

ADULT AND NON-FORMAL EDUCATION: A VERITABLE TOOL FOR JOB CREATION

Gladys Obiageli Ejiuwo

*Department of Adult Education School of Education,
Federal College of Education (Technical),
Asaba, Delta State, Nigeria*

Veronica I. Obire

*Department of Adult Education School of Education,
Federal College of Education (Technical),
Asaba, Delta State Nigeria*

Abstract

The much ado about vision 20-20-20 may be farce if the Nigerian education system remains the way it is currently. There is no synergy between institutions of learning and the world of work. Consequently, teachers teach theories and large bodies of knowledge without relating them to job setting. In particular, they lack what Peters (2004) has already alluded to as congruence between know-that and know-how. This trend needs to be reversed and hence, teaching should be more meaningfully turned to occupational demands by way of expanded industrial training work visit and even in inviting occupational personnel to come and share their experiences in the classroom. This paper highlights on the need for reviewing or restructuring of school curriculum for meaningful living.

Introduction

For any society to move on there must be need to maximize the potentials of the Adult and Non-Formal education. According to UNESCO (1997) Non-Formal education can be defined as an organized educational activity which takes place outside the school system.

The sharing and transferring of knowledge does not occur inside school. It is a kind of apprenticeship. In other words, it is a kind of education for self-reliance which helps to alleviate poverty among

the people and create Job opportunities for sustainability of one's nation and development.

Adult and Non- Formal education must be a major tool for the attainment of this goal Adult and Non- formal education for job creation is the process of learning which exposes the individual both in formal education setting and Non- Formal education setting to the importance of using the brain and the hands collectively for self-sustainability and the nations

development in order to eradicate unemployment.

However, there is a general consensus that for Adult and Non-Formal education to be valuable it must be skill-oriented in terms of improved performance of the recipients in the attainment of economic, political, social-cultural and health-care delivery goals. Therefore, functionality in Adult and Non-Formal education leads to productivity (Bassey 1998).

Concept of Education

Scholars of different fields including those of education have tried to provide some road maps as to what the term Education means but in all, it is the application of their understanding of the term that makes the difference rather than the term itself. Education has been seen as the sum total experience that are made available to an individual to enable him make a worth while living and have positive adjustment by functioning as a fully fledged members of the society. (Ifelunni 2010)

The criterion of being education Enoh (2009) assert that they are three criteria of being educated namely.

- ❖ **The value criteria**
- ❖ **The criterion of knowledge and understanding**
- ❖ **The criterion of cognitive perspective**

For Peters (2004) according to Enoh (2009) in Ifelunni (2010) assert that the value criterion means that education is an achievement word and not merely a task word whose ultimate goal is to make the

individual achieve something worthwhile or desirable.

Furthermore, an educated man is one who succeeded in relation to certain tasks on which he and his teachers have been engaged for a considerable time period and not merely being involved in the tasks. However achievement in education is always associated with something worth while. In summary Peters in Enoh (2009) opine that “Education implies the transmission of what is worthwhile to those who become committed to it an educated man is one whose form of life as exhibited in his conduct, the activities to which he is committed his judgment and feelings is thought to be desirable” the process. At the other extreme is the road side mechanic who is at home with fixing the car the (know-how) but lacks the theoretical foundation to explain his action.

If education must bring attitudinal change, then the knowledge obtained must characterize the way we look at things as well as our reactions. For example, the historian must not only provide correct answers in the classroom and examinations but his education must enable him begin to appreciate historical building, monuments and institutions around.

On the cognitive perspective Peters (2004) try to make a distinction between narrowness or overspecialization and broad field or whole field understanding. For him, an individual who acquire competence in a limited sphere of education is trained and not educated. Consequently, he stated that an individual must be able to relate his skills and competence to what happens in other field.

In other words (Peters 2004)b believed that being too restrictive or limited is not good.

Concept of Adult and Non-Formal Education

Adult and Non-Formal education is the acquisition of basic skills for useful living. It is more of practical. The business of Adult and Non-Formal education is more complex than bookish theory or abstract reasoning because real life situations are made by individual personalities, prevailing and changing political, economic cultural and social conditions. The value of pragmatism in Adult and Non-Formal education. Nonetheless, theoretical perspectives provide a general direction to thought and action and these should be broadly understood that Adult and Non-Formal education is concerned with the basis of relating theory to practice (Usang 1999).

Adult and Non-Formal education has also been defined by (Bassey 2000) as a model whereby commitment to social purpose is mostly interpreted in terms of vocational preparation and work skill training. Thus Adult and Non-Formal education in order words is called life skill and social awareness education.

Adult and Non-Formal Education a Veritable Tool for Job Creation.

