

The Roles of Non-governmental Organisations in the Development of Literacy in Primary Schools in Ondo West Local Government Area, Ondo State, Nigeria

Adepoju Adetokunboh Abayomi, Akinboboye Folayemi Justinah, and Sam-Ogunmusi Temitope Grace

^{1,2&3}Department of Primary Education, Adeyemi Federal University of Education, Ondo, Nigeria. **Email:** adecxyom@gmail.com

Abstract

The study examined the contributions of Non-governmental Organisation (NGOs) to literary development in Ondo West Local Government Area. Humanitarian Solidarity Theory was used as the theoretical framework and three research questions were raised to guide the study. One hundred and fifty-one samples were drawn from the population which consisted of teachers, head teachers, ministry officials, NGOs' facilitators, directors, pupils and parents. A self-developed ten item yes or no questionnaire, unstructured interview, documents and observation were used as research instruments. Construct validity and face validity were used to establish the validity of the structured questionnaire while pilot testing was used to get its reliability. The study used descriptive statistics, simple percentage, to analyse quantitative data while thematic analyses were used to analyse qualitative data. The findings showed that NGOs have political and humanitarian aims and mainly donate consumable items, such as pencils and erasers, build structures, and award scholarships. Also, the study revealed that NGOs are confronted with a myriad of problems, such as corruption, paucity of funds and politicisation of operations. The study concluded that NGOs have contributed immensely to the development of literacy on Ondo and recommended that NGOs should collaborate with governments, join forces together, instead of operating in isolation, monitor their activities regularly and desist from politicisation of their programmes.

Keywords: literacy, consumables, humanitarian, development, politicisation

Introduction

The development of child rights from time immemorial has always been the responsibility of all and educational development is not an exception. In Nigeria, the educational sector has the privilege of deriving developmental opportunities from individuals, non-governmental organisations (NGOs), civil society organisations (CSOs), international organisations, communities and

well-meaning individuals (National Policy on Education, 2013). Education is a social service and social services require the contribution of the community to achieve its goals (Omofonmwan & Odia 2009). One of the major key areas in the educational development of the child is literacy, the ability to read and write, which is acquired by a child in a formal school setting. Simply put, literacy is the ability to read and write with the use of graphic signs and oral pronunciation letters. In other words, literacy is the ability to perceive, recognise, produce comprehend, produce conventional written and oral symbols of a language for communication.

The literary development of a child is a function of the combination of school and environmental factors; children's learning reading and writing is acquired in a former school setting but some shreds of literary skills are imbibed at home and that is why children from rich literary backgrounds learn reading and writing faster than children from little or poor literary homes (Machado, 1999). In a similar vein, the finding of (Adepoju, 2018) revealed that the contribution of home background to literacy can make or mar literary development of the child. These are indications that literary development of a child is the responsibility of all as remarked by NPE (2013). It therefore, indicates that several bodies government, religious bodies, parents and voluntary organisations are contributory agencies to literary development of the child.

Literacy, reading and writing, begin officially at primary schools which is the foundation upon which other levels of education are laid and should be properly laid for other levels to be solidly laid. As remarked by Igboanusi & Peter (2016) that if Primary Education is not well laid, pupils might have weak foundation in their educational advancement. This is achieved through combined efforts of all stake holders

Despite the fact that literacy was introduced to Nigeria close to two centuries ago, precisely 1842 by missionaries, the level of illiteracy is very high as Nigeria has the highest number of out of school children in the world (Ugbudu & Ashir, 2021). Succeeding attempts by government to eradicate illiteracy have not yielded much results, for examples, Free Primary Education was introduced in the 1950's, the Universal Primary Education of 1976 and the Universal Basic Education of 1999, all introduced with the intention to eradicate illiteracy but failed to address the problem of illiteracy in Nigeria (Adepoju & Olugboji 2020; Aduwa & Omojuwa, 2021). Non-governmental

Organisations have made significant roles in providing social services for the people by complementing the efforts of governments but in literacy campaign, their efforts are hindered by paucity of funds and lack of volunteers (Omofonmwan & Odia 2009). Unfortunately, the impacts of the NGOs that introduced literacy have waned as found out by Adepoju (2018). The fact that governments are retuning schools to NGOs, who are the pioneers of literacy (Egharevba, 1968; Johnson & Fatoki, 2016, Ugbudu & Ashir, 2021), prompted the researcher to carry out this study.

