Intervention Models of Non-Formal Education for the Reintegration of Abused Children in South-Western, Nigeria

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Abstract

This study examined application of models in the design of non-formal education programmes for capacity building among abused children for societal reintegration. It is observed that various strategies for enhancing capacity building for abused children, most of whom are victims of the mal-adjustment and inadequacies of the formal educational system, have suffered neglect and unsustainable. The study adopted the survey research design. Using a sample size of 898 participants selected purposively from trainess, instructors and organizers of technical capacity building programmes for abused children, a 4-point rating scale validate questionnaire tagged: "Non-Formal Education Reintegration Scale (NERS), (0.56) was used for data collection complemented with focus Group Discussion (FGD). The test of the two null hypotheses raised with t-test and chi-square (x^2) at 0.05 alpha level shows that: Non-formal education intervention models were effective strategies for capacitating and reintegration abused children into the society $P(x^2 = 534.5; p < 0.05)$. There was no significance difference among gender on the effectiveness of non-formal education intervention models in enhancing capacity building among abused children for their reintegration into society ($t = 1.797$; $p < 0.05$). Based on these findings, it was advised that models of non-formal education should be accorded more resources for social and economic re-integration of abused children for their self-actualization.

Keywords: Intervention models, Non-Formal Education, Capacity building and Societal reintegration.

Introduction
Background to the Study

It is obvious that, programmes aimed at enhancing the prevention of child abuse and neglect, especially those characterizing street children must be multi-dimensional and multi-agency directed. And it is clear that, education is central to the process of re-integration of street children into their family and the society. Such programmes are concerned with basic assistance from the school and family while activities specific include job training, vocational skill development, capacity building, legal defence, housing and sexual health behaviour. In a working paper on re-integration of war-affected population. Johannes and Serageldin (1997) observed that:

> We have learned that without proper analysis of social
> contexts and structures, and without involving local
> populations in defining short-term possibilities and long
> term goals …we know well from past and painful
> experiences that failure to take into account how local
> institutions work, what communities need, and how their
> participation is incorporated has been a frequent cause of
> projects including reintegration (p. 1).

Reintegration extends far beyond the physical process of relocating affected populations or groups. Re-integration is a situation in which formerly displaced and disconnected populations or groups and their receiving families and communities are able to co-exist, sharing both economic and social resources, with no greater risk that existed within the community before the displaced population or group returned (Pedro and Ponce, 1988). In the case of the disconnected, unreached and unserved groups, reintegration is multi-dimensional. Economic re-integration refers to the process whereby, in the findings of Pedro et all (1988), affected populations or groups gain economic interest in micro-credit programmes for the purpose of advancing economic self-sufficiency, and skills development (job training) which is aimed at providing skills needed for the target participants to obtain employment or vocational trades in the labour markets. Social re-integration on the other hand is a process whereby formerly disconnected or displaced groups or populations and their receiving families and communities share and hold respect for social institutions, such as a shared belief in the ability of the judicial system to protect all citizens. The existence of such shared beliefs facilitates the process of social re-integration. Thus, the keys to social re-integration include:

- Conflict resolution;
- Psychological healing;
- Community building;

   Meanwhile, Cameron and Vanderwoerd (1995) provided analytical insight into dimensional

performance levels on promising approaches to protecting children and supporting families as well as reintegration of vulnerable groups. The authors establish that today's families face increased pressures, and so, children are more vulnerable. The difficulties that compound this problem is that, those who work to protect children and enhance support and reintegration with families are given fewer resources to deal with growing demands.

Thus, their findings confirms evidence that there are new approaches which are effective, since they are practical and cost-effective ways of supporting highly stressed families and protecting vulnerable children, even in the face of increasing pressures and declining resources. Therefore a synthesis of evidences from their studies highlights four different intervention approaches namely: formal programmes for "high – risk" families; prevention programmes; social support theory, research and programmes; and mutual aid and self-help organizations.

