



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF EDUCATION

COURSE CODE: PED 351

COURSE TITLE: SUBJECT METHODS (ADULT BASIC EDUCATION)

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**COURSE
GUIDE
PED 351
SUBJECT METHODS (ADULT BASIC EDUCATION)**

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Introduction

This course is a 2-unit third year course. The course is available to all students who are registered for B.ed degree in adult education.

The course consists of 9 units arranged under 3 modules and will involve the nature and scope of education, concept of adult basic education, characteristics of adult basic education, adult basic education in Nigeria and teaching of adult basic education.

There are no compulsory pre- requisites for this course.

The Course Guide tells you briefly what the course is about, what course materials you will be using and how you can work your way through these materials. It suggests some general guidelines for the amount of time you are likely to spend on each unit of the course in order to complete it successfully. It also gives you some guidance on your tutor–marked assignments. Detailed information on tutor–marked assignments is found in the separate Assignment File, which will be available to you.

What You Will Learn In This Course

During the course, you will learn the nature and scope of education, concept of adult basic education, characteristics of adult basic education, adult basic education in Nigeria and teaching of adult basic education.

This course is to bring to consciousness of those to be involved in the teaching of adult education. So the overall aim of PED 351 (Adult Basic education) is to introduce you to some of the rudiments of teaching Adult Education. You will as well learn about the meaning, the nature and scope of education, concept of adult basic education, characteristics of adult basic education, adult basic education in Nigeria and teaching of adult basic education.

Course Aims

The aim of this course is to prepare you towards teaching Adult education. This will be achieved by aiming to:

- help you appreciate the nature and scope of education
- introduce you to the meaning of adult basic education
- help you to outline the characteristics of adult basic education,
- examine the history of adult basic education in Nigeria
- examine the basic methods and techniques of teaching adult basic education.

Course Objectives

To achieve the aims set above, the course sets overall objective. In addition, each unit has specific objectives included at the beginning of a unit. You may want to refer to them during and after you might have completed a unit to check on your progress.

Set out below is wider objectives of the course as a whole. By meeting these objectives, you should have achieved the aims of the course as a whole.

On successful completion of the course, you should be able to:

- (i) Discuss the concept of education
- (ii) Discuss the history of education in Nigeria
- (iii) Discuss formal and informal education
- (iv) Differentiate between formal and informal education
- (v) Enumerate the importance of education
- (vi) Differentiate between education and literacy
- (vii) Discuss the meaning and concept of adulthood.
- (viii) Discuss the concept of adult basic education
- (ix) List and explain the purposes of adult basic education
- (x) List and explain the approaches to adult education
- (xi) Explain the goals of adult basic education
- (xii) Discuss the National Policy on Adult Education in Nigeria
- (xiii) Discuss the importance of adult basic education.
- (xiv) Discuss the characteristics of adult basic education
- (xv) List and explain the characteristics of an adult learner
- (xvi) Discuss the adult learning theory and principles
- (xvii) Discuss the history of adult education in Nigeria.
- (xviii) Discuss why adult basic education is needed in Nigeria
- (xix) List and explain the Rationale for Adult Education in the Nigerian Teacher Education Programme
- (xx) Discuss the types of Adult Education in Nigeria
- (xxi) Discuss the Methods of teaching in adult education programmes.
- (xxii) Discuss Innovations in adult education programs in Nigeria.
- (xxiii) List and explain the Problems of adult education in Nigeria.
- (xxiv) Discuss the Strategies Applied to Promote Adult Education, Literacy and Non-Formal Education in Nigeria.

Working through the Course

To complete this course, you are required to read each study unit of this study material and read other materials, which may be provided by the National Open University of Nigeria. Each unit contains self assessment exercises for this course and at certain points in the course you would be required to submit tutor marked assignments for assessment purposes. At the end of the course, there is a final

examination. The course should take you about a total of **17 weeks** to complete. Below you will find listed all the components of the course, what you have to do and how you should allocate your time to each unit in order to complete the course on time and successfully. I would advice that you avail yourself the opportunity of attending the tutorial sessions where you will have the opportunity of comparing knowledge with your peers.

The Course Materials

Major components of the course are:

- 1.0 The Course Guide
- 2.0 Study Units
- 3.0 References
- 4.0 Assignments
- 5.0 Presentation Schedule.

Study Units

There are nine study units listed under three modules in this course. They are as follows:

Module 1: Nature and scope of education

Unit 1: Education in Nigeria

Unit 2: Why education

Module 2: Concept of adult education

Unit 1: Adult basic education

Unit 2: Adult learning theory and principles

Unit 3: Characteristics of adult education

Module 3: Adult education in Nigeria

Unit 1: Historical background of adult education in Nigeria

Unit 2: Teaching of adult basic education

Unit 3: Perspectives in adult basic education

Each unit consists of table of content, introduction, statement of objectives, contents, conclusion, summary, tutor marked assignment and references. There are activities written at every point these activities will assist you in achieving the stated objectives of the individual units and of the course.

Presentation Schedule

Your course materials will give you important dates for the early and timely completion and submission of your TMAs and for attending tutorials. You should remember that you are required to submit all your assignments by the stipulated time and date. You should guard against lagging behind in your work.

Textbooks and References

Every unit contains a list of references and further reading. Try to get as many as possible of those textbooks and materials listed. The textbooks and materials are meant to deepen your knowledge of the course. You must endeavor to have one or two of the under listed books.

Bown, L. and Okedara, .LT. (1981) An Introduction to the Study of Adult Education, Ibadan: University Press Ltd.

Ezeneri, I. S. (2008). Handbook on Adult Education Principles and Practices, New Edition, Abigab Associates Ltd. Uyo (1–6).

Okafor, F. C. (1987). Philosophical base of Adult Education.

Nwobi, Uju (2008). Administration of Non-Formal Education Programmes in Nigeria; Great AP Express Publishers Limited, Nsukka, Nigeria.

Fafunwa, B. A. (1974). History of Education in Nigeria London: George Allen and Unwin. M.A Ogunu (1990) History of Education for Nigeria Student: Uniben Benin City.

Adesanya, L.A. (2005). The concept and scope of adult education, adult and non-formal education in Nigeria: emerging issues. NNCAE conference 27th Nov- 1st Dec

Federal Republic of Nigeria (2004). National policy on education. Abuja. Federal ministry of education

Assignment File

There are nine assignments in this course. That is one assignment per unit. These are designed to ensure that you really understood each of the units. In this file, you will find all the details of the works you must submit to your tutor, for marking. Remember your assignments are as important as the examinations as they carry weightings of 30% for undergraduate.

Assessment

Two major methods will be used to assess the course. The first major method is through assignments while written examination will be the second one. The course material had been prepared to assist you to do these assignments. You are also expected to use information and knowledge from the recommended text at the end of each unit. The assignment will carry 30% of the

total marks for the undergraduate students. Final examinations of about two hours duration will be written at the end of the course and this will also carry 70% of the total marks for the undergraduate students.

Tutor-Marked Assignment (TMAs)

The TMA is a continuous assessment component of your course. It accounts for 30% of the total score. You are required to submit at least four (4) TMAs before you are allowed to sit for the end of course examination. The TMAs would be given to you by your facilitator and you are to return them to same as and when due. Assignment questions for the units in this course are contained in the assignment file. You will be able to complete your assignment from the information and materials contained in your reading your study units and, references. However, it is desirable to demonstrate that you have read and researched more into other references, which will give you a wider view point and may provide a deeper understanding of the subject.

Make sure that each tutor-marked assignment reaches your facilitator on or before the deadline given in the presentation schedule and assignment file. If for any reason you cannot complete your work on time, contact your facilitator before the assignment is due to discuss the possibility of an extension. Extension will not be granted after the due date.

Final Examination and Grading

The final examination for PED 351 will be for two hours duration and will carry 70% of the total marks for undergraduate students. The examination will consist of questions, which reflect the type of self testing, practice activities and tutor-marked assignments/problems you have encountered previously. All areas of the course will be assessed.

You may wish to form a discussion group of considerable numbers of your colleagues and practice or discuss the activities and assignments written in each unit before the examination period.

Course Marking Scheme

This table shows how the actual course marking is broken down.

Assessment	Mark
Assignment	About 15 assignments, the best 3 each counts for 10 to make up 30% of the course mark.
Final Examination	70% of overall score marks
TOTAL	100% of score marks

Course Overview

This section brings together the units and the number of weeks you should take to complete them.

Unit	Title of Work	Weeks
	Course Guide	
Module 1		
1	Education in Nigeria	
2	Why education	
Module 2		
1	Adult basic education	
2	Adult learning theory and principles	
3	Characteristics of adult education	
Module 3		
1	Historical background of adult education in Nigeria	
2	Teaching of adult basic education	
3	Perspectives in adult basic education	

How to get the best from this course

In distance learning, the study units replace the university lecture. This is one of the advantages of distance learning. You can read and work through specially designed study materials at your own pace, and at a time and place that suits you best. Think of it as if you are reading the lecture instead of listening to the lecturer. In the same way a lecturer might give you some reading to do, the study units tell you when and what to read. You are provided with exercises, to do at appropriate points, just as a lecturer might give his/her student an in-class activity.

Each of the study units follows a common format. The first item is an introduction to the subject matter of the unit, and how a particular unit is integrated with the other units and the course as a whole. Next to this is a set of learning objectives. These objectives allow you to know what you should be able to do, by the time you have completed the unit. These learning objectives are meant to guide your study. The moment a unit is finished, you must go back and check whether you have achieved the objectives. If this is made a habit, then you will significantly improve your chances of passing the course.

The main body of the unit guides you through the required reading from other sources. This will usually be either from your references or from a reading section. Self activities are interspersed throughout the units, working through these activities will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each self activity as you come to it in the study unit.

The following is a practical strategy for working through the course. If you run into any trouble, telephone your tutor or visit the study centre nearest to you. Remember that your tutor's job is to help you. When you need assistance, do not hesitate to call and ask your tutor to provide it.

Read this Course Guide thoroughly, it is your first assignment.

1. Organize a Study Schedule- Design a 'Course Overview' to guide you through the Course. Note the time you are expected to spend on each unit and how the assignments relate to the units. Important information, e.g. details of your tutorials, and the date of the first day of the Semester is available at the study centre. You need to gather all the information into one place, such as your diary or a wall calendar. Whatever method you choose to use, you should decide on and write in your own dates and schedule of work for each unit.
2. Once you have created your own study schedule, do everything to stay faithful to it. The major reason that students fail is that they get behind with their course work. If you get into difficulties with your schedule, please, let your tutor know before it is too late for help.
3. Turn to Unit 1, and read the introduction and the objectives for the unit.
4. Assemble the study materials. Information about what you need for a unit is given in the 'Overview' at the beginning of each unit. You will always need both the study unit you are working on and one of your text books on your desk at the same time.
5. Keep an eye on the course information that will be continuously posted to you. Visit your study centre whenever you need up to date information.
6. Well before the relevant due dates (about 4 weeks before due dates), visit your study centre for your next required assignment.
7. Keep in mind that you will learn a lot by doing the assignment carefully. They have been designed to help you meet the objectives of the course and, therefore, will help you pass the examination. Submit all assignments not later than the due date.
8. Review the objectives for each study unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study materials or consult your tutor. When you are confident that you have achieved a unit's objectives, you can start on the next unit. Proceed unit by unit through the course and try to space your study so that you can keep yourself on schedule.
9. When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule. When the Assignment is returned, pay particular attention to your tutor's comments, both on the tutor-marked assignment form and also the written comments on the assignments, consult your tutor as soon as possible if you have any questions or problems.
10. After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in the Course Guide).

Facilitators/Tutor and Tutorials

Tutorials shall be provided in support of this course. You will be notified of the dates, times and location of these tutorials as well as the names and phone number of your facilitator, as soon as you are

allocated a tutorial group. Your tutor or facilitator will mark and comment on your assignments, keep a close watch on your progress on any difficulties you might encounter and provide assistance to you during the course. Submit your tutor-marked assignment to your tutor before the due date; at least two working days are required. They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your facilitator on telephone, e – mail and discuss problems if you need assistance. The following might be circumstances in which you would find help necessary. Contact your facilitator if:

- You do not understand any part of the study units or the assigned readings.
- You have difficulty with the self-test or activities.
- You have a question or problem with an assignment, with your tutor's comment or with the grading of an assignment.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your course facilitator and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain much benefit from course tutorials prepare a question list before attending them. You will learn a lot from participating in active discussion.

Summary

PED 351 intends to introduce you to adult basic education. Upon completing the course, you will be equipped with basic knowledge and skills that will place you in the status of practicing adult basic education. Among others, you will be able to answer these kinds of questions:

Who is an adult?

Explain the term adult education.

What are the purposes of adult education?

Explain some approaches to adult education?

Discuss the history of adult education in Nigeria.

Discuss the rationale for adult education in Nigeria teacher education programme.

Explain different methods of teaching adult education programme, stating their pros and cons.

We wish you success with the course and pray that you will find it both useful and interesting.

