

**QUALITATIVE ADULT AND NON-FORMAL EDUCATION FOR  
SUSTAINABLE SOCIO-ECONOMIC GROWTH AND DEVELOPMENT  
OF NIGERIA: THE EDUCATIONAL ADMINISTRATORS'  
PERSPECTIVE**

**Dr. Umoinyang E. Umoinyang**  
*Department of Educational Foundations,  
College of Education, Afaha Nsit,  
Akwa Ibom State.*

**And**

**Matilda U. Effiong**  
*Department of Adult and Non-Formal Education,  
College of Education, Afaha Nsit,  
Akwa Ibom State.*

**Abstract**

*This paper on “Qualitative Adult and Non-formal Education for sustainable socio-economic growth and development of Nigeria: The Educational Administrators’ perspective” analysed the concept of Adult and Non-formal Education, the role of Adult and Non-formal Education in the socio-economic transformation of Nigeria. It noted such indices as the achievement of Millennium Development Goals (MGDs), extension of educational opportunities to the disabled and the disadvantaged groups including the “deprived groups” and the “underdeveloped groups” among these are women, the orphans and the destitute. The paper X-rayed the objectives of the Mass literacy, Adult and Non-formal Education as contained in the National Policy on Education. The role of Adult and Non-formal Education in Family Planning Education, National Development and Entrepreneurial Education, and the goals of Entrepreneurial Education (EE) were discussed. The paper concluded with the challenges of Adult and Non-formal Education objectives in Nigeria and suggested the way forward to include the teaching and learning of Adult Education as a practical field of study with functional laboratories, studios and demonstration farms; that government should provide permanent, designated structures for Adult learners instead of the present practice of using primary schools, village halls, and churches; some incentives should be created to motivate people to study Adult Education in tertiary institutions; and finally government at all levels should adhere to the United Nation’s recommendation of at least 26 percent budgetary allocation to education; among others.*

The enunciation of the Director-General of the UNESCO that “it is not the children of today who hold the present destiny of Africa in their hands, it is the adults. So it is only by establishing effective communication with the adult population, by helping them to adjust to a rapidly changing world, that an immediate impact can be made on the urgent problems of society and essential progress be brought about” (Omolewa, 2015:15) is more prophetic now than ever. The adult learners are the current workforce in the civil and public service, the practitioners in the private sector, the engine room in the legislative and judicial organs of government, the programmers of the focus of the present-day youths, etc. In these vantage positions that adults occupy, there is no doubt that Adult and Non-formal Education constitutes the magic wand for the socio-economic transformation of Nigeria.

#### **Adult and Non-formal Education Defined:**

On a very serious note, Adult and Non-formal Education is one of those concepts that are often spoken about by almost every person, but difficult to place a unanimous definition on. Udo (2012) defines Adult Education as that type of education given to the individual who is grown up and who had no opportunity of going to school when he was young. From this definition, someone may be misled into believing that Adult Education is a programme that is exclusively for people who had no opportunity of going to school when they were young. This is why it is

significant to view Adult and Non-formal Education programmatically.

Adult and Non-formal Education is sometimes viewed as Adult literacy programme. This means the art and science of providing the skills of reading, writing and numeracy to the adult population who, for one reason or the other, could not afford these skills in their youthful days. However, looking at Adult and Non-formal Education as adult literacy programme is a great disservice to the programme because its scope goes far beyond the 3RS (Reading, Writing and Arithmetics).

The concept of Adult and Non-formal Education as Liberal Education by the Colonial Secretary, Arthur Creech Jones and defined to embrace all forms of education provided for working men and women, housewives and others, who for one reason or the other are willing to improve the quality of their education (Omelewa 2015), portrays the significant position that Adult Education occupies in the socio-economic development of any nation. “Liberal Education does not restrict the programme to just a limited concept, but is viewed as general education.

Yet some scholars view Adult and Non-formal Education as Mass Education. This means the acquisition of reading and writing skills which are to be applied for the development of the community. In this sense, Adult and Non-formal Education involve social welfare, agricultural extension and community development (Omolewa, 2015). This is why authorities that believe that Adult and Non-formal Education should be viewed as Mass

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

Education also refer to it as Fundamental Education.

