

## **Eradication of Societal Poverty: Adult Education and Non-Formal Education as a Steady Alternative in Alabata Community Area of Akinyele LGA, Oyo State**

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### **Abstract**

*This study examined eradication of societal poverty: Adult education and Non-Formal Education as a steady alternative in Alabata Community Area in Akinyele LGA, Oyo State. This study adopted survey research design. The target population for the study consisted all the dwellers in Alabata Community in Akinyele Local Government Area of Oyo State. Ten area were selected. In each area, 12 people were selected through simple random sampling. A total of 120 respondents were sampled for the study. For the purpose of data collection, instrument titled “Eradication of Poverty and Adult Education Questionnaire, (EPAEQ) was used to elicit data. Validity the instrument was done by experts in Adult Education. A test-retest method was used to administer the instrument (with an interval of two weeks) on 6 dwellers (in one area) who were not part of the study. Three research questions were answered using simple percentage. The findings revealed that the basic causes of poverty in Alabata community were found to be high rate of youth unemployment, poor agricultural production as a result of poor weather condition, high level of illiteracy, large family size (Polygamous) and poor government economic policies has caused poverty. Also, untimely death among the inhabitants especially children, high rate of crime among the youth, high rate of unemployment especially among the youth and slow rate of community development exist as a result of poverty. More so, Adult Education as an option can eradicate poverty in Alabata Community. It was found that Adult education as an option provides nationwide mass literacy campaign, Adult education creates better living for the community, Adult education supports public private partnership in the community, Adult education supports IT and other infra-structural facilities and that Adult education provides remedial and life-long education for youths and adults. Recommendation were made that there is need for Adult education and Non-Formal Education programmes to be widely pronounced into coherent and purposeful strategy in the pursuit of a relatively development mission; economic planners need to be coherent in the planning of programmes of adult education and policies and that quality education should be provided by the state government in the area particularly for the youth who are passing through abject poverty.*

**Keywords:** Eradication, Societal poverty, Adult education, Non-formal education

### **Introduction**

In the time immemorial, the role of Adult Education in ensuring societal transformation in the 21<sup>st</sup> century cannot be under estimated. It has been established that education in generally installs

morals, ethics and epistemic values in individuals so that they can be completely fit (both in mind and character) and useful to contribute meaningfully to the development of communities where they find themselves. Adult education thus, is perceived as lubricant in the wheel of nation. Researchers have concluded that educated and safe environment have the ability to contribute significantly to economic growth of the nation. Apparently, a country which is unable to develop the skills and knowledge of its people through education and utilize them effectively in the national economy characterized by people with various discipline behaviours such as hire killing, robbery and abduction. Adult education in Nigeria is presently geared towards national development (Ewuzie, 2012). The objective of the process of adult education and national development is to get the adults, either as individuals or as a group, to learn and through learning to change their attitude and behaviour.

Adult and non-formal education programmes generally provide basic literacy, functional literacy, post-literacy, literacy for the blind, literacy for the disabled, women's education, nomadic education, continuing education, quranic integrated education, workers' education, vocational education, and prison education (Magnon, 2012). These programmes are offered in the various states under the supervision of the state agencies for public education. The open apprenticeship scheme, operating in the informal sector, can complement these programmes with income-generating vocational skills targeted at eradicating poverty. Given the lifelong learning objectives of adult education, most third world countries use adult education to improve literacy, to upgrade occupational competencies, and for community development (Hiemstra, 2003).

The Federal Republic of Nigeria (2004) has outlined the goals of mass literacy, and adult and non-formal education as that which shall provide functional literacy and continuing education for adults and youths who have not had the advantage of formal education or who did not complete their primary education. This may include nomads, migrant families, the disabled and other categories or groups, particularly young girls and women; provide functional and remedial education for those young people who did not complete secondary education; provide education for different categories of graduates of the formal education system in order to improve their basic knowledge and skills; provide in-service on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills; and give the adult citizens

of the country the necessary aesthetic, cultural and civic education for public enlightenment (FRN, 2004, NMEC & UNICEF, 2008b).

In the submission of Ominiya (2013) in Ajiboye and Awolola (2024), education is the key to increasing economic and social consistency, by increasing the value and efficiency of the labour force and in the long run raises the poor from poverty. Without mincing words, education adds to the universal productivity and incredible success in economic part of the countries through new technologies that people who are literate can design. The more education the mother has, the lower is the maternal mortality and the healthier the child (World Bank, 2019). Thus, qualitative human resources, education and youth orientation is sine-qua-non to national security, it emancipates and empowers people to achieve economic and social freedom (Yesufu, 2000), thereby installing or inculcating in them the spirit of unity and sense of allegiance to the nation.