MODULE 1: NATURE AND SCOPE OF EDUCATION

UNIT 1

EDUCATION IN NIGERIA

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main body
 - 3.1 Meaning / Concept of Education
 - 3.2 Brief History of Education in Nigeria
 - 3.3 Formal Education
 - 3.4 Informal Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Education is *of great importance to the human race. It is fundamental to development and growth. In this lecture we shall discuss what education is, why being educated is not being literate. The two forms of education- formal and informal education, Importance of education and the difference between education and literacy.*

2.0 OBJECTIVES

After the lecture, the students should be able to do the following:

- (xxv) Discuss the concept of education
- (xxvi) Discuss the history of education in Nigeria
- (xxvii) Discuss formal and informal education
- (xxviii) Differentiate between formal and informal education

3.1 MEANING / CONCEPT OF EDUCATION

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education began in the earliest prehistory, as adults trained the young of their society in the knowledge and skills they would need to master and eventually pass on. In pre-literate societies this was achieved orally and through imitation. Story-telling continued from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed.

Education is often understood to be a means of overcoming handicaps, achieving greater equality and acquiring wealth and status for all. Learners can also be motivated by their

interest in the subject area or specific skill they are trying to learn. Learner-responsibility education models are driven by the interest of the learner in the topic to be studied.

Education is often perceived as a place where children can develop according to their unique needs and potentialities with the purpose of developing every individual to their full potential.

To some scholars the term education means simply approves of learning which start from the cradle to the grave. Okafor (1987) defined education to embrace all experiences through which an individual acquires knowledge or ideas, develops his intellect and strengthens his will.

Education directly contributes to the growth of national economy by improving the skills and productive capacity of workers. Conversely, the theory postulates that a lack of education keeps individuals and nations poor. The implication of human capital theory for the individual in the context of a modern economy which emphasizes knowledge, skills, and technology is that the acquisition and continual updating of knowledge and skills is imperative.

3.2 BRIEF HISTORY OF EDUCATION IN NIGERIA

Long before the Europeans arrived, education had been part of Nigerians. The Children were taught about their culture, social activities, survival skills and work. Most of these education processes were impacted into the children informally; a few of these societies gave a more formal teaching of the society and culture. In these Societies, there are formal instructions that governed the rites of passage from youth into adulthood. The youth is expected to have attained the necessary social and survival skills as well as having a grounded knowledge in the culture. These are the foundations of education in Nigeria, and upon them were the western education implemented upon.

European Education was introduced into Nigeria in the 1840s. It began in Lagos, Calabar and other coastal cities. In a few decades schooling in English language gradually took roots in the Nigeria. During the Colonial years, Great Britain did not promote education. The schools were set up and operated by Christian Missionaries. The British colonial government only funded a few schools. The policy of the government was to give grant to mission schools rather than expand the system. In the northern part of Nigeria, which was predominantly Muslim populated, Western-style education was prohibited. The religious leaders did not want the missionaries interfering with Islam. This gave way to establishing Islamic school that focused primarily on the Islamic education. Education can take place in formal or informal educational settings.

3.3 FORMAL EDUCATION

Formal education is classroom-based, provided by trained teachers. The first time we are introduced to formal education is in school. The school years are the grounding years of one's education. Schools are institutions that lay the foundation of a child's development. They play a key role in developing children into responsible citizens and good human beings. It's a school where young talent is recognized and nurtured. On leaving school, we are all set to soar high in life, and enter the real world in pursuit of our dreams.

Systems of schooling involve institutionalized teaching and learning in relation to a curriculum, which itself is established according to a predetermined purpose of the schools in the system. School systems are sometimes also based on religions, giving them different curricula.

This period of education is very important in the formative years of the child. Teachers with special skills and training are needed at this time to nurture the children to develop their potentials.

Individual purposes for pursuing education can vary. The understanding of the goals and means of educational socialization processes may also differ according to the sociological paradigm used.

In the early years of schooling, the focus is generally around developing basic interpersonal communication and literacy skills in order to further ability to learn more complex skills and subjects. After acquiring these basic abilities, education is commonly focused towards individuals gaining necessary knowledge and skills to improve ability to create value and a livelihood for themselves. Satisfying personal curiosities (education for the sake of itself) and desire for personal development, to "better oneself" without career based reasons for doing so are also common reasons why people pursue education and use schools.

3.4 INFORMAL EDUCATION

Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home. It occurs in a variety of places, such as at work and through daily interactions and shared relationships among members of society. For many learners this includes language acquisition, cultural norms and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, in youth programs at community centers and media labs.

Informal learning usually takes place outside educational establishments, does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather

unconsciously incidental, holistically problem-related, and related to situation management and fitness for life. It is experienced directly in its "natural" function of everyday life and is often spontaneous.

EXERCISE

- (i) Discuss the concept of education
- (ii) Discuss the history of education in Nigeria
- (iii) Discuss formal and informal education
- (iv) Differentiate between formal and informal education

4.0 CONCLUSION

It has been observed that Education is important to the individual as well as the society having understood the meaning of the concept.

5.0 SUMMARY

In this lecture, we have examined the concept of education. We have also discussed history of education and types of education.

6.0 TUTOR MARKED ASSIGNMENT

- (1) Discuss extensively the history of education in Nigeria
- (2) Discuss the differences between formal and informal education

7.0 REFERENCES/FURTHER READINGS

Okafor, F. C. (1987). Philosophical base of Adult Education.

UNIT 2

WHY EDUCATION?

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main body
 - 3.1 Types of Learning
 - 3.2 Importance of Education
 - 3.3 Differences between Education and Literacy
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Education is significant to the development of individuals and society at large. In this unit we shall discuss types of learning, why being educated is not being literate, importance of education, the difference between education and literacy.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i) Identify types of learning
- ii) Enumerate the importance of education
- iii) Differentiate between education and literacy

3.0 MAIN BODY

3.1 TYPES OF LEARNING

Types of learning fall into three categories:

- Knowledge: specific facts, patterns, concepts
- Skills: practical abilities measured in speed, precision
- Attitudes: realizing feelings, values, motivation

3.2 IMPORTANCE OF EDUCATION

Education is more than reading, writing, and arithmetic. It is one of the most important investments a country can make in its people and its future and is critical to reducing poverty and inequality. If all students in low income countries left school with basic reading skills millions of people would be lifted out of poverty. Education therefore

- Gives people critical skills and tools to help them better provide for themselves and their children

- Helps people work better and can create opportunities for sustainable and viable economic growth now and into the future
- Helps fight the spread of HIV/AIDS and other diseases, reduces mother and child mortality and helps improve health
- Encourages transparency, good governance, stability and helps fight against graft and corruption.
- The impact of investment in education is profound: education results in raising income, improving health, promoting gender equality, mitigating climate change, and reducing poverty.
- Education provides us with knowledge about the world. It paves the way for a good career. It helps build character. It leads to enlightenment. It lays the foundation of a stronger nation. Education makes a man complete.
- Education enriches people's understanding of themselves. Education is an investment in human capital, and it can have a great impact on a nation's growth and development.
- Education is essential for everyone. It is the level of education that helps people earn respect and recognition. It is indispensable part of life both personally and socially. However, the unequal standard of education is still a major problem that needs to be solved.
- Education can bring people together as friends.

- Learn about the Environment. We can educate the younger generation about pollution so they don't have to face the problems we are facing and other environmental issues, so in the future the Earth will become greener.
- Education is a reflection of a good civilization. Human civilization has progressed by innovation in education since periods
- Education spreads awareness in society about how we can be a good social being and help others in our daily life.
- Education removes blanket of ignorance and help people in knowing them their fundamental rights.
- Education help in imparting moral values which is missing in our youth and needs to be addressed carefully for creating a good society.
- Our Brains are appreciated across the globe for their intellect and it has been in our blood and only education can help groom it.

The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. All people need to study. Only with the advent of education can people gain knowledge and enlarge their view over the world. For example, learning by watching TV or reading books gives people a huge amount of information about anything they are interested in such as mathematics, current news, exchange rates, other countries' cultures and so on. Apparently, people may become more useful and civilized if better educated. In areas where residents are not able to receive an

appropriate education, life cannot be as thriving and prosperous as locations where there is a high standard for education.

Secondly, education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Not only does it help us develop healthy surroundings but it also generates an advanced community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientists in inventing equipment and devices, resulting in a high technology nowadays. The more developed life becomes, the more necessary education is for everyone.

Although education has a significant influence on life, the average education is not the same in different areas. As a result, strategies are being made to resolve the problems. Without education, life would be disastrous and detrimental. Consequently, to this day, we are trying our best to make education global and accessible for everyone particularly the poor and the disabled. There are still some places where the inhabitants are almost completely uneducated, causing a serious lack of knowledge. Additionally, every child should be given equal opportunities to learn and study. Because the development of a country depends vastly on the standard of education, it must do everything in its power to improve it. Although the educational systems of different countries are not similar, but they have to share a common goal which is to provide its citizens a suitable and proper learning.

In conclusion, education is absolutely beneficial for society on the whole. It is a life-long process to each person that needs to be reinforced throughout life. However, we need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education.

Education is a rope that can carry us to greatness. It is one of the most important things in life because without education you can't contribute to the world or earn money, and lack knowledge. Knowledge is power, so when you know what you can do, you can go that mile further.

We see that there are many uneducated politician running our government selfishly and for the proper functioning of governance we need to bring more educated people into politics. Change is the need of hour and its time now that we come forward for the betterment of our country.

3.3 DIFFERENCE BETWEEN EDUCATION AND LITERACY

Literacy simply means to be able to read and write. Education, on the other hand, means to acquire knowledge to enhance one's ability to reason and make sound judgment: However, when one is instructed to only view things in a certain manner, regardless of truth and facts, this is actually a form of programming - not education.

Every educated person is a literate but every literate is not an educated person. Literacy is a part of education. Education has a broader meaning whereas literacy is narrower in

concept. The goal of literacy is to make a person to read and write. The aim of education is to make one 'a complete person'. It makes the person not only to read and write but to think comprehensively and reason scientifically. When a person is civilized in behaviour, he /she live with philosophic fervour leading others to choose him/her as a role model. Many saints and philosophers, though illiterate they were, guided the coming generations better than the most of the so-called educated ones. Definitely illiteracy is a curse but the power of the mind can overthrow the ills of illiteracy if the person is well trained in the intricacies of life.

Literacy is meant for managing day to day affairs whereas education is for improving the quality of one's life. Education enables one to learn. According to Oxford dictionary, the word means "bringing up (of the young) systematic instruction and development of character or mental power. Simply, to educate means to train. On the other hand, literacy is a relative term. Different nations attribute different meanings to this word. In India, literacy is just writing one's own name in one's mother tongue and possibly writing from 1 to 10.

Literacy according to Oxford Dictionary spells out the standard meaning that is "the ability to read and write". Again, this word conveys different meanings in different contexts. For instance, in a medical congregation, as several scientists felicitate a fellow scientist, the scientist says in all modesty and humility, "I am not that literate ". Here, the word "literacy" could mean "a repository of all wisdom" or like that. Literacy means read

and write a particular language or languages but on the other hand education means the whole knowledge of the field.

Literacy is only a part of education. Literate people are not necessarily educated also. Literacy is formal education. A person can be illiterate and still highly educated. For being educated it is not required to have to be literate.

Literacy is basically the ability to read and write, at least in one language. Literacy empowers you to be on the same pedestal as the society in which you live. In a world where information comes mostly through the written medium this is a rather crucial ability for anyone. Being literate is necessary. Being literate is indispensable. Being literate is literally just that. Being literate is not the same as being educated. Education is more of a process than ability. It's a loop: observe -> learn -> understand -> apply -> observe. Literacy is a tool in this process; at least it is if your choice of education is academic: science, literature, history etc.

Literacy is not the only way to be 'educated'. Suppose you want to be a great fisherman? You can't just read about the different types of fish, you have to go and catch some. You have to know when and where to fish. Suppose you want to be an amazing cook? You have to burn your fingers, burn the food, burn a few utensils, and know the difference between ginger and garlic and so on. A politician, no matter how illiterate, is educated in the art of being a politician (manipulator, diplomat, shrewd). A painter, even if he doesn't know the names of colours, can be a great painter if he knows how to use them such that it appeals to observers.

Literacy and education are not the same,. The difference between them is much like the difference between a tool and a process. Literacy will give you the ability to read a book. Education is when you, at least, understand what the author is trying to convey.

EXERCISE

- i) Identify types of learning
- ii) Enumerate the importance of education
- iii) Differentiate between education and literacy

4.0 CONCLUSION

Education has inherent values. The values and importance of which cannot be overemphasised.

5.0 SUMMARY

In this unit, we have examined the types of learning. We have also discussed the importance of education and the difference between education and literacy.