Research Objectives

The following objectives were set to be achieve by the study

- i. To investigate the contributions of Non-governmental Organisations to literary development;
- ii. To identify the strategies used by Non-governmental Organisations in literary campaign; and
- iii. To identify the challenges faced by Non-governmental Organisations in the course of executing literary programme.

Research Questions

The following research questions were raised to guide the study in line with the objectives of the study:

- a. What are the roles of Non-governmental Organisations to literary development?
- b. How do Non-governmental Organisations carry out literary campaigns?
- c. What are the problems confronting Non-governmental Organisations in literary development?

Literature Review

NGOs in recent time, have spread their tentacles in the world due to the nature of services they provide in times of need and it is difficult to mention the exact number of NGOs that exist and describe the nature of their administrative

machineries (Lewis, et al. 2021). Non-governmental Organisations (NGOs) are non-profit making bodies set up by volunteers to provide amenities to the vulnerable in the society (Omofonmwan & Odia, 2009). They do not depend on governments for aids but on donors who make generous donations for the course of humanity. They render voluntary services such as education, response to emergencies where disaster strikes and assist the needy as well as supporting governments of nations in order to ameliorate the sufferings of the vulnerable.

NGOs exist at the local, national and international levels. At the local level, they are community-based organisations, such as women and youth organisations, at the national level, NGOs such as Red Cross exist and at the international level Redda Barna, Save the Children Organisation, Rockefeller and Ford Foundations are examples (Shimawua, 2020). The author further remarked that these organisations, irrespective of the level at which they operate, are interdependent: the local derive supports from the national, the national get funds from the international and the local helps to execute and monitor projects. It should also be emphasised that some are self-financing while some do not have strong capital base (Lewis, et al. 2021).

The first negligible attempt at introducing literacy in Nigeria was made by an NGO, the Roman Catholic Mission in Benin in 1515 when it set up a school in the Oba's Palace to teach the royals but was short-lived due to tribal insurgencies and was later rejuvenated on 24th September 1842 when the Wesleyan Methodist Society Missionaries led by Rev. Thomas Freeman, accompanied by Mr. and Mrs William De Graft, established a school named 'Nursery of the Infants' in Badagry (Egharevba, 1968; Johnson & Fatoki, 2016). This was followed by other missionary bodies like Church Mission Society (CMS) headed by Rev. Henry Townsend, accompanied by Rev. C. A. Gollmer and Rev. Samuel Ajayi Crowther who established another school in Badagry on 19th December, 1842 and later set up another school in Abeokuta 1846 and ever since, the activities of the missionaries have witnessed tremendous growths in Nigeria (Jayeola-Omoyeni, 2000). In these schools, reading, writing and arithmetic were taught because the curriculum was tailored towards basic literacy. It was not until 1882, with the promulgation of the Education Ordinance, that the colonial government started funding education (Ugbudu & Ashir, 2021).

In Ondo West LGA, the contributions of NGOs to literacy started as far back as 1875 when a group of CMS missionaries led by Reverend David Hiderer arrived Ondo and established St. Stephen's Primary School (a mixed school) under the influence of Cannon M. C. Adeyemi at Odosida in 1876, followed by All Saints' Primary School in 1908, St. Mathew's Primary School in 1916, Salvation Army Primary School, Oke-Odunwo, in 1937, AUD Primary School by Gbobo Fawehinmi in 1942 and St. Catherine's Primary School in 1946 (Fawehinmi, 1991 & Nwaokoro, 2013). It should be borne in mind that St. Stephen's Primary School and All Saints' Primary School were established by CMS as non-gender-based schools while the Roman Catholic Mission established St. Mathew's Primary School and St. Catherine's Primary School as male and female schools respectively (Nwaokoro, 2013).

