

## **PDE 210: ADULT AND NON-FORMAL EDUCATION**

### **UNIT 1: AN EXAMINATION OF THE GENERAL CONCEPT AND STRUCTURE OF ADULT AND NON – FORMAL EDUCATION**

#### **INTRODUCTION**

Education is a major item in any national development Nigeria like other developing nations in the world needs education for development. In most cases, development brings about positive changes in human beings. However, development is not affected only by formal education but adult and non-formal or out of school education also has a significant impact on the development of a nation.

Adult and non-formal education was recognized in Nigeria's third National Development plan and clearly spelt out in the National Policy on Education (2006). Adult and Non-formal education caters for both adults as well as the younger members of the society who did not have the opportunity of going to formal schools who cannot wait or fit into adult education programmes proper. Adult education is an activity which takes place in non-formal situations. This is not to say that in some cases adult education activities do not takes place in formal situations.

The education of adults is certainly as old as man himself. In ancient times, for instance, the study of astrology, astronomy and alchemy was largely done only by adults. So also was study for law, medicine and priesthood. True, these studies engaged the attention of the privileged leisure class but much later, as a result of the Industrial Revolution, the need arose to bring education closer to the reach of the mass of ordinary working class men and women. This was made possible largely as a result of the advent of the printing press. In most of the Western World, the earliest form of mass education took the form of religious and evangelical education. In Nigeria, before the Colonial Era, certain skills were reserved for adults, for example, among the Nupe, administration of certain medical treatments was the prerogative of older men and the relevant craft secrets were only taught when learners had attained a certain age. This restriction also applied in some parts of the country to participate in masquerades which was a form of education about ancestors and the other world. Besides this, Nigerian adults in the pre-colonial era improved on their skills by enlisting for short periods with acclaimed master craftsmen. From what has been said so far, it should be clear that the participation of adults in education is not new. What may be new however, is that in the past few decades, adult education has come to be considered as a discipline and field of study. As such it has its own vocabulary, technical terms, modes of inquiry and of research and teaching strategies. In this unit we shall attempt to examine the basic concepts of Adult Education as a field of study. An early understanding of the terms used in the discipline will enable you appreciate with some ease what is being discussed in the rest of this module.

## **OBJECTIVES**

By the end of this unit you should be able to:

1. Give the Scope, types and characteristics of adult and non-formal education.
2. define the term `Adult' from at least three different ways;
4. define the term Adult Education;
5. distinguish among formal, non-formal and informal education;
6. explain the meaning of the following terms: continuing education, lifelong education; andragogy, community development; community education, workers' education, extension education, literacy, basic adult education and vocational adult education.

## **ADULTHOOD AND ADULT EDUCATION**

1. Adulthood has been described in different ways. Yet, it is important that some measure of agreement be reached on how to use the term if the overall goals of adult education as a discipline are not to be compromised. The various ways in which the term `adult' has been employed include the following.
  - a. **Adulthood as the attainment of a certain age of 18 or 21 years as prescribed by law.** On this basis, all persons who have attained such legal age are considered to be adults. One of the problems about this interpretation of the term is that this age which is normally that at which persons are allowed to vote varies not just from country to country but from time to time in the same country. As a result of this when the term adult education is employed, different meanings are conveyed onto different minds. Besides, this chronological age approach to adulthood takes little account of the fact of differences which occur in mental and physical development of persons of the same age. It is not clear whether persons who are 18 or 21 years old but who are mentally and physically retarded can be considered as adults.
  - b. **Achieving a certain level of Physical and mental maturity.**

This means that persons are considered to be adults if they possess certain levels of physical development such as development of pubic hair, speech power, physical agility and so on, or are able to perform certain mental tasks. If this is the case, people of stunted mental and physical growth may never be considered to be adults whatever their chronological age or the legal age. Yet, there are some who would like to refer to such persons as adults.
  - c. **Adulthood as initiation into certain local puberty rites, age grade and ability to recall events that must have happened in some remote past.** There is a problem here. In a multiethnic society like Nigeria, the requirements and age for initiation rites into manhood vary from one culture to another. Besides, some persons may be better endowed with the ability to recall local tales, events and idioms more than those who happened to be older than them.

- d. **Adulthood as ability to fend for oneself, one's dependants and of undertaking social responsibilities.** If this definition of adulthood holds, then young orphans, for instance, who undertake even at the tender age of, say, 14 years to work as bus conductors and thereby fend for themselves and younger brothers and sisters would be considered to be adults. Yet, having not attained a certain age, they cannot be held responsible for certain of their actions. Is there any wonder then that some people refuse to regard them as adults?
2. What seems common among the descriptions above is that adulthood is a status to be achieved. Those whom we regard as adults are expected to show moral and emotional maturity. They should be able to demonstrate such qualities as prudence, self-control, patience and tolerance. They deserve to partake in decisions which affect their own well-being and that of their community and society at large. Being entitled to their freedom of life-style, they must accept full responsibilities for their actions. Finally, they ought to participate in transmitting the benefits of culture and societal living to younger persons. If adults are seen in this way, most of the shortcomings identified in the earlier descriptions would be overcome.
3. **Adult Education.** Education as is generally agreed ought to be able to bring about the highest all-round development of persons, greater desirable fullness of the personality. In an education enterprise, the learner's participation should be willing and voluntary. The processes in which he participates should be under conscious control and should involve interaction between him and other learners and also the teacher. He should also be engaged as an active partner. Though all types of education are similar in these ways, there are important differences between the education of adults and that of children and adolescents. These differences are based partly on some agreed differences between adults and children including adults' higher degree of mental development, wider experience of life, greater responsibilities, greater physical strength and so on. It is therefore appropriate that adults be entrusted with greater degree of responsibility for the shaping of their own education, since it is on the basis of such attribute of responsibility that their position as adults rest. Consequently, the notion of self-education, for instance, is more appropriate for adults than for children. Then there are also differences in content and method. Differences in content are based on the fact that certain educational experiences are more appropriate to the needs of maturity. Hence, it is important in the case of adults to consider second and third chances in education for those whose first chance had led to a dead end. So also is the case for opportunities to update in many fields where knowledge is continuously developing; opportunities for trying out one's ability to study in a new field before committing oneself to it; activities related specifically to adult responsibilities like parenthood and citizenship; studies involving opinions that require maturity of experience for their understanding. With regard to methods, the freedom we allow adults ought to extend to the fact that they ought to study at their own pace and time; should be consulted in planning and in drawing up the curriculum; the method employed ought to involve them as much as possible as on equal footing as the teachers (or facilitators as they are better called in adult education). Hence the use of discussion, symposium, workshop and such like methods

which do not emphasize the teacher/learner distance. Tying all this discussion together, is there any wonder then that adult education is generally seen as a process whereby skill, knowledge and attitudes are acquired and exchanged on a voluntary and often part-time basis by persons with full-time occupation and in which their values, experiences and problems are not merely taken into consideration in the design, planning, implementation and evaluation of all learning activities. In addition, they partake actively in each of these stages.

## **MEANING AND DEFINITION OF ADULT AND NON – FORMAL EDUCATION**

There are two problems that arise when defining adult education. In some countries it is used in a comprehensive manner to mean all facets of education for those who have left primary and secondary schools. In other countries it is used in a restricted manner to mean basic literacy education for adults. In whatever form, adult education connotes change and development. It facilitates national development, but national development is approached by various national groups in various ways. Because of this, there is still much confusion about the meaning of adult education (Anyanwu, 1987). Lowe laments on Anyanwu's assertion that

*What appear to be more or less similar phenomena are described by a perplexing welter of names such as fundamental education, social education, mass education, continuing education, life – long learning and Education populaire. Even the term 'community development' is often used as though it were interchangeable with 'Adult Education' (Lowe, 1970:3).*

An attempt to clarify or expose the series of definitions or meanings identified by scholars and societies would help in later discussions in the field of adult and non formal education. H.F.Makulu considers adult education to mean the all – inclusive pattern of adult development which has in view the need of the adult not only as an individual, but also as a member of his community, and which helps him to live more effectively in his society. On the basis of Malulu's definition, adult education includes mass education, community development, vocational training, basic literacy, youth activities, and formal and non – formal education aimed at training the adult for his duties as a citizen of his state.