Traditional ways of helping to reintegrate the displaced or disconnected vulnerable groups in ensuring child welfare generally focus on changing personal and family status. But in the helping situation, certain lessons about what to expect from different programmes and how to make decisions while combining approaches effectively are very important. These lessons include the fact that:

- There does not appear to be any single, focused programme that will prevent child abuse and neglect or reduced the need for child placements in families coping with multiple problems.
- Traditional formal methods of helping (such as counselling and skill training) in child welfare can prevent child abuse and neglect and reduce child placement if they are provided in combination with an intensive focus.
- Constructing packages for simultaneous and sequential supports for families seems to be a sound intervention guide in multiple-problem situations. Case management and service support, such as the legal aid service coordination, are valuable functions.
- Informal helping (such as mutual aids, community networks and positive role performance) can be a useful complement to formal helping or the basis for effective reintegration models by itself. Informal helping has been demonstrably useful with a variety of individual and family difficulties if provided at an adequate level, in preventing child abuse and neglect and in reducing placements; unfortunately, informal helping and social integration are greatly underdeveloped in support programming.
- Effective programmes consciously work at reducing concrete, psychological and social barriers, to consistent participation. Such programmes often actively reach out to involve people.
- Programmes of re-integration need to focus on participants' strengths and competencies and not only on dysfunctional areas of their lives. This involves both fostering competence and creating opportunities for their competences.
- Mutual aid and participants' involvement in decision-making can be empowering components of programmes designed for the re-integration of the unreached and neglected youth.
- Good re-integration programmes are often flexible and adaptable to the challenges and experience participants bring to them.

From Cameron et al (1995) findings, a comparison of a range of support programmes and impacts framework of promising strategies for helping disadvantaged children and families show a practical impact.

Table 1 and 2 below show the services provided to children and those that involve schools, families and communities as well as those that include advocacy, lobbying and social mobilization.

There is no single helping strategy that is superior. Rather, these intervention programmes provide different benefits for children and families. The real challenge is to find practical ways to increase the number of helping options available in child welfare.

Empirical Evidence

In this mainstream of human relations, people belong to a number of small and large scale groupings which provide group solidarity and cohesion for the progress and growth of the community. In the spirit of self-reliant development, therefore, Akintayo and Oghenekohwo (2003) observe that, the re-integration and continuing integration of formerly disadvantaged groups with existing mainstream groups become a conscious and responsible commitment of the social welfare institutions. It is only through this process that their personal goals are fulfilled. In the likewise experience, it is established that a community that does not satisfy the needs of its members cannot develop, while a society which encourages inequality by oppression, neglect, exploitation and marginalization of members risks social re-integration approach in her social welfare needs for the neglected or disconnected members of the society.

Meanwhile, World Bank (1998) notes that reintegration may not necessarily be accounted for by war, famine, or any natural disaster, but social-economic and politico-cultural displacements. This is supported by the fact that, economic reintegration for instance, depicts the process whereby affected groups gain economic self-sufficiency in the community in which they settle. Also, a person who might have been disconnected from the

primary group of environmental factors needs to be reintegrated into the group for effective group cohesion. Consequently, the needed resources to adjust and cope effectively must be provided.

The social reintegration process approach to the elimination of all forms of child abuse can therefore, be placed on the premise of the provision of socio-economic and capacity oriented programmes that accommodate the present experience of such group.

In this context, social re-integration approach does not solely depend on the family support alone, but, the institutional support and provisions that are skill-acquisition based. This is one important means of achieving reintegration for co-existence and sharing of the social and economic resources of the community. Thus, the adjustment pattern of the formerly neglected and abused individual is a vital aspect of the social welfare needs and service of the existing institutions, and community programmes for full reintegration into the mainstream of the society where they are seen as functional and self-actualizing.

