

ACTIVITIES OF UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP) IN PROVISION OF EDUCATIONAL FACILITIES FOR COMMUNITY DEVELOPMENT IN ENUGU STATE, NIGERIA

Ekpenyong David Oboqua & Aguba, Clifford Uchenna

Department of Continuing Education and Development Studies,
Faculty of Education, Enugu State University of Science and Technology (ESUT)

Abstract

This study investigated the activities of United Nations Development programme (UNDP) in provision of educational facilities for community development in Enugu State. One research question and one hypothesis were formulated to guide the study. Descriptive survey research design was adopted for the study. The population of the study was 1,100 respondents where UNDP's activities existed. The sample for the study was 550 respondents. Simple and proportionate stratified random sampling techniques were used in drawing the sample for the study. The instrument for data collection was a structured 33-items questionnaire titled "United Nations Development Programme and Community Development Questionnaire (UNDPCDQ)". The instrument was face validated by three research experts and its reliability index was .71. Data collected were analyzed using mean and standard deviation for answering research questions while t-test was used in testing hypotheses. The findings from the study revealed that provisions of educational facilities by UNDP's were to a great extent. Based on the findings, it was recommended among others that the UNDP should involve the target community in needs identification, planning, execution, monitoring, assessment and evaluation for sustainability of the projects.

Keywords: UNDP, Community Development, Educational, Facilities, Provision.

Introduction

United Nations Development Programme (UNDP) was established by the United Nations Organization Assembly in 1965 through a merger of the United Nations Organization programmes of technical assistance and United Nations Special Fund. Today, it is the world's largest multilateral network for technical corporation in developing countries. UNDP activities are primarily directed towards helping developing nations make more effective use of available natural resources and human talents and energies. Towards this end, it supports several projects in education, agriculture, transportation, industry, health, communication, public administration, housing. These projects forms part of the three-to-five years, country programme cycle which is closely linked with overall national development plans. In the current development programme cycle, about 85% of UNDP resources were allocated to countries with low capital income GNP's of \$500 or below (Stokke, 2019). The administration of the UNDP is appointed by the UN Secretary General with the approval of the general assembly and is responsible for forty-eight nation governing councils representing all major regions, both donor and recipient countries. Twenty-seven donor seats are filled by developing countries and twenty-one by the economically more advanced nations. In addition to setting general policy guidelines, the governing council examines and appraises all countries programmes over five years cycle successively. The UNDP maintains company and support patterns of developing countries which in turn, leads to

improvements in the well-being of rural dwellers. UNDP seeks to create opportunities through which rural dwellers abilities, talents and creativity, can find full expression. In doing so, it holds that development is only meaningful when it serves to increase access of rural women to the basic necessities of life. UNDP therefore, assists countries to build capacity to manage their economy, fight poverty and disease, conserve the environment, stimulate technological innovation, recognise and enhance the contribution of women to the society. UNDP is an international non-governmental organisation which works in Nigeria and other countries in the world to initiate and support socio-economic projects and programmes for her benefit of the populace. It is a non-profit organisation aimed, at enhancing development in developing countries through economic empowerment projects. Economic empowerment refers to the state of affairs where the basic needs of the populace are met. This is a society where income levels are high enough to cover basic need, where unemployment is insignificant, where there is easy access to social, medical and educational services, and everyone is treated with dignity and consideration.

In 1980, some 5,211 operational projects were made available to the developing countries, while 52,988 experts in the projects were deployed for advanced study overseas over \$200 million dollars, worth of equipment and specialized contract services were executed (World Bank, 2015). These services covered five main which are fields:

1. Economic and social planning with particular emphasis on meeting the needs of the least developed countries and the poorest segment of the economy empowerment
2. Training in a wide range of vocational and professional skills.
3. Stimulating capital investment to help generalize possibilities.
4. Transferring appropriate technologies and stimulating the growth of local technological capacities.
5. Surveying and assessing such development assets as mineral deposit: fuel researches, rivers and sub-surface waters; commercial and export potentials (Oboqua, 2018)

Under UNDP projects, millions of men and women in developing countries including Nigeria, have been equipped with new skills as teacher and industrial instructors, managers, supervisors, entrepreneurs, and product marketers, administrators and civil servants, farming and forestry specialists, factory workers and public utility technicians, engineers, scientists and mechanical personnel (World Bank, 2015). With the widening gap between the rich and the poor in all societies, poverty eradication has become a central focus in the United Nations system. Back home in Nigeria, UNDP's cardinal mission is to help Nigerians develop their own country. To achieve these objectives, locally initiated activities were being supported through capacity building to eliminate poverty, create jobs for the employed, promote community participation in development and protect the environment. To promote the process, UNDP with Community Based Organization (CBO's) and wider civil society, institutions and UN agencies, accepted the challenges and is supporting all programmes targeted at reducing and promoting equity. The underlying principle behind the new UNDP approach is the focus on rural women as the ultimate goal of development. Today, the efforts of UNDP and other international organizations have led to the promotion of economic, social, educational, cultural, political and other areas of development where such ties are aimed towards the development of UNDP healthcare, environmental education, community, moral development and their relevant areas of human endeavour in our rural communities. United Nations Development programme is a sine-qua-non for community development.