Other authors define Adult and Non-formal Education from the background of the social benefits. Such benefits include the equalization of educational opportunities. This means that it is the education made available to men and women who dropped out of the formal school system, or/and those who for purposes of work and other engagements are unable to register for full-time courses. It is a kind of remedial education, a continuing education aimed at updating the education already acquired by the adult. In short, it is referred to as Workers' Education since it tries to encourage drop-outs to drop-in again into the educational system and develop their full potentials. Since a greater number of this new class of drop-ins are workers, their programme is generally referred to as workers' education, out-of-school education or continuing education. Workers' education helps the working adults to pursue advancement in knowledge, social status and economic well-being.

Some authors view Adult and Non-formal Education as Life-long Education which begins in the cradle and ends in the grave. Indeed, Adult and Non-formal Education is Life long Education regarding its continuity in scope and functionality in actual practice. Adult and Non-formal Education is not a one-shot educational programme since it is aimed at assisting the individual to attain his full potentials. This is why the programmes are formulated to help the individual at childhood, youth and adulthood. As life-

long Education, Adult and Non-formal Education assumes the status of a fully developed, fully blown, unrestricted, and exhaustive education (Dave, 2016). Life-long educational programmes are all embracing to involve the sciences, humanities, recreational, leisure, vocational, and civic education.

### **The Role of Adult and Non-formal Education in the Socio-economic Transformation of Nigeria**

More than all other forms of education in Nigeria, Adult and Non-formal Education has been identified as the fastest and most immediate means of achieving socio-economic transformation of Nigeria in the sense that the beneficiaries of this form of education are themselves workers who put to immediate practice those things learnt.

This paper explains the socio-economic indices that Adult and Non-formal Education seeks to achieve for the transformation of Nigeria.

### **Achievement of Millennium Development Goals**

Okafor (2008) noted that the pivotal objective of education at any level and in all societies is to invest on the training of people for sustainable development. The corollary of this assertion is that if people are poorly trained or the training and implementation are not timely, the people's level of development is in jeopardy. The universal mission of education is entrenched in the Millennium Development Goals (MDGs)

and adopted by the United Nations at its 58<sup>th</sup> Annual Conference in September 2005 (United Nations, 2005).

The MDGs goals by 2015 included:

1. To eradicate extreme poverty and hunger
2. To achieve universal primary education
3. To promote gender equality and empower women
4. To reduce child mortality
5. To improve maternal health
6. To combat HIV/AIDS, malaria and other diseases
7. To ensure environmental sustainability
8. To develop global partnership for development

From the goals of the MDGs listed above, the adult is more readily available to contribute and participate in the achievement of the goals.

### **Extension of Educational Opportunities to the Disabled and the Disadvantaged Groups**

The disadvantaged groups in Nigeria, according to Nwagwu (1998) are variously referred to as the “Deprived Groups” and the “Underdeveloped Groups”. The disadvantaged groups refer to the educationally disadvantaged groups in terms of their inability to have unhindered access and equal opportunities to education in the country. The persons in this group include the physically and mentally handicapped children, women, nomadic people, the orphans, the Internally Displaced Persons (IDPs), the

destitute, and those whose religious and cultural practices restrict their attendance to schools (women in purdah). The handicapped include among others, the physically challenged persons and those persons with mental disabilities (Omionu and Omoruyi, 2007).

Presently, some measures have been adopted to cater for the educational needs of the disadvantaged groups. Those that have severe disability are educated in Special Education Centres. Such centres include the school for the blind, school for the deaf and dumb, and schools for the mentally-retarded children or persons. Children that are partially handicapped are educated in the conventional schools together with normal children. Despite all these efforts, continuing and Adult Education programmers in the country for the handicapped persons still face the challenges of shortage of professionally trained special education teachers, lack of essential facilities and equipment, inadequate funding, and poor communication system including poor network of roads to the rural areas (Egunyomi, 2001).