An American understanding of adult education maintains that it embraces learning undertaken voluntarily by people in their mature years. Although, it is achieved without compulsion, and without any direct regard to its vocational value, its major purposes are, first, to make adults in the community aware of individual and community needs and second, to give such education as will enable them to cope with current problems (Sheats, Jayne, Spence, (1953). To clarify this definition, it shows that since adult education is directed to the people, its curriculum should be based on present needs and problems. Adult and non – formal education should embrace the solution of problems in a democratic society, this should include training in the total range of human learning to the actual solution of the most complicated problems of human relations. This view also expressed the concerned of UNESCO on adult education that it should be concerned with the development of personal abilities and aptitudes, and the encouragement of social, moral and intellectual responsibility in relation to local, national and world citizenship. Thus, adult and non – formal education

must impart knowledge of both the narrow and the wider environment in which people live, knowledge of the world, to think and to reason, to participate, and an ability to adjust to change as it occurs.

Bertelsen (1974) has further refined the definition in order to take greater account of informal education, its definition is simply that “adult education is any learning experience designed for adults irrespective of content, level and methods used...”

The international congress of University Adult Education defines adult education, rather stipulatively, as ‘a process whereby persons who no longer attend school on regular and full-time basis (unless full time programmes are especially designed for adults) undertake a sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. Roy Prosser (1967) incorporates the missing factor in the above understanding of the concept of adult education. He looks at adult education as that force which, in its ideal application, can bring about maximum of re-adjustment of attitude within a society to any new and changed situation in the shortest possible time, and which helps to initiate change which evolves and imparts new skills and techniques required and made necessary by the change. In this context Prosser calls adult education as force, because it generates the energy which is necessary for change. Problems in the society are concerned with change; and it is these problems which adult and non – formal education is called upon to solve. The major focus of adult and non – formal education going by its meaning is the dissemination of knowledge, the training of the mind in objective reasoning, and the teaching of skills which may enable the individual to fulfill himself, and to play a full role in the development of the society to which he belongs.

To avoid any ambiguity in the use of the word adult, the term non – formal education is being substituted. Coombs (1974) defines non – formal education as “any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children”.

As an intervention to the confusion surrounding the definition of adult education, and to advance an internationally acceptable meaning, UNESCO has defined adult education as:

*The entire body of organized educational processes – 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 he belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications, or turn them in a new direction and bring about changes in their attitudes or behaviour in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development*

The general rule, according to Duke (1982), adult education may be organized in three modes:

- i) To train adults to get a qualification (second chance, remedial education).

- ii) As a national mass education programme, such as the mass literacy programme in Nigeria leading to no any academic qualification.
- iii) As a deliberate training programme for adults in specific skills.

Okedara, (1981) use the conventional approach where he classified adult education into three modes: formal, non – formal and informal. According to this approach, formal adult education usually involves remedial education or extra – mural classes and leads some one to obtain a certificate. Non – formal adult education covers training and instruction outside the formal education system and may be organized in the form of individualized apprenticeship, vocational training in craft centers, and even as a nation wide mass literacy campaign. Informal adult education, learning may come unintentionally and accidentally through face - to – face groups, the media and through serendipity (Ngwu, 2006).

In making any distinction between adult education and non – formal education (NFE) it has to be made abinitio for purposes of clarity or academic pursue. This is because the practice of categorizing education into formal, non – formal and informal modes naturally makes non – formal and informal education both an educational mode within the education system and a specific mode of adult education. As such, non – formal education has come to include such forms of adult education as literacy work, community development and education for critical consciousness (self – and social awareness) or community education as integral parts of development action programmes. Infact, Ngwu (2006) laments that non – formal education has come to represent the educational component of the broadened concept of development in its various applications for the achievement of specific development goals. Currently, non – formal education occupies a position of , importance in development studies and development education (Seers, 1970; Seers, 1977; Harbison, 1973; and Rogers 1992) .

Through the earlier examinations of the various definitions of adult education and non – formal (Adult and non – formal education), it can be observed that one common strand runs through all of them. This is that adult education includes all the activities with an educational purpose that are carried on by people engaged in the ordinary business of life. While the definition of non – formal education are best understood from an adult education context. And within adult education, the formal classification of education into three modes – formal, non – formal and informal – is a classic approach to understanding adult and non – formal education. However, other approaches to defining adult and non – formal education exist.

## **COMMONLY EMPLOYED ADULT EDUCATION CONCEPTS**

### **1. Lifelong Education**

One way of interpreting this concept is that acquisition of knowledge, skills, attitudes and general human development is a process that starts from birth and lasts until death, passing as it were through all the different stages of life. By implication therefore, every stage of life has some form of education most appropriate for it both in terms of content and method. The process of educating at each stage should lead to fullness of development of persons and of living at that stage. It should also lead effortlessly to the next stage. This leads to the second half of the interpretation which is that the knowledge, values, skills and attitudes passed on at any time ought to be

seen as part of the total educational enterprise. The concept of lifelong education is important for a number of reasons.

- a. Firstly, it provides a basis for seeing the entirety of education as a single unit within which every educational effort has a place.
- b. Secondly, it assures us that it is never too early or too late to start educating. Learning can never be overgrown. As an organizational principle, it enables us to determine the relevance of educational efforts at any stage by demanding that we find out how far its contents and methods fit into the stage it represents. Lifelong education therefore takes account of the baby's education in her mother's laps, the child's education at home, school, church and the mosque; education in the secondary and higher institutions as well as all out-of-school education spanning from past adolescent to death. Properly speaking therefore, adult education represents only the latter portions of lifelong education.

## 2. **Formal, non-formal and informal education**

It is usual to consider these three together but we will clarify the little distinction among them.

- a. **Formal Education.** The word 'formal' denotes that to which it applies has well defined modes of operation, or other rigid boundaries and the more usual engagement of its type. Considered therefore in terms of education, this means the process of learning of the more usual type which has fixed organizational principles, fixed curriculum, pedagogy and so on. By implication therefore, this will be easily seen to refer to educational offerings under the nation's conventional educational system through pre-primary, primary, secondary and tertiary organs. This type of education is usually characterised by full-time attendance, fixed curriculum and fixed organizational patterns. Examples of formal educational offerings therefore include our primary and secondary schools, our colleges of education, polytechnic and universities. All these come under our National educational system. It does not matter who owns or runs the schools since schools of various categories run by the army, navy, ministry of mines and power also qualify as formal education. What is important is that they meet the criteria stated above along with the requirements of the Ministry of Education.
- b. **Non-Formal Education.** The important thing here is that the importance attached to rigid forms is relaxed. Modification and variations in curriculum offerings, methods of evaluation, organizational structure and pedagogy are a common feature. Voluntariness and part-time participation on the part of learners are encouraged. However, non-formal education continues to retain one common feature with formal education - the fact that both are organized. Non-formal education is usually outside the framework of the formal educational system and entails a variety of programmes, including adult

literacy programmes, extension education, recreational education, apprenticeship skill acquisition programmes, cooperative education.

Often people have used the terms adult education and non-formal education as meaning the same thing. This cannot be so since some non-formal educational experiences as young farmers clubs apply to adolescents just as afternoon Sunday school classes or Koranic classes held at the mosques apply to children.

- c. **Informal Education.** In this case there is no need to talk about planning, organizing and structuring for the educational effort in question. Equally important, there is no talk of curriculum or pedagogy. This is because informal learning comes about through a number of unplanned circumstances. Children learn informally from their parents while listening to bedside stories. A write-up in a newspaper about the causes of headache could constitute informal learning to someone. This means that various unplanned circumstances at home, at work, at play, from the attitudes and example of family and friends, from travel, reading newspapers and books, listening to the radio or viewing films or television can constitute sources of informal education. Generally, informal education is not preplanned and nobody necessarily sets out to teach anyone some particular thing. All the same, it accounts for the largest bulk of the totality of our lifetime learning.
- d. **Relationship of formal, non-formal and informal education to adult education.** From what has been said so far, it should be clear that non-formal and informal education apply to adults just as much as they apply to children and adolescents. However, since the span of adulthood, from age of 18 to 70, say, is usually much longer than the periods of childhood and adolescents put together, the bulk of useful non-formal and informal education takes place during adulthood. Besides, as people become adults, they acquire more experiences which make additional learning more meaningful. Hence the richness of adult non-formal and informal education. Furthermore, while a great percentage of the time available to young people is spent on formal schooling, adults spend more of their time ensuring their living. Learning then has to go on in ways other than full-time. This must account for the popularity of non-formal and informal education for adults. This huge significance of non-formal and informal education for adults has unfortunately led some people to view adult education as being the same thing with non-formal and informal education. This is not necessarily the case.

