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**THE EDUCATIONAL IMPACTS OF NATIONAL
ECONOMIC EMPOWERMENT AND DEVELOPMENT
STRATEGY (NEEDS) ON POVERTY REDUCTION IN SOKOTO
STATE, NIGERIA**

BY

Haruna Sani Birnin Kebbi



**DEGREE OF DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
APRIL 2023**

Title Page

**THE EDUCATIONAL IMPACTS OF NEEDS NATIONAL
ECONOMIC EMPOWERMENT AND DEVELOPMENT
STRATEGY (NEEDS) ON POVERTY REDUCTION IN SOKOTO
STATE, NIGERIA**

BY

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Ph.D. (Economics) 900667**



**Thesis Submitted to
School of Economics, Finance, and Banking (SEFB)
Universiti Utara Malaysia,
in Fulfilment of the Requirements for the Degree of
Doctor of Philosophy (Economics)**



Pusat Pengajian Ekonomi, Kewangan dan Perbankan
(School of Economics, Finance and Banking)

Kolej Perniagaan
(College of Business)

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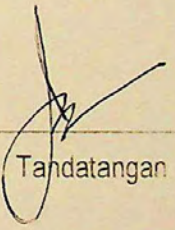
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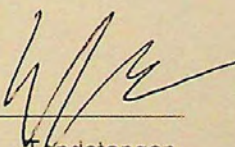
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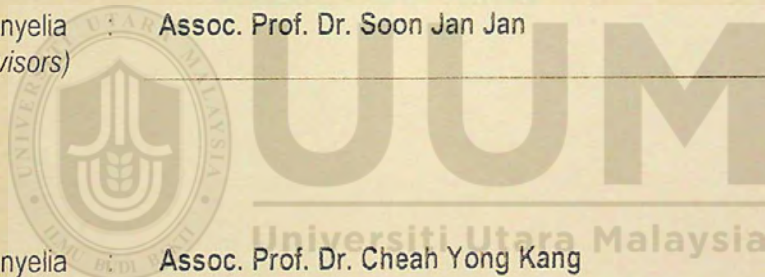
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Abbreviations

ADB	- African Development Bank
ARDL	- Auto-Regressive Distributive Lag
ATE	- Average Treatment Effect
BLF	- Better Life Programme
CA	- Capability Approach
CB	- Community Bank
CEEDS	- Community Economic Empowerment and Development Strategy
DFRRI	- Directorate of Food, Roads and Rural Infrastructure
DID	- Difference-in-Differences
DRC	- Democratic Republic of Congo
FEAP	- Family Economic Advancement Programme
FGT	- Foster-Greer-Thorbeck
FOS	- Federal Office of Statistics
GDP	- Gross Domestic Product
GR	- Green Revolution
HC	- Human Capital
ICP	- International Comparison Programme/Project
ICT	- Information and Communication Technology
IFAD	- International Food Development Programme
IMF	- International Monetary Fund
INEC	- Independent National Electoral Commission
IOM	- International Organisation for Migration
JSS	- Junior Secondary School
LEEDS	- Local Economic Empowerment and Development Strategy
LGE	- Local Government Education
LGAs	- Local Government Areas
MDGs	- Millennium Development Goals
MOE	- Ministry of Education
NACB	- Nigerian Agricultural and Co-operative Bank
NAFPP	- National Accelerated Food Production Programme
NAPEP	- National Poverty Reduction Programme
NBS	- National Bureau of Statistics
NDE	- National Directorate of Employment
NEEDS	- National Economic Empowerment and Development Strategy
NHIS	- National Health Insurance Scheme
NPC	- National Population Commission
NPE	- National Policy on Education
OECD	- Organisation for Economic Co-operation and Development
OFN	- Operation Feed the Nation
OLS	- Ordinary Least Squares
PBN	- People's Bank of Nigeria
PEEDS	- Personal Economic Empowerment and Development Strategy
PPP	- Purchasing Power Parity
PRSP	- Poverty Reduction Strategy Paper
RAs	- Registration Areas