In Nigeria, many NGOs exist; some making intervention in the area of education while some in other developmental areas. The list available on <https://narametric.com/wp-contact/upload/2013/0i/ngos-list-n-nigeria> shows that two hundred and twenty-one exist, spreading across almost the thirty-six states of the Federation. On the list, twenty-six out of two hundred and twenty-one NGOs intervene in the educational sector which represents 11.8% which in the view of this study not adequate. On the contrary, the study of Omofonmwan & Odia (2009), revealed that out of eighteen projects executed by NGOs in Edo State, Nigeria, seven were in the educational sector, representing 38.9 %, followed by health, water and construction of mills, which were 16.7% each. A statistical analysis of the study also shows that 29.1 % of the total budget was expended on education. This is commendable and in tandem with the recommendation of UNESCO, considering the place of education in the society (Adepoju, & Olugboji, 2020). Though, the study of Adepoju (2018), where the participants commented that NGOs do not support literacy because government has taken over primary schools contradicts this claim.

Government's underfunding of education which has been fluctuating between 5.6 % and 10.5% between the year 2011 and 2021 necessitated the suggestion of Ugbudu & Ashir (2021) that NGOs should assist in the educational sector by mounting pressure on government and giving aids to the indigents because funding of education by governments is characterised by unhealthy practices such as, unwarranted bureaucracy, poor accountability, underfunding, lack of correlation between allocation and the actual amount released and ranking of tertiary education above Primary Education. This implies that reading and

writing materials and other facilities will be grossly inadequate in primary schools where literacy is taught. When Primary Education, the foundation of education where basic literacy is taught is sidelined in allocation, functional literacy will suffer and not be effective. With the advent of technology, literacy has gone digital (Audrin & Audrin, 2022). This involves the use of electronic materials such as radio, television sets, computers and so on to teach reading. The provision of these facilities will also suffer when allocations are not sufficient.

Abundant literature shows that the roles of NGOs cannot be overestimated in the literary development of children. Their contributions, In Kenya, include provision of reading and writing materials, food and furniture items and buildings (Kosar, 2020). Similar contributions are also made in Nigeria and in Tanzania, NGOs' activities forced the government to declare Primary Education tuition free (Omofonmwan & Odia, 2009). However, the findings of Adepoju (2018) contradict this claim as the findings revealed that NGOs do not support reading. Like any other organisations, NGOs are challenged by a number of militating factors, such as, diversion of funds for personal projects, problem of accountability, imposition of ideas on the locals and lack of coordination (Lewis, et al. 2021). In a similar vein, Kosar (2020) succinctly lamented that as good as NGOs are, they are hindered by paucity of funds which makes it impossible for them to pay members of staff, non-sustainability of aids, favouritism and politicisation of distribution of aids. In America, the campaign is marred by cultural differences between volunteers and beneficiaries (Staubhaar, 2013).

The study used *Humanitarian Solidarity Theory* as the theoretical framework which was propounded by Edhie Rachmad in 2019. Humanitarianism was developed primarily in medicine for the needy and was first used by the International Red Cross Society (Lucena, et. al, 2007). The study advocate combined by efforts by the community, NGOs and individuals to assist vulnerable individuals or groups in difficulty (Rachman, 2019). The principles of this theory are in line with the objectives of NGOs which are primarily established to save life and provide for the needy (Omofonmwan & Odia, 2009).

The studies of Fawehinmi (1991) & Nwaokoro (2013) talked about those who contributed to the development of Ondo and women education in Ondo respectively and similarly, Adepoju (2018) was on active learning strategies

used by primary school teachers in Ondo but this research examined the contributions of NGOs to the development of literacy in Ondo West Local Government Area.