6.0 TUTOR MARKED ASSIGNMENT

- (1) Examine the positive impacts of education to an individual as well as the society.
- (2) Education is not the same as literacy. Discuss

7.0 REFERENCES/FURTHER READINGS

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MODULE 2 CONCEPT OF ADULT EDUCATION

UNIT 1

ADULT BASIC EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main body
 - 3.1 Meaning / concept of adulthood
 - 3.2 Concept of adult basic education
 - 3.3 Purpose of adult basic education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor marked Assignment
- 7.0 References/Further Readings

1.0 INTRODUCTION

Adult education is a public education program for all adults. Is adult education a practice or a program, a methodology or an organization, a 'science' or a system, a process or a profession? Is adult education different from continuing education, vocational education, higher education? Does adult education have form and substance, or does it merely permeate through the environment like air? Is adult education,

therefore, everywhere and yet nowhere in particular? Does adult education even exist? This and many more are what we will shed light on in this unit.

2.0 OBJECTIVES

After the lecture, the students should be able to do the following

- (i) Discuss the meaning and concept of adulthood.
- (ii) Discuss the concept of adult education
- (iii) List and explain the purposes of adult education

MAIN BODY

3.1 THE MEANING OF 'ADULT'/CONCEPT OF ADULTHOOD

Different societies and cultures will have contrasting understanding of what it is to be adult. 'Adult' can be set against 'child'. In between adult and child (or more accurately, overlapping) there may be an idea of 'youth'. At base adults are older than children and with this comes a set of expectations. They are not necessarily mature. 'But they are supposed to be mature, and it is on this necessary supposition that their adulthood justifiably rests

The first international conference on the comparative study of adult education defines an adult as " a person who no longer attends school as a primary or full-time activity and who is over twenty-one (21) years of age". An adult could also be seen as a

person who has come into certain stages of life in which he has assumed responsibility for himself and usually for others, and who has concomitantly accepted a functionally productive role in his community.

Nzeneri in his handbook on adult education principles and practices described adult as a person who is physically and psychologically mature and who is socially, economically and politically responsible. In his words, physical maturity implies that the adult is capable of being a parent, picking a life partner, raising a family and managing a home. In some communities an adult is known by his years of age. Some say that adulthood starts at 14 years of age. To some others one is an adult when he is up to 18 years old. To Professor T. U. Ume, an adult is not known by his age or physical and psychological maturity but by the circumstances in which he or she finds herself. In this case a boy of 14 years may be a more adult than another of 20 years.

An adult as a concept, just like adult education, has been defined by many different authors and writers from different perspectives. Some use the biological parameter in defining it, while others use the chronological, historical, economic, psychological, political and social parameters in defining who an adult is. This can be broken down in the following ways:

- biological state (post-puberty),
- legal state (aged 18 or over; aged 21 or over?),
- psychological state (their 'self concept' is that of an 'adult')

- form of behaviour (adulthood as being in touch with one's capacities whatever the context)
- set of social roles (adulthood as the performance of certain roles e.g. working, raising children etc.).

One may ask “what then can be said about the concept of an adult”? Bown (1979) and Ibeh (2008) see an adult as one who has achieved full physical development and is expected to have the right to participate as a responsible homemaker, worker and member of a society.

Nzeneri (2002) defines an adult as one who is physically and psychologically matured and is socially, economically and politically responsible. According to Adesanya (2005) the term adult is difficult to define because it varies from one society to another and has changed over time. The boundaries that determine who is considered an adult can depend on actions (i.e. legal age to fight war, drive a car and vote amongst others), activities (i.e., age that one can begin to work) and /or responsibilities (i.e., marriage age, age to begin supporting family). UNESCO (1976) gives a recommendation of who an adult is: it is a person regarded by the as such by the society to which he /she belong.

Certain criteria are considered in identifying who an adult is which vary from culture to culture. Onuora (1984) discusses certain universal criteria, one or a combination of which is used to determine an adult in difficult societies. Among these are;

Age or Chronological Criterion - this particular factor does not bear out a uniform standard more so, as it is variously defined. Thus, legally, the age at which one

can be held liable for crime committed or, the age at which a person can be registered as a voter or can be considered qualified to contest elective offices or to be recruited for military society. The age in each instance signifies constitutional adulthood. In traditional societies, the attainment of such age is marked by initiation or other ritualistic ceremonies.

Physical Cum-Biological Criteria - In some societies one is recognised as an adult when one has developed maturational characteristics associated with adulthood. Some of these are secondary sexual attributes such as the presence of hair on the pubic region, changes in voice and body physique in male as well as development of breast in female. Again, this criterion does not stand the test of universal relevance

Mental and/or Psychological maturity - In this case, the individual is adjudged an adult by such subjective criteria as "talks sensibly": reasons accurately, knows what to do, contribute at meetings etc. This is again a slippery criterion because it cannot be pinned down to any specific parameter.

Social Criterion - This is when a person is responsible for self and perhaps others, plays social roles like payment of tax, participating in Community Development Programmes or is married and has a family which he caters for independently

An emphasis need be made at this juncture - that is, these criteria are largely normative and evaluative and their validity can only be affirmed by reference to particular societies. Usually, a combination of these entire criteria makes one an adult. If you are physically mature and mentally irresponsible one's claim to adulthood comes under serious questions of credibility.

3.2 CONCEPT OF ADULT BASIC EDUCATION

Some adult have missed the opportunity to acquire formal education due to poverty, inadequate counselling, the civil war (1966-1970), Illiteracy and other factors which led to imbalance of their level of education. The term adult basic education means an instructional program for the undereducated adult planned around those basic and specific skills most needed to help him or her to function adequately in society.

Adult basic education is concerned not with preparing people for life, but rather with helping people to live more successfully. Thus if there is to be an overarching function of the adult basic education enterprise, it is to assist adults to increase competence, or negotiate transitions, in their social roles (worker, parent, retiree etc.), to help them gain greater fulfilment in their personal lives, and to assist them in solving personal and community problems.

Adult basic education and training is the general conceptual foundation towards lifelong learning and development, comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contexts. Abet is flexible, developmental and targeted at the specific needs of particular audiences and ideally, provides access to nationally recognized certificates.

Adult education discipline encompasses all education and training activities undertaken by adults for professional or personal reasons. It includes general, vocational and

enterprise based training within a lifelong perspective. We can see the relevance of experience in Ume's definition and that of Okafor. Using the definition of adult by Ume and education by Okafor, we can say that adult education is just a process by which a mature person acquires knowledge, ideas, etc. Some other scholars saw adult education as comprehensive term describing not merely literacy education but non-formal, out-of school education and training. At this point we will need to see adult education from the perspective of UNESCO's position as written by Nzeneri. According to him, United Nations Economic Social and Cultural Organisation (UNESCO) explained adult education to mean: the entire body of organized educational process, whether the content, level and methods, whether formal or otherwise, whether they prolong or replace initial education in the schools, colleges, or universities as well as in adult by the society whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Based on the above presentations, we now posit adult education to mean a process by which a matured member of a society acquires knowledge and skills to make himself relevant in his community.

Adult education system includes a range of instructional programs that help adults get the basic skills they need to be productive workers, family members, and citizens.

Adult education programs are available to individuals that:

- Are 16 years or older.
- Are not enrolled or required to be enrolled in secondary school.
- Do not have a high school diploma or its equivalent.
- Want to learn to speak, read, and write the English language.

Ugwuegbu (2003) opined that Adult Education in Nigeria is not just about literacy or remedial education to fill a gap. That it is what is needed and wanted by all as long as they are alive and regardless of previous education. This position is in line with what Nasir (1979) when he said that Adult Education included many of the subjects learned at school for those who never had the opportunity. Dave (1973) had earlier argued that Adult Education aims at providing lifelong Education that prepares the individual for change and creates dynamic frame of mind in the individual. This is because the world is constantly changing in all spheres including technology, communication and industry. Human's craving for learning is thus continuous to keep pace with the changes.

Bown and Okedara (1981) rightly described this urge for continuous learning as 'cradle to grave'. It is hoped that when the individual is equipped through lifelong skills and knowledge, Nigeria's hope for the realization of the millennium development goals that include eradication of extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, combating HIV / Aids, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development would be enhanced (Federal Government of Nigeria, 2004).

Adult education can also be seen as the practice of teaching and educating adults. This often happens in the workplace, through 'extension' or 'continuing education' courses at secondary schools, at a college or university. Other learning places include folk high schools, community colleges, and lifelong learning centres. The practice is also often referred to as 'Training and Development'. It has also been referred to as andragogy (to distinguish it from pedagogy). A difference is made between vocational education, mostly undertaken in workplaces and frequently related to up-skilling, and non-formal adult education including learning skills or learning for personal development.

3.3 PURPOSE OF ADULT BASIC EDUCATION

The purposes of providing adult basic education are to:

- (1) Upgrade a veteran's basic educational skills;
- (2) Provide refresher training; or
- (3) Remedy deficiencies which prevent the veteran from undertaking a course of education or vocational training.
- (4) To make basic education available and accessible to youths and adults, especially those in rural and disadvantaged communities.
- (5) Provide learner centred teaching with support to equip our clients with basic knowledge and skills for job creation and self-employment
- (6) Be involved in community engagement and research activities aimed at community development

(7) To enable adult learners to be literate, productive, and successful in the workplace, home, and community by delivering responsive adult education programs and services.

Purposes of adult education may vary, the general purposes of which are summarized as:

- Vocational
- Social
- Recreational
- Self-development

Exercise

- (i) Discuss the meaning and concept of adulthood.
- (ii) Discuss the concept of adult education
- (iii) List and explain the purposes of adult education

4.0 Conclusion

Teachers who possess an understanding of adult development are more able to facilitate learning and design activities most beneficial to them.

5.0 Summary

In this unit, we have learnt the meaning and concept of adulthood, the concept of adult education. We have also discussed the purposes of adult education.

6.0 Tutored Marked Assignment

- (iv) Discuss the concept of adult education extensively

7.0 References / Further Readings

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UNIT 2

ADULT LEARNING THEORY AND PRINCIPLES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Approaches to Adult Education
 - 3.2 Goals of Adult Basic Education
 - 3.3 The National Policy on Adult Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutored Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

Adult literacy although strictly not within the formal system has a great influence on the quantity and quality of education in the formal system. It should be pursued vigorously. Adult literacy and adult education are necessary to ensure an enlightened government and citizenry, whose insights, activities and decisions are very vital to the cause of education and the achievement of national goals. Thus change in Adult Education in Nigeria is welcome.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

Discuss approaches to Adult Education

Enumerate goals of Adult Basic Education

Discuss the National Policy on Adult Education

3.0 MAIN BODY

3.1 APPROACHES TO ADULT EDUCATION

Approach adult education can be explored from five basic and overlapping perspectives.

Adult education as:

- *The work of certain institutions and organizations.* What we know as adult education has been shaped by the activities of key organizations. Adult education is, thus, simply what certain organizations such as the Workers Education Association or the YMCA do.
- *A special kind of relationship.* One way to approach this is to contrast adult education with the sort of learning that we engage in as part of everyday living. Adult education could be then seen as, for example, the process of managing the external conditions that facilitate the internal change in adults called learning (see Brookfield 1986: 46). In other words, it is a relationship that involves a conscious effort to learn something.
- *A profession or scientific discipline.* Here the focus has been on two attributes of professions: an emphasis on training or preparation, and the notion of a specialized body of knowledge underpinning training and preparation. According to this view

‘the way in which adults are encouraged to learn and aided in that learning is the single most significant ingredient of adult education as a profession’

- *Stemming from a historical identification with spontaneous social movements.* Adult education can be approached as a quality emerging through the developing activities of unionism, political parties and social movements such as the women’s movement and anti-colonial movements (see Lovett 1988).
- *Distinct from other kinds of education by its goals and functions.* This is arguably the most common way of demarcating adult education from other forms of education.

For example:

Adult education is concerned not with preparing people for life, but rather with helping people to live more successfully. Thus if there is to be an overarching function of the adult education enterprise, it is to assist adults to increase competence, or negotiate transitions, in their social roles (worker, parent, retiree etc.), to help them gain greater fulfillment in their personal lives, and to assist them in solving personal and community problems. (Darkenwald and Merriam 1982)

3.2 GOALS OF ADULT BASIC EDUCATION

One of the goals of adult education may be to help adult learners satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfilment. The goal might also be to achieve an institution's needs. In these institutions, the aim is typically related to personal growth and development as well

as occupation and career preparedness. For example, this might include improving its operational effectiveness and productivity. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

The constant changes in the labour market and in society continuously make new demands on the skills and adaptability of individuals. Participation in adult education and continuing training helps individuals participate actively in the labour market throughout their lives. The competitiveness of Danish enterprises and the quality of services is largely dependent on investment in continuing training and competence development.

Demand for adult education and continuing training among workers and enterprises must therefore be strengthened. Those with the lowest level of formal education and training, who have the greatest need for and barriers to education, must be motivated. Public and private enterprises must be encouraged to become learning and developing workplaces to a greater degree and to help strengthen the development of human resources.

Based on a close dialogue with the social partners, the Government has laid down the following goals to be promoted in adult education and continuing training

- Everyone should engage in lifelong learning.
- Adult education and continuing training efforts must be effective and flexible. They must support good job opportunities for individuals, good competitiveness in enterprises and high employment and prosperity in society.