RDPs	- Rural Development Programmes
SAP	- Structural Adjustment Programmes
SDGs	- Sustainable Development Programmes
SEEDS	- States Economic Empowerment and Development Strategy
SSA	- Sub-Saharan Africa
SSCE	- Senior Secondary Certificate Examination
TEGINT	- Transforming Education for Girls in Nigeria and Tanzania
TVE	- Technical and Vocational Education
TYAGC	- Toda-Yamamoto Augmented Granger Causality
UBE	- Universal Basic Education
UKaid	- United Kingdom Aid Programme
UN	- United Nations
UNDP	- United Nations Development Programmes
UNESCO	- United Nations Educational, Scientific and Cultural Organisation
UNICEF	- United Nations Children's Emergency Fund
USAID	- United States Agency for International Development
VIF	- Variance Inflation Factor
WAI	- War Against Indiscipline
WHO	- World Health Organisation



ABSTRACT

Poverty is a global phenomenon and its consequences are dehumanising and traumatic. Several programmes and policies have been implemented in Nigeria in order to enhance economic progress and lead to a reduction in poverty. One of such programmes is the National Economic Empowerment and Development Strategy (NEEDS). The NEEDS encompassed all sectors of the Nigerian economy so that the impact would be wholesome. Education is certainly one of the sectors that was given much attention by the NEEDS programme. There seems to be no study on the impact of the NEEDS education policy on poverty reduction, especially in Sokoto State. This could perhaps be the reason why Sokoto State is perpetually leading the poverty table amongst the States in Nigeria. The objective of this study is to assess the educational impact of the NEEDS programme on poverty reduction in Sokoto State of the north-western Nigeria. A total of 826 participants and non-participants were sampled in the study area for this purpose. Applied econometric techniques for development economics like the logit and ordered logit regression models, together with difference-in-difference estimation technique were used to analyse the data. The results identified marital status, tribe, educational level, occupation, ICT literacy, and equal opportunity for education as germane to the participation in the NEEDS programme. The findings of this study reveal that access to education, equal opportunity to education, skills acquisition, and ICT literacy all have positive and significant relationship with poverty reduction. On policy implication, this study shows that most poor people will continue to suffer when the quality of education is poor. Education should then be planned in accordance with poverty reduction so that the system should not only target poverty reduction but also poverty elimination. This study benefits policy makers, academic research, and government economic planning department.

Keywords: NEEDS, poverty reduction, access to education, equal opportunity for education, skills acquisition, ICT literacy, Sokoto State

ABSTRAK

Kemiskinan merupakan fenomena global yang mendatangkan akibat yang tidak berperikemanusiaan dan traumatik. Beberapa program dan dasar telah dilaksanakan di Nigeria untuk meningkatkan kemajuan ekonomi serta mengurangi kemiskinan. Salah satu program tersebut adalah Strategi Pemerksaan dan Pembangunan Ekonomi Negara (NEEDS). NEEDS merangkumi seluruh sektor ekonomi di Negeria agar impaknya lebih menyeluruh. Dalam program NEEDS, sektor pendidikan menjadi salah satu sektor yang mendapat perhatian khusus. Walau bagaimanapun, hingga kini, belum terdapat kajian mengenai impak dasar pendidikan yang dihasilkan oleh program NEEDS ke atas pengurangan kemiskinan terutamanya di Negeri Sokoto. Ketiadaan kajian ini mungkin menjadi sebab mengapa Negeri Sokoto kekal menjadi negeri teratas dalam jadual kemiskinan di negeri-negeri di Nigeria. Oleh itu, objektif kajian ini adalah untuk menilai impak pendidikan di bawah program NEEDS ke atas pengurangan kemiskinan di Negeri Sokoto yang terletak di barat laut Nigeria. Untuk tujuan ini, sebanyak 826 peserta dan bukan peserta dijadikan sampel di kawasan kajian. Teknik ekonometrik yang digunakan dalam ekonomi pembangunan seperti model logit dan logit berperingkat, serta teknik '*difference-in-difference estimation*' digunakan untuk menganalisis data. Hasil kajian mengenal pasti status perkahwinan, suku kaum, tahap pendidikan, pekerjaan, literasi ICT, dan peluang pendidikan yang sama rata adalah penting bagi penyertaan dalam program NEEDS. Dapatan kajian ini menunjukkan bahawa akses kepada pendidikan, peluang pendidikan yang sama rata, pemerolehan kemahiran, dan literasi ICT mempunyai hubungan yang positif dan signifikan dengan pengurangan kemiskinan. Mengenai implikasi dasar, kajian ini menunjukkan bahawa golongan miskin akan terus menderita apabila kualiti pendidikan tidak memadai. Oleh itu, pendidikan harus dirancang selaras dengan pengurangan kemiskinan supaya sistem itu bukan sahaja menyasarkan pengurangan kemiskinan tetapi juga pembasmian kemiskinan. Kajian ini memberi manfaat kepada pembuat dasar, penyelidikan akademik dan jabatan perancangan ekonomi kerajaan.