It must be stated that in Adult and Non-Formal education in general, there are no theoretical boundaries in scope of its practice, Thus practically, anything and everything can be through to it. This truth

is strengthened by the life-long and life-wide philosophy underlying.

The practice. Adult and Non-Formal education is life-long because nobody completes learning. As people add more time to their life as they grow and mature, they are confronted with a gamut of new knowledge which tasks them to learn. It is only through such learning that they will overcome the disruptive effects of social change and cultural lag (Osuji 2006).

Further more, as people move and change their environment from time to time, they face a novel of experience which offers them a new disposition to learn in order to fit into the society (Omozeghain 1995).

Adult and Non-Formal education sector is fast becoming an area of increased global interest. One reason for this is that Adult and Non-Formal education deals with the largest number of clientele group as an organized learning. The sharing and transfer of knowledge does not occur inside school. Adult and Non-Formal education is seen as an active ingredient in bringing about change and job opportunities in the society.

Paulo Freire (1998) for instance criticized the banking concept of education where emphasis is laid upon storing up large amount of knowledge just for a specified area of field. This in turn, can be traced to education inflation. The legacy of colonial education is that most institution of learning especially in the primary and post primary levels has been rooted in grammar school tradition. Accordingly, products of such schools have certificate and diploma qualifications which are

oriented towards white collar jobs. With the teeming number of school leavers, the supply from schools outweighs the absorptive capacity of the society. Herein lies the dilemma of our educational system. The way out of this crisis is to be found in the re-orientation of school graduates through re-education which finds meaningful expression in the Adult and Non-Formal education. This means that training directed towards the development of the hand or the psycho-motor domain is imperative for job creation in our society. This will serve the dual role of compensatory and corrective education on the defects caused by the white collar oriented school setting.

In Nigeria, the National Directorate for Employment (N.D.E) is supposed to be performing this role. As this is done, the school system must also gradually change through curriculum innovation. The innovation must be such that it is able to displace the colonial legacy in our educational practice and make it less relevant. It is therefore Adult and Non-Formal education which offers us this correction, with it, we are able to make education relevant to the society and therefore, offer the individual life time employability not an employment in life. This is through the means of acquiring different skills in the Adult and Non-Formal education.

Time and space will not permit this paper to discuss the inexhaustible list of areas within the province of Adult and Non-Formal education where job creation or opportunities could be created.

The Adult education may wish to ethnography societies through small-scale participant – observation to see how people are concretized into the on-going functioning of their societies.

They way culture influence personality, participation in Adult and Non-Formal education and general practice of the discipline is also of value. Adult and Non- Formal education is used in the world of work for training and re-training of professionals on the Job, by vestibule methods and in-service progressively throughout working life is vital to the industry . This is one reason why labour policies emphasis the central place for continuing education in the profession.

Finally Adult and Non-Formal education is committed to need meeting ideology through responding to the felt and expressed needs of the individual in the society, including professional workers in the statutory sectors. It is also committed to vocational preparation and work skill training. The sole purpose of Adult and Non-Forma education predominate over life skill for self enhancement

Conclusion

Conclusively Adult and Non-Formal education has become top priority in vanquishing the economic crisis and unemployment situation in the country. The achievement s of Adult and Non-Formal education in the eradication of unemployment in the country are enormous and more can still be achieved. To work, live and learn are natural and people must gain this perception through Adult and Non-Formal education. It is

through it, that the concept of millennium Development Goals (MOGS) can be achieved.

Adult and Non-Formal education serves as a vehicle for political enlightenment, information sharing, integration and participation in socio-economic processes and the elimination of democratic weakness. It is through Adult and Non-Formal education that the values of co-operation and functionality can be fully grasped for job creation.

To speak of importance of Adult and Non-Formal education for job creation is to trail an endless path because in design and practice, its programmes respond to the spatio-temporal templates of the society in all ramifications

References

- Enoh and Ifelunni (2010) A key note lecture delivered in honor of the outgoing provost of Federal College of Education (Technical), Asaba Delta state.
- Federal Republic of Nigeria (2004) *National policy on education*. Abuja: NERDC
- Ike Ifelinni (2010) A lecture note on Educating the Nigerian child 21st century.
- Lecture notes on Sustainable Development By Ewa Uasng (2009) Department of Adult and continuing education University of Calabar.
- Omozeghian G.E (1995) in C.P. Enueme (2005), *Introduction to Education*, Agbor Pon Pub. Ltd.
- Oyedeki. L. (1988). In Bassey *Coping with learning in adult* Lagos Joga press Ltd.
- Bassey, A.B (2009). *Principal and method of functional literacy: A study guide for student*. University of Calabar.