- Adult education and continuing training must provide everyone with opportunities to improve competences - not least those with the lowest level of formal education.
- Adult education and continuing training must reflect changes in the qualification requirements and needs of the labour market

Adult Basic Education addresses a variety of learner goals. ABE helps learners to:

- Attain employment and/or better their current employment;
- Achieve high school equivalency (GCE or Adult H.S. Diploma);
- Attain skills necessary to enter post-secondary education and training;
- Exit public welfare and become self-sufficient;
- Learn to speak and write the English language;
- Master basic academic skills to help their children succeed in school;
- Become good citizens and participate in democratic society; and
- Gain self-esteem, personal confidence and sense of personal and civic responsibility.

3.3 THE NATIONAL POLICY ON ADULT EDUCATION

The National Policy on Education (2004) provides for Adult and non-formal education as an instrument par excellence for lifelong education. Section 6 of the Policy outlines the goals of adult and non-formal education to include providing functional literacy and continuing education for adults and the youths, provide education for different categories of completers of the formal education system to improve their basic knowledge and

skills, provide in-service, on-the-job, vocational and professional training for different categories of workers and give adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment.

The purpose of adult and non-formal education according to the Federal Republic of Nigeria (2004) includes:

(I). To provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or (dropouts)...These include the nomads, migrant families, the disable, and the disadvantaged gender.

(ii). to provide functional and remedial education for those who did not complete secondary education.

(iii). to present education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.

(iv). to provide in-service, on-the-job, vocational and professional trainings for different categories of workers and professionals in order to improve their skills, and

(v). to give the adult citizens of the country necessary aesthetic, cultural, and civic education for public enlightenment.

To implement adult education throughout the country, policy-makers have formulated a number of approaches. Included among these are (1) adopting mandatory continuing education; (2) adapting individual literacy programs to fit given cultural and sociological

conditions; (3) creating national, state, and local in service programs; (4) developing a National Service Program that is a cross between Vista and military scholarship programs; and (5) establishing national commissions for adult education in each state to coordinate activities. There are, however, a number of barriers to successful implementation of such programs, including corruption, conflicts between traditional Islamic beliefs and western educational practices, existing class structures, and the current totalitarian administration of Nigeria's educational program. (MN)

Exercise

Discuss approaches to Adult Education

Enumerate goals of Adult Basic Education

Discuss the National Policy on Adult Education

4.0 CONCLUSION

Adult literacy although strictly not within the formal system has a great influence on the quantity and quality of education in the formal system.

5.0 SUMMARY

In this unit, you have learnt: Approaches to Adult Education, Goals of Adult Basic Education and The National Policy on Adult Education

6.0 TUTOR MARKED ASSIGNMENT

Discuss The National Policy on Adult Education

7.0 REFERENCES / FURTHER READINGS

Bown, L. and Okedara, .LT. (1981) *An Introduction to the Study of Adult Education*, Ibadan: University Press Ltd.

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UNIT 3

CHARACTERISTICS OF ADULT EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Why Adult Education is Important
 - 3.2 Characteristics of Adult Basic Education
 - 3.3 Characteristics of Adult Learner
 - 3.4 Adult Learning Theory and Principles
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutors Marked Assignment
- 7.0 References / Further Readings

4.0 INTRODUCTION

Adult education is a very important venture for any nation. In this unit we shall discuss this importance, the characteristics of adult basic education, and characteristics of an adult learner and the goals of adult basic education.

2.0 OBJECTIVES

After the lecture, the students should be able to do the following

- (i) Discuss the importance of adult basic education.

- (ii) Discuss the characteristics of adult basic education
- (iii) List and explain the characteristics of an adult learner
- (iv) Discuss Adult Learning Theory and Principles

5.0 MAIN BODY

3.1 WHY IS ADULT EDUCATION IMPORTANT?

People who have an opportunity to continually learn and develop their skills and capacities:

- Make our economy grow and develop
- Ensure that their children develop a love of learning and take full advantage of education
- Actively participate in their own communities and civil society
- Support and respect people with different cultural beliefs and abilities
- Respect and protect the environment for future generations
- Nurture creativity and imagination
- Live healthy and fulfilled lives

So, Investing in adult education makes sense for individuals, families, communities and our country as a whole.

3.2 CHARACTERISTICS OF ADULT BASIC EDUCATION

Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and experience that can add to or hinder the learning experience. Another difference is that most adult education is voluntary; therefore, the participants are generally better motivated. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge recently gained will help them further their goals. One example, common in the 1990s, was the proliferation of computer training courses in which adults (not children or adolescents), most of whom were office workers, could enrol. These courses would teach basic use of the operating system or specific application software. Because the abstractions governing the user's interactions with a PC were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either at their own whim (to gain computer skills and thus earn higher pay) or at the behest of their managers. In Nigeria, a more general example is that of the secondary schools dropout who returns to school to complete general education requirements. Most upwardly-mobile positions require at the very least a University diploma or equivalent. A working adult is unlikely to have the freedom to simply quit his or her job and go "back to school" full time. Public school systems and community colleges usually offer evening or weekend classes for this reason. In Europe this is often referred to as "second-chance", and many schools offer tailor-made courses and learning programs for these returning learners.

3.3 CHARACTERISTICS OF THE ADULT LEARNER

There have been several myths about the learning of adults. These myths retard the progress of adult education programme and have influenced the subjects taught to adults and the methods adopted.

Some of the myths are that:

- (a) One cannot change human nature i e. While the youth is smart, able and intelligent an adult is old, dull and incapable of learning by nature
- (b) You cannot teach old dog new tricks
- (c) Also the myth explain learning as a process of pouring knowledge into the head of the learner

Here it is thought that a young child has a hole in his head to receive knowledge and an adult has got the hole in his head blocked.

These myths have been dispelled by E.L. Thorndike (1874-1949) and it is accepted that adult can learn

Characteristics of an adult learner thus include

1. Experience

An Adult is an experienced person before coming to the adult class. Such experience may be pleasant or bitter or both. Pleasant experience motivates the learner to be enthusiastic about learning while unpleasant experience discourages the learner. The teacher has to try his possible best to arouse the interest of such a learner who has had a bitter experience. Some adult learners have never had any

learning situation experience thus the teacher faces the task of reconditioning the adults to the new learning situation. The teacher has to teach them how to hold books pencils, biro, and eraser

2 Conservative Ideas or Opinions

Some adults might have formed certain conservative ideas. They might have had certain opinions of things before coming to attend adult classes. The teachers have a lot to do as regards planning because opinions are very difficult to change.

3 Definite Views

The adult learning has his own definite views of things and knows exactly what he wants. In the formal school system, it is what the state of nation wants that is taught to the school children and there is no difference - in children education in a particular area. But for the adults, a class of 15 could have 19 different views of what they want and the teacher must be able to satisfy the needs of each adult if the class is to continue. There should be room for individual differences.

4 Dictation of Needs

There is no compulsion in attending classes. The adult is free to determine what he wants to be taught. He comes to the class because he is willing and he can withdraw when he so desires. He stays only when he feels his needs are being met by the programme.

5 Interest of Immediate Results

Courses offered must be relevant to the needs of the adults because the adult learner is interested in immediate result of his efforts. Adult learners are always

aware of their limited ability to cope due to old age, so they only learn those things that would have some socio-economic effects on them.

The adult teacher must be aware of the above situation and plan his work to suit his clients or adult learners.

3.4 ADULT LEARNING THEORY AND PRINCIPLES

Adult Learning Theory

Part of being an effective educator involves understanding how adults learn best (Lieb,1991). Andragogy (adult learning) is a theory that holds a set of assumptions about how adults learn. Andragogy emphasises the value of the process of learning. It uses approaches to learning that are problem-based and collaborative rather than didactic, and also emphasises more equality between the teacher and learner.

Andragogy as a study of adult learning originated in Europe in 1950's and was then pioneered as a theory and model of adult learning from the 1970's by Malcolm Knowles an American practitioner and theorist of adult education, who defined andragogy as "the art and science of helping adults learn" (Zmeyov 1998; Fidishun 2000).

What do you mean by 'adult learning principles'?

Knowles identified the six principles of adult learning outlined below.

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented

- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

How can I use adult learning principles to facilitate student learning?

Adult Learning Principles:

1. Adults are internally motivated and self-directed

Adults are autonomous and self-directed. They like to direct their own learning, to be actively involved in learning and work around their specific interests and personal goals.

Adult learners resist learning when they feel others are imposing information, ideas or actions on them (Fidishun, 2000).

Your role is to facilitate a students' movement toward more self-directed and responsible learning as well as to foster the student's internal motivation to learn.

As an educator you can:

Set up a *graded learning program* that moves from more to less structure, from less to more responsibility and from more to less direct supervision, at an appropriate pace that is challenging yet not overloading for the student.

Develop rapport with the student to optimise your approachability and encourage asking of questions and exploration of concepts.

Show interest in the student's thoughts and opinions. Actively and carefully listen to any questions asked.

Lead the student toward inquiry before supplying them with too many facts.

Provide *regular constructive and specific feedback* (both positive and negative),

Review goals and acknowledge goal completion

Encourage use of resources such as library, journals, internet and other department resources.

Set projects or tasks for the student that reflects *their interests* and which they must complete and "tick off" over the course of the placement.

Acknowledge the preferred learning style of the student. A questionnaire is provided below that will assist your student to identify their preferred learning style and to discuss this with you.

2. Adults bring life experiences and knowledge to learning experiences

Adults bring life experiences and knowledge to learning experiences. This may include work-related activities, family responsibilities, and previous education. Adults like to be given opportunity to use their existing foundation of knowledge and experience gained from life experience, and applies it to their new learning experiences. As an educator you can:

Find out about your student - their interests and past experiences (personal, work and study related)

Assist them to draw on those experiences when problem-solving, reflecting and applying reasoning processes.

Facilitate reflective learning opportunities which Fidishun (2000) suggests can also assist the student to examine existing biases or habits based on life experiences and "move them toward a new understanding of information presented" .

3. Adults are goal oriented

Adult students become ready to learn when "they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems" (Knowles,1980 p 44, as cited in Fidishun, 2000). Your role is to facilitate a student's readiness for problem-based learning and increase the student's awareness of the need for the knowledge or skill presented. As educator, you can:

Provide meaningful learning experiences that are *clearly linked* to personal, client and fieldwork goals as well as assessment and future life goals.

Provide real case-studies (through client contact and reporting) as a basis from which to learn about the theory, OT methods, and functional issues implications of relevance.

Ask questions that motivate reflection, inquiry and further research.

4. Adults are relevancy oriented

Theory needs to be related to practical experiences. Adult learners want to know the relevance of what they are learning to what they want to achieve. When they see the applicability they also see the value in the experience. One way to help students to see the value of their observations and practical experiences is to:

Ask the student to do some reflection on for example, what they expect to learn prior to the experience, on what they learnt after the experience, and how they might apply what they learnt in the future, or how it will help them to meet their learning goals.

Provide some choice of fieldwork project by providing two or more options, so that learning is more likely to reflect the student's interests.

"Students really benefit from regular 'teaching sessions' - time spent going through assessments such as how to do a kitchen assessment, and having in-services presented on specific topics - such as Cognition or Perception" " I find they understand more about a topic when it is directly relevant to the work context. This is invaluable as it ties theory to practice." S. Bartholomai, (personal communication, May 31, 2007)

5. Adults are practical

Adults are practical. They like to be able to apply their knowledge. Through practical fieldwork experiences, interacting with real clients and their real life situations, students move from classroom and textbook mode to hands-on problem solving where they can recognise firsthand how what they are learning applies to life and the work context. As an educator you can:

Clearly explain your reasoning when making choices about assessments, interventions and when prioritising needs.

Be explicit about how what the student is learning is useful and applicable to the job and client group you are working with.

Promote active participation by allowing students to try things rather than observe. Provide plenty of practice opportunity in assessment, interviewing, and intervention processes with ample repetition in order to promote development of skill, confidence and competence.

6. Adult learners like to be respected

Adults like to be treated as equals, to voice their own opinions and to have a role in directing their own learning. Respect can be demonstrated to your student by:

Taking interest

Acknowledging the wealth of experiences that the student brings to the learning process;

Regarding them as a colleague who is equal in life experience

Encouraging expression of ideas, reasoning and feedback at every opportunity.

It is important to keep in mind that the student is still developing practice skills. However, with the theory and principles of adult learning in mind, you can facilitate the learning approach of the student to move from novice to more sophisticated learning methods. This facilitates greater integration of knowledge, information and experience;

the student learns to distinguish what is important when assessing and working with clients; how to prioritise client needs, goals and caseload; when rules can be put aside and how/when the approach to occupational therapy practice and professional communication emerges from strict modelling of behaviour into a unique therapeutic and professional expression of self. (Fidishun, 2000; Lieb,1991)

The principles of andragogy flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best. Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals. In other words, these 7 principles distinguish adult learners from children and youth.