Community development is learning and empowering process in which people work together to identify their needs, increase their skills and take action to improve their environment and future Oboqua (2021). It is viewed a crusade, a cause to which people become committed to

development effort. As a movement, it is the persuasion of masses to become self-reliant and work for betterment of the community. This movement is impossible without the help, cooperation and coordination, and also active participation of citizens in community development projects drive. Community development as a method is more of an action oriented approach. This is a method of practical work in the community where citizens (youth, women and men) are involved to bring changes and development in the community for the betterment of all. Community development according to Imhabekhai cited in Oboqua and Odenigbo (2022) further refers to a process of community initiation and action geared towards improvement in the social, economic, cultural and political lives of people. It also involves actions that make citizens responsive to their plights, build their capacity and empower themselves in order to become independent and self-reliant.

Community development projects in itself is an educational programme. For example, during the process of community development, people are conscientized on how to identify their needs, priorities them and make informed decisions about the projects or programmes. The projects may be in form of educational facilities, health facilities, farm inputs, safe drinking water, civic centres, construction of markets and shops among others. Ugwuozor (2016) noted that community development, has to do with both physical project, positive attitudes and habits of the beneficiaries of the projects, this reveals that citizens gained maximum potential and skills from education he or she can participate effectively in community development programmes. Therefore, provision of these social amenities such as educational facilities, health facilities, farm inputs and safe drinking water is the focus of this study. Education is a key to wealth creation. Anjah and Sanigolha (2015) reported that education is a panacea of social problems experienced by citizens. Education is empowerment. This is true because, citizen's education goes a long way to making changes not only for themselves, but also the roles they play within the society. In the light of this, Erim, Akpama and Asor cited in Ede (2022) asserted that education is used to prepare man for social, civil, political and economic roles that go beyond the hint of elementary literacy, training which basically has to do with reading and writing. Itari (2015) asserted that education means the opening of mind and eyes to the knowledge of good and beauty, a means of releasing man from the chains of ignorance to the true forms of knowledge and ideas. It has to do with various activities and processes, aimed at developing the individual's knowledge, attitudes, values and understanding of what is required in all works of life. It is therefore, a means of liberation from bondage to freedom and from darkness to light. Ihejiamaizu (2013) asserted that education is an indispensable tool for the improvement of life. It helps in the improvement of life of an individual as well as that of the community and the society at large. When education inculcated is into the community, its aim is always to produce people who can choose for themselves what kind of development and self-actualization they want to undertake.

Statement of the Problem

Some United Nations Development programme activities operate in the study area, but the host communities still lack most of the basic educational facilities. Also, they claim that education facilities are provided, but obviously most of these infrastructure have broken down while some community based projects which were started have been abandoned. The speedy implementation of these projects would have alleviated the socio-economic problems of the citizens. The youths in these communities are restive, since they lack visible means of livelihood. Poverty related problems have aggravated, thus resulting in low participation of people in community-based projects, high school drop-out, high illiteracy rate, high crime rate, unemployment, prostitution, and vandalism. These problems exist despite the claim of UNDP that concerted efforts are being made to improve the standard of living of the people in the study area. It is against this backdrop

that the researcher intends to ascertain the roles or the involvement of UNDP in the implementation of community development projects as it affects educational facilities. Therefore, the problems of this study put in question form, what are the educational facilities provided by UNDP's for community development in Enugu State? It specifically focused in the area of educational facilities.

Purpose of the Study

The main purpose of this study is to ascertain the activities of United Nations Development Programme (UNDP) in provision of educational facilities for community development in Enugu State. Specifically, the study sought to ascertain:

1. Activities of United Nations Development Programme (UNDP) in provision of educational facilities for community development in Enugu State

Research Question

1. What are educational facilities provided by UNDP's for community development in Enugu State?

Hypothesis

H₀: There is no significant difference between the mean scores of male and female citizens on UNDP's provision of educational facilities for community development in Enugu State.