The study was carried out in Ondo West LGA, one of the eighteen local government areas of Ondo State with a total number of one hundred and four public primary schools, aside many private primary schools. The Local Government shares boundaries with Ondo East Local Government Area in the east, Odigbo Local Government Area in the south, Ogun State in the west and Ile-Oluji/Okeigbo Local Government Area in the north (Adepoju, 2018). Most of the schools were founded by missionaries and the Community.

Methodology

The study is a case study of Ondo West Local Area of Ondo State, Nigeria, the first in the state to have a primary and secondary school. The study combined qualitative and quantitative, mixed method, data to harvest information from the respondents. The study used a ten item yes or no questionnaire, interview, observation and documents as research instruments to collect data. The validity of the structured questionnaire was established by giving it to experts to proofread to ensure coverage of the stated objectives. The oral interview was unstructured and asked questions like names of NGOs that assist in literary development, materials they supply, mode of operations, and challenges they encounter while documents were used to determine dates and items supplied by NGOs and observation was used to assess items, facilities and structures provided by NGOs. The population of the study consisted of Directors of NGOs, head teachers, ministry officials, facilitators of NGO programmes, primary school teachers, parents and pupils. With the use of purposive sampling, four Directors of NGOs, one facilitator and one ministry official were selected for qualitative data. At random, twenty head teachers, twenty pupils and one hundred primary school teachers selected from twenty primary schools. With the use of convenient sampling, five parents whose children were beneficiaries were also selected making a total of one hundred and fifty-one samples for both qualitative and quantitative data. The researcher personally visited the offices of NGOs, ministry, schools and homes to interact with the samples and administer the questionnaire. Directors of NGOs, the ministry officials the facilitator, parents and pupils were interviewed while the structured questionnaire was administered on teachers and head teachers who formed the samples of the study, that is, one hundred and fifty one.

Quantitative data were analysed using simple percentage while qualitative data were analysed according to the themes derived. To ensure the credibility of the study in the area of qualitative data thick and rich description, anonymity and data triangulation were used. Also, data were analysed with the use of ethogenic methods to avoid bias and external influence on the views of the participants. In addition, concise accounts were written on one of the NGOs, one primary school and pictures of samples of items donated used as proofs.

Results/Findings

The data collected for this study are hereby presented under the following subheadings.

Research Question 1: What are the roles of Non-governmental Organisations to literary development?

Table 1: showing items donated by NGOs in Ondo as revealed by head teachers and teachers

S/N	Item	Yes	%	No	%
1	Exercise Books	105	87	15	13
2	Reading Books	19	16	101	84
3	Pen/pencils/	117	96	3	4
4	Study Guide	17	14	103	86
5	Story Books	27	23	93	77
6	Dictionaries	7	6	113	94
7	Chairs and desks	2	3	118	97
8	Anthologies (a collection of poems)	4	3	116	97
9	School bags	78	65	42	35
10	Erasers	109	91	11	9

The table above shows the number and the percentage representations of the responses of twenty head teachers and one hundred teachers. Save for item 10, which is 65%, NGO's operating in Ondo majorly donate consumable items, such as exercise books, pencils/pens and erasers, representing 87%, 96% and 91% respectively. Others items on the list reveal percentage representation of 23% and below.

Gbenga Fawehinmi Foundation: An Overview

One of the notable NGOs that intervene in Primary Literacy is Gbenga Fawehinmi Foundation founded in the year 2016 by a renowned legal luminary, Barrister Gbenga Fawehinmi. According to the Director of Programmes, the organisation, in collaboration with other organisations and friends in diaspora, embarks on sponsorships of the vulnerable children in