Kata kunci: NEEDS, pengurangan kemiskinan, akses kepada pendidikan, peluang pendidikan sama rata, pemerolehan kemahiran, literasi ICT, Negeri Sokoto

ACKNOWLEDGEMENT

All praises are due to Allah, without Whose mercy and guidance I would not have been able to achieve this feat. My sincere thanks to my supervisors in the persons of Prof. Madya Dr Soon Jan Jan and Prof. Madya Dr Cheah Yong Kang for their motivation, guidance, care and constructive criticisms throughout the course of my PhD programme. I say thank you very much for your invaluable suggestions which greatly assisted me in achieving this feat.

My sincere gratitude also goes to my internal and external reviewers (Dr Wan Roshidah and Dr Doris Padmini) for their time, comments, and suggestions during my Viva session. I also wish to say a very big thank you for your efforts in going through my entire draft thesis and making constructive criticisms on how best the thesis should be presented.

To my friends in UUM, faculty members and my fellow students in Malaysia, too numerous to mention their names, I really appreciate your support and encouragement during my PhD journey. Also, I will not forget to mention the efforts of my friends at home (Nigeria) for their moral support, inspiration and encouragement. As a matter of fact, words are not enough to show my gratitude to all of you.

To my friends and colleagues here in Waziri Umaru Federal Polytechnic Birnin Kebbi, like Dr Umaru Hussaini (UK), Dr Muhammad Yusuf Alkali, and Dr Muhammad Umar Dikko, I wish to register my appreciation for their moral support and encouragement. May Allah reward you for your efforts.

Finally, I wish to acknowledge the efforts of members of my family, particularly Abdullahi Sani, for their moral support and prayers. I will specifically thank my wife, Hajiya Ladi Haruna who has financially contributed immensely to the success of this journey from the beginning to the end. In addition, I will never forget to show my sincere gratitude to my friend and Kebbi State Commissioner of Information in person of Alh. Yakubu Ahmed B/K (Maibindiga) for his continuous support and prayers. May Allah bless all of you abundantly.

DEDICATION

This work is dedicated to my late parent, Muhammad Sani (Kirfada) and Fatimah Muhammad Sani (Yar' Ladan). May their gentle souls continue to rest in Jannatul Firdaus.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Poverty has different dimensions that vary from social exclusion, low income due to unemployment, inadequate housing, environmental degradation to lack of basic education (Heath et al., 2000). Because of these different dimensions, there had not been a single definition of poverty from literature. Consequently, the phenomenon of poverty attracts diverse meanings because a single definition is usually contested (Madanipour et al., 2015). For instance, Wu and Si (2018) report that initially, the definition of poverty is related to lack of food and the resources to maintain a minimum level of living conditions, and social exclusion.

However, poverty can be better understood if the idea is grasped from the poor themselves (Fatima & Khan, 2018). This is essential due to the fact that it seems elusive to have a universally accepted conceptualisation and concise definition of poverty (Okonkwo, 2015a). In whatever way it is conceived, poverty is a serious problem due to its impact on the society generally (Zulher & Ratnasih, 2021).

For instance, Anggraeni et al. (2018) argue that poverty is the inability of an individual to meet his basic needs in health, education, food, shelter, and clothing. It is perhaps on this note that Xu (2018) suggests that the definition of poverty could be categorised into absolute, relative, and multi-dimensional. Related to this is the definition put forward by Dunga and Makhalima (2016) who report that poverty is the lack of productive resources and income which are a means of ensuring sustainable livelihoods, coupled with inability to prevent hunger, malnutrition, and sickness, in addition to lack of or limited access to education and other necessities.

