

RE- ENGINEERING ADULT AND NON FORMAL EDUCATION FOR EMPLOYMENT AND SELF- PRODUCTIVITY IN NIGERIA

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Abstract

Adult education as a call for study in our institutions of learning is a sine-quo-no now that the need to eradicate illiteracy in Nigeria beats in the heart of government and individuals in the present dispensation. Consequently, the concept has become a major urge for local and international organizations and agencies in nation building. Employment and self-productivity in Nigeria would be unattainable if proper education of person(s) are not pursued or encouraged. Adult and non formal education is an eye- opener for sound, special and gifted humans to be adequately and efficiently trained in their various areas of interest or acquisition of vocational skills for employment and self productivity. This paper therefore, is directed on the need and importance of adult and non formal education, its objectives, principles, constraints and some recommendations for continuance and development in Nigeria.

The economic growth and development of any nation is based on the quality of manpower that she has. On this note, education is the real technological tool and machinery for concrete evaluation of a country's wealth and not merely a large number of populations that may live therein. In re-engineering productivity for self employment adult education is then a "foetus" that demands protection and nurturing in our economic system for self realization and integrity of a state.

It is our opinion under this context that adult education finds its interest among adults who may not have the opportunity of receiving formal education at tender age, not merely the fault of theirs in the acquisitions of needed knowledge and skills but as a result of no financial opportunities, self –motivation or ignorant among affected persons.

The object of this discuss therefore, is to x-ray the call for concern, needs, objectives, principles and constraints in the aspect of adult and non-formal education for total elimination of illiteracy, backwardness in our nation's economic system for better re-engineering for productivity and self employment.

Concept of Adult and Non-Formal Education

According to Barnhart(1978) education is define as the development of knowledge, skill, ability, or character by teaching, training , study or experience, teaching, training .the knowledge, skill ability or character gained through teaching , training, study or experience. The study of methods, principles and problems of teaching and learning also from Hornby (2000) it is a process of teaching and learning, especially in school or colleges to improve knowledge and develops skills.

Education is not different from life and society but experience in order to be useful and acceptable members of the community. Education is also known as all round development of a child and adult inclusive. The aim of education is anchored on the development of individuals, intellectually, emotionally, physically, socially, spiritually, and morally.

By virtue of *Section I (5) (a) (b) (c) Federal Republic of Nigeria, (2004) on National policy on education*, provides that Nigeria's philosophy of education is based on

- a. The development of the individual into a sound and effective citizen.
- b. The full integration of the individual into the community.
- c. The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and tertiary level, both inside and out the formal system.

Therefore, *Eduwen* (2003) on the same perspective adult education relates to all activities planned for adults that are educational oriented to assist them in understanding themselves and participating in active community development. *UNESCO* (1976) conceptualizes adult education as the entire body of organized educational process, whatever the content level and method, whether formal or otherwise whether they prolong or replace initial education in schools, colleges, and universities as well as in apprenticeship whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualification and bring about changes in their attitude or behavior in the two fold perspective of full personal development.

Bergevin (1976) stress that formal education means a systematically arranged adult education registered to follow established courses, either on full-time or a part-time bases. These take place within the walls of institution and follows a layed down norms set by the institution. *Fafunwa* (1980) adult education is formal and non formal instruction or controlled experience for the matured person so that he may attain social, economic, cultural, political or technical competence or individual development.

Adult education is an activity with educational purpose carried out by matured persons on a part-time basis or any voluntary, purposeful effort made toward the self –development of adults conducted either by a public or private agency in the dissemination of information, promotion of cultural, political, vocational, professional, remedial as well as recreational.

Consequently, formal adult education implies an organized and planned educational system in which students are exposed to an academic programmes from the primary level to opportunities for university admission. *Croombs* views it as a form of education applicable to adults as hierarchically structured, chromologically graded educational system, running from primary school through the university, including a variety of specialized programmes and institutions for full-time technical and professional training.

Meanwhile, non formal adult education refers to organized, systematic activities in order to provide learning in some fields for certain group or adults. It is a term used to denote alternative training and instruction that are given outside a formal education system. Also, adult and non-formal education consist of functional literacy, and remedial, continuing, vocational, aesthetic, cultural and civil education for youths and adults outside the formal school system or environment.