order to reduce out of school children. This organisation, engages the services of well-trained workers to scout during school our hours to identify out of school children, those sitting down at home, hawking or roaming the streets. With the consent of their parents, these children are enrolled in nearby primary schools to ease transportation. These children are monitored and evaluated to guide against absenteeism and lateness to school. Bags, exercise books, pens pencils, erasers, water bottles and uniforms are given to children to boost their academic morale. In addition to the above, during the 2024/2025 academic session, the Foundation enrolled and sponsored forty-two (42) pupils in different primary schools. An on-the-spot assessment of the Secretariate sited at Akinjise Street, off Akure Road, Ondo, shows a well-equipped complex with a conference room, director’ office, office of the Chief Executive, founder’s office, a well-equipped store and the general office with ICT facilities. Also, the Secretariate has a kitchen and equipped with an alternative power supply.



Figure 1 & 2: Items distributed by Gbenga Fawehinmi Foundation



Figure 3&4: Items Donated by other NGOs to pupils.

Observation: A Focus on Stephen’s Primary School, Odosida

Evidences from observation abound that NGOs in Ondo from 1876, precisely 13th February when St. Stephen’s Primary School was established, to the present time, have assisted in the construction school building such as, classrooms, other structures and provision of facilities. The observation carried out at St. Stephen’s Primary School and a survey of NGOs’ activities

in other primary schools show that NGOs, most especially PTA and Alumni Association, construct buildings, renovate classrooms, donate materials such as books, pens, exercise books, pencil, desks and chairs. Award of scholarships is not left out. At St. Stephen's Primary School, Odosida, a block of tastefully furnished eleven classrooms was donated by an old student while the school hall was still under construction as at the time of carrying out this study.



Figure 5 & 6: A block of eleven classrooms and the uncompleted school hall at St Stephen's

Analyses

From the interviews conducted and holistic assessment of one of the NGOs, the following themes are hereby derived and discussed with supporting quotes and figures.

Names of NGOs in Ondo

From the data collected, the NGOs that intervene in literacy in Ondo are Steco Food, Heritage Growth for Christ Foundation, Prominence Club of Ondo, Rotary International, Taiwo Daramola Foundation, Felix Akinmejiwa and Parents Teachers' Association. Others are Gbenga Fawehinmi Foundation, Olamibisi Akinsipe Foundation, Olabanji Akingbule Foundation, Spoga Awosika Foundation, Satelite 15 Club of Ondo, Rasheed Olabamidele Fawehinmi Foundation, Flourish Foundation, Daramola Akin Foundation (DAF) and Balley Foundation. According to one of the respondents, '*they are many but I can only remember Gbenga Fawehinmi, Steco Food, emm Akingbule, ...others ok.*' Lewis, et al. (2021) corroborates this claim when they said NGOs are too numerous to mention.

Items Donated by NGOs in Ondo City

Generally, items donated by NGOs are categorised into two: the consumables and the non-consumables. The table below is adapted from Table 1 above, from the interviews granted and inventories.

Table 2: showing items donated by NGOs in Ondo

S/N	Nature of Items	Names of Items
1	Non-consumables	bags, water bottles, uniforms, sucks, textbooks
2	Consumables	pencils, pens, erasers, exercise books

This table shows that NGOs mainly supports literacy by donating consumable and non-consumable items to support pupils. In fact, one of the participants revealed that, *‘when they come, they give them, I mean the pupils writing materials, like exercise books, one or two pencils and may be eem eraser’* and the study corroborated this by a careful examination of yearly records of materials distributed (see figures 1-4).

Construction of Schools

Infrastructural facilities and conducive environment are very crucial to literacy development and that accounts for the reason why the NGOs in Ondo right from the coming of the missionaries have been of good help in the construction of classrooms and other structures. At St. Stephen’s Primary School and other primary schools, the NGOs, prominent among them, PTAs and Alumni Associations, construct buildings, renovate classrooms, donate materials such as books, pens, exercise books, pencil, desks and chairs. At St. Stephen’s Primary School, Odosida, an old student single handedly erected a block eleven classrooms, with modern facilities and that same alumnus was reconstructing the school hall that was still under construction as at the time of carrying out this study (figs 5 & 6). This finding corroborates the claims of Fawehinmi (1991) and Nwaokoro (2013), when they asserted that missionaries built six primary school in Ondo between 1876 and 1946.