1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
2. Adults will only learn what they feel they need to learn. In other words, they are practical.
3. Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
5. Adult learning is affected by the experience each adult brings.

6. Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.
7. Children want guidance. Adults want information that will help them improve their situation or that of their children. [\[18\]](#)

Exercise

- (i) Discuss the importance of adult basic education.
- (ii) Discuss the characteristics of adult basic education
- (iii) List and explain the characteristics of an adult learner
- (iv) Discuss Adult Learning Theory and Principles

4.0 CONCLUSION

Adult Basic Education programme enables individuals to advance over time to successively level of education and to prepare the participant for the next level of productive life.

5.0 SUMMARY

In this unit, you have learnt:

- (i) The importance of adult basic education.
- (ii) The characteristics of adult basic education
- (iii) The characteristics of an adult learner
- (iv) Adult Learning Theory and Principles

6.0 TUTOR MARKED ASSIGNMENT

Discuss Adult Learning Theory and Principles

7.0 REFERENCES / FURTHER READINGS

Adesanya, L.A. (2005).*The concept and scope of adult education. adult and non-formal education in Nigeria: emerging issues*. NNCAE conference 27th Nov- 1st Dec

MODULE 3 ADULT EDUCATION IN NIGERIA

UNIT 1

HISTORICAL BACKGROUND OF ADULT EDUCATION IN NIGERIA

CONTENT

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 History of Adult Education in Nigeria
 - 3.2 Why Adult Education in Nigeria
 - 3.3 Rationale for Adult Education in Nigeria Teacher Education Programme
 - 3.4 Types of Adult Basic Education
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutored Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

In this unit we shall be discussing the history of Adult education in Nigeria, why adult basic education is needed in Nigeria, explain the Rationale for Adult Education in the Nigerian Teacher Education Programme and discuss the types of adult basic education.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- (i) Discuss the history of adult education in Nigeria.
- (ii) Discuss why adult basic education is needed in Nigeria
- (iii) List and explain the Rationale for Adult Education in the Nigerian Teacher Education Programme
- (iv) Discuss the types of Adult Education in Nigeria

3.0 MAIN BODY

3.1 HISTORY OF ADULT EDUCATION IN NIGERIA

Long before the invention of writing, man had sought to establish some system of training in skill and knowledge for the transmission of the values of society. Thus adult education existed in the most primitive cultures of the world and could be said to be as old as creation. This implies that before the advent of Western Adult Education, there had been in Nigeria, like in any other culture, a comprehensive and coherent traditional Adult Education. According to Alao (1992), Adult Education in the traditional setting has no harmonised syllabus as the learning content, timetable and teaching -learning process differ from one place to the other. The common thing is that goal of learning is for self-employment and for the promotion and continuity of family occupation. Another common objective is that education aims at producing the best quality in man.

In traditional Adult Education, the places of worship, public halls, homes and the entire society are schools and the instructors (teachers) are not only the master craftsmen

and women, but all the elders of the society and even the age groups. In spite of its pragmatism and comprehensiveness, it lacks compartmentalisation and in some courses, easy accessibility to information. The organisation or administration is also the exclusive right of the master craftsmen or women and in some cases by the tenets of the occupation.

The history of adult education in Nigeria dates back to the 40's. In his book titled Literacy Education in Nigeria, Aderinoye wrote on page 7 that Holy Trinity Anglican School started evening classes in Kano in 1940. Continuing, he informed us that experiments in community development and literacy began in Udi in 1942 with Chadwick, E. R. as the organizer. He also wrote that as far back as 1958 before our independence in 1960, an association known as Adult Education Students Association had been formed. The association constituted what was called an interim Committee in their conference at the University of Nigeria, Nsukka. The Committee was charged with the preparation for launching of a national body and a constitution to be examined in a conference proposed to hold at University of Ibadan in December 1967. Unfortunately, the civil crisis in the country made the realization of their dream impossible until 1971 when the Association was transferred into a National body called Nigerian National Council for Adult Education (NNCAE). The aim of the council was to achieve 100% literacy rate in Nigeria.

In the same 1971, Chief A. Y. Eke as the Minister for Education called for a ten year 1974 – 1984 mass literacy campaign and served as the founding chairman of the National

Mass Education Commission. Following the pressure as the federal government for recognition of the discipline of Adult Education, a unit called Adult Education was created at the Federal Ministry of Education in 1974. This is why many scholars in Adult Education class said that the history of the field in Nigeria should be date 1974.

The administration of Alhaji Shehu Shagari in 1982 following call by the United Nations Economic Social and Cultural Organization (UNESCO) for total eradication of illiteracy from the world declared 1982 – 1992 as a ten year mass literacy campaign period. In 1987, the Federal Government directed all State Governments in the Federation to establish adult and non-formal education agencies to execute literacy education. In 1990 a decree was promulgated establishing a National Mass Literacy Commission. To buttress the unseasoned effort of our government to respond to the global merely towards Education For All (EFA) in line with the United Nations declaration, the Universal Basic Education was launched on September 20, 1999.

3.2 WHY ADULT EDUCATION IN NIGERIA?

When a Society finds itself demoralised or when values of human life tend to be forgotten or when certain goals have disintegrated, there is always a need for re-appraisal. At such a time in various countries, leaders have realised that the reformation, reconstruction and rehabilitation could be brought about through the education of the citizens. This means, in times of social, economic, cultural or political crisis, Adult Education being widely recognized as an organ of nation building, has an important role to play.

Therefore the prevailing conditions of the various activities in Nigeria necessitate the organization of adult education programmes to help restore the national pride and morale of the people. People need improvement in their knowledge, skills, food, home (Family), health creativity, friendship, independence, leadership and a wide range of other conditions which (i.e. the improvement) can only be made possible through Adult Education.

In view of the state of economy in Nigeria, the Federal Government in the National Policy on Education endorsed its total commitment to and support for Adult Education Programmes. "On 8 September 1982, the former Nigerian President Alhaji Shehu Shagari launched a mass literacy campaign advocating that in the next ten years i.e. by 1992, all Nigerian adults would become "literate". The Nigerian National Policy on Education adopts the concept of adult education and lists objectives in Section 52 as:

1. The provision of functional Literacy Education for adults who have never had the advantage of any formal education.
2. The provision of functional and remedial education for those young people who prematurely dropped out of the formal school system;
3. The provision of further education for different categories of graduates of the formal education system in order to improve their basic knowledge and skills;
4. The provision' of in-service, on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills, and

5. The provision to adult citizens of the country of necessary aesthetic, cultural and civic education for public enlightenment.

It is in furtherance of government's commitment towards, adult education that the local government had set up some literacy centres. This is being co-ordinated by National Orientation Agency. The Federal Government had promised this in Section 52.9 that Adult Education will be fostered at Local, State; and National levels, and that a National Commission for Adult Education will be set up with branches in all the States, to co-ordinate Adult Education activities.

3.3 RATIONALE FOR ADULT EDUCATION IN THE NIGERIAN TEACHER EDUCATION PROGRAMME

1. It helps the teachers to be more creative in thought, speech and actions about the various aspects of education. When there is a discussion on adult education, they will be able to explain the subject matter to correct the general misconception that adult education is for the old people alone. .
2. It helps them to be more efficient in their ways of imparting knowledge to the various categories of individuals in the society e.g. at childhood, adolescent and adult stages.
3. Through the study of Adult Education, teachers will understand the differences between adult learners and the School. Children's behaviour in the classrooms. Their knowledge of the characteristics of the adult learners would be an advantage.

4. It helps teachers (when they are appointed as Adult Learner's Instructors) to formulate better curriculum to suit the purpose of the particular programme that is available since there are various programmes in Adult Education,
5. Through the study of Adult Education in Teacher Training Colleges, the teacher will be able to adjust in order to cope successfully and interact with the adults in the society. He or she will be able to identify adult needs.
6. It provides insights into the conditions of the various activities in a country. This is made it possible through the programmes that are made available by the government.

3.4 TYPES OF ADULT EDUCATION

Types of adult education can be classified as follows:

1. Education for vocational, technical, and professional competence. (Such education may aim at preparing an adult for a first job or for a new job, or it may aim at keeping him up to date on new developments in his occupation or profession.)
2. Education for health, welfare, and family living. (Such education includes all kinds of education in health, family relations, consumer buying, Planned Parenthood, hygiene, child care, and the like.)
3. Education for civic, political, and community competence. (Such education includes all kinds of education relating to government, community development, public and international affairs, voting and political participation, and so forth.)

4. Education for “self-fulfillment.” (Such education embraces all kinds of liberal education programs: education in music, the arts, dance, theatre, literature, arts and crafts, whether brief or long-term. These programs aim primarily at learning for the sake of learning rather than at achieving the aims included in the other categories.)

5. Remedial education: fundamental and literacy education. (Such education is obviously a prerequisite for all other kinds of adult education and thus, as a category, stands somewhat apart from the other types of adult education.)

In reference to the fifth category, adults frequently need to compensate for inadequacies of earlier education. If these inadequacies are not remedied, they inhibit recourse to modes of education that are “adult”—adult, that is, in terms of sophistication in modern society and not in terms of age. Such remedial education is required most extensively in societies changing rapidly from subsistence to an industrial economy and concurrently changing politically and socially. Mass literacy acquires a new importance in these nations of Asia, Africa, and Latin America, and the establishment of universal primary education becomes a social imperative. To prevent a “generation gap” in reading skills and education while an effective school system is being created for the young, governments must attempt to provide parallel facilities for adults. Even in countries with mature systems of childhood education, however, opportunities for higher or even sometimes secondary education are unequal among various regional, occupational, and social groups. Hence there are adult programs for completing high school or preparing for examinations normally taken at the end of secondary school.

Adult Education and Literacy Services can also be classified as the following:

Literacy/Basic Skills: Classes are provided for adults who need basic skills instruction in reading, writing, mathematics, life skills, and job readiness.

Family Literacy: This program offers adult education, parenting skills, early childhood education for the children, and parent and child together time, empowering families to break the cycles of under education and poverty.

Workplace Education: Through partnerships with business and industry, customized, job-specific instructional programs are developed and taught to entry level workers at the work site.

English as a Second Language (ESL): These classes offer limited English speaking adults an opportunity to learn both spoken and written communication and survival skills. Citizenship classes are also provided.

Corrections Education: Adult Education and Literacy services are offered at correctional facilities, community correctional centers, and community work centers.

Supporting Adults with Learning Disabilities (LD): Adults who may have learning or other disability receive instruction by adult educators trained in recognizing and screening for LD and in using effective teaching strategies and accommodations. Adults with documented LD may apply for accommodations on the GED Tests.

Teacher Training: Extensive professional development for Adult Education Teachers in

such areas as teaching life skills and job readiness, work-based education, family literacy, assessment, teaching the reading process, ESL, and teaching adults with LD.

General Educational Development (GED) Preparation and Testing: Instruction is provided to prepare learners who are at the Adult Secondary level to take and pass the GED Tests.

Exercise

- (i) Discuss the history of adult education in Nigeria.
- (ii) Discuss why adult basic education is needed in Nigeria
- (iii) List and explain the Rationale for Adult Education in the Nigerian Teacher Education Programme
- (iv) Discuss the types of Adult Education in Nigeria

4.0 CONCLUSION

Adult Education Programme assists adults in overcoming educational deficiencies which would hinder productive and responsible participation in individuals' life, the life and growth of the nation.

5.0 SUMMARY

In this unit we have learnt: The history of adult education in Nigeria, why adult basic education is needed in Nigeria, the Rationale for Adult Education in the Nigerian Teacher Education Programme and we have also discussed the types of Adult Education in Nigeria.

6.0 TUTOR MARKED ASSIGNMENT

Give reasons for Adult Education programme in Nigeria

7.0 REFERENCES / FURTHER READINGS

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UNIT 2

TEACHING OF ADULT BASIC EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Methods of Teaching in Adult Basic Education
 - 3.2 Effective Adult Learning
 - 3.3 Innovations in Adult Education Programme in Nigeria
 - 3.4 Challenges / Problems of Adult Education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutors Marked Assignment
- 7.0 References / Further Readings

1.0 INTRODUCTION

In this unit we shall be discussing the Methods of teaching in adult education programmes, Innovations in adult education programs in Nigeria and Problems of adult education in Nigeria.

2.0 OBJECTIVES

- (i) Discuss the Methods of teaching in adult education programmes.

- (ii) List factors to consider in effective adult training
- (iii) Discuss Innovations in adult education programs in Nigeria.
- (iv) List and explain the Problems of adult education in Nigeria.

3.0 MAIN BODY

3.1 METHODS OF TEACHING IN ADULT EDUCATION PROGRAMMES

Since one of the cornerstone assumptions of adult education and especially andragogy (man leading) is the voluntary nature of adult learning activities, educators have advocated for different teaching methodologies for adults and children. It is entirely inappropriate to apply the methodology (Pedagogy) for adults for children.