Questions have also been raised as to whether adult education can be formal. Should we, for example, consider a class of adults studying for the Senior School Certificate of University degree formal or non-formal education? Much will depend on whether the cause is undertaken full-time or part-time and whether or not methods (teaching and otherwise) particularly suited to adults are employed. If a course is full-time and the same methods as are used for young people are employed, such a programme is unlikely to qualify as



adult education. If it is full-time but employs methods suitable for adults, it qualifies as formal adult education. If it is part-time and employs appropriate adult learning strategies, it can still be classified as formal adult education if the aim is to obtain certificates usually issued at the end of formal schooling.

3. **Continuing Education.** It is important here to reflect on the significance of the word "continuing". Something can continue only if it is presumed to have commenced at some point of time. Continuing education therefore signifies that some process of acquiring skill, knowledge, values and attitude which started sometime in the past is resumed in the present. It is often important to resume such a process if it had been terminated at some point or as a result of expansion in knowledge. Besides, the content of continuing education could be either specific to a discipline or could be of a general sort. From the vocational and professional angle, we are thus able to hear of continuing education for doctors, mechanics, computer operators and so on. On more general education, there are cases of people who left secondary school without getting enough credit level passes at the senior secondary school certificate examination; these attend continuing education courses for future examinations. Students who attend secondary schools are also known to attend continuing education classes to prepare for university entrance examinations. Much of professional and vocational adult education classes take the form of continuing education classes.
4. **Andragogy.** This term is employed for adult teaching just in the same way that pedagogy is employed in relation to the teaching of young people. As the science of teaching adults, Andragogy demands that adults be consulted when their programme of learning is being drawn. The curriculum should relate to their goals, experience, interests and problems. The actual teaching itself should engage them actively thus building on what they already know. Adult learners should also take part in evaluating learning outcomes. It is thus clear that in Andragogy the teacher ceases to hold a position of authority. He is no more seen as a model. He merely directs, guides and promotes the learning process.
5. **Community Development.** Oftentimes a community is described as a group of persons living in the same geographical environment and who have common values and problems. The problem with this definition is that there ought to be room for non-geographical communities. Members of a religious organization could live in different parts of a town or indeed in different parts of a country. Yet, on issues of their faith, of building a new church or mosque, say, they could employ a united strategy. Surely, they form a community. This means that a community comprises a group of persons who share common values, ideas, culture or problems and who are aware of these common features. Such a group then undertakes to solve its common problems from the point of view of mutual awareness and strategy. The community may be a geographical one or one of ideas. Development on the other hand connotes positive or desirable growth or advancement. Putting these two words together it becomes clear that community development entails that a group of persons with common values and problems jointly undertake to improve their lot. The important thing is to make a distinction between community development and the mere development of the community. If a community is developed entirely by external efforts (for example,

government) without the involvement of members of the community this would not be taken to be community development. External support cannot be excluded in community development but internal contribution of some sort must be present. The final end of community development is to enable members of the community to learn to identify their needs and problems and contribute in improving their lot.

6. **Adult Literacy.** Basically, literacy is taken to be the ability to read, write and to calculate with numbers. Writing and reading means the ability to encode and decode symbols. Persons who encode and decode such symbols do so in order to communicate with their people and in any language whatsoever. Since symbols themselves represent objects and events in the physical world and adults have a store of experiences, literacy enables them not only to communicate with others but to record previous or present experiences which they may wish to re-examine and use in the future. They are also enabled to carry out operations with numbers which would normally take far longer time to carry out in the physical world. Adult literacy takes the form of either basic literacy or functional literacy. Basic adult literacy concerns reading and writing as to be used for everyday discussions. Functional Adult Literacy has to do with reading and writing used in skill acquisition in some given occupation or trade.
7. **Basic Adult Education.** This concerns literacy or other forms of education given to adults to make them employable and able to perform their social roles satisfactorily. Apart from arithmetic, reading and writing, the curriculum at this level can include subjects like history, English language, civics, ethics. Subjects that deal with the cultural values of the community and those that can evoke our sense of beauty are usually included.
8. **Vocational or Technical Adult Education.** This is education for adults geared towards the acquisition of special skills in a given trade or occupation.
9. **Extension Education.** This refers to education whereby members of an occupational group are acquainted with latest developments in their trade by persons who serve as go-between them and centres where new discoveries about the field in question are developed.
10. **Distance Education.** This is a method of acquiring knowledge in which the teacher and learner meet face to face only occasionally and in which the greater part of teaching is done through printed material or the electronic media (radio, television or telephone).
11. **Conscientization.** This is a term which was popularised by the Brazilian philosopher of Education, Paulo Freire. He said that when things happen, some people do not bother to find out the root cause of such things. Such people simply interpret events on their face value. For example, if I leave my car on the street and walk down into the market, I may come out and see that the tyres have gone down. Some people will not bother to find out why this has happened. It may be that I was blocking the view of some traders and they decided to deflate my tyres. Or may be the deflation was done by local government workers because I parked in the wrong place. Those at the

level of consciousness we are discussing will not bother about all these. They will simply look for a vulcanizer to inflate the tyre. Paulo Friere says that such people are at the level of naive consciousness. Then we have another class of people who always say that whatever happens to them is caused by God or supernatural powers and therefore they can do nothing about the happening. If such people are sick, they believe that some evil person must have caused it. If they failed an examination, some supernatural powers must be responsible. Paulo Friere says that such people are at the level of magical consciousness. Then there are others who do their best to discover why certain things happen so that mistakes can be avoided in the future. These people, according to friere are at the level of critical consciousness. Paulo Friere then states that the purpose of adult literacy education, adult education and indeed of all education is to enable and help people move from whatever type of consciousness they have to the level of critical consciousness wherein they can ask questions about things around them and change their lives in the way determined by themselves.

**ACTIVITY I**

1. **Based on your Knowledge and experience, how would you define adult education?**

**SCOPE**

The definition of adult and non – formal education left a lot of leeway for any one to decide what is the scope of adult and non – formal education. Adult and non – formal education have become a major factor in the better adjustment of personal, social and economic needs and obligations. The various definitions of adult and non – formal education portray it as a response to the educational needs of men and women. They tend to emphasize the whole range of part time educational provision for persons whose social and economic responsibilities give them adult status within a community. Adult and non – formal education is part of the wider process of life long learning, and includes fundamental or remedial, agricultural extension, co – operative education, skill training, vocational, professional family life, environmental, political, recreative education and community development in general.

Youngman (1998) provides a very good summary of the various terms that have been used to refer to the scope of adult and non – formal education mostly in Africa. However, these scope or terms are usually associated with adult education discussion along, that excludes non – formal education. Some of these terms include:

- Agricultural extension;
- In – service training;
- Literacy;
- Out – of – school education;
- Audiovisual education for adult;

- Mass media education;
- Vocational education;
- In – service personnel training;
- Community development;
- Cooperative education;
- Parallel degree programmes;
- Self – sponsored degree programmes;
- Prison education;
- Distance education;
- Human resources development;
- Herbalists’ education; and
- Birth attendants’ education.

Adekambi and Modise (2000) note that adult education practice in Africa includes ‘evening classes, library services, extra – mural education, trade union education, secretarial training and popular theatre’ as some scope of adult education. The scope of adult and non – formal education discussed above would aid the understanding of the goals and purposes of adult and non – formal education.

