedoms" that the women experienced in many facets of their personal, social, family and work lives.

In Malawi, on the contrary, poverty was defined to include a whole range of situations including economic aspects and meeting basic human needs as reflected in Sen's

freedoms. The beneficiaries and the community in general saw the lack of vocational skills in the NFE programme as a limiting factor to the success of the NFE programme since this meant that the learners could not use the programme as a gateway for income generation. The beneficiaries and the community members were however quick to mention that the mere fact that their children and youth were able to read and write meant that they had raised the status of their community – so being able to read and write was in itself one form of poverty reduction. Other human basic needs that were described as poverty reduction included improved food security through manure making and application (as a long term measure and improved health) through personal hygiene and cleanliness of surroundings. In addition, the community saw the improved behaviour of the learners as a result of content taught but also of being kept busy and therefore less indulgent in other delinquent behaviour as a contribution to poverty reduction.

In Botswana, the official definition of the extent of poverty in statistical terms is as follows:-

The incidence of poverty, which refers to the proportion of persons below the PDL, was 30.6% in 2002/03. This is revised from the preliminary figure of 30.3% that was published in December 2004 Statsbrief. The incidence of poverty in urban areas was 19.4% compared with 44.8% in rural areas (Central Statistics Office, p. 1, 2003).

The report further states that, the PDL/Consumption shortfall (or poverty gap) and the severity of poverty (or poverty gap squared), were considerably higher for rural areas than for urban areas as seen in the table below:

Table 1: Severity of poverty in Botswana

	Poverty gap (P ₁)	Severity of Poverty (P ₂)
Urban	6.5	3.6
Rural	18.4	9.8
National	11.7	6.0

The project beneficiaries defined poverty in terms of lack of material possessions and acquisition of agro-forestry skills were perceived as one of the stepping stones to improved on-farm knowledge for better sources of livelihood. In all the areas studied, poverty was perceived more severe in rural than in urban areas.

Stakeholders in Lesotho defined poverty in the form of Sen’s unfreedoms, largely in terms of *capability* and *participatory* freedoms. While *capability* freedom concerns itself with an increased range of things that people can do, *participatory* freedom concerns the enhancement of the range of things people can be. In terms of *capability*, the study revealed that the vocational skills enhanced the learners’ knowledge and skills for personal wealth and productivity. The learners were able to use locally available materials to construct items for sale and in some cases the communities developed micro-credit arrangements. *Participatory* freedom was evident in the community’s perception of

how people participated more in social life and community decision making processes after going through the NFE programme. For example the adult learners had become members of a range of village development committees and organisations such as burial societies, crime prevention and disease prevention committees.

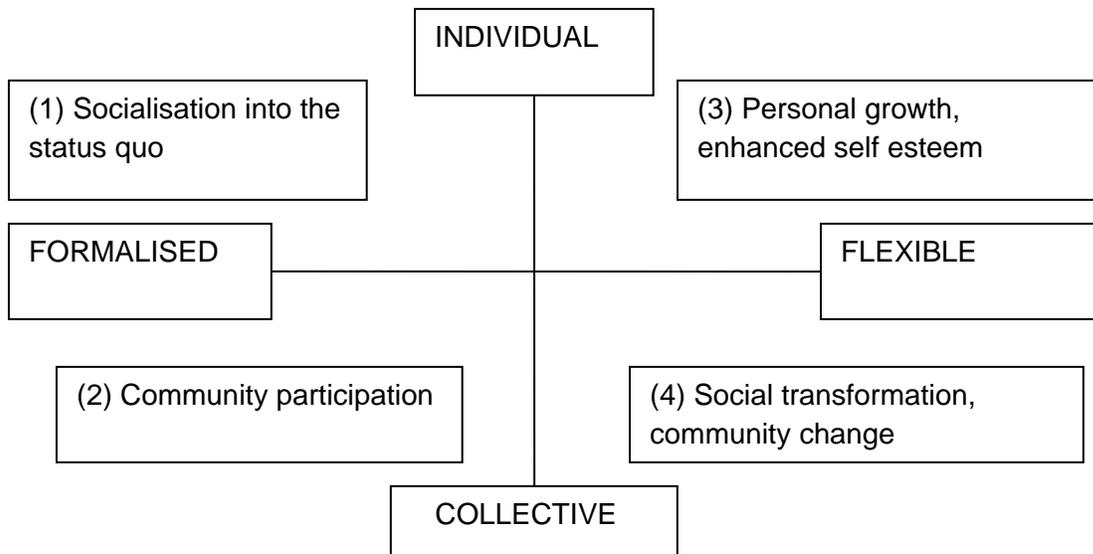
Reduction of poverty as economic gains and reduction of poverty as ‘unfreedoms’ were the interpretations that beneficiaries in the Scottish case studies identified after attending the NFE learning centres. Some ‘freedom’ outcomes of NFE for such beneficiaries included increased confidence, self esteem and sense of urgency, hence enhancing their capability to act in their worlds. Some beneficiaries also gained employment and therefore reduced their income poverty. Among the social benefits of the programme were increased participation in family life and the communities from which the learners had been distanced. Others reported themselves as being calmer than they were before, being alcohol and drug free, thereby being liberated from the psychological bondage of poverty.