Concerning women education, concerted efforts have been put in place to extend education to women including those living in the rural areas. Federal and state governments have come up with plans to give women access to education. These measures include the Universal Primary Education (UPE) programme of 1976, establishment of National Commission for Women, creating the Ministry of Women Affairs, building of Women Education Centres, holding of

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

National Workshops one of which held by the Federal Ministry of Education in 1986, produced the blueprint on Women Education.

Although Okon (2016) in her study on Women Education and Empowerment for National Development: A Case of Akwa Ibom State, Nigeria reported that factors such as job expectation, skill preference, marriage preference, attitude of spouses, gender stereotype, lack of funds, phobia for school, issues of children, flare, role model, and coping are responsible for low women enrolment into higher institutions of learning, it is heart warming to know that due to activities and efforts of Adult and Non-formal Education, today we have a higher percentage of adult literacy rate among women as compared to the past decades (Abioma, 2000).

Matters concerning the education of the orphans and the destitute in our society appear to be neglected by the conventional education system in Nigeria. The destiny of this group of citizens has been left in the purview of private individuals, voluntary organizations, religious bodies, philanthropic organizations and non-governmental agencies. Government agencies have over the years attempted to provide education for this group of Nigerians but these efforts have continued to be inadequate. Consequently, in the homes where they are supposed to be salvaged, they are poorly fed, exposed to poor medical attention, and sometimes they are not offered educational opportunities. As these citizens cannot be provided for in the conventional school

system, Adult and Non-formal Education offers itself as the best alternative towards the education of these helpless Nigerians, otherwise many of them are likely to become deviants and criminals especially as the present-day harsh economic condition and grave insecurity are producing orphans and destitutes on a higher increase by the day.

The nomads constitute yet another area of the disadvantaged group. In view of the importance that government attaches to the education needs of this class of citizens, the National Commission for Nomadic Education (NCNE) was established in 1989 with the mandate to provide educational programmes that will meet the educational needs and interest of the nomads (Imhabekhai, 2004). Many teething problems have continued to work against the achievement of the aims and objectives of nomadic education programme. These include the recruitment and training of teachers for nomadic education, provision of adequate basic education for the adult nomads as a pre-condition for a successful comprehensive education programme for their children, the absence of instructional resources suited to their background and lifestyle, among others (Omionu & Omoruyi, 2007).

However, considering the objectives of the Mass Literacy, Adult and Non-formal Education as contained in the National Policy on Education (2004:19), it is stated that the goals of Mass Literacy, Adult and Non-formal Education shall be to:-

- (i) provide functional literacy and continuing education for adults and youths

who have never had the advantage of formal education or who did not complete their primary education. These include the nomads, migrant families, the disabled and other categories or groups, especially the disadvantaged gender;

(ii) provide functional and remedial education for those young people who did not complete secondary education;

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

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

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

Judging from the stated goals of the Mass Literacy, Adult and Non-formal Education in Nigeria, it is quite certain that it has both the potential and mandate, more than any other programme, of increasing educational opportunities of all groups of people including women, illiterates, unemployed children, disadvantaged groups, and even workers. The flexibility in the programme gives it the advantage to meet the needs of all classes of citizens.

#### **Family Planning Education**

Nigeria's population, according to Gbadegesin (1998), as at 1995 was 98 million, and projection for the future indicated that the population could reach about 117 million by the year 2000.

According to World Bank and United States Census Bureau, Nigeria Population is 194, 893, 793 as of Tuesday, April 24, 2018 based on the latest United Nations' estimates. Nigeria population is equivalent to 2.57% of the total world population. Despite this astronomical growth rate in population, there is still high rate of poverty and infrastructural underdevelopment in the country. Nigeria's current economic growth rate is put at 8% by the International Monetary Fund (IMF) (https, 2018).