### **GOALS AND PURPOSES**

The goals and purposes of adult and non – formal education in contemporary Nigerian society, as in many other societies of the world should be to contribute to:

1. Promoting work for peace, national and international understanding and cooperation.
2. Developing a critical understanding of major contemporary problems and social changes with a view to achieving social justice.
3. Creating understanding and respect for the diversity of customs and cultures and to developing solidarity at the family, local, national, regional and international levels.
4. Promoting increased awareness of the relationship between people and their physical and cultural environment, and to respecting nature, the common heritage and public property.
5. Ensuring the individual’s conscious and effective incorporation into working life by providing men and women with and advanced technical and vocational education so as to develop the ability to create, individually or in groups, new material goods and new spiritual or aesthetic values.

6. Acquiring, either individually, in groups or in the context of an educational establishment new knowledge, qualifications, attitude or forms of behaviour conducive to the full maturity of the personality.
7. Developing the ability to critically use mass communication media, in particular radio, television, cinema and the press, so as to be able to interpret the various messages addressed to modern men and women by society.
8. Developing an aptitude for learning how to learn (UNESCO,1976 in Nafukho, Amutabi & Otunga 2005)

In summary, the goals and purposes of adult and non – formal education should include the need to meet civic and social responsibilities, political needs, and social improvement, promote individual and organizational productivity, career development, remedial and scholastic, and support and maintain the good social order (Merriam and Brockett, 1997). Lindeman (1989) identified two general purposes of adult education all over the world, namely individual improvement and societal development. These two purposes have remained central to the field.

### **CHARACTERISTICS OF ADULT AND NON – FORMAL EDUCATION**

Adult and non – formal education is unique in various ways such as the scope, structure, methodology, principles, cost and even its administration. Ngwu (2006) laments that for clarity the characteristics of adult and non – formal would take forms of structural, functional and teaching – learning dimensions.

In terms of scope, some characteristics include open – ended, real – life and relevant. It is equally unique in its mission. It is concerned with enhancing the quality of life of all citizens through rational accommodation between a changing person and a changing world. Ngwu (2006) quoted some examinations made by Thompson (1981) on the characteristics of non – formal education that include:

1. Adult and non – formal education in most cases is usually focused on a specific knowledge or skill which is needed. As such, it deals with modular units of learning designed for identified problems/needs (not certificates).
2. Is essentially practical, a process of learning by doing.
3. Is a direct learning experience adopting whatever methodology may be suited to the client as he / she is, whether literate or not.
4. The processes are flexible and will normally be available on a part – time and spare – time basis as and when the clientele is available, and for as long and as often as may be required or possible.
5. Many forms of adult and non – formal education are relatively cheap or may even be provided as a social service.

On the functional dimension, Harbison (1973) in Ngwu (2006) outlined some Characteristics of non – formal education from the basic functions. They include:

1. It provides a wide range of learning services, which lie beyond the scope of formal education.
2. It may be an alternative or substitute for formal education.
3. It is a means of extending skills and knowledge gained in formal education.
4. It may be one means of counter balancing some of the distortions created by formal education.
6. It often provides greater opportunity for innovation than centralized education

Bureaucracies do. Ngwu (2006) laments on teaching - learning

Processes some characteristics as follows:

1. Teachers (facilitator) and learners (clients) usually have common referents for symbols and codes that are used in the process thus facilitating effective communication between themselves.
2. Learners learn as autonomous individuals
3. It is generally a more accessible system to learners since entry is generally not contingent upon many rigid requirements.
4. It is a more flexible system.
5. The social distance and status differential between the teacher and learner is usually not explicitly or rigidly defined.

### **ACTIVITY II**

1. Give reasons why you think adult and non – formal education programmes should be provided in your state and local area.
2. Outline the characteristics of adult and non – formal education.

### **SUMMARY**

- This unit has discussed the development of adult education as an academic discipline. It has also traced some stages the field has undergone to be accepted in modern human relations. In the unit some definitions and confusion associated with them were highlighted.
- A common strand that runs through all the definitions and meaning of adult and non – formal education was highlighted. This is that adult education includes all the activities with an educational purpose, that are carried on by people engaged in the ordinary business of life.
- The wide – ranging forms of adult and non – formal education reflect the diversity of the field.

- The central mission of adult and non – formal education is to satisfy the needs and goals of individuals by providing them with important competencies that will help them perform more effectively in an insecure and changing work environment.
- These characteristics discussed is not limited to them alone. The characteristics provided only for conceptual framework for describing and assessing adult and non – formal education activities.

### **ASSIGNMENT**

Discuss the role of adult and non – formal education in developing society by taking into account the meaning and definitions of adult and non – formal education provided in this unit.

### **ASSIGNMENT**

1. Distinguish between formal, non-formal and informal adult education
2. State the advantages of adult literacy education
3. Write short notes on the following:
  - a. adulthood
  - b. Lifelong Education
  - c. Continuing Education
  - d. Community Development
  - e. Distance Education
  - f. Conscientization.

### **REFERENCES**

- Adekambi, G.& Modise, O. (2000) ‘*The state of Adult and Continuing Education in Botswana*’. In the state of Adult and Continuing Education in Africa eds. S.A.
- Indabawa, A.Oduaran, T. Afrik and S.Walters, Pp. 65 – 78. Windhoek: *Department of Adult and Non – formal Education*, University of Namibia.
- Akinpelu, J.A. (1981) *An Introduction to Philosophy of Education*, London: Macmillan
- Anyanwu, C.N. (1987) *Developing Adult Education in Nigeria*, Ibadan; University Press limited
- Bertelsen, P.H. (1965) “*Problems and Priorities in Adult Education*” in Carl, G.W. (eds) *Development and Adult Education in Africa*.
- Coombs, P.H. and Ahmed, M. (1974) *Attacking Rural Poverty*, John Hookins Press.
- Curtis, S.J.(1968) *History of Education in Great Britain*, London: University Tutorial Press.
- Duke, c. (1982) “*Adult Education and Development: Some important issues,*” Adult

- Education and Development, Journal of the German Education Association, Bonn: Germany
- Harbison, F. (1973) *Human Resources as the wealth of Nations*, New York: Oxford University Press.
- Lindeman, E.C. (1989) *The Meaning of Adult Education*. Norman: Oklahoma Research Centre for Continuing Professional and Higher Education, University of Oklahoma.
- Lowe, J.(ed) *Adult Education and Nation Building*, Edinburgh: Edinburgh University Press
- Makulu, H.F. (1971) *Education, Development and Nation Building in Independent Africa*, London: SCM Press
- Merriam, S.B. & Brockett, R.G. (1997) *The Profession and Practice of Adult Education*, San Francisco: Jossey – Bass.
- Nafukho, F. Amutabi, M. Otunga, R. (eds) (2005) *Foundations of Adult Education in Africa*, Cape town: David Langhan.
- Ngwu, P.N.C. (2006) *Non - formal Education: Concepts and Practices*, Enugu: Fulladu Publishing Company
- Omolewa, M. (1981) *Adult Education Practice in Nigeria*. Ibadan: Evans Brother Ltd.
- Prosser, R. (1967) *Adult Education for Developing Countries*, Nairobi: East African Publishing House.
- Rogers, A. (1992) *Adult Learning for Development*, London: Cassell Educational limited
- Sheats, P.H., Jayne, C.D., Spence, R.B. (1953) *Adult Education: The community Approach*, New York: The Dryden Press.
- Seers, D. (1970) “*The Meaning of Development*” ADC Reprint, New York: Agricultural Development Council
- Seers, D. (1977) “*The New Meaning of Development*”, International Development Review xix, 3.
- Sarumi, A. (2000) *Introduction to the History of Adult Education in Nigeria*. Ibadan: The Gift Communications.
- Young man, F. (1998) ‘*African Adult Education: Chronologies in Common wealth Countries*, ed. J.A. Draper, Pp. 26 – 32, Cape Town: CACE, University of Western Cape.



## **UNIT TWO: HISTORICAL DEVELOPMENT OF ADULT AND NON – FORMAL EDUCATION**

### **INTRODUCTION**

In this unit we shall study the development of Adult Education in Nigeria. From the pre-colonial period to the present, Adult Education has passed through a number of stages: traditional, colonial and post-independence. The aims, content and methods of adult education have not been exactly the same for all the stages.