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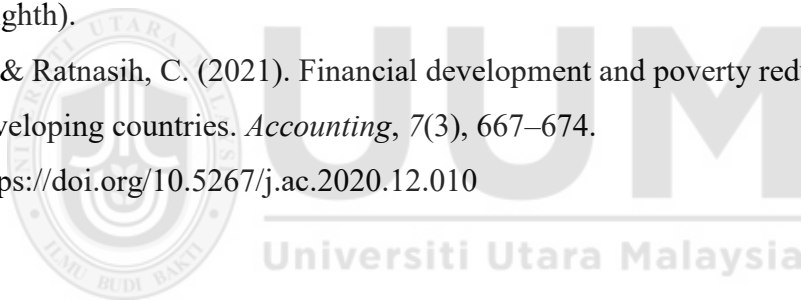
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Appendix 1: Sampled LGAs and their RAs

S/No.	Local Government Areas (LGAs)	Registration Areas (RAs)
1.	Goronyo	<ol style="list-style-type: none"> 1. Goronyo 2. Giyawa 3. Boyeka I 4. Kagara 5. Kwakwazo 6. Kojiyo 7. Rimawa 8. Shinaka 9. S/Gari Dole/Dan/Tasakko 10. Birjingo 11. Takakume
2.	Illela	<ol style="list-style-type: none"> 1. Illela 2. Kalmalo 3. Damba 4. Darna/Sabon Gari 5. Darne/Tsolawo 6. Gidan Hamma 7. Araba 8. Garu 9. R. Gati 10. Tozai 11. G/Katta
3.	Rabah	<ol style="list-style-type: none"> 1. Rabah 2. Riji/Maikujera 3. Rara 4. Gwaddodi/Gidan Buwai 5. Gawakuke 6. Gandi 'A' 7. Gandi 'B' 8. Tsamiya 9. Yar Tsakuwa 10. Kurya 11. Tursa
4.	Wurno	<ol style="list-style-type: none"> 1. Marafa 2. Magarya 3. Dankemu 4. Dimbiso 5. Kwargaba 6. Chacho/Marnona 7. Dinawa 8. Achida 9. Alkammu/Gyelgyel 10. Lahodu/G-Bango 11. Kwasare/Sisawa

Appendix 1 (Continues)

5.	Gudu	<ol style="list-style-type: none"> 1. Karfen Sarki 2. Chilas/Makuya 3. Bachaka 4. Gwazange/Boto 5. Kurdula 6. Balle 7. Awulkiti 8. Karfen Chana 9. Maraken Bori 10. Tulun Doya
6.	Silame	<ol style="list-style-type: none"> 1. Gande East 2. Gande West 3. Katami North 4. Katami South 5. Kubodu North 6. Kubodu South 7. Labani 8. Marafa East 9. Marafa West 10. Silame
7.	Tangaza	<ol style="list-style-type: none"> 1. Tangaza 2. Ruwa-Wuri 3. Raka 4. Salewa 5. Gidan Madi 6. Sutti 7. Kwacce-Huru 8. Kalanjeni 9. Magonho 10. Sakkwai
8.	Dange-Shuni	<ol style="list-style-type: none"> 1. Dange 2. Wababe/Salau 3. Bodai/Jurga 4. Fajaldu 5. Shuni 6. Rudu/Amanawa 7. Tsafanade 8. Tuntube/Tsehe 9. Giere/Gajara 10. Rikina 11. Ruggar Gidado
9.	Shagari	<ol style="list-style-type: none"> 1. Jaredi 2. Horo Birni 3. Dandin Mahe 4. Kambawa 5. Gangam 6. Lambara 7. Shagari 8. Sayinnawal 9. Kajiji 10. Mandra

Appendix 1 (Continues)

10.	Tambuwal	<ol style="list-style-type: none"> 1. Romon Sarki 2. Bakaya/Sabon Birni 3. Bashire/Maikada 4. Bagida/Lukkingo 5. Tambuwal/Shinfiri 6. Faga/Alasan 7. Dogondaji/Sala 8. Sayinna 9. Barkeji/Nabaguda 10. Jabo/Kagara 11. Saida/Goshe
11.	Yabo	<ol style="list-style-type: none"> 1. Fakka 2. Bingaje 3. Binji 4. Torankawa 5. Ruggar Iya 6. Yabo 'A' 7. Yabo 'B' 8. Kilgori 9. Birniruwa 10. Bakale