From the records shown above, common sense suggests that the nation is heading for the precipice where infrastructural, social and economic amenities are grossly inadequate for the ever-increasing population, especially in the present era in which political office holders are busy amassing wealth with reckless abandon. The best alternative in this predicament is Family Planning Education. It was in this direction that the Nigerian government formulated and launched the National Population Policy in 1988 (Egunyomi, 2007). This policy was predicated on the right of couples and individuals to decide fully how to exercise their reproductive rights within the policy objectives. The principal strategies in the policy centred on the reduction of fertility and the mortality of mothers, infant and child mortality, increasing the practice of family planning, improving the status of women, and also encouraging late marriage.

Several factors impose serious road-blocks to effective implementation of Family Planning Education in Nigeria.

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

These include: poor quality of family planning service delivery, inadequate access to service and widespread lack of information, traditional practices where men believe in large family size, religious beliefs where women feel that it is ungodly to hinder their God-given fertility, illiteracy, among others.

The flexible nature of the Adult and Non-formal Education and its direct contact with both the men and women of child-bearing ages guarantees the magic wand to Family Planning Education. This is so because Family Planning Education given to our youths in the conventional schools is future oriented while Adult and Non-formal Education hits the target adult population in whose hands the population of the present Nigeria depends.

#### **National Development and Entrepreneurial Education**

Education has often been described as the bedrock for national development of every nation (Ray-offer & Onyere, 2013). The critical significance of education to national development is rightly captured in Nigeria's Philosophy of Education which believes that:

(a) education is an instrument for national development; to this end, the formulation of ideas, their integration for national development, and the interaction of persons and ideas are all aspects of education;

(b) education fosters the worth and development of the individual, of each individual's sake, and for the general development of the society;

(c) every Nigerian child shall have a right to equal educational opportunities irrespective of any real or imagined disabilities each according to his or her ability;

(d) there is need for functional education for the promotion of a progressive, united Nigeria; and to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education (FGN, 2004:1-2).

Accordingly, the National Policy on Education bluntly states that: "education shall continue to be highly rated in the national development plans because education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution" (FGN, 2004:3).

National development can be defined as a progressive unfolding of the potentialities of a given reality which has to do with the integration of the various givings, both natural and physical, acquired by people towards the full working out, permanently and cumulatively of the being, as persons of their nations and their real productivity (Dienye, 2011). Umoinyang (2017) viewed national development as a positive improvement in the overall lifestyle and circumstances of the citizens of a particular nation. This is usually measured in socio-economic terms using such indices as economic growth,

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

industrialization, level of technology, healthcare system, self-sufficiency in food, and good governance. Ake (2010) added that national development can also be seen as the process by which people recreate themselves and their life circumstances to realize higher levels of civilizations in accordance with their own choices and values.

Entrepreneurial Education is the inculcation of an attitude of self reliance using appropriate learning processes. It may be viewed as pragmatic education that inculcates creative, innovative, productive and managerial skills needed in business enterprises for self reliance and national development. Ray - Ofor and Onyeze (2013) observed that in the world of business today, entrepreneurship is the preferred destination and it has swept through the globe like a revolution and the success of most developed nations could be attributed to entrepreneurship. However, Kuratko (2015) added that entrepreneurship is more than the mere creation of business. It is a dynamic process of vision, change and creation which requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. Its essential ingredients and components are the willingness to take calculated risks (in terms of time, equity or career) the ability to formulate an effective venture team, the creative skill to marshal needed resources and skills of building solid business plans, and finally the vision to recognize opportunity where others see contradiction and confusion.

Entrepreneurial education, according to Eke, Igwesi and Orji (2011) seeks to provide learners with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Its central focus is on the realization of opportunity. It can therefore be said that entrepreneurial education is that education that provides learners with requisite competencies and skills to survive in any business environment, however competitive.

In an effort to create jobs and reduce the high unemployment rate among graduates, the presidency in 2006 directed all Nigerian higher institutions of learning to include Entrepreneurial Education (EE) as a compulsory course for students with effect from 2007/2008 academic year. The goals of Entrepreneurial Education (EE) include:

- (i) To identify and solve problems using critical and creative thinking.
- (ii) To work effectively with others as a proactive team member and cultivate the ability to resolve conflict.
- (iii) To organize and manage oneself and one's activities.
- (iv) To collect, analyse, organize and critically evaluate information (to make decisions that must be carried through).
- (v) To communicate and negotiate effectively.
- (vi) To reflect on experiences and explore various strategies for effective learning.
- (vii) To become curious leading to readiness to experiment and innovate.