Objectives of the NGOs

The main objectives of the NGO’s are humanitarian and political motives. On humanitarian ground, the NGOs are to take care of vulnerable children who are out of school. The interview with the Director of Programmes (DP)of Gbenga Fawehinmi Foundation revealed that the staff of the organisation

scout for *out of school children* during school hours, get them enrolled in schools and conduct monitoring to prevent absenteeism/abscondment. When enrolled, pupils are saved from dangers. *'Our staff go out and look for children who are out of school and enrol them in nearby schools for eem to ease transportation problem,'* said the DP, Gbenga Fawehinmi Foundation. From the political angle, some of the NGOs use their platforms to score political points during elections; an implication that their activities are seasonal because elections are held once in four years. The ministry official commented that, *'...they come during elections to assist with the intention to win election'* the official went further to say that, *'on one occasion, one of the organisations came to distribute items and the police escorts attached to the organisation released gunshots which scared the beneficiaries.'* Kosar (2020) similarly remarked that NGOs activities are characterised by politics.

Research Question 2: How do Non-governmental Organisations carry out literary campaigns?

Operational Strategies

The NGO's operating in Ondo City employ some strategies to carry out their operations. The study of Ugbudu & Ashir (2021), revealed operational strategies of NGOs, which is mounting pressure on the government. According to the participants, NGO's visit primary schools at the beginning of every academic session to distribute materials, conduct examinations/debate to award scholarship to the best performed pupils, organise extra mural classes for pupils and use their platforms to ventilate political ideologies. The comments of one of the participants, a facilitator, led credence to this. *'They, the bodies, higher teachers to conduct examinations for them to select the best and they also give materials to others, said the facilitator.'* A pupil also remarked that:

...they come to our school in big cars in the assembly

and they give us pencils and biro and eraser and books,

water bottle eee yes.

Award of Scholarships

The interviews disclosed that NGOs in Ondo City assist the indigent and vulnerable pupils financially. The award of scholarships is a pointer to this claim. The ministry official, the parents and the pupils made this submission in the information they volunteered. A parent of one of the beneficiaries said, *'yes, every year they pay the money for school, bags and pen.'* This assists the parents and the pupils to overcome challenges occasioned by lack of fund to pay school fees and purchase materials for their children and wards. To corroborate this assertion, the facilitator said:

The NGOs should be commended for assisting the poor parents

because they help to pay their children's school fees and

give free materials which the parent can not afford. Were it

not for their efforts, most of these children will be roaming

the streets.

Omofonmwan & Odia (2009), support this finding when it was remarked that NGOs provide for amenities to assist the vulnerable.

Research Question 3: What are the problems confronting Non-governmental Organisations in literary development?

Problems of NGOs

The NGOs operating in Ondo are challenged by a myriad of problems as it is with many other organisations. This ranges from finance, accountability, hostility, limited resources, planning and lack of volunteers. Others are corruption, logistics and insecurity. Shortage of resources is evident in the comment of the ministry official: *'The materials they give cannot go round the schools, they only select few.'* One of the NGOs' directors, also remarked that, *'our organisation only concentrates on few schools because there is no fund to buy so many that may be required to go round.'* The comments of the facilitator, parents and the pupils indicate that these bodies suffer from lack of staff and accountability. These challenges are major drawbacks of NGOs in Ondo which inhibits their activities and effectiveness. The remarks of Kosar

(2020) & Lewis, et al. (2021) that NGOs suffer from problems of shortage of funds, lack of accountability and so forth lends credence to this.