Both methodologies have appropriate places in adult education, and even in a Single class, synthesis of both is possible and desirable. The adult educators challenge is to find how less to effect this synthesis to the benefit of his students while maintaining educational standards

To bring about useful learning on the adult, the adult instructor is required to adopt quite Often a variety of teaching techniques. Methods of teaching in adult education vary according to the type of class or programme, the nature of the course or subject to be taught as well as the character of the group. The tutor should know the advantages and the disadvantages of each method so as to choose a suitable one or more in each situation. Anyanwu (1981) and Okafor et al (Ed 1987) identify the following techniques of teaching in adult education

Lecture Method

This is probably the oldest style of teaching and the most heavily criticized in the formal lecture the prepared material is presented to the class and often done without interruption from class members.

The use of this method rests on the fact that the teacher has facts which the students have to listen to and take notes without questioning. In short, it is a one-way process of teaching which radiates from the tutor to the students but does not allow for much interaction either between the tutor and his students or among the student themselves.

However, lectures have their use since a good lecture can:

- (i) stimulate interest
- (ii) arouse the students-enthusiasm
- (iii) motivate students
- (iv) present a large number of facts in a short period of time
- (v) facilitate the introduction of new subjects, the summary of the literature in a field etc.
- (vi) convey information which students may easily obtain in any other way
- (vii) integrate diverse materials, ideas and concepts into an. orderly system of thought within any particular discipline or area.

Explanation

A variant of the lecture technique is the explanation technique which is defined as "description, interpretation, analysis, direction giving and classification in an informal

and conversational manner" Using this technique, the teacher moves around the room maintaining eye contact with the group while presenting the material in a conversational manner. He encourages the group to ask questions freely. Teacher's explanations must be short and concise.

The more specific and to the point the teacher is in his explanations, the more the adults will remember what he said. This technique serves the following functions:-

- (i) Emphasising and reinforcing information previously read and reviewed,
- (ii) Synthesising, abbreviating and summarizing of information previously presented,
- (iii) Adding information from other sources not readily available to the class
- (iv) Clarifying information or specific points that are vague or unclear.
- (v) Adapting previously learned information to new situation or other content area.

Demonstration

Another teaching technique that has been found very useful with adult group is the demonstration method. Demonstrations show adults how something works and the procedure to be followed in using it. The teacher using this technique has to make sure that his actions are quite visible to the whole class and that the materials to be used are available and ready. For effectiveness, small groups of adults should be encouraged to try out the demonstrations - provided there is enough time.

Functions:

- (i) Focuses adults' attention to correct procedure and application.
- (ii) Provides for economical use of time, materials and equipment.

(iii) Serves as a safe approach to teaching hazardous tasks e.g. driving, electrical wiring etc.

Questioning

Questioning whether oral or written is one of the basic classroom teaching techniques available to adult teachers. Here the teacher throws the challenging questions and by careful leading of students' response, a whole range of adult learning can be achieved. The teacher has to plan ahead his line of questioning and the line the discussions will go. Obviously, this method cannot be used in all learning situations, but can be useful in areas concerning adults' life experiences

Functions

- (i) Enables the teachers to assess what the adults had already known and what they need to learn.
- (ii) Teaches critical thinking
- (iii) Explores and arouses adults' interests and curiosity.
- (iv) Encourages more participation by adults.

Drill

The drill is another technique of adult instruction. It is a technique of developing mastery through repetition of fixed answers. This technique although used mainly with children is effective for adults especially in Adult Basic Education (ABE) Reading, typing and shorthand are examples of adult learning where drilling could be useful.

Functions:

- i. Means of learning specific and demonstrable skills

- ii. Means of achieving mastery, proficiency and improvement

Group Discussion

This exemplifies the process through which two or more people express, clarify and draw together their knowledge, experience, feelings and opinions. The adult teacher starts the discussion with a brief introduction to the issue. Most discussion groups consider issues, problems and concerns which involve values rather than factual answers. Since the answers are not very obvious, the groups search it out. In this method, there is a high degree of interaction among the students and even with their tutor. Every person in the group is considered to have some valuable contribution to make. Therefore everybody is encouraged to contribute on the basis of equality with every other member of the class

Functions:

Development of the ability:

- (i) to think independently
- (ii) to express themselves with confidence
- (iii) to maintain their interest for learning through free participation and creative discussion.

Written Work;

Apart from the oral expression through discussion, adults should be encouraged to produce written work through take - home assignments Adult students take pride in the work they produce and always make sure that the assignment is well-done and presentable. They do not mind spending a lot of time on it because they have a stronger sense of responsibility and commitment to their work.

Teaching Aids

The use of teaching aids is a very useful method of teaching in adult education. The use of pictures and symbols are effective means of supplementing oral teaching.

Functions

- (i) It can reduce the time required for verbal expression.
- (ii) The aids can facilitate the understanding of facts and ideas which students would find difficult to assimilate through verbal explanation alone. For instance in the teaching of biology, nature study or art, the use of teaching aids remains an indispensable strategy for success. It is also like this in literacy teaching. Examples of the teaching aids:- The simplest teaching aid is the chalkboard and chalk. This is very important because at times adults meet or hold their classes in unusual places like open spaces, private houses and places of worship. The chalkboard is used for summarizing points made by the tutor in the course of teaching, for displaying unfamiliar words and names and for drawing illustrative diagrams, charts and sketch maps.

The chalkboard and other forms of visual illustration should be made visible to all members of the class. Other teaching aids includes Bold Symbol and Diagrams on Cardboard; though not common' in developing countries, others are the film strip, the slide, the motion pictures etc. Certain aids could be improvised,

Motivation For Adult Education

Motivation is the inner desire or urge to do something. There are intrinsic and extrinsic motivation. Intrinsic motivation is that which arises from the person by nature as

inner propelling force. Extrinsic is that which arises from other considerations—this is the outer propelling force. Both intrinsic and extrinsic motivational forces would make adults to learn and continue to learn under a given learning programme. This is because adults are not like children in a learning situation. Children could be compelled to learn with little resistance, but adults have motive for learning. They must be motivated. Effective motivation is the cornerstone for the development of permanent interest in learning. Therefore sustained and continuous motivation leads to satisfaction while lack of motivation leads to conflict in some cases. Factors for motivation of adult learners vary from individual to individual, they may include economic, personal ambition, social status, academic competition etc.

Among the motivational factors operating in adult learning situations, economic motivational factors are the most important to adult learners while other factors play complementary roles.

(a) Economic Motivational Factors

This will help the staff to gain promotion at work, to be efficient at work, to do one's private business successfully etc.

(b) Social Motivational Factors

This includes to further one's education, to be able to make good friends, to arouse more interest in one's wife or husband, to become a leader in the community or village, to join politics and that one could marry an educated person, participate in social functions, e.g. end of the year party, become a member of social clubs with recreational facilities etc.

(c) Communicative Motivational Factors: to be able to express oneself in public, to communicate with foreigners;

to be able to get useful information from mass media and, to be able to read letters privately.

(d) Accommodation Suitability

Good classroom, good lighting, suitable and adequate seats,

(e) Time and Time Table

1. time and days of the week most likely to be more suitable for holding classes.

2. the effect of distance both near and far.

(f) Methodology

1 includes usefulness of lesson,

2 treatment of adults in class;

3 Teacher - Student relationship etc.

(g) Equipment and Learning Materials

Books, charts reference materials and chalk if adequately provided by the agency in charge.

(h) Cost

Fees, cost of books, cost of transportation. (This is why most adult education programmes are made free to motivate and encourage adults particularly literacy education)

(i) Performance in the class as a factor which includes intelligence and ability. When adults perform well, they have to be reinforced at least with praises and encouraging words.

(j) Social Interaction in Class

There is the possibility of making friends or even attending the programme with friends. It also includes student - student and student-teacher relationships.'

(k) Home Conditions like health standard, misunderstandings and nature of job.

(1) Award of Certificates

Series of studies have shown beyond doubt that adult education and those involved in policy making for adult learners must consider the motivational factors as the basis of their framework, principle, practice and evaluation.

3.2 EFFECTIVE ADULT LEARNING

To be effective in teaching adults, it's important to know your audience and have a general understanding of how adults learn.

To best reach adults, there are five key factors you should focus on in the development of your training:

1. The material presented should have immediate usefulness to the learners.
2. The material presented should be relevant to adult learners' lives.
3. The training environment should be welcoming so that all learners feel safe to participate.
4. The training presentation should be engaging.

5. The training should be presented in a respectful manner, where learners have an opportunity to share their experiences.

Following these key principles will help you determine what to include in your training and how to present it. Make your training relevant to the learner by recognizing the unique background and experience of people.

To create an effective learning environment for your presentation, it is necessary to understand the factors that limit the adult learning process:

- Adults have less time available to be engaged in learning due to their many responsibilities.

The time they spend in training sessions must be viewed as a worthwhile investment.

Pressures of normal day-to-day tasks limit the adult's attention span.

- Adults do not necessarily view the trainer as an authority figure, but rather as a resource for information.

- An adult's willingness to learn is not related to his or her ability to learn.

- Adults do not view themselves as learners; they are parents, spouses, breadwinners, and/or professionals.

- People do things for their own reasons.

Adults like variety. Use a variety of activities to help participants learn. Studies show that some prefer to receive their learning through visual stimulation like DVDs, videotapes, PowerPoint presentations, or handouts. Others prefer more auditory presentations like

lectures. Trainers reach more participants, and achieve more successful training, by accommodating this need for variety

Tips for Teaching Adults

- Create a comfortable learning environment.
- Emphasize the training's applicability to address their issues, concerns, needs, or interests.
 - Give practical examples or let participants' role play or practice activities that will help them apply the new information.
 - Relate training to their needs. The material presented to adults must be intended for direct and immediate application in order to keep their interest. Begin with ideas and concepts familiar to the participants as a first step to the new ideas you plan to teach.
- Keep them actively involved.
 - Adults have a low tolerance for sitting and listening. After making a major point, ask participants to think how it could relate to their situation.
 - Utilize a variety of training methods to vary the presentation of information and help participants understand the meaning of the new knowledge or skills.
- Encourage them to share ideas and information.
 - Explain the information and encourage and answer questions.

- Get feedback, reinforcing the positive and redirecting the negative.
- Since learning is an act of changing, give feedback to the participants on how they are doing.

Provide opportunities to practice what is learned to assist retention (e.g. role-plays or simulations).

- Use a variety of training methods that aid adult learners:

- Team teach—use co-presenters.
- Use visual aids.
- Use PowerPoint effectively.
- Make diagrams of key concepts.
- Guide note-taking.
- Encourage and use questions and provide answers.
- Encourage group discussion.
- Use brainstorming.
- Involve learners through written participation.
- Use role-plays or simulations.
- Illustrate with a case study or practical examples.

- Structure a lecture to solve a problem.
- Prepare supplementary handouts.
- Guide follow-up and summarize.

As a trainer, be prepared with optional activities and strategies to incorporate as your training progresses in response to participants.

Training Purpose

The purpose of your training should be anchored in:

- Training needs
- Skill, knowledge deficits
- What participants should know.

Higher order thinking skills tend to be learned most effectively by creating, evaluating, and analyzing content. Keep in mind that the more complex your material, the more time and activities you may need to provide your students, so they have plenty of opportunities to grasp the complexities.

3.3 INNOVATIONS IN ADULT EDUCATION PROGRAMS IN NIGERIA

To meet the challenges presented by the above dimensions in adult education in the country, innovative programmes have been put in place such as:

1. BASIC LITERACY PROGRAMME: This is a one-month programme organized and financed by some Local Government Councils in some states of the Federation. It is held under the co-ordination and supervision of the States' Ministries of Education.

2. POST LITERACY PROGRAMME: This is organized by the Ministry of Education in some States of the Federation for completers of Basic Literacy Programmes and drop outs from formal primary schools to upgrade their knowledge to the level of first school leaving certificates.

3. WOMEN ADULT EDUCATION PROGRAMME: This programme is organised by Christian Missionaries and Local Government Councils. The Ministry of Education grants aid to the voluntary organizations to reduce costs. The course is solely designed to improve the services of literate and illiterate women in the society.

4. DISTANCE EDUCATION PROGRAMME: This programme is organised by the States' Ministries of Education and some institution of higher education in the country. It is designed for all those who because of the nature of their age are unable to enroll in the regular or formal educational system. The medium of instruction is by correspondence, radio or television.

5. SANDWICH PROGRAMME: This is organised by various institutions of higher education in the country for adults who stay in other commitments for most of the year and come into residence in their various schools when they can afford it.

6. NOMADIC EDUCATION PROGRAMME: Nigerian nomads are mostly cattle rearers who do not settle in a place because they have to follow their herds of cattle around in search of grazeable pasture. They do not receive formal education. Mobile Education Programme has been established to take care of this unfortunate situation.