Source: INEC (2015)



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Appendix 2: Sampled Registration Areas (RAs) in each sampled LGA

S/No.	Local Government Areas	Sampled Registration Areas
1.	Goronyo	2. Giyawa 4. Kagara 6. Kojiyo 8. Shinaka 10. Birjingo
2.	Illela	2. Kalmalo 4. Darna/Sabon Birni 6. Gidan Hamma 8. Garu 10. Tozai
3.	Rabah	2. Riji/Maikujera 4. Gwaddodi/Gidan Buwai 6. Gandi'A' 8. Tsamiya 10. Kurya
4.	Wurno	2. Magarya 4. Dimbiso 6. Chacho/Marnona 8. Achida 10. Lahodu/G/Bango
5.	Gudu	2. Chilas/Makuya 4. Gwazange/Boto 6. Balle 8. Karfen Chana 10. Tulun Doya
6.	Silame	2. Gande West 4. Katami South 6. Kubodu South 8. Marafa East 10. Silame
7.	Tangaza	2. Ruwa-Wuri 4. Salewa 6. Sutti 8. Kalanjeni 10. Sakkwai
8.	Dange-Shuni	2. Wababe 4. Fajaldu 6. Rudu/Amanawa 8. Tuntube/Tsehe 10. Rikina
9.	Shagari	2. Horo Birni 4. Kambawa 6. Lambara 8. Sayinnawal 10. Mandera
10.	Tambuwal	2. Bakaya/Sabon Birni 4. Bagida/Lukkingo 6. Faga/Alasan 8. Sayinna 10. Jabo/Kagara
11.	Yabo	2. Bingaje 4. Torankawa 6. Yabo 'A' 8. Kilgori 10. Bakale

Source: Researcher's compilation (2017) based on INEC (2015)

Appendix 3: Questionnaire



REQUEST TO FILL QUESTIONNAIRE (Households Only)

My name is *Haruna Sani Birnin-Kebbi*, a PhD student at the School of Economics, Finance and Banking of Universiti Utara Malaysia. I hereby solicit for your cooperation in answering the following questions on **“The Educational Impacts of National Economic Empowerment and Development Strategy (NEEDS) on Poverty Reduction in Sokoto State”**.

This questionnaire collects no identifying information and all the responses in it will be recorded anonymously and treated in a confidential manner. Moreover, all information provided will be used strictly for academic purpose only.

It will be highly appreciated if this questionnaire will be completed within a week after which I will personally come and collect it from you. If you need any further clarification, I can be reached through my phone number or email address

Thank you for your valuable time and cooperation in answering this questionnaire.

Yours Sincerely,

Haruna Sani Birnin-Kebbi

PhD Economics Student
School of Economics, Finance and Banking
Universiti Utara Malaysia
Sintok, Kedah.
Malaysian Phone Number: +60109290130
Nigerian Phone Number: +2347035166199
Email address: saniharuna33bk@gmail.com

SECTION A: Demographic Information

Please tick as appropriate in the boxes provided below concerning the demographic information that fits you.

1. Gender of Household Head

Male

Female

2. Marital Status:

Single

Married

Divorced

Widowed

Separated

3. Which of the following represents your ethnic group?

Hausa

Yoruba

Igbo

Others (please specify)

4. Age in years: 20-29

30-39

40-49

50-59

60 and Above

5. Education Level

No School

Primary School

Secondary School

Technical School

University

6. Occupation

Unemployed

Farmer

Casual Wage Earner

Businessman

Civil Servant

7. Income Level: What is your average monthly income level?

Below N20,000

N21,000 – 50,000

N51,000 – N80,000

N81,000 – N100,000

Above N100,000

SECTION B – Access to Education

In this section we are interested in your opinion about **The Effectiveness of the National Economic Empowerment and Development Strategy (NEEDS) on access to education before and after the NEEDS.**

Please indicate to what extent you agree/disagree with each of the following statements using the scale below from 1 (**Strongly Disagree**) to 5 (**Strongly Agree**).