(viii) To consider self employment as a viable option upon graduation from their institutions. (Aliu and Ibe 2008:15).

Ray-offor and Onyezere (2013) strongly believe that the above goals of Entrepreneurial Education will hugely impact on national development of Nigeria as it will greatly reduce the present high rate of unemployment in the country, especially among tertiary institution graduates. On a very serious note, the prosperity of Nigeria both at present and in the future revolves around the creation and maintenance of strong local enterprises that are firmly rooted in the local economy.

#### **The Challenges of Adult and Non-formal Education Objectives in Nigeria and the Way Forward**

It is unfortunate that the lofty objectives of the Mass Literacy, Adult and Non-formal Education in Nigeria may stop at the level of the proverbial unrealistic diagnosis, followed by written prescription without an idea of where the drugs might be procured, if the following challenges to the programme are not promptly addressed.

1. In our higher institutions of learning, Adult and Non-formal Education Departments are poorly funded and equipped for the tasks that the graduates will face on graduation. Regrettably practical courses such as Vocational and Technical Education, Home Economics in Adult and Non-formal Education, Business Education in Adult and Non-formal Education, Agricultural Education in Adult

and Non-formal Education, Computer Appreciation and Application, and Entrepreneurship Education (NCCE 2009: 13 - 135) among other courses continue to be taught as conventional school subjects. In actual fact, such courses should be handled as practical subjects with necessary laboratories, studios and demonstration farms where appropriate, to equip the learners with appropriate skills and competencies to create jobs on graduation, and to become employers of labour instead of job-seekers.

2. It is common sight in our local communities to observe that Adult Education Centres are located in primary schools, village halls and churches, instead of their permanent sites. Considering the enormous roles that Adult and Non-formal Education is supposed to play in the socio-economic growth and development of Nigeria, it is sad to notice that government has not considered it necessary to build permanent designated structures for Adult learners.

Government should erect permanent designated structures for Adult learners and functionally equip and furnish same for the learners. Items such as: farm tools, computer sets, Home Economics equipment, sewing machines, weaving machines, machines for shoe-making, Vocational and Technical workshop tools, etc. should be stored in the designated Adult Education centres to provide the learners with the expected practical experiences needed for the world of self-employment.

3. Ignorantly, tertiary institution students tend to look down on their colleagues admitted to read Adult and Non-formal Education. Sometimes they earn some ridiculous names as “Old School”, “Abrahamic teachers” etc. which have gone a long way to discouraging students to read Adult and Non-formal Education. Accordingly, the great task of educating the enormous adult learners is left in the hands of few. To make up for this imbalance, untrained Adult educators without the requisite skills, competencies and professionalism are sometimes enlisted to teach, and the danger of this practice is better imagined than explained.

Government should, therefore, create some incentives in the form of scholarship awards to students studying Adult and Non-formal Education, granting automatic employment to graduates in this field immediately after graduation, motivating Adult Education teachers with special allowances, among others.

4. Generally, the present-day budgetary allocation to education continues to fall below the United Nation’s 26% recommendation. This has affected the structure and equipment of Nigerian schools adversely, including the provision of Adult Education. Some Adult Education centres located in primary schools without seats also have the adult learners sitting on the floor to receive lessons like the primary school pupils. This situation greatly discourages the learners. Moreso, equipment designed to make the learners proficient and practical are grossly absent, with the resultant effect of massive

withdrawal by the learners, hence negating the objectives of the Mass Literacy, Adult and Non-formal Education in Nigeria. To curb this menace, government at all levels should abide by, at least the United Nations recommended 26 percent budgetary allocation to education so that the necessary equipment and furniture be procured for functional and qualitative Adult and Non-formal Education in Nigeria.