3.4 PROBLEMS OF ADULT EDUCATION IN NIGERIA

The factors which militate against the successful administration in Nigeria are uncountable. We will examine only a few of such problems. In a meeting of the stakeholders on effective implementation of non-formal education programmes in Nigeria held at Sharon Ultimate Hotel, Abuja on March 11, 2010 the following observations were made:

- i) **Inadequate Funding:** That inadequate funding is a great impediment to the implantation of adult and non-formal education programmes in states.
- ii) **No Proper Attention:** Most state governments are not given adequate attention to the programme.
- iii) **Poor Professional Development:** Poor professional development resulting to predominantly unskilled manpower in adult and non-formal education sector is a big problem
- iv) **Lack of Accurate Data:** Lack of accurate and accurate data on adult and non-formal education leads to poor planning and implementation in the sub-sector.

- Inactive Involvement: National Mass Education Commission (NMES) Zonal Offices are not actively involved in dissemination of information and coordination of all activities of the member states.
- v) States are Weak: The State Agencies Boards are all weak or are non-existence; thereby denying Agencies of the political will they would otherwise have been enjoying.
 - vi) We cannot conclude on the problems of adult and non-formal education in Nigeria without mentioning the problem of general poverty. This makes it difficult for most illiterate adults who need functional education to own television sets and even radio sets.
 - vii) The conferences, seminars and workshops for the adult and non-formal education are organized in the cities and Universities where the client adults do not have the opportunity to attend. Worse still these conferences are organized for the association members, the members of the educational boards and all of them are reasonably literate.

The challenges.

The following are the major challenges facing adult education delivery in Nigeria according to policy issues and practice (2010):

1. Failures of the UBE act to give adequate recognition to Adult and Non-Formal Education as a key sector of basic education.
2. Accessibility: in the world of rapid changes, adult education should be established at the door steps of all the interested adult learners so as to avail the opportunity for

learning. However, all citizens should have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know-how to better pilot their life transition, to improve their quality of life, to develop their potential, to experience the joy of learning. In that perspective, no area should be left. In that context, the rise of fees to attend evening courses is becoming a huge issue all over the country.

3. Inadequate funding: the budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly Non-Formal Education is excluded in the share of two percent Consolidated Fund meant for Basic Education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to Non-formal education sector.

4. Lack of mobilization: many interesting learners are not aware of the existence of the adult education centres and even the programmes they are supposed to enroll. This affects seriously efforts to achieve Education for All. Even there are some philanthropists who are willing to contribute their own quota but due to lack of advocacy and mobilization they cannot do so.

5. Lack or inadequate number of literacy instructors or personnel who possess Information and Communication Technology skills is a serious challenge to Nigeria's desire of becoming a key player in the information age. Lack of personnel with Information and Communication Technology skills across the Non-Formal Education centres inhibits the

effective use of Information and Communication Technology for Non-formal Education delivery in the country.

6. There is the dearth of skilled manpower in the area of monitoring and evaluation: lack of trained monitoring and evaluation personnel in the Non-formal education sector is a serious problem to the development of the sector since monitoring is a sine qua non to a successful adult and Non-formal education programmes. It involves the management of a large database. Monitoring is vital ingredient for successful implementation of NFE as such it should be integrated in the programme action plan. Adequate funds are not provided and required information about the status of the programmes is not available. Due to lack of proper monitoring and evaluation in the Non-formal education has resulted in variations in the types of programmes available and offered across the states of the federation.

7. Poor remuneration of facilitators: most states and Local Government Areas do not pay the facilitators regularly; the 7500 naira stipulated in the benchmark meant for the remuneration of the facilitators cannot be paid by almost all the states. In some cases even facilitators are not being paid for so many months.

8. Inadequate number of qualified facilitators: appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, primary school teachers and even school certificate holders are usually appointed as facilitators. According to NMEC (2008) Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National Policy on Education to ensure the quality delivery in Adult and Non-Formal Education. Statistics

revealed that there are still Grade II teachers and even less qualified personnel teaching in the Non-Formal Education centres and are not fully trained in the andragogical methods.

9. Poor record keeping: there is a problem of record keeping in NFE. This has seriously affected the database needed for adequate planning and implementation of Non-Formal Education intervention programmes. This also affects the tracking of learner's performance and transition from one level to the other.

10. Poor attitude of the target group: yearly statistics of NMEC have shown that most of the targeted groups have not really embraced the NFE programme. It is on record that an average of 1.7 million learners out of over 44million projected learners had only embraced the programme.

11. There should be proper mobilization of all stakeholders to come and embrace adult education programmes so as to achieve the desired results.

The level at which adult education is being financed in Nigeria is not impressive, owing to the fact that the body in charge of formal and informal education in Nigeria are not fully implementing policy neither were they executing it. In the face of all this, adult education and its environment in this 21st century is generally faced with challenges. Adult education has been neglected by the government irrespective of the fact that it is the adult personnel of this country who are already at the production sectors and who will eventually transform this country from what it is today to achieve its developmental target of 7-point agenda of the late Umar Musa Y'ardua. Maduka (2010) makes the same observation. The objectives of Adult Education are not achievable in an environment

where majority of the nation's population especially the adults who are in the production sectors of the economy are illiterates. Nzeneri (2010) observes that illiteracy is associated with underdevelopment, instability, low productivity, low income, poor health, and high poverty and mortality rates.

Exercise

- (i) Discuss the Methods of teaching in adult education programmes.
- (ii) List factors to consider in effective adult training
- (iii) Discuss Innovations in adult education programs in Nigeria.
- (iv) List and explain the Problems of adult education in Nigeria.

4.0 CONCLUSION

Educating adults differs from educating children in several ways. One of the most important differences is that adults have accumulated knowledge and work experience which can add to the learning experience and apply their knowledge in a practical fashion to learn effectively.

5.0 SUMMARY

In this unit, we have learnt the Methods of teaching in adult education programmes, factors to consider in effective adult training, discussed Innovations in adult education programs in Nigeria and explained the Problems of adult education in Nigeria.

6.0 TUTOR MARKED ASSIGNMENT

Discuss factors to consider in effective adult training.

7.0 REFERENCES / FURTHER READINGS

Bown, L. and Okedara, .LT. (1981) An Introduction to the Study of Adult Education, Ibadan: University Press Ltd.

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UNIT 3

PERSPECTIVES IN ADULT BASIC EDUCATION

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Body
 - 3.1 Emerging Perspectives in Adult Basic Education
 - 3.2 Recommendations /Suggestions
 - 3.3 Strategies Applied to Promote Adult Education, Literacy
And Non Formal Education in Nigeria
 - 3.4 Adult Education and Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutored Marked Assignment
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1.0 INTRODUCTION

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- i) Discuss emerging perspectives in Adult Basic Education
- ii) Give recommendations /suggestions for effective Adult Basic Education programme.
- ii) Discuss strategies applied to Promote Adult Education, Literacy

And Non Formal Education in Nigeria

3.4 Discuss Adult Education and Development

3.0 MAIN BODY

3.1 EMERGING PERSPECTIVES

According to the Policy Issues and Practice of Non-formal education (2010), the following are the emerging perspectives of adult education in Nigeria:

1. HIV/AIDs: stake holders in literacy programmes are aware of the causes and prevention of HIV/AIDs. Therefore there is the need to design and implement HIV/AIDs educational programme for out-of-school boys, girls and adults and create support for the training of Non-formal education facilitators for effective delivery of the programme.
2. Mainstreaming: after basic literacy the issue of post literacy and emerging opportunities for learners to mainstream to formal schools is yet to be fully accepted and implemented by all concerned. Some of school administrators have shown outright reluctance in admitting out-of-school boys desiring to mainstream. However, in some states approval has been secured by State Agencies of Mass Education Directors to conduct Junior Secondary Schools Certificate Examination (JSSCE) and Senior Secondary Schools Examination (SSCE) for Non-Formal Education learners.
3. Inter-sectoral linkages: Coordination, cooperation and collaboration between the agencies involved in Basic Education is lacking. There is the need to streamline activities and programmes of these agencies to avoid duplication of efforts. A practical example of this scenario is the existence of Non-Formal Education unit in the Federal Ministry of

Education despite the existence of a full- pledged National Commission for Mass Literacy Adult and Non-formal Education Commission, charged with responsibility of over-seeing everything about Non-Formal Education in the country.

4. Information and Communication Technology (ICT): given the importance and relevance of Information and Communication Technology in our society, therefore, the need to mobilize resources and manpower for inclusion of ICT in Non-Formal Education programmes. However, 36 states and the Federal Capital Territory (FCT) radio stations should partner to State Agencies for Mass Education in Literacy by Radio programmes. This assist in mobilizing communities to accept Adult and Non-formal Education as a new and alternative form learning with which the nation and the people can address existing educational problems, but also, to promote literacy for the population.

3.2 RECOMMENDATIONS

1. Adequate funding: Since Adult Education is central to the individual's survival and contribution to the progress of the State and nation; it should be adequately funded by the government. It is worthy of note that the 26% budgetary allocation to education recommended by UNESCO has never been met.

2. Available and reliable data is needed for proper planning and implementation. Data on the needs of learners, the number of those out of school, the required classrooms and needed instructors.

3. Change in societal attitude: Society must ascribe value and prestige to this system of learning and appreciate it as needed for lifelong Education.

4. Counseling Programmes: Just as in the formal system of education, counselors should be posted to the learning centers to assist the learners.

5. Policy documents like the NPE and Nigerian Constitution should be clear as to what specific roles the different levels of Governments, Federal, State and Local Governments should play in the implementation of specific programmes.

6. Males should be enlightened more on the importance of these centers in the delivery of lifelong education.

Suggestions

In view of the foregoing the following suggestions are made.

1. The Universal Basic Education act should be reviewed to accommodate Adult and Non-formal education as this would bring about the much desired changes in Adult and Non-formal education practice in Nigeria.
2. Establishment more centres of adult education in the country should be embarked upon so that every body will have easy access to education and thus become more functional on the job performance and makes them affordable to all interesting adult learners or in some programmes like the Basic and Post literacy programmes be free at all the states of the Federation and the programmes should be based on the learners' needs and aspirations.
3. Upward review of Facilitators' remuneration (allowance): payment of facilitators should be in accordance with the minimum benchmark as set by the Non-Formal Education blue print that facilitators should be paid minimum wage as their remuneration or allowances.
4. Recruitment of adequate and qualified facilitators: persons with Nigeria Certificate in Education and specialization in adult education should be employed as facilitators in the Non-Formal Education centres.
5. There should be intensified and sustained advocacy, sensitization and mobilization of all stake holders to come and support Adult and Non-Formal Education in the country.
6. More capacity building programmes (pre-service, in-service and on-the-job-training) for Adult and Non- Formal Education personnel at all levels should be put in place. Effective programming and implementation would require appropriately qualified personnel with definite schedules of duty.
7. Employment of adequate number of staff at all levels to meet the ever increasing demand of Adult and Non-Formal Education in the country. Adult and Non-formal Education should be staffed with people with proven ability so as to strengthened the system and helps in the development of Adult and Non-formal Education in the country.
8. Regular and effective monitoring of programmes at all levels. It is essential to train and re-train manpower to manage Monitoring and Evaluation activities in the Non-formal Education. There should be capacity building for monitoring and evaluation of officers through short, medium and long term training programmes, workshops, conferences amongst others.

3.3 STRATEGIES APPLIED TO PROMOTE ADULT EDUCATION, LITERACY AND NON-FORMAL EDUCATION IN NIGERIA

Since the birth of adult and non-formal education in the country, a good number of strategies have been put in force to enable the country to reduce the shameful level of illiteracy in her geometrically growing population. Such strategies include conferences, workshops, use of facilitators in adult education centres, Non-Governmental Agencies(NGOS), Mass Media, etc

(i) Non-Governmental Agencies: The efforts of the government in the promotion of Adult Education in Nigeria have been complemented by Non-Governmental Organization (NGOS). However, we all know that we hardly invest where we will not maximize profit. This is why the action of the non-governmental agencies has not made outstanding impact on adult education development in Nigeria.

(ii) Universal Basic Education (UBE): This is a big weapon in the hands of the federal government to drastically reduce the level of illiterate adults in the population. It is primarily for school age citizens but if the youth will not be allowed to grow into adult as illiterates then; the population of illiterate adults will go down to below 20% in no long time.

(iii) The Mass Media: The role of the press in the dissemination of information in general and in the administration of adult education cannot be overemphasized. That was why Jones Babatunde wrote in 1975 saying that the press has the high ability to be used to keep people informed adequately of the world in which they live and can therefore be used as a direct instrument of education. The mass media can stimulate a nations capacity to create future wealth enlightening the “human” factor, such as improved skill and better education. Take the Daily Times Group of Companies for instance, they print and publish several newspapers and magazines. The company continues to explore the Nigeria’s. Newspapers market not merely because of its desire as a mass communication medium to inform, entertain and enlighten the public. The television serves as a wonderful strategy in adult education programme in Nigeria. They are used to feature programmes aimed at educating men, women, youth and children in domestic services. Agric extention workers use it to educate millions of people on agricultural production. On health, it is used to educate the public on the implications of refuse dump near residential homes, etc.