Lochner and Moretti (2004) demonstrate that years invested in education generate incentives greater than the private returns enjoyed by the individuals. In line with this, access to education is expected to improve in the people the spirit of social recognitions and equality, reduce feelings of frustration, aggression and intension to count crime and thus, access to education becomes one of the most powerful instruments for achieving people's loyalty towards their country and enable rapid social reform and peaceful co-existence. Similarly, access to education can facilitate the process of enthroning and cascading ethical values into the people thereby promoting the spirit of community unity and collective responsibility. Osabuohien (2007) acknowledged that education enhances political and health seeking behaviours among people.

According to Levine (2005), values are infused only through those channels where it can be most effective in affecting behaviour. The viewpoint here is that the interface between the school and the child is organised at several levels so that there are pathways that lead into the learning life of the child at school. Each of these pathways, whether classified as curriculum, core curriculum, or extra-curricular, is capable of being developed into an effective enigma for promoting character and values. Such innovative curriculum could help build in learner an anti-corruption mind set at an early stage of life.

Poverty is known to be major a problem affecting many parts of the world and has established itself in families, individuals, organizations, communities, to mention but few. Poverty wreaks havoc on individual who usually goes to the healthcare for medical check-up and could not go because of insufficient fund; some small businesses are on break that were not planned for, some vehicle owners find it difficult to maintain their vehicles, able-bodied-man are roaming the streets in most of the major cities, physically challenged ones are not willing to look for alternative means of sustaining livelihood except seeking for alms, some of the children of those who are not ripe for marriage have kwashiorkor, pilfering is a common occurrence in market places and during obsequies (Ajiboye & Awolola, 2024).

### **Past Federal Government of Nigeria Strategies in Eradicating Societal Poverty**

The United Nations Development Programme (UNDP, 2014) also emphasizes the capabilities approach for poverty measurement as propounded by Amartya Sen “Ending Poverty in all its forms everywhere” which is number 1, of the 17 development goals set by United Nations with a pledge that no one will be left behind. Development projects and poverty alleviation programmes all over the world are predominantly aimed at reducing poverty of the poor and vulnerable communities through various participatory and community-demand-driven approaches. One wonders what one can do to bring this social phenomenon under control. Government of Nigeria had since he decades adopted different strategies to tackle poverty, among which are; Military regime introduced operation feed the Nation, 1977; Universal Basic Education, 1999; National Directorate of Employment in 1986 were few of the national programmes that were initiated by the Federal government to fight against poverty in Nigeria.

Adopting good economic policies is another way of poverty eradication. Coats (2021) was of the opinion that poverty was impact increasing in several countries while a lot of people were already of track to achieving sustainable development goal 1. The views and opinions of page (2018) and Pande (2016) suggests that reducing poverty in developing countries requires some reforms to create conditions that attract investment, competition, increased efficiency in the use of resources and creation of employment. It was added that developing countries need to reform tax systems to make them more efficient and effective. Use of Micro-finance banking is one of the strategies employed by federal and state governments to lift the poor out of poverty. It has spread throughout

the nook and cranny in Nigeria over the last decade and it is currently operating across several developing countries (Lashley, 2004). Good governance relevant agendas over the past few decades (Kwon & Kim, 2014).

Foreign aid and poverty in developing Nations from time immemorial, developing countries had been given/lending monetary assistance from developed countries in order to boost their economy and alleviate poverty. Broadly defined foreign aid comprises all resources, physical good skills and technical know-how financial grants (gifts) or concessional loans which are transferred by donors to recipient countries. Foreign aids take the form of disbursement of funds made on concessional firms and grants by official agencies of members of the Development Assistance Committee. The purpose of providing aid is to promote economic development and improve the welfare of households in developing countries. Foreign aids can be tied to investment in education and health to developing countries (World Bank, 2019). It was argued that aid may not on its own effectively reduce poverty except there are operative fiscal and monetary policy measures.

In the contribution of Dunning, 1988, direct and portfolio investments are for the benefit of the investors and the recipient country. He was of the opinion that when there is a spillover effect in increasing the output of the domiciled country, the direct and portfolio investments may not translate into improvement in the quality of life or poverty reduction (Denisia, 2010). It means that direct and portfolio investments are profit-driven and would certainly ensure that private benefits are maximized and may not directly reduce the incidence of poverty.