Discussion of Findings

The findings of this study, as indicated above are clear cut indications of the contributions of NGOs to literacy in Ondo City. On Tables 1 and 2 where the respondents agreed that NGOs in Ondo give materials to support literacy, these materials are mostly consumables, such as exercise books, pens and erasers (see figures 1-4). This is similar to what operates in Kenya where NGOs supply materials such as furniture items, food and writing materials (Kosar, 2020) but Adepoju (2018) which found out that NGOs do not support schools contradicts this claim. Though, names of NGOs mentioned by the participants are about sixteen, there are other NGOs operating in the City that were not mentioned. This finding is in line with the position of Lewis, et al. (2021) which explained that NGOs in Nigeria are too numerous as they perform different functions.

The operational strategies of the NGOs are worthy of mention. These strategies include scouting for out of school children and the use of transparent selection process for sponsorship and distribution of materials. The situations in Kenya and Nigeria where NGOs mount pressure of governments to make Primary Education tuition free is in tandem with this finding. (Omofonmwan & Odia, 2009). The motives of the NGOs are very crucial in this discourse; for every action there must be a reason. The motives in the findings of this study are primarily humanitarian and political. On the humanitarian ground, these NGOs provide materials to assist the needy and pay school fees while on political ground, they come around during election, which holds once in four years, to showcase their material wealth under the guise of proving for the needy with the intention to winning elections. '*...they come during elections to assist with the intention to win election*' said, the ministry official. The comment is testimony that the NGOs come to propagate political ideologies under the cover of distributing literacy materials as lamented by Kosar (2020) when it was revealed that NGOs politicises distribution of materials which is not healthy for their operations. From outset, NGOs in Ondo have been erecting structure suitable for learning as was rightly observed at St. Stephen's Primary school where an old student built a standard block of six classrooms for teaching and learning which is line with the claims of (Egharevba, 1968;

Johnson & Fatoki, 2016) where they asserted that the missionaries built schools in Benin and Badagry.

Another landmark activity of the NGOs is award of scholarship to outstanding and *out of school children*. This milestone is remarkable and commendable as it assists *out of school children* to get back to school. The comment of the facilitator which says '*The NGOs should be commended for assisting the poor parents because they help to pay their children's school fees...*' is a testimony to this claim. This kind gesture helps parents to a great extent and similar to what NGOs did in Nigeria and Tanzania where NGOs' activities forced governments to abolish tuition at the primary level of education (Omofonmwan & Odia, 2009).

As revealed in the findings, NGOs operating in Ondo West Local Government Area are not without confronting challenges such as logistics, funds and corruption. The facilitator lampooned a situation where some unscrupulous teachers shortchange pupils in the distribution of materials. '*...you know eem...some teachers don't give the children the materials they supposed to give them...they don't give them all...*'. This is corruption. Also, NGOs activities are marred by limited resources as revealed in the data collected. This and others corroborate the claims of Kosar (2020) and Lewis, et al. (2021) when they bewailed hinderances against the activities of NGOs. Though, in America, it is cultural differences that hinder literary campaign (Straubhaar, 2013).

Conclusion

From the data collected analyses carried out, it is well established that NGOs have contributed in no small measure to the development of literacy in Ondo; their contributions, be it infrastructures, items and scholarships cannot be underestimated. The objectives of NGOs and their activities also are in tandem with the principles of *Humanitarian Solidarity Theory* which advocates collaborative efforts to assist the vulnerable.

Recommendations

From the findings of this study, for NGOs to record more outstanding successes and overcome their daunting challenges, it is hereby recommended as follows:

1. Well-meaning Ondos should join forces with others to assist the less privileged by raising funds to procure and distribute needed materials to enhance literacy.
2. There should be collaboration between governments and NGOS in order to form a formidable front by engaging in information sharing to assist literacy development.
3. Regular monitoring of activities of NGOs should be carried out by sponsoring bodies to prevent corrupt practices.
4. NGOs should join forces together so that they can penetrate every nook and crannies of the communities and trace the vulnerable.
5. More workers and volunteers should be recruited to carry out activities of the NGOs so that their impacts will be more felt in the society.
6. NGOs staff should be trained to be security conscious to be able to respond to emergency situations.
7. NGOs contributions should be made without prejudice; selfish politicisation of scholarships and donation of materials should be jettisoned.