The findings of Khan (1994) in Bangladesh among designers of work-related training of non-formal education programmes show that learning readily occurs when literacy is central to human activities. The participants in Khan's study acquire rudimentary skill in reading, writing and work practice in the face of tremendous odds (as unreached/unserved), because these vocational activities were part and parcel of their emerging identifies as providers are able to contribute that, there was no learning of literacy for school's sake here, no decontextualized sets of skills and drills nor was there any doubt about the necessary relation of literacy to their new business ventures, since the vocational literacy practices that the recipients acquired were congruent with the problems they needed to solve around their work and living.

In another study, Adebola (2003) established that, capacity building programmes of vocational education have significant influence on skill development, acquisition and utilization among the unreached and unserved groups. Also, the skills acquired through the capacity building processes have the potentials of enhancing recipient to use their skills to set up business to generate income without reliance on relations.

In a report on the prevalence of the child maltreatment, a data on a national survey indicates that between 1.5 and 3.3 million children in the United States witness domestic violence yearly. Besides, Briere and Runtz (1998) reported in their findings that, child maltreatment (abuse) behaviours that are associated with repeated emotional maltreatment typically result not in a discrete injury but in cumulative harm to child well-being or impaired development strategy.

While writing on the causal factors associated with child abuse and neglect, Claussen and Crittenden (1991), reported that, the understanding of the factors that contribute to maltreatment and that shape its consequence for children are crucial to the development of prevention and treatment approaches. They recognized the fact that, the likelihood that an individual child will experience abuse or neglect may be influenced by characteristics of the parents, or care-giver, the family's social economic situation or the child feature in particular. Cohen (1992) also found out that there are four dimensions of at risk factors maltreatment. These include parental pre-disposition; the stress characteristic of the child, the socio cultural and environment milieu.

In a related study, Ajibade (1997) reported that the practice of child abuse is common mostly among traders who exploit children as hawkers and apprentices. On the whole, the study established that there is still need for improvement and concern for citizens' welfare and the re-orientation of the society on the issue of child abuse, especially through child labour. According to his empirical analysis, pleasure; helping in family business to earn money for self-participation in parents' occupation; hawking as forced by parents or guardians and others were significant.

Meanwhile, reporting on harmful traditional practices, as a form of child abuse, Alemika (2005), reported that, due to inconsistencies in legislation and the absence of any stipulated minimum age for marriage, child abuse continues to take place. Also, Female Genital Mutilation (FGM) is still practiced; and people, especially children with disability are the least cared for, while discrimination against them within the family and in society in general is widespread. These classes of people live on the margin of society, and they are often ignored, neglected and mistreated. According to the report, they remain targets for abuse and exploitation. Besides past studies show that, various psycho-social factors account for occurrence of child abuse. While social support received from parents, relatives, welfare services and vocational education contribute significantly to the mitigation of child abuse (Olesin, 2003), Schnimacher, Smith-Slep and Heyman (1999), established that, mother age at the time of abuse was significant to severe child physical abuse while educational attainment of mothers was not related to the likelihood of perpetrating severe child physical abuse.

And finally, the socio-economic status (income, occupational status, and education) that represents an individual's overall social standing and wealth accounted significantly as relationship of child abuse.

Between 1984 and 1989, the "Work with Street Children, and NGO activity as reported in Volpi (2002) study shows that, within the period cited, 59 percent of the children participating in the "outreach education services" changed their way of living by returning to school, improving in school programme, or acquiring the habits of a normal life" (p. 17). In addition, 33 percent stopped frequenting the area to which they fled and

returned to the family or institutions they had run away from. Through vocational skills acquisition programme, it becomes evident that many children have developed new life plans, returned to their families and to school. And though still relatively low in income status, they have enjoyed more dignified conditions or quality of life as evident in these empirical studies.

Base on the foregoing, the study adopts a conceptual model of Non-formal Education Technical Capacity Building Programme for Child Reintegration (NETCBRCR).