Foreign aids when disbursed to another developing country is meant specifically for the development of socio economic wellbeing of recipient economy and invariably this type of capital flow will impact on poverty reduction of developing economies with minimal exploitation. Opinions of some scholars affirm that foreign aid can be used to minimize poverty incidence in education and health sectors while some scholars posit that foreign aid to Africa has no significant impact on the citizenry who still wallow in abject poverty (Magnon, 2012) studies carried out by Rajan and Subramanian 2011) say that aid has not been effective. The opinion of the scholars suggested that if there was a positive effect of aid on growth it would be small and economic little significance.

It is an indisputable fact that poverty exists in all countries of the world but extreme poverty is more widespread in the countries in Sub-sahara Africa and South Asia. Causes of poverty in these countries include but not limited to widespread use of old technologies in agriculture, exploitation of poor communities by political elites, conflicts and social strife, inadequate funding of pro-poor programmes (World Bank 2015; Hamel, Tong Hofer 2019). The experience of different rapidly growing developing countries demonstrates that political will and visionary leaders that uphold rule of law, the goal of reducing poverty and improving standards of the poor is real and can be achieved (Sachs 2005).

In the opinion of (Page and Pande 2018) stimulating economic growth requires public investments in infrastructure such as roads, electric power schools, hospitals and water sanitation systems. The international community recognizes the importance of social protections cross-cutting policy approach to make a real difference for people. Social protection is placed prominently across the 17 SDGs. It can help in terms of human capital development, social cohesion, social risk management and promotion of inclusive economic growth (ILO, 2014). Both early teen marriage and dropping out of high school have historically been associated with a variety of negative outcomes including higher poverty rates throughout life. It is worthy of mention that birth rate increases without corresponding increase in the infrastructural and social amenities for the growth of population. In Nigeria there is no legal restriction that stipulates marriageable age for teenagers which consequently adds to poverty rate.

Charles (2021) on Education and the Challenge of Poverty in Nigeria looked at the impact of education on personal income and therefore the interactive impact of education and economic process on personal income in Nigeria between 1985 and 2016. Within the short-term, employment rate reduces personal income; increment rate will increase impoverishment level each within the short and semi-permanent. The results of interactive impact of economic process and education on impoverishment growth show that put together economic process and education cut back impoverishment, though the results don't seem to be statistically vital. This shows that they need minimal impact on personal income in Nigeria. The study suggests improvement in Nigeria academic system thus as promote employment and curb rising personal income.

In recent time, poverty as a state of being poor to the extent of living below standard has emerged as a result of political, economic and social reasons. Thus, in every society/community, there are different factors attached to the causes of poverty. At the same time, many consequences have been identified which are needed to be addressed. However, in the past, the governments have adopted various strategies to tackle the problem, all these government policies seem to be not effective. Previous studies focused on poverty alleviation programmes such as Structural Adjustment Program: pre-SAP and post SAP era (SAP); Operation Feed the Nations (OFN); Federal affordable Housing theme, National Agricultural Development Authority (NALDA); Rural electrification theme (RES); Agricultural Development Program, Rural Banking Program (RBP); Agricultural Credit Guarantee theme and Strategic Grains Reserve Program among others. Very little have been done on using adult education to address poverty. This study thus examined eradication of societal poverty: using adult education and Non-Formal Education as a steady alternative in Alabata Community Area of Akinyele LGA of Oyo State. This study would be significant to governmental agencies in making good policies that would reduce the level of poverty in the community through Adult and Non-Formal Education. Also, the study would be of importance to policy planners by providing information to them on the extent to which poverty has affected communities. More so, this study would allow the community dwellers to have adequate knowledge of the extent to which they can control the problem of poverty in the community. The result of this study is expected to expand the frontier of knowledge on the subject matter and stimulate further research in the field of Adult and Non-Formal Education.

### **Objectives of the Study**

The main objective of this study was to examine eradication of societal poverty: Using adult education and Non-Formal Education as a steady alternative. The specific objectives were to:

1. identify basic causes of poverty in the Alabata Community
2. examine the consequences of poverty in the Alabata Community
3. recognize past strategies adopted to tackle poverty in the Alabata Community.
4. explain the Adult Education as an option for eradicating poverty in the Alabata Community

### **Research Questions**

The following research questions were raised and answered in the study:

1. What are the basic causes of poverty in Alabata Community?
2. Are there any consequences of poverty in Alabata Community?
3. Do the past strategies adopted to tackle poverty in Alabata Community reduce it?
4. Is Adult Education and Non-Formal Education as an option can eradicate poverty in Alabata Community?