Although the outcomes in terms of poverty reduction for the Botswana case study were limited due to the total unstructured nature of the programme, some perceptions of poverty could be discerned from the findings and challenges. The programme had potential for raising awareness of the utility of diversifying agriculture and moving it from subsistence to commercial levels. In this respect, agriculture could be used as a source of income for poverty reduction as long as the farming activities could be made more sustainable through irrigation and other schemes, rather than operating on seasonal basis. Sen’s (ibid) definition of poverty as “unfreedoms” was however only realised through the unstructured nature of the project which in turn created flexibility on the part of the users to make whatever use they wanted of the resources and available infrastructure.

The foregoing section shows that poverty as lack of economic gains, manifested through income, and poverty as “unfreedom” were the common interpretations from the different communities targeted by the NFE programmes. However, the nature of the unfreedoms and lack of income and the manner in which they were articulated varied from programme to programme. The interpretations of poverty were used to judge the outcomes of the NFE programmes at both individual and community levels.

Community and individual outcomes

Figure 2: Educational outcomes



As has already been argued earlier, the extent to which NFE provision impacts on the broader livelihood improvement of its beneficiaries depends partly on the curriculum on offer but also on the nature of that provision and how the country and its people perceive NFE or poverty. Where, for example, there is limited coordination and monitoring of NFE programmes, the benefits may not be widespread. Nevertheless the participants in these case studies identified a range of community and individual outcomes that gave insights into how educational provision might be tailored to maximise the potential for the individual learners and their wider communities.

The Lesotho case study for example led to gains in self-esteem of the herd boys who were motivated to widen their horizons and ambitions for the future. The project opened up possibilities for generating income through the handi-crafts which the learners made at the learning centre and sold to passers by. In addition, NFE was seen by the people of Lesotho as a community development tool, in the spirit of facilitating ownership over learning. Through NFE, the community feels that learning is taken back to them, compared with formal schooling which took it away from them. The improved behaviour of the herd boys after attending the NFE learning centres was highlighted in the form of their contribution to community needs. Described in this way, the Lesotho case study could be seen to contribute not only to personal growth and enhanced self-esteem of the herd boys, but also to community participation and change and social transformation. The outcomes of the programme could therefore be deemed to fit in quadrants two, three and four of the outcomes framework presented earlier.

The herd boys in Lesotho valued literacy as a cognitive skill in its own right. Despite this however, they also recognised the need for more than the basic vocational skills that were taught in the programme. They called for a combination of business skills with literacy so as to have a more holistic, multi-partner approach. This would help them realise their vision of transforming their lives and that of the community - thereby enhancing the outcomes presented in quadrant four of the outcomes framework.

The Malawi case study, like the Lesotho case study, took place in a rural location and targeted school age children and youth. Despite the difference in context from Lesotho, there were some commonalities in the gains by the beneficiaries. The Malawi learners showed increased self-esteem after learning how to read and write and some of the practical skills that they needed for a better life, such as making manure to increase food production and making improved versions of local artefacts which they could sell. The gain in practical skills was not only attributed to benefiting the learners but also the community, thereby contributing to the transformation of the society as a whole. The gains in self esteem and better behaviour stimulated critical thinking and desire for more, including in terms of quality of the NFE learning centres. For example, stakeholders asked for more structured division of classes, either according to age or whether or not the learners once enrolled in formal schooling, so that cognitive literacy skills could be learned more effectively at different levels of learning, something that was also true for the Lesotho stakeholders. Similarly, the need for a more holistic multi-partner approach in NFE provision requested by stakeholders in Lesotho was also shared by Malawi stakeholders although the emphasis for the latter was on inclusion of vocational skills and involvement of organisations that could provide loans for learners to start small scale businesses. The outcomes in the Malawi case study could thus also be plotted in quadrants two, three and four of the outcomes framework.

The Botswana case study on the other hand was a semi-rural Agro forestry project where participants were allowed to drop in when they felt it fit based on their needs to benefit from the programme. The objective was to move agro- forestry from the level of subsistence to commercial and thus generate income for the targeted beneficiaries. The participants themselves were at various levels of educational achievement so this was conceived as a Post-literacy project. In such a situation, the benefits were focused on increased awareness of income generation potential of agro-forestry work, an aspect that is rarely practised in Botswana. The advantage with this approach is that it links more directly to the real world of business and marketing. However, due to the seasonal nature of the project, it was not possible to generate income to give beneficiaries, especially the youth, an opportunity to graduate from poverty to non poverty. The gains in terms of increased self esteem and sense of accomplishment were particularly evident on the Botswana College of Agriculture graduates who successfully fulfilled their structured programme requirements. This enabled them to graduate with the required internship

credit and widened their access to employment opportunities where a certain amount of practical work was required.