### **OBJECTIVES**

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

1. list the aims, content and methods of traditional adult education;
2. identify the agencies responsible for adult education in the colonial era, their aims and methods;
3. identify the most important developments of adult education from 1960 to the present;
4. identify the main features of University adult education.

### **Historical Perspective of Adult And Non-formal Education**

Adult education, as an academic discipline has its roots in administration as a science of human behaviour (Anyanwu, 1987). Before the nineteenth century, every activity in a learning situation which was capable of increasing human knowledge formed part of the general field of philosophy, which has been simply translated as ‘love of knowledge’ (Akinpelu, 1981). This branch of philosophy gave rise to some forms of knowledge such as natural sciences, the social sciences, and later administration. Adult education itself branched off from administration as a result of the industrial revolution. Men were thinking about not only how to change governments and make them fairer, but also how to change their own lives and make them pleasanter.

Adult education in its modern scientific usage has its birth during the closing years of the eighteenth century. It is the youngest branch of education, although it is older than some of the humanities, such as sociology and anthropology (Anyanwu, 1987). Curtis (1968) explained that when the industrial changes in Europe, had made good progress people started seriously to grapple with problems identified by the new and rapidly – growing movement of adult education. The industrial revolution and its twin – sister, the rise of nationalism clearly required the production of a skilled and informed adult population, both for the advancement of economic and social development, as well as the promotion of national internal unity. As a result of this realization, adult education became widely accepted as an indispensable means for the achievement of economic, political and social survival by countries of the world. Adult education is an important element in the development of human resources.

Adult education as the education given to adults has been existing in Africa ever before the encroachment of the Arabs and Europeans. This traditional form of education which was and

still is non – formal in nature includes elements for vocational development, physical training, community co-operation, intellectual development and so on.

## **DEVELOPMENT OF ADULT EDUCATION IN NIGERIA**

From the earlier discussions, it could be seen that adult education activities had been in existence in Nigeria even before the colonial administration. Omolewa (1981) laments that adult education in the modern sense could be said to have started in 1845 in Badagry with a literacy class for the youth and adults. The interest of colonial government on adult education was primarily to enable adults read government instructions with a view of appreciating the danger of breaking the rules. Adult education activities got a boost during the Second World War with the aim of mobilizing the needed support by the colonial government to contribute Nigerians to the war effort.

The development traits of adult education in Nigeria continued through the periods such as 1943 Advisory Committee on Education in Africa Report titled “Mass Education in African Society”, the appointment of a pioneer mass education officer, A.J.Carpenter in 1946; the subsequent launching of mass literacy programme in the same year 1946; the launching of the campaign against illiteracy (Yaki – da - jahilci) in 1956; 1982 launching of National mass literacy campaign.

### **Traditional Adult Education**

Before the advent of Islamic and European influences, Nigerians had their ways of educating young people as well as adults.

1. The principal aims of traditional adult education were:
  - a. To promote an awareness of the family and community history and cultural heritage and thus to engender unity and peace in the community.
  - b. To promote physical agility needed for one's life occupation and for defence of ones kinsmen and community.
  - c. To foster the acquisition of occupational skills and the proper attitude to labour.
  - d. To develop character generally and promote leisure education.
  - e. To prepare one to participate fully and meaningfully on family and community affairs.
  - f. To prepare one to play such societal roles as family head, ruler, head of cult or masquerade, court jester as it may become ones lot as a result of circumstances.
2. Based on these aims, the traditional adult education curriculum include the following:
  - a. Stories, folklore, drama, proverbs, riddles, incantations, local community history, family history and local geography.

- b. Wrestling, hunting, shooting, swimming, riding of donkey and other animals used for transportation, spear throwing, shield carrying, drumming, dancing and signalling.
  - c. Agricultural education, trades and crafts including smithing (iron, silver, gold, bronze etc), carving, healing, barbing, music, divination, fortune telling, trading, mourning and so on. Flogging, initiation, ceremonies, games, acrobatics, dancing, masquerading.
  - e. Participating in age-grade activities, community labour, planting, harvesting, road and bridge making, participation in the adashi system.
  - f. Participating in special cults and guilds like the Ogboni among the Yorubas, physical endurance training and participating in special questioning and interviewing sessions.
3. The methods employed in traditional adult education include:
- a. **Apprenticeship system.** This involved serving a master-craftsman for a number of years. First, this involved an initial trial period ranging over months during which the trainer attests whether or not the trainee has the qualities required to make a success of the trade or the vocation. The trainee on the other hand affirms whether or not he wishes to continue with the trade and with that particular master-craftsman. If both attestations are positive, a full contract is drawn between the two in the presence of those sponsoring the trainee. The fee paid usually in kind for the training is agreed upon and part is paid at the beginning. The training period may range between 2 and 8 years depending on the trade or occupation in question. The trainee watches the trainer carefully, imitating him as he undertakes his professional or vocational duties. Occasionally, the trainer permits the trainee to carry out assignments such as attending to customers. At the end of the apprenticeship period, the trainee would be expecting 'freedom'. The balance of cited to have mastered the trade and ceremonies are performed to mark the fees paid at this time and the trainee is often sponsored by his master into the guild for that trade.
  - b. **Short-term attachment.** Often, practitioners of a trade come back for a short while to their original trainer to acquire latest skills that may not have been in the vogue during their apprenticeship period. They may also attach themselves to other master-craftman who may possess skill about aspects of the trade which his own trainer did not possess. This was very common in smithery and traditional medicine. One trainer may have specialised in herbal treatment whereas another may specialise in treating fractures.
  - c. **Imitating and Mimicking.** There are situations when the trainee has his learning entirely on imitating acclaimed experts. This is largely the case in drumming, dancing and incantating.
  - d. **Initiation.** A good number of the trades and professions have their exoteric and esoteric components. The exoteric aspects are usually dispensed in public

and are made available to most trainees. The esoteric refers to the more secretive aspects which are reserved to the more committed and privileged and which demand the special pleasure of the gods. In order to perform these aspects efficiently and such that no negative fall-out result, it is important to be admitted into secrets of the trade through a `cult' of which the gods are the guiding spirit. Initiation into the cults involves certain rituals and an undertaking that the secrets could be employed only for approved goals.

- e. **Participating in Age-Grade Activities.** Age grades were common organizations in indigenous societies. Participation in them was considered a form of education. Age grades played important roles in development projects, burial ceremonies etc.,. Initiation into certain age grades demanded that new entrants demonstrate their maturity by performing activities such as shooting a gun etc.
- f. **Festivals afforded another medium for educating people.** During the new year festival, for example, successful farmers display their fattest yams and the largest with the greatest number of branches is carried around and sacrificed to the gods. This sort of display can be regarded as a form of traditional agricultural show. Festivals also feature dancing, wrestling, drumming, masquerading and ritualising. These afford the adult not only the opportunity to play important roles but that of learning important facts about the community's culture.

## **ADULT EDUCATION IN THE COLONIAL ERA**

Adult Education during this period was provided by colonial traders and missionaries (Islamic and European), colonial government and individuals.

### **1. Adult Education provided by early colonial traders and missionaries.**

- a. **Arab traders and scholars:** The earliest non-traditional adult education in Nigeria came through Arab traders and scholars from the North of Africa. These traders and scholars rooted Islam and taught Islamic principles in Kano, Katsina and other towns in the North of Nigeria. Clearly the aim of Islamic adult education was to foster trade and to spread Islam. Often teachers from Mecca and Timbuktu taught the science of the Qura'n and the Hadith (traditions of the Prophet and commentaries thereon), Arabic language, Islamic Theology, administration and jurisprudence. Other teachers included local Mallam who taught the Qur'an to both young people and adults and who had their own adult disciples. The method most commonly used was rote learning and recitation. One particularly Islamic adult education influence was the attempt of Shehu `Uthman Dan Fodio.' Apart from trying to purify Islam, it ushered in the education of women. In his book Nur al- Albab, he said `They treat their wives and daughters like household implements which are used until they are broken and then thrown on to the rubbish heap. Alas! How can they abandon their wives and daughters in the perpetual darkness of ignorance while they daily impart their knowledge to their students. This is nothing but

error because they are instructing their students in this manner out of sheer egotism and hypocrisy." The Shehu received women in his lectures and preachings.

