

# INNOVATION IN ADULT AND NON-FORMAL EDUCATION: PROBLEMS AND PROSPECTS.

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## **Abstract**

The focus of this paper is to bring into view some of the innovative measures of adult and non-formal education, both the past ones and the newly developed ones that will bring development to the Nigerian educational system and the challenges as well. Education is very necessary for man in order to articulate himself and be fulfilled in life. A nation educational system must fulfill the following conditions for a standard to be attained: it has to be available to many, it has to be relevant to life needs, it has to give birth to citizens who are functional and useful to themselves and so on. And since formal education can not fulfill all the above conditions, then it could not be called educational system. To achieve these aims, adult education which is education for-all has developed some strategy such as basic literacy programme, post literacy programme among others. These new development are hoped to bring about socio-economic progress and acts as a very vital instruments in the development of the Nigerian educational system.

Nigeria has exerted some efforts in mass literacy campaign in recent years. The word campaign suggest that it should be planned and the various activities made available to a great number of people that are possibly spread over a wide geographical area. Mass literacy campaign implies a crusade to make many people literate. This was first carried out in Nigeria in 1940.

The Ministry of Education liaised with District officers (DO'S) school teachers, Muslims and Christian missions as well as traditional rulers in the planning and implementation process. Usually the teachers in the formal school in the villages and around the centers for training, these instructors were first to introduce reading and writing in their mother tongue.

Adult literacy classes were established by Muslims in Lagos, a very popular centre, (the Alakoro literacy centre) became famous on the 1950 and 1960's Evening classes were also organized by the National Council of Women Society, the Young Women Christian Association, the Nigeria Baptist Convention and the Nigerian Breweries Limited. The number of adult literacy classes has continued to grow in Nigeria. WHAWO (1995)

It is obvious that there has been some strategy adopted in the time past to develop education for all through adult and non-formal education.

Ipaye (1980) opined that "living in Nigeria is becoming more and more difficult" not because of inflation, not because of armed robbery, not because of the new political system we are experiencing, but mainly because the individual Nigerian does not understand himself adequately well" for Nigeria to move meaningfully forward, her adult population must be educated.

At present the change in adult education process in Nigeria is manifesting in many ways as we are witnessing great efforts made by the government in adult literacy in the country, there is the establishment of agency for mass education in all the 30 states of the federation including Abuja. The creation of various directorates for public education and enlightenment like the Directorate of Foods, Roads and Rural Infrastructure (DFRRI), the laudable Mass Mobilization for Social and Economic Recovery (MAMSER) the National Directorate for Empowerment (NDE), War Against Indiscipline (WAI) Brigades, Better Life for rural Women and the Family support programmes. Ewuzie (2007).

The achievements of this agency have had a commendable impact in the country.

One of the mandates of UNESCO has been to promote innovation to make education universal on the one hand and relevant on the others.

So, this paper has attempted to highlight, the innovative features of adult and non-formal education and the author hopes that this will encourage all educationist to plan and implement adult and non-formal education to achieve the goal of education in Nigeria.

### **Innovative Elements of Adult and Non-Formal Education in Nigeria**

In this chapter we are going to analyze some of the basic innovative trends that have been existing or newly introduced:

- **Post literacy Programme.** This is a one-month programme organized by the Ministry of Education in some states of the federation for completers of basic literacy programme and drop-out from formal primary schools to upgrade their knowledge to the level of first school leaving certificates. Havana club (2011)

Post literacy programmes are open to everybody who takes reading and learning as a way to enrich life. But they are specifically designed to cater for:

1. Neo-literacy in the 9-14 age groups who have completed the basic literacy course under the total literacy campaigns
2. Neo-literacy in the 15-35 age group
3. Semi-literacy/dropouts from the basic literacy phase
4. Dropout from primary schools
5. Pass-Out from NFE (non-formal Education) programmes. Hassan (2011)

Post literacy programme have done well in ensuring a successful transition of neo-literate from guided learning to self learning and finally to life-long-learning.

- **Distance Education Programme:** This is a form of study where the learner is not in direct contact with the teacher. A proven method of teaching Adult while they still continue with their day-to-day activities without any obstructions. AMREF (2011) opined that distance education enables individual to study while working or attending to your family. It also gives you the flexibility to study at your own time, pace and place. It also gives the learner access to high quality and well prepared materials. It also gives access to experienced and highly qualified tutors and tutorial support. It is also able to reach learners who are geographically isolated or who work in remote area with no opportunity to learn.

This programme is organized by the states Ministries of education and some institutions 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 education system. The medium of instruction is by correspondence, radio or television.

- **Sandwich Programme:** This is organized 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.

Harvey (2004) saw sandwich programme as a programme that has a significant period of work experience built into it. It is such that the programme is extended beyond the normal length of similar programmes without the sandwich element.