Methods

The study adopted descriptive research design. The population of the study was 1,100 respondents where United Nations Development Programme is taking place. Simple and proportionate stratified random sampling techniques were used in drawing the sample for the study. The instrument for data collection was a structured questionnaire titled: United Nations Development Programmes and Community Development Questionnaire (UNDPDQ). The instrument was face validated by three experts, two from the department of continuing education and development studies while one from the department of Mathematics and Computer Education (Measurement and Evaluation) Unit in Enugu State University of Science and Technology. Cronbach Alpha method was used to compute the internal consistency of the instruments. A total of 550 copies of questionnaire were administered to the respondents only. 484 copies were properly filled, retrieved and used for the study which 94% is returned rate. The instrument has an overall reliability index of .71 which indicated that the instrument was reliable and considered appropriate for data collection. Data collected were analyzed using mean and standard deviation to answer research question while t-test statistics was used in testing hypothesis at 0.05 level of significance. In answering the research questions, any item with a mean of 2.50 and above was regarded as very great extent while those with a mean of less than 2.50 were regarded as very low extent. In testing hypothesis, when the value of the t-calculated is equal to or more than the critical (table) value, it would not be accepted. On other hand, when the value of t-calculated is less than the critical (table) value, the hypotheses would be accepted.

Results

Table 1: Summary of mean rating and standard deviation scores of male and female on UNDP's provision of educational facilities in Enugu State. N = 484

S/N	United Nations Development Programme	Male = 360			Female = 124		
		Mean	SD	Remark	Mean	SD	Remark
1	Provide facilities like desks and books	3.7	0.93	VE	3.5	0.44	VE

	to schools in my community						
2	Awards scholarships to children in my community	3.6	0.11	VGE	3.6	0.35	VGE
3	Donate money towards the construction of classroom blocks in my community	3.5	0.25	VGE	3.7	0.35	VGE
4	Participate in decision-making meant to improve educational services in my community	3.5	0.06	VGE	3.5	0.52	VGE
5	Donate laboratories equipment to schools	3.6	0.15	VGE	3.6	0.21	VGE
6	Donate computers accessories to schools in my community	3.6	0.12	VGE	3.5	0.33	VGE
7	Provide my community school with toilets facilities	3.6	0.38	VGE	3.6	0.33	VGE
8	Provide my community school with libraries	3.5	0.15	VGE	3.5	0.35	VGE
9	Provide my community school with generating plant	3.7	0.06	VGE	3.6	0.52	VGE
Grand Mean		3.58	0.24	VGE	3.56	0.37	VGE

The result presented in the table above revealed that respondents (male and female) agreed that UNDP programmes provides educational facilities in Enugu State to a very great extent, with the grand mean of respondents (male) was 3.58 with standard deviation of 0.24 while the grand mean of respondents (female) was 3.56 with standard deviation of 0.37.

Hypothesis

There is no significant difference between the mean scores of male and female citizens on UNDP provision of educational facilities for community development in Enugu State.

Table 2: t-test Analysis for Hypothesis

Group	N	X	SD	Df	t-cal	t-crit	Sig.	Dec.
Male	360	3.58	0.24	482	1.19	2.32	NS	(do not reject hypothesis)
Female	124	3.56	0.37					

From table 2, t-calculated (1.19) is less than t-critical (2.32). Hence, at .05 significant level, the mean ratings of the two groups (male and female) do not differ significantly. Consequently, hypothesis is not rejected as stated, implying that there is no significant difference between the mean scores of male and female citizens on UNDP's provision of educational facilities for community development in Enugu State.

Discussion

The findings of the study revealed that both respondents (male and female) rated the UNDP provision of educational facilities for community development to a great extent in Enugu State. Result from the test of hypothesis further stated that the respondents do not differ significantly from their responses on the UNDP's provision of educational facilities in Enugu State. The finding is in line with Itari (2015) who states that education "is a means of opening one's mind and eye to

the knowledge of good and beauty; a means of releasing man from the chains of ignorance to the true forms of knowledge and ideas.” It has to do with various activities and processes, aimed at developing the individual’s knowledge, attitudes, values and understanding of what is required in all works of life. It is therefore, a means of liberation from bondage to freedom and from darkness to light. Education in Nigeria is an instrument for excellence and for asserting national development.

Conclusion

Based on the result of the findings, the study concluded that both respondents (male and female) rated the United Nations Development Programmes on the provision of educational facilities for community development and also to improve the livelihood of the citizens to a very great extent. It will also improve facilities in various community and improve the citizen’s life style. The importance of education in general and adult education in particular to community development projects has been made obvious in the present study. The provision of educational facilities should be properly provided and maintained so as to be anchored on the felt needs of the learners and the community in general in order to achieve the lofty educational and grassroots development projects at the community level.

Recommendations

Based on the findings and conclusion of the study, the following recommendations were made:

1. The United Nations Development Programmes should involve the target community in needs identification, planning, execution, monitoring, assessment and evaluation for sustainability of the projects.
2. Government at all levels should help finance viable UNDP’s to enable them alleviate the suffering of the poor rural dwellers.
3. United Nations Development Programmes should create more awareness of their projects.

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