- b. **European traders and missionaries:** Western education came into Nigeria in the later part of the 15th century through the Portuguese. Though primarily interested in Commerce, the Portuguese were essentially Christians and considered that for Nigerians to be good customers, they had to accept christianity. This led to the establishment in 1515 of a school in the palace of the OBA of Benin to teach literacy and the gospel to members of the royal court. Schools were also established in Warri to promote the teaching of the local inhabitants and the preaching of the gospel. Other missionary efforts had extended reading, writing and arithmetic to King Eyo of Calabar and members of his court long before the arrival of Hope Waddell.

The primary objective of early Western adult education (by European missionaries and traders alike) was firstly to convert local inhabitants to Christianity and then to foster the cause of trade. They sort to produce local catechists, lay readers, interpreters and middle men. Accordingly, the curriculum consisted of reading, writing, arithmetic, study of the Bible, singing of christian hymns, catechisms, prayers, skills on how to measure. Most of the classes were held in mission compounds and church premises. (as Sunday Schools and so on). Rote learning and recitation were most commonly used.

2. **Other important early adult education landmarks during the colonial era:**

- a. Industrial education in Pategi, Wushishi and Bida by the Sudan Interior Mission (S.I.M.).
- b. A school in Bida for mallams by the Church Missionary Society (C.M.S.). The school encouraged court officials to write Nupe and Hausa in roman Script. It ran from 7 a.m. to 9 a.m. Subjects taught were scripture, geography, singing and reading and writing in the vernacular.
- c. Schools for mallams in Zaria and Nassarawa (outside Kano) established by Dr. Miller and Hans Vischer respectively.
- d. British colonial governments' memorandum on Education in British Colonial Territories issued in 1925 and which had definite proposals on adult education.
- e. The Davidson Memorandum of 1948 which laid down government's policy in higher and adult education, among others.
- f. The Memorandum circulated in 1949 by the Department of Education in Lagos on fundamental education for adults employed in commerce and industry.
- g. The National Policy on Adult Education endorsed in 1951 by the Central Board of Education.

- h. Upsurge of early literacy education efforts at Katsina, Kano, Aba, Ilaro, Udi, Ahoada, Lagos, Ibadan as from 1960. The success of the Udi literacy and community development experiment which began in June 1944 and turned out hundreds of men and women literate in Igbo and some in English too. The Udi campaign also promoted village industries, building of latrines, roads, incinerators and maternity homes. The Udi experiment owed a lot of its success to the then District Officer, E.R. Chadarick.
- j. Evening remedial Classes. Starting from 1906, these sprang up in various parts of the country. These prepared private candidates for various examinations and were recognized by government for employment and for further education. The more famous early remedial classes included the Collegiate Evening Classes, University Evening Classes (U.E.C.)
- k. Correspondence Education: Much of this was undertaken by colleges based in England such as Rapid Results College, Metropolitan College, Walsey Hall. the first indigenous correspondence college, "City Correspondence College" was founded in 1945.
- l. **Translation of Bible into Local languages:** The translation of the Bible into Yoruba, Igbo, Efik, Tiv, Nupe during this period was most helpful in fostering Christian literacy efforts.
- m. Literacy and Adult Education Efforts by the National Council of Women Societies, the Young Women Christian Association, the Ansar-Ud-Deen Mission, Young Men Christian Associatios, the Nigerian Baptist Convention, the Nigerian Breweries Limited.
- n. **University adult education:** This dates to classes conducted in Nigeria by the University of Oxford Extra-Mural department between 1947 and 1949. In 1949, the University of Oxford efforts were taken men by the newly established University College of Ibadan Extra-mural department. Between then and 1960, the programme expanded and had provided classes in a wide range of subjects all over the country and often leading to the then General Certificate in Education (both at ordinary and Advanced levels).

**ACTIVITY.**

1. Trace the historical development of the field of adult education.

**IMPORTANT DEVELOPMENTS SINCE 1960**

The most important development since 1960 include:

1. Increase in the number of remedial continuing education classes and in the indigenous correspondence schools and distance education facilities.
2. The founding and launching of the Nigerian National Council for Adult Education (NNCAE) in 1971.

3. The expanded scope and role of University adult education. With the establishment of many more Universities in the country, extra-mural programmes were inaugurated. These include those of Nsukka, Zaria, Lagos and Benin. Departments of Adult Education also started offering certificate, diploma and degrees in adult education.
4. The provisions for adult and non-formal education in the 1977 national policy on Education.
5. The 1982 Mass Literacy Campaign.
6. The number of indigenous correspondence colleges have increased. So also are distance education facilities. A National Open University was established in 1979 and suspended in 1984.
7. The establishment of the National Commission on Adult and Informal Education along with state agencies.
8. The establishment in Kano of the National Centre for Mass Literacy, Adult and Non-formal Education.
9. The Mass Literacy Campaign launched in 1990 and which should lead to the wiping out of illiteracy in the country by the year 2000.
10. . The use of computer to promote adult education.
11. Introduction of the Universal Basic Education (UBE).

### **ASSIGNMENT**

1. Explore your local community and study the forms of traditional adult education that exist. For each type, take note of its aims, audience, curriculum and methods.
2. What was the most important contribution of Shehu `Uthman Dan Fodio to adult education in Nigeria.
3. Name one important contribution of the following to adult education in Nigeria: Miller, Vischer and Chadwick.
4. Name two important early remedial education programmes.
5. Name three organizations which have been instrumental in expanding adult education practice in Nigeria.
6. When was the Nigerian OPEN University founded? When was it suspended?

### **REFERENCES**

Anyanwu, C.N., (1981). *Adult Education in Nigeria*, Ibadan: MOBA Printers.

Fafunwa, A.B. (1974). *History of Education in Nigeria*, London: George Allen and Unwin.

Oyedeji, Omolewa and Asiedu (1982). *A Handbook of Literacy Education for West Africa*, Lagos: Longman Nigeria Ltd.

Omolewa M. (1981). *Adult Education practice in Nigeria*, Ibadan: Evans Brothers Ltd.

## **REFERENCES**

Adekambi, G.& Modise, O. (2000) 'The state of Adult and Continuing Education in Botswana'. In the state of Adult and Continuing Education in Africa eds. S.A.

Indabawa, A.Oduaran, T. Afrik and S.Walters, Pp. 65 – 78. Windhoek: *Department of Adult and Non – formal Education*, University of Namibia.

Akinpelu, J.A. (1981) *An Introduction to Philosophy of Education*, London: Macmillan

Anyanwu, C.N. (1987) *Developing Adult Education in Nigeria*, Ibadan; University Press limited

Bertelsen, P.H. (1965) "Problems and Priorities in Adult Education" in Carl, G.W. (eds) *Development and Adult Education in Africa*.

Coombs, P.H. and Ahmed, M. (1974) *Attacking Rural Poverty*, John Hookins Press.

Curtis, S.J.(1968) *History of Education in Great Britain*, London: University Tutorial Press.

Duke, c. (1982) "Adult Education and Development: Some important issues," *Adult*

*Education and Development*, Journal of the German Education Association, Bonn: Germany

Harbison, F. (1973) *Human Resources as the wealth of Nations*, New York: Oxford University Press.

Lindeman, E.C. (1989) *The Meaning of Adult Education*. Norman: Oklahoma Research Centre for Continuing Professional and Higher Education, University of Oklahoma.

Lowe, J.(ed) *Adult Education and Nation Building*, Edinburgh: Edinburgh University Press

Makulu, H.F. (1971) *Education, Development and Nation Building in Independent Africa*, London: SCM Press

Merriam, S.B. & Brockett, R.G. (1997) *The Profession and Practice of Adult Education*, San Francisco: Jossey – Bass.

Nafukho, F. Amutabi, M. Otunga, R. (eds) (2005) *Foundations of Adult Education in Africa*, Cape town: David Langhan.