This programme is of two types thick sandwich and thin sandwich. Thick sandwich programme has a longer placement period usually on academics or a calendar year, while thin sandwich programme are usually linked to professional practice and involve several shorter period of academic study

- **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' ministry of education. It involves adults who had a little formal education but dropped out before they could acquire sufficient literacy skill for their day-to-day activities Imhabekhai (2009)

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- **Women Adult Education Programme:** This programme is organized by Christian missionaries and local government council. The Ministry of Education grant aids to the voluntary organizations to reduce costs. The course is solely designed to improve the services of literacy and illiterate women in the society. It is an Educational programme specially designed for women to make them play their roles in the society more productively. WHAWO (1995) discovered that most of the rural development programme in rural areas is in most cases directed at men. The neglect of rural women is considered retrogressive in the country. Therefore women need to be educated on the advantages of joining co-operative societies. The knowledge they acquire must be able to afford them better skill to improve their family living. Men and women are to benefit from adult education programmes to be self reliant in life.
- **Nomadic Education Programme:** EFA (2000) Assessment country refers to a nomadic person as a member or group of people who have no fixed home and move according to the seasons from place to place in search for food, water and grazing land. Nigeria 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 grazable pasture. They do not receive formal education. Mobile Education programmes have been established to take care of this unfortunate situation.

Aderinnonye (2007) in his write up on nomadic education affirm that “literacy by Radio” is an educational programme that has been implemented through out the country. Indeed Radio currently provides instruction and replays messages to Nigeria’s nomads, who are typically on the move while grazing their cattle. Provisions of television centers at the rural level is to make sure that the nomads improve on their health and social economic issues that will make them better citizens.

Kinshuk 2003 in Aderinonye (2007) opined that mobile learning will serve a whole new highly mobile segment of the society, a reality that could very well enhance the flexibility of the educational process.

Ewuzie (2007) reported that, the situation of street children in Nigeria is gradually assuming an alarming proportion. The cause of this appears to be poverty which defines the lives of the majority of Nigerians as well as family broken homes. Several non-governmental organizations are involved in rescuing, rehabilitation and returning street children. Nomadic education consists of educational programmes designed to meet the educational needs of the millions of migrants pastoralists, fishing folks and farmers, who are always on the move (through seasonally) for their occupational activities and therefore cannot participate in educational programmes. Imhabekhai (2009).

The NGOs that have shown consideration interesting this exercise include, The Child life-line, Child project, Galilee foundation, Kungi kuds, The friend of the Disable and Samaritans etc. some of this NGOs are concerned about the handicaps, but their main focus and objective is to give them the chance of better living through education. The author shall briefly discuss some of the innovations of these NGOs:

1. CLL. (child life-line) a voluntary and charitable organization that comes into public view in (1994) following a world bank survey of out of school children, and this help some researchers to discover many children who were wandering and roaming about the street homeless and without future ambition.

In 1995, a CLL Survey, assisted by UNESCO funding interviews 608 of these children, including 62 girls. It found that almost all of the children worked for a living-scavenging on the refuse dumps, head-loading and bus conducting, washing-up in bukas (local restaurants) or selling “pure water” on the street. They sleep under bridges, or on market stalls, without access to clean drinking water or soap to wash with without clean and secure place to sleep, without school and without any adult to protect and guide them. Their life is hazardous and there is no way they could escape from the streets. As the Director General of UNESCO Mr. Federico Major, said “their only hope is education”

In November (1995) CLL opened its first rehabilitation centre for street children in premises loaned to it by the Lagos state government, of the boys that are residing in the CLL centre at present,

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seven are attending school while ten are receiving basic education in the centre, two had just finished courses in catering and graphic art.

The success of CLL led the organization to organize in February 1999 a training workshop for NGO's on the management and administration of centers for street children. It was conducted with UNESCO support and hosted by the van leer Nigeria Education trust. Below are the focuses of the workshop.

- Greater public enlightenment on the centers of the street children phenomenon
- Counseling and parenting
- Encouragement for NGO.s and community based organizations to initiate and sustain action to help families in distress whose children are potential victims of destitution.
- Government to resuscitate the almost moribund structures required to meet children welfare needs, to renovate and expand existing institutions and staff them with fully trained child welfare officers
- Government and NGO'S should set up Drop-in centers, reception centers in urban areas to cater for the street children and provide them with nurturing, education and health care.

## **2. The Kano Neighbourhood NGO**

This was been formed under Kano education for all. The name is Kano Neighbourhood Group. It is organized essentially to address the problems of neighbourhood primary school and to cater for other institution. There are many more non-governmental organizations that have been introduced to develop and bring education to people at all levels such as:

CLC – Community Learning Centre  
PRA-Participatory Rural Appraisal  
REFLECT-Regenerated Freirean Literacy through  
Empowerment Community technique etc.

Monye (1981) opined that all these innovations have one end in view to equip the adult with every-thing he needs for life in order to be relevant to his society by helping to solve some of its problems

We have to recognize that innovations is for man's development and adult education serves to bring about a fundamental change in man's attitudes and life style.