Reference

- Adepoju, A.A. (2018). Active learning strategies used by teachers during English reading comprehension lessons in six selected primary schools in Nigeria. *Unpublished Ph.D Thesis*, Alice, University of Fort Hare.
- Adepoju, A. A & Olugboji, O.A. (2020). Financing primary education in Nigeria. *Journal of Contemporary Issues in Educational Planning and Administration*, 5 (2), 95-102.
- Aduwa, J. & Omojuwa, J. (2021). Primary education in Nigeria: The journey so far. *International Journal of Advanced Academic Research*, 7 (10).

- Audrin, C. & Audrin, B. (2022). Key factors in digital literacy in learning and education: A systematic literature review using text mining. *Education and Information Technologies* 27, 7395–7419.
- Egharevba, J. (1968). *A short history of Benin*. University Press.
- Fawehinmi, R. O. (1991). *Makers of Ode-Ondo, Parts 1, 2 & 3. Vl. 1.*: Tipolitografia di Borgosesia.
- Federal Republic of Nigeria (2013). *National Policy on Education (NPE)*.: NERDC
- Igboanusi, H. & Peter, L. (2016). The language in educational policy in Nigeria. *International Journal Bilingual Education and Bilingualism*. 19 (5), 563-578.
- Jayeola-Omoyeni, M. S. (2000). *Essentials of history of education in Nigeria*. Yemafatty Printing Ventures.
- Johnson, O. A. M & Fatoki, O. R. (2016). History of education in Nigeria. In J. O. Adejumon, S.
- O. Oyekan, M. Alfa-Olasunkande & A. T. Adelekan (2016). *Education studies I*. College Book Project-Alafas Publishers.
- Kosar, R. O. (2020). *The influence of four selected Muslim non-governmental organisations on education and humanitarian work in Mandera country, Kenya (1991-2018)*. A research thesis submitted in partial fulfilment of the requirements for the award of the degree of Master of Arts in Religious Studies, School of Humanities and Social Sciences, Kenyatta University.
- Lewis, D., Kanji, N. & Themudo, N. S. (2021). *Non-Governmental organizations and development*. Taylor & Francis Group.
- Lucena, J., Mitcham, C., Leydens, J., Munakata-Marr, J., Straker, J., & Simoes, M. (2007). *Theory and practice of humanitarian ethics in graduate engineering education*. Paper presented at 2007 Annual Conference & Exposition, Honolulu, Hawaii.

- Machado, J. M. (1999). *Early childhood experience in language arts: Emerging literacy*. Delmar publishers.
- Nwaokoro, T. T. (2013). Woman education and social changes in Ondo, Southwest, Nigeria, 1875-2008. An unpublished Ph.D thesis submitted to the University of Ibadan, Ibadan.
- Omofonmwan, S. I. & Odia, L. O. (2009). The role of non-governmental organisations in community development: Focus on Edo State-Nigeria. *The Anthropologists*. 11(4) 247-245.
- Rachman, Y. E. (2019). Humanitarian Solidarity theory. Yer E book Publication.
- Shimawua, D. (2020). The role of non-governmental organisations in poverty alleviation and community development in Nigeria: A case study of Aisha Buhari Foundations. *International Journal of Advance Research in Global Politics*. 2(1), 74-97.
- Straubhaar, R. (2013). North American adult literacy programs and Latin American immigrants: how critical pedagogy can help nonprofit literacy programming in the United States. *Critical Studies in Education*. 54 (2), 190-202.
- Ugbudu, M. I. & Ashir, E. N. (2021). Government funding and quality of education in Nigeria: The imperative roles of non-governmental organisations. *Journal of Global Social Sciences (JGSS)*. 2 (7), 1-15.