Ngwu, P.N.C. (2006) *Non - formal Education: Concepts and Practices*, Enugu: Fulladu Publishing Company

Omolewa, M. (1981) *Adult Education Practice in Nigeria*. Ibadan: Evans Brother Ltd.

Prosser, R. (1967) *Adult Education for Developing Countries*, Nairobi: East African Publishing House.

Rogers, A. (1992) *Adult Learning for Development*, London: Cassell Educational limited



- Sheats, P.H., Jayne, C.D., Spence, R.B. (1953) *Adult Education: The community Approach*, New York: The Dryden Press.
- Seers, D. (1970) “*The Meaning of Development*” ADC Reprint, New York: Agricultural Development Council
- Seers, D. (1977) “*The New Meaning of Development*”, International Development Review xix, 3.
- Sarumi, A. (2000) *Introduction to the History of Adult Education in Nigeria*. Ibadan: The Gift Communications.
- Young man, F. (1998) ‘*African Adult Education: Chronologies in Common wealth Countries*, ed. J.A. Draper, Pp. 26 – 32, Cape Town: CACE, University of Western Cape.

## **UNIT THREE: PRINCIPLES AND PRACTICE OF ADULT EDUCATION**

### **INTRODUCTION**

Adult Education is seen as an integral part of the nation- building or development process. It is intimately associated with human development and national growth. The relationship between Adult Education as a discipline and the Nation's or Community development is explained in terms of its principles and the practice. How can adult education as a discipline be put into practice for community or National development?, In this unit, our focus will be on ways in which a set of adult education principles are translated into practice to achieve national development.

### **OBJECTIVES**

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

1. explain the major principles of adult education;
2. relate the principles to the practice of adult Education especially the adult educator or the instructor and the practitioner;
3. establish the necessary skills for effective teaching of adults by the Instructors to accomplish adult Educational goals.

### **PRINCIPLES OF ADULT EDUCATION**

Adult Education is seen as a discipline and as a profession with its own terminology, target audience, objectives, methodology and set of rules and regulations that guide its practitioners. These principles make Adult Education to be distinct as separate discipline of its own. These principles are explained in terms of the contents (knowledge) which could be the cognitive, the affective and the psychomotor aspects of the school curriculum. It also involves information which is disseminated to the Adults for self, social, political and economic developments. These principles are based on theories that make the adult learners to be different from the children. These in turn determine the methodology, the materials, the institutions through which the theories are disseminated and the role of the practitioners with a view to accomplishing the Community Development goal. These principles are basic to the practice of Adult Education practitioners in line with the speciality of Adult education programmes. While there is a considerable agreement among educationists that learning is essentially a change due to experience, different points of view have arisen regarding those aspects of learning which have the greater theoretical and practical importance for the adult Educator and education. These have in turn led educationists to have varying emphasis on learning product, learning process and learning functions for adults. These represent the principles for adult education learning. The view of learning and behaviour change that holds true for Adult education is the perceptual theory of psychology. This theory suggests that the way in which an individual perceives people, objects, and events in his environment has much to do with how he behaves, for example, an adult who perceives the need to learn how

to drive a car, manipulate tractors, operate a machine will be motivated towards learning the skills necessary to operate and manipulate these. On the other hand, an adult who perceives the need to take part in political discussions or the need to read newspapers, or write letters will be motivated to engage in those activities that will bring about a successful resolution of these needs. In practice, however, for the teachers of Adults, teaching is the act of providing activities, materials and guidance that facilitate learning in either formal or informal situations. Adult teaching however, refers to a teacher's interaction with adults, using teaching and a variety of strategies to bring about learning (behaviour change). If the goals of teaching are not those of the learner or are not accepted by him as valid, the teaching will have little or no meaning for him. For this reason, adult teaching should be seen as a purposeful activity directed at the perceived goals of the adult. For effective practice of adult education teaching, the following teaching skills are necessary:

- (1) **Establishing a learning set:** The instructor's ability to create in students a cognitive and effective predisposition to engage in a given learning activity.
- (2) **Local organization:** The instructor's skill in arranging and presenting course content and learning activities so that students understand the relationships among the various topics, ideas, issues, activities etc covered in the course.
- (3) **Pacing:** The instructor's skill in introducing new topics or activities at an appropriate rate and in spending enough, but not too much, time developing those topics or activities.
- (4) **Elaboration:** The instructor's skill in clarifying or developing an idea or topic.
- (5) **Expression:** The instructor's skills in using verbal (voice tone, inflection, pitch, emphasis) and non verbal (facial expressions, gestures, body movements) techniques to increase the power and meaning of his/her communication.
- (6) **Asking questions:** The instructor's skill in using various question techniques at appropriate views and for a variety of instructional purposes.
- (7) **Responding to questions:** The instructor's ability to answer questions clearly and concisely and with an appropriate emotional tone.
- (8) **Students participation:** The instructor's skills to facilitating student participation in class discussions and in leading those discussions in fruitful directions.
- (9) **Closure:** The instructor's abilities to integrate the major points of a lesson or unit of instruction to establish a cognitive link between the familiar and the new, and to the unknown.
- (10) **Evaluation:** The instructor's skills in specifying the criteria for evaluation, in designing valid and reliable evaluation procedures, and in providing adequate feedback to students about their progress.
- (11) **Methods and Materials:** The instructor's ability to use various teaching methods effectively and to provide variation in cognitive behaviours, classroom activities, and instructional materials.
- (12) **Creativity:** The instructor's ability to use creative and imaginative teaching strategies.

- (13) **Management:** The instructor's skill in performing the organisational and administrative tasks in providing learning experience for students.
- (14) **Flexibility/Individualisation:** The instructor's ability to deal with differing interests and abilities among students in his/her class and to respond constructively to student suggestions, criticism, comments about his/her teaching strategies.
- (15) **Interpersonal relations:** The instructor's ability to relate to people in ways which promote mutual respect and rapport.
- (16) **Learning environment:** The instructor's abilities to create and maintain conducive atmosphere to student involvement (overt and/or covert) and learning.
- (17) **Enthusiasm/Inspiration:** The instructor's abilities to conduct and direct learning activities in a dynamic manner and to stimulate interest and excitement in course content and activities.
- (18) **Perspective:** The instructor's ability to establish a frame of reference for concepts, issues, ideas, etc, and to expand that frame of reference to reach an increasingly wide variety of view points, implications, and relationships.
- (19) **Value context:** The instructor's abilities
  - a. to identify explicitly his/her own values and to clarify the implication of those values in the selection and interpretation of subject matter;
  - b. to explore other values and their implications as they relate to his/her subject matter; and
  - c. to help students clarify their values and their personal and professional conduct.

In all, you will see that there is a relationship between the principles and practice of Adult Education. That the discipline based on the knowledge, information and theory determine the methodology, the materials, the institutions and the practitioners towards community or National development goal. Let us explain some of these principles.

**Knowledge:** This emphasizes the knowledge of who an adult is and how the adult differs from the youth in undertaking any adult education programmes. You should remember that the adult learner exists in all cultures with the central view that he passes from the dependent status of childhood to an interdependence or independent role. The adult learner perceives a worthwhile goal. There may not be a direct link between his needs and his interests. For example, many people need better education but will pursue a programme of economic or social education to satisfy other objectives. Adults wish to learn more about things they already know while neglecting the items they realize they need for self- improvement. In order to strike a healthy balance in these areas, Adult Education must develop special tools that will be used to enable the adults perceive learning needs. Besides, a sort of re- learning what adults have learnt, should occur with adult population.

**Information:** This involves the various programmes of adult education which will enable the adult to have awareness for social, political, cultural, aesthetic and economic development of his/her community through effective participation. The contents of Adult Education

programmes will help the practitioners determine the methodology of disseminating the information to these adult learners. This is based on Adult Education theory.

**The Theory:** Here adult educators approach their teaching through instructional strategies. They focus on methods of improving the content (information, knowledge, and techniques) and the process (attitudes, behaviour and techniques for adults). Based on the contents of the theory and what the contents aim at, the practitioners or adult educators' methodology will be based on the specific set of learners principles in teaching situation. These principles are translated into guidelines for instruction with appropriate teaching models.