The conceptual model for the study is four-dimensional context. These are (i) the current (conditions) of abused children (ii) stakeholders intervening variables; (iii) non-formal education programmes and (iv) results/outcomes. The current conditions of abused children include touting, street hawking, bus conducting, scavenging, begging, neglect, abuse, plate washing, stealing, and drug peddling and attending to menial assignment. Educationally, they are the class of children that dropped-out-of-school and became street children. They are isolated, displaced and disconnected from families and communities.

The stakeholders intervening variables involve motivation by government and non-governmental agencies through the provision of incentives, setting up skills acquisition centres, mobilization through public enlightenment-campaigns, payment of allowances to trainees by support agents such as individuals, multi-nationals; corporate bodies, Community Based Organisations (CBOs) and voluntary agencies. These agencies influence in a significant way, the current conditions of the abused children and also contribute to the reintegration process.

The non-formal education intervention programmes involve capacity building in all technical aspects which include apprenticeship training in trade and craft, mechanic, soap-making, tye and dye, carpentry, tailoring and agricultural practices such as animal husbandry, fish breeding and pig rearing to mention a few. These non-formal education programme contribute positively to the current conditions of abused children and also lead to certain outcomes in the form of acquired basic, functional and vocational skills, self-reliant, improved socio-economic skills, absence of drop-outs in the community, re-integration into family (society) and finally, the reduction in child abuse, thereby eliminating their initial precarious conditions and status.

Statement of the Problem

Obviously, there are various non-formal education programmes used and adopted for self-reliant development, but what is lacking is contemporary capacity building strategies of non-formal education is the absence of model that conceptualized the skills acquisition process and this is the gap filled in this study.

Objectives of the Study

Among others things, the study set out to:
i.   Establish the variables in model capacity building strategies in non-formal education system and
ii.   Examine the difference among genders in participating and adoption of such models in skill acquisition for reintegration of abused children.

Hypotheses

$H10_1$:   Non-formal education models have no significant relative impact on technical capacity building programmes among abused children for their reintegration.

$H10_2$:   There is no significant gender difference in the perceived effects of technical capacity building programmes of non-formal education on the reduction of child abuse.

Methodology

This study adopted descriptive survey research design. The population was made of all the trainees, instructors and organizers non-formal education programmes centres in Ogun and Oyo States, Nigeria respectively.

The sample was made up of the two organizers (2), eighteen instructors (18), and one thousand two hundred and ninety eight (1,298) trainees purposively selected from the twelve vocational centres, across the two states. Tagged: Non-formal Education Reintegration Scale ($r = 0.86$).

The instrument was designed to relevant data on non-formal education skills acquisition programmes for trainees and the programmes reintegration capacity. The peer and expert validated instrument was pilot tested on a sample of 125 respondents selected from two vocational skills acquisition centres other than those used for the study. Using a Pearson product moment correlation test, a reliability of 0.86 was obtained. Data were analysed using multiple regression and t-test analysis at 0.05 alpha level.

Results and Discussion of Findings

Ho_1:   Non-formal education models have no significant relative impact on technical capacity building among abused children for their reintegration.

The result on table 3 reveals that there was a significant relative impact of technical capacity building

programmes of non-formal education on children reintegration. All the predictors significantly contributed to the prediction. The opportunity for skills acquisition was found to be the most potent contribution of technical capacity building programmes of non-formal education to children reintegration (B = .277; p < .05). Acceptance by the family constituted the next potent contribution of technical capacity building programmes of non-formal education to children reintegration (B = .270; p < .05). The third significant relative predictor was found to be re-absorption into the family (B = .246; p < .05). This is followed by the ability to focus on important activities that can help personal welfare (B = .242; p < .05).

The reintegration of children into the mainstream of the society was the next compelling relative predictor of the impact of technical capacity building programmes of non-formal education on children reintegration (B = .140; p < .05) followed by reduction in child abuse and elimination of street children phenomenon (B = .072; p < .05). Development of self-reliant was another significant contribution (B = .071; p < .05). This is followed by getting employed and been an employer of labour (B = 0.047; p < .05). The last potent contribution of technical capacity building programmes of non-formal education on children reintegration was opportunities for skills and citizenship in the community (B =.046; p < 0.05).