## Methodology

This study adopted survey research design. The target population for the study consisted of all the dwellers in Alabata Community in Akinyele Local Government Area of Oyo State. Ten areas/zones were selected. In each area, 12 inhabitants were selected through simple random sampling. A total of 120 respondents were used for the study. For the purpose of data collection, instrument titled “Eradication of Poverty and Adult Education Questionnaire, (EPAEQ) was used to elicit data. Validity the instrument was done by experts in Adult education. A test-retest method was used to administer the instrument (with an interval of two weeks) on 6 people (in one area) that was not part of the study. Three research questions were answered using simple percentage analysis.

## Results

**Research Question 1:** What are the basic causes of poverty in Alabata Community?

**Table 1: Basic Causes of Poverty**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	High rate of youth unemployment	50(41.50)	35(28.00)	15(12.00)	20(16.00)
2	Poor agricultural production as a result of poor weather condition	24(19.20)	61(48.80)	35(28.00)	0(0.00)
3	High level of illiteracy	110(91.30)	3(2.49)	7(5.81)	0(0.00)
4	Large family size (Polygamous)	80(64.00)	10(8.30)	30(24.00)	0(0.00)
5	Poor government economic policies	50(41.50)	25(20.75)	40(32.10)	5(4.15)

Table 1 displays the basic causes of poverty in Alabata Community. It was found that 50 (41.50%) respondents agreed that High rate of youth unemployment, 35 (28.00 %) respondents



agreed, 15(12.00%) respondents disagreed while 20 (16.00 %) respondents strongly disagreed. Also, 24 (19.20%) respondents strongly submitted, 61 (48.80%) respondents agreed while 35 (28.00%) respondents disagreed that Poor agricultural production as a result of poor weather condition. On the High level of illiteracy, 110 (91.30%) respondents strongly agreed, 3 (2.49%) agreed while 7(5.81%) respondents disagreed with the motion. On the issue of large family size (Polygamous), 80 (64.00%) respondents strongly believed the view, 10(8.30%) respondents agreed while 30(24.00%) respondents disagreed. More so, 50 (41.50%) respondents voted that Poor government economic policies has caused poverty, 25 (20.75%) respondents agreed, 25(20.75%) agreed while 40 (32.10%) submitted to the motion.

**Research Question 2:** Are there any consequences of poverty in Alabata Community?

**Table 2: Consequences of Poverty**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	Inhabitants existing below standard of living	110(91.30)	10(8.60)	0(0.00)	0(0.00)
2	High rate of untimely death among the inhabitants especially children	120(100.00)	0(0.00)	0(0.00)	0(0.00)
3	High rate of crime among the youth	80(64.00)	30(24.00)	8(6.64)	2(1.66)
4	High rate of unemployment especially among the youth	30(24.00)	50(41.50)	10(8.30)	30(24.00)
5	Slow rate of community development	100(83.00)	20(16.00)	0(0.00)	0(0.00)

Table 2 displays the consequences of poverty in Alabata Community. It was established that 110 (91.30%) respondents strongly agreed that Inhabitants existing below standard of living while 10(8.30%) respondents agreed. Also, all the respondents, 120 (100.00%) respondents strongly submitted that Untimely death among the inhabitants especially. That High rate of crime among the youth, 80 (64.00%) respondents strongly agreed, 30 (24.00%) agreed, 8 (6.64%) disagreed while 2 (1.66%) respondents strongly. More so, 30 (24.00%) respondents confessed that High rate of unemployment especially among the youth, 50 (41.50%) respondents agreed, 10 (8.30%) disagreed while 30 (24.00%) respondents strongly disagreed with the motion. Likewise, that slow rate of community development exist as a result of poverty, 100(83.00%) respondents strongly believed the view while 20 (16.00%) respondents agreed on the motion.