### **Challenges or Problems Facing Adult and Non-Formal Innovation Programmes.**

The challenges facing the implementation of adult and non-formal education innovation are several and varied. Some are as a result of laxity on the side of government, some are on the learners and some are teacher related challenges, but we are going to observe them together one after the other.

- **Financing:** adult and non-formal education is not given enough attention financially, education competes with other social sectors for funds. The much given for the programme goes for overhead leaving little for infrastructural cost Okedara (1981). One of the major challenges inhibiting the development of education and its other sub-sectors in Nigeria is inadequate financing and funding. According to Igbuzor (2006) there are a lot of challenges facing Nigeria and making it difficult for good quality education that is empowering and capable of bringing about sustainable development to be provided. The first and perhaps the greatest challenge facing education is inadequate funding by federal, state and local governments. Meanwhile, financing and funding the education system and its sub-sectors in Nigeria is articulated in the National Policy on Education.
- **Economic Constraints:** most learners find it difficult to attend the classes due to their personal commitment to provide themselves and their families even though the programme is free. Most of the learners are breadwinners in their homes, therefore the learners finds it difficult to combine studies with other income generation works.
- **Lack of Manpower:** Another challenge facing the implementation of adult programme is lack of manpower and unstable stable staff. It is as a result of inadequate ANFE (Adult Non-formal

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Education) educators and facilitators in teaching and learning in ANFE (Adult Non-formal Education) programmes. In a study conducted by Hassan (2009) on the problems of financing adult and non-formal education in Nigeria, findings showed that the government was not funding ANFE (Adult Non-formal Education) adequately in Nigeria and such affected the recruitment of well qualified professionals/facilitators/educators in the sector. Even when they are recruited in ANFE (Adult Non-formal Education) programmes, their services are shortleaf as a result of poor condition of service, problem of motivation, very poor salary which scares people away from ANFE programmes. There is also inadequate staff development through retaining programmes for facilitator. Thus, the programme does not attract the highest caliber of teachers as would a higher institution of learning.

Another challenge to effective implementation is *government negative attitude* towards ANFE (Adult Non-formal Education) programmes and insufficient evaluation and monitoring of programmes. Their politicizing ANFE has equally influenced implementation of education policy which is continuous process that has failed the education sector, particularly in the last decade (Obanya 2010). However, for ANFE (Adult Non-formal Education) to achieve its goals; there must be constant programme evaluation, monitoring and supervision in which this sector is lacking. The NMEC Annual report of the year 2007/2008 showed that ANFE programmes lacked constant evaluation and monitoring as a result of problem of inadequate funds, equipments and personnel to carry out this exercise effectively

- **Infrastructural Inadequacy** The policy made provisions for some equipment that will enhance the teaching and learning of this programme, such as mobile phones, rural libraries, television, viewing centers and audio listening centers, but most of these things are near absent in these setting, even where there is any the poor condition of our nation electricity will make it impossible to run them.

Akillaya (2005) observes that there is an inadequate facilities for effective teaching and learning and that the infrastructures are grossly inadequate.

- **Counseling Service** for the instructor to work perfectly well, there should be counselor around to help in the facilitation of this learning process. But there are few or non at all on this area.
- **Gender In-Balance** majority of these learners are women, men seems to see these centre as women affair, they tend to see the programme as not important to them and they prefer to go for other activities that will fetch them money rather than learning'
- **Societal Perception of Adult Education** most people tend to look down on this center. Some assumed to be too old for learning, some sees it as been sub-standard compare to formal education setting. Many think education is for the youth alone forgetting that learning is a continuous process in life and there is no age limit.
- Sometimes, it is not easy to draw a line of demarcation to who should be in charge of adult and non-formal education. The Nigerian constitution provides that education is on the concurrent list, federal, states, and local governments, could all run education. But most times it is not so easy to know who is responsible for this or that.
- **Lack of Incentives** these are positive reward that will enhance high job performance on the part of the teachers. Adult education teachers' wages and salaries are very poor and not encouraging. To serve as a moral booster, teachers wages needed to be harmonized (Akilaya 2005)

### **Prospect**

In view of the above challenges, the following are some of the prospect associated with implementation of adult and non-formal education's innovative measures:

- Adequate funding
- Change in societal attitude
- Counseling programmes

- Males to be educated and enlightened on the importance of these centers in the delivery of life long education
- The Government Agencies should monitor and supervise the quality of instruction
- Positive rewards that will enhance or motivate teachers should be provided
- Self development programme for teachers.
- There should be teachers' job security
- Availability of facilities and equipment.

### **Conclusion / Recommendations**

To overcome the limitations of adult and non-formal education, the recent innovations are a welcome development, it is hoped that, if well implemented, it will reposition education in the the country and the focus of Nigeria which is EFA (Education for all) will be achieved. However, there should be the political will on the part of the federal government for it full implementation.

Finally, proper monitoring of the implementation of the programme should ensure that the facilitators are performing their roles in the promotion of life-long learning.

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