Objectives

The object of adult and non-formal education in the develop of a nation cannot be over-emphasized. In view of *Eduwen* (2003) page three these include;

1. Promotion of literacy and normalcy among adults
2. Encourage the spirit of self-reliance and purposeful use of leisure among adults.
3. To help adults develop a sense of belonging in the society and contribute to community development.
4. To make adult acquire practical skills and abilities toward growth and development.
5. To develop in adults the spirit of self-consciousness and mental alertness in social, economic and political matters.
6. To provide adults with the means of making rational choice and taking the night decision.
7. To foster the spirit of comprehension and creativity among adults living in a fast changing world of science and technology.

Principles of Adult Education

For the achievement of goals in any functional system, certain principles must be adhered. On this note adult education has some basic principles upon which it operates successfully. The United Nations Education scientific and culture organization (*UNESCO 1976*) in *Eduwen* (2003) page five has treated these principles some of which would be outlined thus:

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1. Adult education should be focused on the needs of the participants making use of their experience in the development of adult education most educationally under privilege groups should be given the highest priority within a perspective of collection and achievement.
2. To awaken and invest in reading and develop cultural aspirations
3. It should stimulate and sustain the interest of adult learners, appeal to their experience, strengthen their self-reliance and enlist their active participation at all stages of the educational process in which they are involved.
4. It should recognize as an integral part of the educational process the forms of collective organization established by adults with a view to solving their day –to –day problems.
5. It should seek the participation of individual adult groups and communities in decision making at all levels of the leaning process, including determination of needs, curriculum development, program implementation and evaluation and should plan educational activities with a view to the transformation of the working environment and of the live of adults.
6. That adult education should contribute to the economic and social development of the entire community etc.

Constraints

These are numerous constraint that impede adult and non former education for employment and self productivity in Nigeria, so only few will be considered under this discuss.

1. Improper and inadequate planning and organization of adult education as a special field of study.
2. Lack of appropriate selection of educational techniques to achieve results
3. The inability of goal settings for learning activity in institutions and vocational countries.
4. Non- availability of modern instructional materials and lack of maintenance culture among adult educators and learners.
5. Insufficient fund as it affects the level of procurement of needed materials.
6. Lack of public awareness and enlightenment on the essentials of adult education especially in rural areas.
7. Lack of adult educators to handle the increasing needs of adult learners.
8. Inadequate evaluation of adult education programs for present and future growth and development.
9. Inadequate curriculum to attract interests of adult learners.

Conclusion

From the foregoing, it is clear that an effective and well planed adult and non formal education is a gateway to capacity building leading to economic growth and development. For the laudable goals of the Federal Republic of Nigeria in National policy on Education which is geared towards total eradication of the mass illiteracy to be realized, adult and non formal education needs encouragement and proper funding. Self productivity and self employment would be unattainable where a large number of the populace are illiterate or lacking in any vocational skills for self sustenance. Adult and non formal education if well pursued will prepare learners for future challenges and community development.

Recommendations

Arising from the above discuss some recommendation call for attention.

1. Proper and adequate planning should be engaged in by planners.
2. Identify a common interest or need of those that will participate (An interest will motivate a participant to understand and learn better) interest can serve as a starting point in planning adult education activities. As interest are directed towards needs, it is important to begin with a need/interest that is recognized as essential for learners.
3. Setting of goals for the learning activity in order to accomplish set objectives.
4. Selection of appropriate resources (that is people, educational materials and aids which the learner can seek information). The learning group should be regarded as resources since each has experience and knowledge can be used in the learning situation.

5. Select appropriate educational techniques and sub-techniques. These are referred to as a way of arranging the relationship of learners to acquire knowledge in the learning situation.
6. The provision and maintenance of instructional materials in our institutions as well as vocational centres across the nation should be encouraged.
7. The creation of awareness and enlightenment on the essentials of adult and non-formal education in rural areas should be the concern of government, private agencies and individual in our community.
8. Outline each session of the program and various responsibilities to be carried out.
9. The availability of funds to institutions and vocational centres for proper functioning of adult education.
10. Adult educators should understand the psychological disposition of an adult learner and repackage them for better future.
11. Curriculum for adult learners should be designed and implemented by experience and trained educators.

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