S/N	Responses (Before NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I give my children full support to have access to formal education at all levels necessary for employment potentials	1	2	3	4	5
2	There is Adult Education programme available for the members of this household who could not enrol in formal education.	1	2	3	4	5
3	My children are not enrolled in formal schools due to the poor financial condition of this household.	1	2	3	4	5
4	My health condition is also inhibiting me to work and earn enough to send my children to school	1	2	3	4	5
5	The distance to schools in our locality is too far, and as such I find it difficult to send my children to school	1	2	3	4	5
6	There is free feeding in the school which assists me and gives me more courage to send my children to school.	1	2	3	4	5

S/N	Responses (After NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I give my children full support to have access to formal education at all levels necessary for employment potentials	1	2	3	4	5
2	There is Adult Education programme available for the members of this household who could not enrol in formal education.	1	2	3	4	5
3	My children are not enrolled in formal schools due to the poor financial condition of this household.	1	2	3	4	5
4	My health condition is also inhibiting me to work and earn enough to send my children to school	1	2	3	4	5
5	The distance to schools in our locality is too far, and as such I find it difficult to send my children to school	1	2	3	4	5
6	There is free feeding in the school which assists me and gives me more courage to send my children to school.	1	2	3	4	5

SECTION C– Equal Opportunity for Education

In this section we are interested in your opinion about **The Effectiveness of the National Economic Empowerment and Development Strategy (NEEDS) on the Opportunity to Acquire Education before and after the NEEDS**. Please indicate to what extent you agree/disagree with each of the following statements using the scale below from **1 (Strongly Disagree) to 5 (Strongly Agree)**.

S/N	Responses (Before NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The domestic work (like cooking, fetching water and firewood) in this household could allow me to send my children to school	1	2	3	4	5
2	If I send my children to school, nobody will look after the business of this family which our only source of income and livelihood	1	2	3	4	5
3	In my household, my children did not enjoy any government sponsorship programme to enhance their educational attainment	1	2	3	4	5
4	Due to the current cost of involved in educating children, I find it difficult to send my children to school to acquire western education	1	2	3	4	5
5	Female children in this household are given equal opportunity to acquire western education as the male counterparts.	1	2	3	4	5
6	Due to income status, I find it very difficult to send my children to school to acquire education	1	2	3	4	5

S/N	Responses (After NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The domestic work (like cooking, fetching water and firewood) in this household could allow me to send my children to school to take advantage of any government programme	1	2	3	4	5
2	If I send my children to school to benefit from any programme, nobody will look after the business of this family which our only source of income and livelihood	1	2	3	4	5
3	In my household, my children did not enjoy any government sponsorship programme to enhance their educational attainment	1	2	3	4	5
4	We have not benefited from any external intervention for the education of our children in this household	1	2	3	4	5
5	Female children in this household are given equal opportunity to acquire western education as the male counterparts.	1	2	3	4	5
6	Due to income status, I find it very difficult to send my children to school to acquire education	1	2	3	4	5

SECTION D – Skills Acquisition

In this section we are interested in your opinion about **The Effectiveness of the National Economic Empowerment and Development Strategy (NEEDS) on Skills Acquisition before and after the NEEDS**. Please indicate to what extent you agree/disagree with each of the following statements using the scale below from 1 (**Strongly Disagree**) to 5 (**Strongly Agree**).

S/N	Responses (Before NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Through education, my children have acquired adequate vocational skills to operate own business	1	2	3	4	5
2	Through entrepreneurship skills learned from school, some members of this household have become managers of small businesses	1	2	3	4	5
3	Some members of this household have acquired sufficient technical skills from schools to be self-employed and wealth creators	1	2	3	4	5
4	The members of this household who could not further their education to higher levels have already acquired basic skills in literacy and numeracy necessary for petty businesses	1	2	3	4	5
5	There had been adequate government support and assistance in the form of credit and training which has actually helped some members of this household	1	2	3	4	5