**Research Question 3:** Is Adult Education as an option can eradicate poverty in Alabata Community?

**Table 3: Adult Education and Non-Formal Education as Option to Eradicate Poverty**

S/N	Items	SA (%)	A (%)	D (%)	SD (%)
1	Adult education and non-formal education as an option provides nationwide mass literacy campaign	100(83)	15(12)	5(41.5)	0(0.00)
2	Adult education and non-formal education creates better living for the community	110(91.3)	10(8.3)	0(0.00)	0(0.00)
3	Adult education and non-formal education support IT and other infra-structural facilities	120(100)	0(0.00)	0(0.00)	0(0.00)
4	Adult education supports public private partnership in the community	50(41.5)	40(32)	20(16)	10(8.3)
5	Adult education provides remedial and life-long education for youths and adults	120 (100.0)	0(0.00)	0(0.00)	0(0.00)

Table 3 displays the Adult Education and Non-Formal Education as an option can eradicate poverty in Alabata Community. It was found that 100 (83.00%) respondents strongly agreed that Adult education as an option provides nationwide mass literacy campaign, 15 (12.00%) respondents agreed while 5 (4.15 %) respondents disagreed. Also, 110 (91.30%) respondents strongly submitted while 10 (8.30 %) respondents agreed that Adult education creates better living for the community. On the motion that Adult education supports public private partnership in the community, 50 (41.50%) respondents strongly agreed, 40 (32.00%) agreed 20 (16.00%) disagreed while 10 (8.30%) respondents strongly disagreed with the motion. However, all the respondents, which were 120 (100%) participants strongly agreed that Adult education supports IT and other infra-structural facilities and that Adult education provides remedial and life-long education for youths and adults.

### Discussion of Findings

The basic causes of poverty in Alabata community were found to be high rate of youth unemployment, poor agricultural production as a result of poor weather condition, high level of illiteracy, large family size (Polygamous) and poor government economic policies has caused poverty. This is in line with the motion of causes of poverty in these countries include but not

limited to widespread use of old technologies in agriculture, exploitation of poor communities by political elites, conflicts and social strife, inadequate funding of pro-poor programmes (World Bank 2015; Hamel, Tong Hofer 2019). Also, on the consequences of poverty in Alabata Community. It was established that inhabitants existing below standard of living, untimely death among the inhabitants especially children, high rate of crime among the youth, high rate of unemployment especially among the youth and slow rate of community development exist as a result of poverty.

This finding commensurate the view of poverty wreaks havoc on individual who usually goes to the healthcare for medical check-up and could not go because of insufficient fund; some small businesses are on break that were not planned for, some vehicle owners find it difficult to maintain their vehicles, able-bodied-man are roaming the streets in most of the major cities, physically challenged ones are not willing to look for alternative means of sustaining livelihood except seeking for aims, some of the children of those who are not ripe for marriage have kwashiorkor, pilfering is a common occurrence in market places and during obsequies (Ajiboye and Awolola, 2024).

On the platform that Adult Education and Non-Formal Education as an option can eradicate poverty in Alabata Community. It was found that Adult education as an option provides nationwide mass literacy campaign, Adult education creates better living for the community, Adult education supports public private partnership in the community, Adult education supports IT and other infra-structural facilities and that Adult education provides remedial and life-long education for youths and adults. The finding of this study corroborate the conclusion of Federal Republic of Nigeria that outlined the goals of mass literacy, and adult and non-formal education as provide functional literacy and continuing education for adults and youths who have not had the advantage of formal education or who did not complete their primary education. This may include nomads, migrant families, the disabled and other categories or groups, particularly young girls and women; provide functional and remedial education for those young people who did not complete secondary and provide in-service on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills (FRN, 2004, NMEC & UNICEF, 2008b).

## Conclusion

When challenges facing adult education and Non-Formal Education are properly tackled, the nation will record progress in its practice of adult education making it possible for its aims and objectives to be realized. Removing the obstacles to the practice of adult education shall enhance progress in the lives of individuals and the nation by helping individuals within the nation to understand themselves and their fellowmen, thus making him/her an asset to the nation. Adult education programmes and Non-Formal Education should therefore be pursued vigorously so as to ensure an enlightened government and citizenry whose insights and decisions are vital to the development of the nation as well as individuals within it. Examining the various benefits of adult education to an individual as well as to the nation, it is therefore important to remove barriers in accessing quality adult education in the nation.

## Recommendations

- There is need for Adult education and Non-Formal Education programmes to be widely pronounced into coherent and purposeful strategy in the pursuit of a relatively development mission.
- Government economic planners need to be coherent in the planning of programmes of adult education and policies on adult education should be followed to the letter if the dream of adult education making adults self-reliant is to be achieved.
- Quality education should be provided by the state government in the area particularly for the youth who are passing through abject poverty.
- The issue of monitoring should therefore not be taken with levity if adult and Non-Formal Education is truly to help in creating a progressive society.

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