### References

- Abiona, A. I. (2000). New dimension in the challenge of continuing education. *Interaction Journal of continuing and Non-formal Education*, 1 (1), 117 – 126.
- Ake, C. (2010). *Democracy and development in Africa*. Ibadan: Spectrum Books Limited.
- Aliu, S., & Ibe, G. (2008). Recent trends in entrepreneurship education in Nigeria: Prospects and challenges, Institute for small business and entrepreneurship. Retrieved 28<sup>th</sup> April, 2018 from [www.nigerianseminarandtraining.blogspot.com](http://www.nigerianseminarandtraining.blogspot.com).
- Dave, R. H. (2016). *Foundation of life-long Education*. London: Oxford University Press.

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

- Dienye, V. U. (2011). Education and societal development: The quality imperative. *African Journal of Education and Technology*, 1(3), 15-24.
- Egunyomi, D. A. (2001). Problems and constraints of Continuing Education in Nigeria. In J. T. Okedara, C. N. Anyawu, and M. A. Lanre Omole (eds). *Philosophical foundations of Adult and Non-formal Education* (Ibadan: University Press).
- Egunyomi, D. A. (2007). Family planning education and acceptability among rural women in Atiba Local Government Area of Oyo State, Nigeria. *Adult Education in Nigeria*, 14, 246 – 260.
- Eke, H. N., Igwesi, U., & Orji, D. I. (2011). Information professionals as agents for promoting entrepreneurship and technology education in actualizing vision 2020 for Nigeria. Retrieved 28<sup>th</sup> April, 2018 from [www.webpages.vidaho.edu](http://www.webpages.vidaho.edu).
- Federal Government of Nigeria (2004). *National Policy on Education*. Lagos: NERDC.
- Federal Republic of Nigeria (2009). National Commission for Colleges of Education Minimum Standards for NCE teachers. *General Education*, 134 – 135.
- <https://www.thebalance.com/what-is-the-gdp-growth-rate-3306016>. Date 26/04/2018.
- Imhabekhai, C. I. (2004). Extending education to the disadvantaged groups: The nomadic education option in Nigeria. *Managing School*, 6 (1), 14 – 21.
- Kuratko, D. F. (2015). The emergence of entrepreneurship education: Development trends and challenges: Retrieved on 28<sup>th</sup> April, 2018 from [www.ipp.com](http://www.ipp.com)
- Nwagwu, C. C. (1998). Administrative strategies for enhancing participation of disadvantaged groups in Nigeria education. *Benin Journal of Education Studies*, 11 (1 & 2), 33 – 40.
- Okafor, F. C. (2008). Millennium Development Goals: Has education in Nigeria been equipped to respond? *Journal of Qualitative Education*, 4 (1), 1-5.

*Qualitative Adult and Non-Formal Education for Sustainable Socio-Economic Growth and Development of Nigeria: The Educational Administrators' Perspective - Dr. Umoinyang E. Umoinyang and Matilda U. Effiong*

---

- Okon, C. E. (2016). Women education and empowerment for national development: A Case of Akwa Ibom State, Nigeria. *Journal of Assertiveness*, 11 (1), 238 – 248.
- Omiunu, S. E., & Omoruyi, F. E. O. (2007). Expanding educational opportunities for the disadvantaged groups through continuing education in Nigeria. *Adult Education in Nigeria*, 16, 279 – 287.
- Omolewa, M. (2015). *Adult Education practice in Nigeria*. Ibadan: Evans Brothers (Nigeria Publishers) Limited.
- Ray-offor, I. P. & Onyezere, C. C. (2013). Entrepreneurial education and national development. The place of functional education. *Journal of Pristine*, 7(1), 48 – 55.
- Udo, A. (2012). *Introduction to Adult Education (Special Target Groups)*. Uyo: Inela Ventures & Publishers Ltd.
- Umoinyang, U. E. (2017). Technology and functional national development: The role of the teacher. *Interdisciplinary Journal of Education*, 1(1), 11 – 14.
- United Nations (2005). United Nation Millennium Development Goals, Department of Public Information, Geneva.
- World Bank and United States Census Bureau (2016). Geneva.