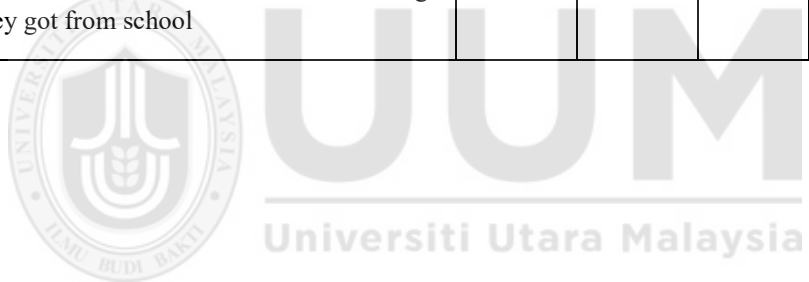
S/N	Responses (After NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Through education, my children have acquired adequate vocational skills to operate own business	1	2	3	4	5
2	Through entrepreneurship skills learned from school, some members of this household have become managers of small businesses	1	2	3	4	5
3	Some members of this household have acquired sufficient technical skills from schools to be self-employed and wealth creators	1	2	3	4	5
4	The members of this household who could not further their education to higher levels have already acquired basic skills in literacy and numeracy necessary for petty businesses	1	2	3	4	5
5	There had been adequate government support and assistance in the form of credit and training which has actually helped some members of this household	1	2	3	4	5

SECTION E – ICT Literacy

In this section we are interested in your opinion about **The Effectiveness of the National Economic Empowerment and Development Strategy (NEEDS) on ICT Literacy before and after the NEEDS**. Please indicate to what extent you agree/disagree with each of the following statements using the scale below from **1 (Strongly Disagree) to 5 (Strongly Agree)**.

S/N	Responses (Before NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Through education, my children have acquired the knowledge in computer and are using it to earn a living	1	2	3	4	5
2	The schools have taught my children how to maintain and sell computer systems and accessories	1	2	3	4	5
3	Due to the knowledge they acquired from schools, my children now operate business centres for photocopying, scanning, and typing.	1	2	3	4	5
4	Some members of my household have now become experts in the installation of internet and other software which provides them some income	1	2	3	4	5
5	Some members of this household now engage in the sales and repairs of mobile phones and accessories from the knowledge they got from school	1	2	3	4	5

S/N	Responses (After NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Through education, my children have acquired the knowledge in computer and are using it to earn a living	1	2	3	4	5
2	The schools have taught my children how to maintain and sell computer systems and accessories	1	2	3	4	5
3	Due to the knowledge they acquired from schools, my children now operate business centres for photocopying, scanning, and typing.	1	2	3	4	5
4	Some members of my household have now become experts in the installation of internet and other software which provides them some income	1	2	3	4	5
5	Some members of this household now engage in the sales and repairs of mobile phones and accessories from the knowledge they got from school	1	2	3	4	5



SECTION F – Poverty Level

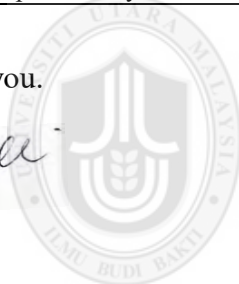
In this section we are interested in your opinion about **The Effectiveness of the National Economic Empowerment and Development Strategy (NEEDS) on** poverty level of your household **before and after** the NEEDS. Please indicate to what extent you agree/disagree with each of the following statements using the scale below from 1 (**Strongly Disagree**) to 5 (**Strongly Agree**).

S/N	Responses (Before NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	We lack basic amenities like adequate food, good drinking water and adequate rooms to accommodate the members of this household	1	2	3	4	5
2	The structure of my house is made from mud and thatch which requires regular renovation	1	2	3	4	5
3	My source and level of income is not adequate to cater for the basic needs of this household	1	2	3	4	5
4	The level of expenditure of this household is not sufficient to cover basic needs of this household due to the limited income	1	2	3	4	5
5	This household possesses some assets in the form of animals, plots of land, farmland, and cars	1	2	3	4	5
6	In this household, our other sources of cooking fuel include gas, kerosine, electricity, apart from firewood	1	2	3	4	5
7	There have been no reported cases of malnutrition leading to death on any member of this household	1	2	3	4	5
8	We lack improved sanitation facilities in this household	1	2	3	4	5
9	In this household, no member has ever completed six years of schooling	1	2	3	4	5

S/N	Responses (After NEEDS)	Effectiveness				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	We lack basic amenities like adequate food, good drinking water and adequate rooms to accommodate the members of this household	1	2	3	4	5
2	The structure of my house is made from mud and thatch which requires regular renovation	1	2	3	4	5
3	My source and level of income is not adequate to cater for the basic needs of this household	1	2	3	4	5
4	The level of expenditure of this household is not sufficient to cover basic needs of this household due to the limited income	1	2	3	4	5
5	This household possesses some assets in the form of animals, plots of land, farmland, and cars	1	2	3	4	5
6	In this household, our other sources of cooking fuel include gas, kerosine, electricity, apart from firewood	1	2	3	4	5
7	There have been no reported cases of malnutrition leading to death on any member of this household	1	2	3	4	5
8	We lack improved sanitation facilities in this household	1	2	3	4	5
9	In this household, no member has ever completed six years of schooling	1	2	3	4	5

Thank you.