The implication of the above result is that, non-formal education programmes are institutional and capacity driven (Okojie, 2000), which have direct bearing on the capacitation of the clientele in terms of skills utilization, adaptation and socio-economic reintegration of the children in the community (Lewis, 1992).

Hypotheses Two

Ho₂: There is no significant gender different in the perceived effect of technical capacity building programmes of non-formal education on the reduction of child abuse and their reintegration.

The result in Table 4 indicated that there was no significant gender difference in technical capacity building programme of non-formal education and perceived reduction in child abuse. The calculated t-value of 1.797 was found to be lower than the critical t-value of 1.960 at .05 level of significance. The finding implies that male and female respondents do not differ in their opinions on the desirability of technical capacity building programme of non-formal education for their reintegration.

The finding is not surprising considering the fact that child abuse is a common practice in all society. Child abuse has been identified by Newton (2001) as a virus. It is not only an individual problem but a societal problem. Hardly can a day go by without a notice of child abuse within the society, be it at the market place or motor parks. This extends to physical, sexual, emotional abuse and child neglect (Newton, 2001). For male and female respondents to have viewed child abuse the same way is an indication that both are responsive and alert to the social ill. It is also an indication that no gender difference would exist in any form of programme that would be aimed at alleviating the problem of child abuse (Rogers, 1992).

Based on the results above, it is obvious that skill acquisition programmes are responding appropriately to the process of reintegrating abused children back into the society. These programmes have contributed much to the enhancement of skills among the hitherto disconnected youth who have been subjected to varied degree of socio-economic abuse.

Therefore, it is recommended that more drop-in centres be established by various public agencies and private organizations to assist in the rehabilitation of abused children by enhancing their capacity for self-reliant development.

Also, appropriate and adaptable equipment should be provided in various craft and trades to enhance the learning of different skills by the children been empowered for reintegration.

Table 1: Description of Selected Dimensions of Support Programmes

Programme Type	Intensive Family Preservation Services	In home Programmes: Home Health Vision
Range of Supports Available	• Counselling, emotional and concrete supports. • Dependent on the preferences of single helpers. • Focus on case management may increase the range.	• Mainly information and education with some attention to emotional supports. • Range limited by reliance on single/helper.
Level of support available	• High level of direct contact with family member (8 – 10 hours per week). • Potential for increased access to external supports.	• Moderate (2 – 4 contact per month) in the more intensive home health visitor programmes. • May be supplemented by links to additional community services.
Availability in a Crisis	• Rapid response to crises and high level of time spent with family during crises.	• Programs designed to prevent, rather that respond to crises. • Focus on early contact before child abuse occurs.
Motivation and skill requirements	• In home services and flexibility increase participation of to "hard-to-serve" families.	• In home service provided in non-stigmatizing ways seem to be effective in reaching "hard-to-serve" families.
Length of Time Support Available	• Short time crises intervention (4-8) weeks. • Few graduation procedures developed.	• Effective home health visitor programs provide services for 1 – years, giving support to families during early years of children's lives.
Focused Technical Expertise	• Intend to provide professional expertise focused on a few priority areas.	• Specially trained home visitors, particularly nurses, bring strong expertise in parenting, development, nutrition and health and infant care.
Reciprocity and Social Integration	• Little emphasis on participants becoming helpers of others, fostering positive social integration, or encouraging independence.	• Little emphasis on participants becoming helpers of others, fostering positive social integration, or encouraging independence.

Source: Volpi, E. (2002): Street Children: Promising Practices and Approaches: Washington D. C. World Bank Institute Working Papers.

Table 2: Potential Impacts of Support Programmes for the Reintegration Process.