Considering the outcomes presented in figure one above, the gains from the Botswana case studies were limited to personal individualistic gains as represented in quadrants one and two, with little community participation. Considering the structure of the NFE programme, one would suppose that for the outcomes to be more wide-reaching there might be a need for some structure in the provision in order to facilitate better management and monitoring of learners and their progression needs.

In the Nigerian case study the participants were not as poor or as poorly educated. Perhaps significantly, in view of the fact that the projects were state governed, the community and beneficiaries had limited ownership of content resulting in perceived limited outcomes for poverty reduction. Most of the gains were individualistic and to a large extent not shared by the rest of the community. The stakeholders thus called for a more needs-led provision but also, as for the other studies, a more holistic and multi-sectoral approach. In line with the stakeholders of other countries like Malawi and Botswana, the request was on the need to link up provision to other wider income generating resources.

The Scottish case study was an urban project targeting people with relative rather than absolute poverty. One was very structured, one semi structured but with considerable personal support. The NFE provision was holistic in terms of involving many partners thereby treating the whole person rather than bits and pieces of their needs. Despite these contextual differences, there were some commonalities in terms of impacts with the case studies in the African contexts. For example, just as for Lesotho and Malawi, the programme resulted in enhanced self esteem and improved behaviour of the beneficiaries, making the outcomes largely individualistic and fitting within quadrants one and two of the outcomes framework. The Scottish case study however highlighted other important characteristics of NFE provision for increased impact. For example it stressed the importance of having caring relationships - something that was also mentioned by stakeholders in Lesotho. Similarly, the Scottish case study showed the importance of targeted provision of NFE programmes – learning amongst people with similar experiences. This was one challenge for the case studies in Lesotho where some herd boys had dropped out of school if they felt different from their peers. The Malawi case study faced similar challenges with older youth feeling more frustrated than younger ones when the emphasis on school teaching was purely on cognitive learning.

Conclusions

The five small scale programmes had commonalities and differences. NFE programmes are designed within the context of the objectives to be met, and the needs of communities

they are intended to serve as part of the overall aim to reduce global poverty. They are testimony that whatever the differences and similarities, countries in the north and south can still work together on identified themes, provided there is a common ground.

Implications for North-South Cooperation

The comparative analysis of these NFE programmes targeting different segments of communities of countries at different levels has revealed a number of interesting issues relating to process and outcomes of NFE and implications for North- South Cooperation in NFE programmes.

- a) The first is that the concept of NFE represents a continuum with different kinds of NFE processes appearing to address different outcomes. With regard to process, NFE is offered within the range of formal to informal on the one hand and structured to completely unstructured on the other, with some programmes fitting neatly in these and others lying in between. With regards to outcomes, these were largely dependent on the process involved. While the formal and structured programmes resulted in less learner satisfaction because they had little or no input into the curriculum or process and therefore experienced limited outcomes, those that were highly informal and unstructured also tended to have limited outcomes. It would appear that some structure that also include input from the community or stakeholders in the north and in the south on the other hand, is the most useful approach in conceptualising NFE programmes.
- b) The second is that context, be it in form of support and coordination or general perception of NFE, also drives the outcomes of targeted interventions. However, there appeared to be consistent recognition that a holistic, multi-faceted and multi-sectoral approach was more effective at addressing the various poverty unfreedoms which participants faced. These findings suggest that literacy which emphasises cognitive skills alone at early stages of learning may build confidence and self esteem in the learners, but this is insufficient for sustainable change. There is a need for continuity of progression opportunities and immediate evidence of how to apply such learning in practical settings – but with ongoing, semi-structured support. These findings are supported by considerable literature on literacy and post literacy work echoed by Rogers (2002). The holistic approach to literacies learning has also been advocated by a number of actors (Archer et. al, 1996 and Street 2001). In addition, however, it appears evident that three other factors needed to be taken into consideration as recommendations to be taken on board for the success of NFE programmes for countries the North and South :

Recommendations

- a) Community expressed needs both at the inception of the programme and the programme being implemented should be taken into account to ensure ownership over the process. For this to be achieved, participatory methods of data collection are also important to ensure qualitative type responses rather than quantitative descriptions of poverty.

- b) An element of structured learning that starts where learners are at and creates a monitoring element to continue motivating learners, especially while they are still vulnerable and not self sustaining, should be built in the process of NFE provision.

- c) In order to achieve the poverty reduction objective, NFE needs to link with a wide range of institutions/ organisations – in particular partnerships with those that relate to income generation and learning progression for countries in the north and south.

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