Aselle



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Appendix 4: Statistical Diagnostic Tests

Model 1

Variable	VIF	1/VIF
2.gender	1.43	0.701751
marital_	1.41	0.708314
Divorced	1.33	0.752097
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
Univeristy	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1.01	0.999000
Income	1.02	0.980392
Access	1.01	0.999000
Skils	1.01	0.999000
ICT	1.02	0.980392
Oppot	1.01	0.999000
Mean VIF	1.01	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.12

Prob > chi2 = 0.7288

Model 2

Variable	VIF	1/VIF
Period after	1.01	0.999000
Treatment beneficiaries	1.02	0.980392
Period#treatment-after#treatment	1.01	0.999000
2.gender	1.43	0.701751
marital_	1.41	0.708314
Divorced	1.33	0.752097
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
Univeristy	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1,01	0.999000
Lowing	1.02	0.980392
Access	1.01	0.999000
Oppot	1.02	0.980392
Skils	1.01	0.999000
ICT	1.02	0.980392
Mean VIF	1.02	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.1654

Prob > chi2 = 0.8187

Model 3

Variable	VIF	1/VIF
Period after	1.01	0.999000
Treatment beneficiaries	1.02	0.980392
Period#treatment-after#treatment	1.02	0.999000
2.gender	1.03	0.701751
marital	1.01	0.999000
Divorced	1.01	0.999000
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
University	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1.01	0.999000
Lowing	1.02	0.980392
Access	1.01	0.999000
Oppot	1.02	0.980392
Skills	1.01	0.999000
ICT	1.02	0.980392
Mean VIF	1.02	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.13243

Prob > chi2 = 0.76353

Model 4

Variable	VIF	1/VIF
Period after	1.01	0.999000
Treatment beneficiaries	1.02	0.980392
Period#treatment-after#treatment	1.02	0.999000
2.gender	1.03	0.701751
marital_	1.01	0.999000
Divorced	1.01	0.999000
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
University	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1,01	0.999000
Lowing	1.02	0.980392
Access	1.01	0.999000
Oppot	1.02	0.980392
Skils	1.01	0.999000
ICT	1.02	0.980392
Mean VIF	1.02	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.218

Prob > chi2 = 0.35300

Model 5

Variable	VIF	1/VIF
Period after	1.01	0.999000
Treatment beneficiaries	1.02	0.980392
Period#treatment-after#treatment	1.02	0.999000
2.gender	1.03	0.701751
marital	1.01	0.999000
Divorced	1.01	0.999000
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
University	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1.01	0.999000
Lowing	1.02	0.980392
Access	1.01	0.999000
Oppot	1.02	0.980392
Skills	1.01	0.999000
ICT	1.02	0.980392
Mean VIF	1.01	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.043

Prob > chi2 = 0.211

Model 6

Variable	VIF	1/VIF
Period after	1.01	0.999000
Treatment beneficiaries	1.02	0.980392
Period#treatment-after#treatment	1.02	0.999000
2.gender	1.03	0.701751
marital	1.01	0.999000
Divorced	1.01	0.999000
Window	1.32	0.758392
Yoruba	1.01	0.999000
Igbo	1.01	0.999000
Primary sch	1.01	0.999000
Secondary	1.01	0.999000
Technical sch	1.02	0.980392
University	1.01	0.999000
casual wage earner	1.01	0.999000
civil servant	1.02	0.980392
Age	1.01	0.999000
Lowing	1.02	0.980392
Access	1.01	0.999000
Oppot	1.02	0.980392
Skills	1.01	0.999000
ICT	1.02	0.980392
Mean VIF	1.01	

. hettest

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity

Ho: Constant variance

Variables: fitted values

chi2(1) = 0.054

Prob > chi2 = 0.1023