3.4 ADULT EDUCATION AND NATIONAL DEVELOPMENT

In discussing the concept of development Obi (1987) believes that few introductory remarks require to be made. First, development is an elusive and ambiguous term and no

definition seems entirely satisfactory. Second, the concept is dynamic and has continued to change as the understanding of its purpose and ramifications widen. Third, development is not a peculiarity of just the developing countries; it is also needed by the industrialised and developed countries. Fourth, development is a process involving total transformations both in economic and other areas which cannot all be measured by simple ratios such as capita! output co-efficient nor is it simply a problem of economics and for economists. It is a multi-dimensional problem which requires multi-disciplinary attack. It has to do with all aspects of peoples' life - economic, social, political, legal, administrative and otherwise. It has to be achieved through-and by the active participation "of the people.

To Osuji (1988) development means to grow quantitatively or qualitatively. This means growing or charrgmg towards a desirable direction. Anyanwu (1982) views development as change proceeding gradually and cumulatively through a kind of unfolding of the internal or latent potentiality, while the whole moves towards some end or goal which is presumably contained in the unfolding process from 'the very start.

The American Sociologist, "Everett Rogers, sees development as a type of social change in which new ideas are introduced into a social system in order to produce higher per capital income and levels of living through modern production methods and improved social organization.

Considering the above definitions, development amounts to the optimum realisation of the well-being of individuals in their community. It could be seen in material or non-material terms, and it is a key concept for which and around which most human activities are organised.

3.5 Rural/Community Development

"Rural" is an adjective indicating opposite of "Urban". Urban is what we call township while rural refers to country-side.

Nelson Polsby, in an article on the study of community power, defines a community in terms of a population living within a legally established area. This implies that a community comprises groups of people living in a given geographical environment. Such groups may include village, town or city,-tribe, states or nation in which people share in common the basic conditions of life. They usually develop a common sentiment based on their common share of a recognized way of life.

Community Development

The United Nations Organization (UNO) looks at community development as the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate those communities into the life of the nation, and to enable them to contribute fully to national progress.

Community development is nothing new from the earliest period of human history, men have sought to improve their lot; and community development is the modern way of doing this. It covers all forms of development activity. It is a movement to secure the active participation and co-operation of the people in every community in programmes designed to raise their standard of living and to promote their development in all its forms.

3.6 Roles of Adult Education in Rural/Community Development

In a rural community, the adult is the tax payer, the parent, the farmer, the political activist, the decision maker, the producer, the consumer and is responsible for taking decisions that govern the area. Unfortunately, many of the dwellers are illiterate and do not have access to educational programmes. The rural dwellers are usually very far away from the seat of the government. The food eaten in the urban areas are produced by the illiterate rural farmers. These need functional literacy programmes in order to acquire literacy skills and for occupational development. That is, literacy skills enable them to increase their production, sell more, earn more and improve their living standard.

Besides, literacy skills help them acquire first hand information in every aspect of their societies. Hence the quality of adult life becomes improved and they are equipped with what they need to contribute towards national development.

Continuing education programmes enable rural dwellers increase their knowledge and skill and to be up-to-date, this increases their productivity in *ill* community.

There are social education programmes through which the adults understand the nature and need of their communities, and ways to relate to each other in order to bring about social harmony and effect societal improvement.

Family planning education programmes enable rural dwellers to rationalise over-production of children. As parents they need to know that every additional child needs additional experiences and responsibility. They need to understand family planning to

mean producing just the number of children parents can properly take care of in terms of feeding, housing, clothing, paying for education and general welfare.

Women education programmes focus - on women whose duties contribute immensely towards the development of facilities. It should be realised that a good mother makes a good family while a good family makes a good nation. Thus, educate the mother you educate the family and then educate the community and the nation.

Adult education has enlightened people to keep their homes. It trains them to take quality rather than quantity in their diet. They now understand that any type of food that can just fill the stomach can result to the attack of diseases. Through the help of Home Economics teachers, adults in the community both literates and the illiterates are encouraged to take foods which help the body to grow and make it strong and healthy. This will help people to perform better in the developmental activities of the community

Health Education/Health Improvement Scheme has brought about a marked change in the living conditions of our people. Hospitals, Federal and State ministries of health have embarked on community health programmes whereby adults, especially in the rural communities are taught some basic health education which help them to combat diseases and death. Consequently, they will understand that germs and non-observance of the rules of hygiene rather than witches and wizards, cause diseases.

Through adult education, adults understand and appreciate the meaning and need for development in any dimension. When people become development-conscious and are aware of the need for it, they strive for it and achieve it for themselves. That is, through adult education, adult living in any community attain self-reliance. Self-reliance is a quality of being able to think out needs and taking necessary action to solve problems in order to satisfy the needs without depending on others. Therefore self reliance is a necessity for community development be it rural or urban.

Manpower and National Development

Oni (1992) submits that, many intelligentsia and other categories of people in most parts of the world uphold the belief that there is a high correlation between education and standard of living. Many equally believe that education for men and women, young and old is part of human rights and not a privilege, having linked literacy with human development as individuals and as a community. Hence the need for education for all.

Illiteracy, on the other hand, is seen as the bedrock of ignorance, dependency, under-development, poverty, malnutrition, diseases, avarice, vices and the like. Majority of the

problems of developing countries have also been blamed on illiteracy. With technological advancement, even developed nations are becoming increasingly worried about illiterates as well as those whose literacy has become archaic thereby incapacitating these efficiency or functionality in the society.

In a country where the majority of the citizens are illiterate, it would be highly unreasonable to anticipate any meaningful cultural, social or political advancement. That is why it is necessary for governments of developing nations to create among their masses some psychological ferment which may help them portray in full light the evils of mass illiteracy and thus motivate the masses to struggle to eradicate the scourge from their communities. A lot of government programmes have failed due to the inability of the illiterate masses to comprehend government's intention. For example, illiterate parents are largely responsible for the failure to achieve full primary school enrolment.

Problems such as the wrong attitude to work especially in the public service, bribery and corruption, indiscipline, distorted value system which debases anything African and praises everything foreign are some of the consequences of our policy to emphasize a three-tier-system of education to the neglect of what should be the fourth-tier, which is adult education.

As earlier explained, adult education is for both those who have received formal education to the highest level as well as for those who are completely illiterate. In essence every adult needs adult education for personal and national development. For example, the representative of the Director General of UNESCO, in his opening speech to the Regional Conference on the planning and organisation of Literacy Programme in Africa said, "It is not the children of today who hold the present destiny of Africa in their hands, it is the adults" (Omodan 1984). This calls for the need and emphasis on adult education.

Adult education is necessary for coping with the day-to-day changes in life due to development in technology. It could be used to develop the whole country. In Cuba for example, adult education was used as ~a tool for development and Cuba is rapidly developing today.

Political instability is another major problem facing African countries - Nigeria in particular. Adult education could be used to bring back political stability as it was used in Germany. Democracy is of little Benefit to the people of Africa, if they are to remain uneducated and the number of illiterates remains high. Democracy cannot flourish properly unless the people are able to understand and take part in the institution that democracy has forged for them. With the development of democratic systems of local

government, adult literacy highlights the ever increasing importance of supporting these systems with a body of informed opinion, able to take a full and comprehending share in local administration and the business of its councils. For instance, former President-of Tanzania, Julius Nyerere, used adult education as his policy for national development, and 90% of Tanzanian adults today are educated, know their rights and limitations and that is responsible for the political stability of Tanzania up till today.

Adult education helped Nigeria to cope with developments after the Second World War. The common people were able to gain more power to organize themselves into social groups for the fulfillment of common objectives. They were able to earn more money which made possible the education of their children. At the same time, there was the gradual emancipation of women from the fetters of traditional restrictions. Nigerian women are placed in a position to realize the importance of education. They could own property in their own right, they were able to foster the cause of education both adult and formal. Today Nigerian women are taking a greater and more significant part in the developmental processes of the country.

On the sphere of economy, adult education should be directed towards increasing productivity. To Anyanwu (1981) development in this regard implies the need for wider participation in non- traditional economic and social roles, as well as in the accelerating tempo of technological change. These requirements cannot be met without a corresponding change in a society's capacity to diffuse, store and supply information both technical and general. Literacy is fundamental in this process. It is therefore no accident that the countries with the highest literacy rates are also those with the most developed economies. Literacy and development can thus be seen as being interdependent and mutually supporting.

Furthermore, adult education could be used to arouse people's awareness of their civic duties such as paying taxes and rates, environmental sanitation, co-operation with the police instead of regarding them as enemies to be attacked or avoided. A citizen should know his right to bail after an arrest, the right to serve in the public places and be served - decently too, above all, the right to resist shabby treatment, to know how -to insist and persevere until he receives proper treatment For example, many people are indifferent to the on-going War-Against-Indiscipline and Corruption.

They are anti-social either in their dealings with other people, in their disposal of refuse, in their driving on the highways or in the crowded cities, giving and inking bribes, such people are social illiterates and adult education could rescue them,

The fact now is that no true progress can be made without the education of the masses. The ideal slate is one in which all have not only the power but also the competence to debate and decide on matters of national and international importance. This perfection demands a degree of mental cultivation which mass literacy can offer. Thus a programme of mass literacy education remains a decisive element in the strategy of human resource development.

Anyanwu (1987) quoting Widstrand (1965) maintains that the spread among the masses of public awareness has a vital role to play in national development, and only through the education of the masses can real democracy be built and safeguarded. Such education must be designed to help people overcome isolation to enhance the factors of mobility in their communities, to strengthen rationality, to liberate outmoded attitudes and to sharpen the intellectual tools which the people need in order to handle their own affairs in the modern world.

Adult education is important in that it is based on voluntary participation. This is because adults are people who know the reason why they should learn or participate in the teaching learning activities (Knowles, 1998). This means that adults are people who have vision or a goal that they would want to achieve at the ending of a particular learning experience. It is also important as it enables members of society to be responsible citizens by enhancing their culture, bringing development which allows them to develop a critical understanding which enables them to be able to solve their personal problems and the community. The adult education programmes contributes to the economic, political and social dimension of development. For example adult education brings into existence a population of citizens with an understanding of public tasks, informed citizens, and creates demands that bring development of the countries in terms of the social and political dimensions of development (Youngman, 2002).

Education is a very powerful tool of liberation. Educated people can analyse situations, define strategies, draw up programmes of action, and opt for a better deal on any socio-economic and indeed political matter. There have been some arguments which assert that the leading elite stand to lose by educating the ignorant masses, who would then be more critical of and possibly overthrow self-gratifying regimes. This argument was highlighted during the most recent presidential elections when the rural masses, who are largely illiterate, voted for the incumbent president. The people in urban areas overwhelmingly voted for the opposition leader.

Adult education provides adults with relevant knowledge and skills required by society to raise productivity, stimulating innovative minds sets and raise income. This means that

it enables the people who are living in absolute poverty to acquire certain skills and knowledge that are relevant to raise their living standards.

Adult education is needed as it has goals that are rooted into the improvement of the quality of education (Nafukho, 2005). This means that adult education is vital as it provides adults with the knowledge and understanding that is relevant to enhance their social and economic development. It also has the capacity to increase men and women physical and mental freedom. This means that adult education enables men and women increase their control over themselves and also contribute to their own lives and also the social environment where they live.

It also helps people to be informed citizens on the rights and political responsibilities and favouring development through democracy and political stability (Lindeman, 1989).

Another way of to conceive the role of adult education is in the context of horizontal and vertical dimensions. Vertically, at whatever age an adult finds himself, adult education is his companion as he interacts and gains experience. Horizontally, one's association with other people, either in the smaller or the wider society, adult education enables him to attain education non-formally. Thus, the totality of one's education is not to be seen only from the formal educational institutions he attended but many from the non-formal educational opportunities afforded him. Hence adult education could be seen as making continuous provisions for all the people within a society so as to make them up-to-date in their knowledge and skills, refine their thought and make them understand issues and fully be in control of their destinies. It provides for the interests of beneficiaries and the non-beneficiaries of the formal system. Thus adult education plays both complementary and supplementary roles in education in a country.

Exercise

Discuss emerging perspectives in Adult Basic Education

- ii) Give recommendations /suggestions for effective Adult Basic Education programme.
- ii) Discuss strategies applied to Promote Adult Education, Literacy

And Non Formal Education in Nigeria

3.4 Discuss Adult Education and Development

4.0 CONCLUSION

Adult Basic Education participants are generally self-motivated have a reasonable expectation that the knowledge they gain will help them further their goals. They are always ready to learn because most of them are matured adult.

5.0 SUMMARY

In this unit, we have learnt emerging perspectives in Adult Basic Education, given recommendations /suggestions for effective Adult Basic Education programme, discussed strategies applied to Promote Adult Education, Literacy and Non Formal Education in Nigeria. We have also discussed Adult Education and Development.

6.0 TUTOR MARKED ASSIGNMENT

Discuss in detail how to Promote Adult Education, Literacy and Non Formal Education in Nigeria.

7.0 REFERENCES / FURTHER READINGS

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