Support Programme Type	Anticipated Impacts and Rationales
Intensive Family Preservation Services	• If truly focused on "high-risk" families, can reduce both frequency of out-of-home care, thus resulting in substantial cost-savings. • Results are likely attributable to broad range of supports, intensively of services and high crisis availability. • Impacts are likely to disappear because of lack of on-going supports.
Inhome Programmes: Home Health Visitors	• When helpers establish relationships with mothers during pregnancy and early infancy, and when services are provided intensely for one or improved parenting behaviours and attitudes, decreased health risks for babies, and increased development gain for babies. • The most intensive programmes can also reduce incidence of child abuse and neglect, and improved mothers' life in areas of employment, education, use of community resources, and result in less need for professional services over time. • Results appear to be due to the provision of information and education coupled with emotional support as well as service, intensity and duration.
Parents Training Programmes	• Results are directly linked to training contents: less harmful parenting behaviours, better parent-child interactions and decreased parental stress and anger. • Evidence suggests little effect to be expected on child abuse and neglect or out-of-home placement with families coping with multiple difficulties. • Parents training appear to be most effective when combined with other supports. • Impacts are likely to disappear because of lack of ongoing supports.
Comprehensive Support Programmes	• Can be expected to reduce rate of child abuse and out-of-home placement, probably because of broad range of supports available, the high levels of involvement, crisis supports, and long-term involvement. • Positive changes in parenting behaviours and skills, and parent-child relations are also sometimes evident, likely because of emotional supports and specific training in these areas. • Generally, longer programme participation and use of several key helpers produced better outcomes and greater cost-savings. • Impacts may attenuate because of lack of ongoing supports.
Informal Support Mutual Aid/Community Living Networks	• Decreased incidence of child maltreatment and child placement for more intensive programmes and with longer participation. • Dramatic increases in size and supportiveness of child networks and positive social involvements. • Reduced reliance on professional helpers. • When focused on specific difficulties, such as parenting or substance abuse, result in improvements in these areas as well.

Source: Volpi, E. (2002): Street Children: Promising Practices and Approaches: Washington D. C. World Bank Institute Working Papers.

Table 3: **Relative Impact of Technical Capacity Building Programmes of Non-formal Education on Child-integration**

Factors	B	Std. Error	Beta	T	Sig.
Constant	**3.001**	**604**		**4.966**	**.00**
Acquisition of vocational skills has enabled me to be functional.	.536	.126	.072	4.247	.000
Acquisition of skills provides me opportunity to get employed and be an employer of labour.	.299	.114	.047	2.614	.009
Self-reliance is a benefit achievable from capacity building of non-formal educational programmes.	.472	.115	0.71	4.109	.000
One is better reintegrated when there are opportunities or skills and citizenship training in the community.	.269	.107	.046	2.512	.012
The availability of vocational and basic skills training programmes in the community has enabled me to get back into functional activity.	.522	.101	.088	5.173	.000
Children are better reintegrated into the mainstream of the society when they are fully capacitated through vocational training.	.852	.107	.140	7.940	.000
Reintegration of children is a way of reducing child abuse and elimination of street children phenomenon.	.590	.104	.099	5.698	.000
I am accepted in my family now that I am fully engaged in a vocation through the skills that I have acquired.	1.831	.115	.270	15.942	.000
Without the capacity building opportunities of the basic and vocational programmes of non-formal education, I would not have been able to get back to my family.	1.474	.097	.246	15.221	.000
Skill acquisition programmes provide opportunity for more children to be reintegrated into functional income generating vocations in the society.	1.673	.102	.277	16.448	.000
Having gotten basic skill, I now focus on important activities that can promote my welfare.	1.467	.105	.242	13.981	.000

Table 4: **Independent t-test analysis of gender differences in technical capacity building programmes of non-formal education and perceived reduction in child abuse and reintegration.**

SEX	N	X	Std. Deviation	MD	DF	Teal	Teri	P
MALE	442	15.2941	1.05384	.1840	896	1.797	1.960	>.05(ns)
FEMALE	456	15.4781	1.88562					

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