The teaching models are based on a set of principles related to adult learning theory. Adult Education teaching and learning are client - centred activities. Consequently, the teaching theory is oriented towards the needs of the participants rather than the information. For example,

- ◆ Adults are able to participate in the description of their learning needs individually and collectively.
- ◆ Adults can play significant roles in developing their own learning plan.
- ◆ Adults are capable of directing as well as evaluating their learning
- ◆ Adults learn from direct inquiry into problems that affect their lives.
- ◆ Adult Education as a problem-oriented educational process, resolving problems, provides an atmosphere in which the adults can examine knowledge in a behaviour modifying environment.
- ◆ The process of adult educator experience is as important as the content.

### **The Practice of Adult Education**

This involves how Adult Education programmes are identified, planned, executed and evaluated. These programmes include mass `literacy, functional literacy, social welfare, community education, community development, workers' education, on-the-job training, distance education, civic education, citizenship education etc. The programmes will determine the Agencies or Institutions to execute the programmes. These include Adult Educators, Government or Non-Governmental agencies, and volunteers.

The major units of Adult Education practice include the following:

- (1) **The practitioners:** who could be the Adult Education specialists, the change Agents, the instructors, the organisers and the supervisors.
- (2) **The institution:** These include universities, government Agencies and Non-governmental Agencies (NGO).
- (3) **Methodology:** This differs from the methods used for the youths. It has its own attributes and can only be applied by those trained to teach adults'.
- (4) **Materials:** These are related to the methodology used to teach the adults. The methodology and the contents of the programme will determine the materials to use to

teach adults. Let us now see the relationship between one another of these variables in the practice of adult educator.

### **Designing Adult Education Programme**

Designing an adult education programme is the process of transforming needs and objectives into a schedule of sequenced events. These are determined by the priorities of the programme, the available resources and the required frequency. The amount of time the participants are available will also affect the programme. An Adult Education programme is built on a series of sessions each of which is a part of the events that make up a programme. It involves interacting between the various elements of placing.

### **Programme Placing for total Community**

#### **Steps**

1. Assess needs of community
2. Get goals and objectives
3. Select methods generally and resource persons
4. Develop schedule of events - frequency, duration and sequence.
5. Assign responsibility/ies - administration, logistics etc.
6. Determine procedures for evaluation and follow-up programme.
7. Write the proposal.

### **Designing an event e.g. conferences, tracing part of total population etc.**

1. Assess needs of participants.
2. Get goals and objectives
3. Select methods and resources for use
4. Schedule major time blocks and sequence for working on objectives.
5. Assign responsibilities - content, design, resources, etc.
6. Determine procedures for evaluation of event
7. Write the programme.

### **Designing a Session - one part of Conference or event**

1. Assess needs for participants (pre-test or data from observation and previous evaluation).
2. Get immediate objectives (in the context of purpose).
3. Select specific method, (activities and resources if needed).
4. Develop related schedule of activities.

5. Assign responsibilities (distribute materials, observe etc.)
6. Determine procedures for evaluation of session.
7. Check out all steps in the design (dry-ran, rehearsal etc).

### **The Adult Education Practitioner (ADE)**

- (a) part-time Teachers, volunteers, local leaders and agents.
- (b) Specialists in Adult Education
- (c) Trainers.

### **Roles of the Adult Educator (facilitator)**

#### **Requirements for executing ADE Programmes**

1. A knowledge of Adult psychology and capacities
2. An understanding of the theory
3. A knowledge of individual and collective needs analysis
4. An ability to utilize resource material and persons.
5. knowledge of audio-visual aids, and their use.
6. A thorough knowledge of himself/herself and acceptance of his/her roles and responsibilities.
7. An understanding of evaluation method, and procedures

### **ASSIGNMENT**

List the steps to take for total community development.

### **REFERENCES**

- Blueprint and Action Plan for the Eradication of Mass Literacy by the year 2000* Federal Ministry of Education, Lagos. 1990
- Anyanwu, C. N. (1987). *Developing Adult Education in Nigeria*, UPL, Ibadan,
- Okafor, E. C. et al (ed). *Foundations of Adult Education*. Pacific Publishers Uruwinlu-Obosi, Nigeria.

## **UNIT FOUR: METHODS AND MATERIALS IN ADULT EDUCATION**

### **INTRODUCTION**

Whenever we talk about education, we quickly remember the two sides of that coin - the teacher and the learner. In adult education the learner is an adult. The teacher is the adult educator. In a school setting the teacher should always have methods as well as materials which he uses in his effort to help the learners acquire knowledge and skills. In this unit, we shall look at those methods and materials that are effective for teaching the adult learners.

### **OBJECTIVES**

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

1. discuss the basic differences between the child learner and the adult learner;
2. discuss the implications of these difference for practice;
3. identify three methods used by adult educators;
4. identify a few materials used by adult educators.

### **THE CHILD LEARNER AND THE ADULT LEARNER**

It is usually assumed that the child learner's role is a dependent one. The teacher is expected to take full responsibility for determining what is to be learned when it is to be learned and how it is to be learned. But for adult learners, it is believed that there is an increasing tendency towards self- directedness. Secondly the experience child learners bring to a learning situation is believed to be of little worth. The experience from which they will gain most is that of the teacher. As people grow and become adults, they accumulate experience that becomes an increasingly rich resource for learning - for themselves and for others. Again adults attach more meaning to learnings they gain from active experience than those they acquire passively. Thirdly, children are usually ready to learn whatever society (especially the school) says they ought to learn. On the other hand, adults are ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems. Fourthly, children see education as a process of acquiring a subject matter content, most of which they understand will be useful only at a later time in life. But adult see education as a process of developing increased competence to achieve their full potential in life. They want to apply whatever knowledge and skill they gain today to living more effectively tomorrow.

### **IMPLICATIONS FOR PRACTICE BY THE ADULT EDUCATOR**

Because there are really basic differences between the child learner and the adult learner, the adult educator must grasp the implications of these differences for practice.

First, both the physical and the psychological climate should be conducive to the adult learning. The physical environment should be one in which adults feel at ease and the



psychological climate should be one in which there exists a spirit of co-operation between teachers and the learners as joint inquirers.

Second adult learners should be involved in the process of planning their own learning.

Third, in adult education, the learning - teaching transaction is the mutual responsibility of the learners and the teacher.

In fact the role of the teacher is re-defined as that of a resource person, a co-inquirer, more a catalyst than an instructor, more a guide than wizard.

## **METHODS IN ADULT EDUCATION**

Learning programmes for adults should be organized to satisfy the adult learners' desire to participate actively in the instructional process. Adult educators should provide tools and procedures for helping learners discover their "needs to know".

The ability to select the most effective method for a given purpose becomes very important for the adult educator.

Such methods employed include lecture, role play, group discussion, demonstration, field trip, case study, dramatization, symposium, problem solving, simulation and the like.

### **1. Lecture**

This is a one-way communication from teacher to learner(s). The purpose is to impart information e.g. introduce a new topic or relate new material to content taught before. This method gives no opportunity for learner to participate fully, and it is not appropriate if the learning objectives involve the application of skills.

### **2. Group Discussion**

This is a purposeful dialogue among learners and is guided by an instructor and focussed on a jointly selected topic. The purpose is to afford learners the opportunity to learn from each other by discovering topics of mutual interest, sharing information and opinions, identifying problems and then finding possible solutions. It encourages active participation of learners in the teaching-learning process, provides learners with opportunities to acquire self-confidence as participants in a dialogue. This method requires all participants to have at least a minimal level of knowledge otherwise it will be dominated by just a small number of participants.

### **3. Role-play**

This is a presentation in which learners assume the roles of other individuals of a group of class children in a conflict. The purpose is to provide learners with opportunities to assume different roles in a problem situation; thereby increasing their general understanding of human behaviour. This method provides learners with actual problem situations to act out, analyze and discuss thereby improving their ability to move with people.

**4. Demonstration**

This is a method used to explain a particular skill or activity verbally and then to put it in action in a step by step process. The teacher's verbal explanation and demonstration are usually followed by opportunities for learners to practice the activity.

**5. Field Trip**

This involves visits to a location or first-hand observation of an activity. Usually it follows a preparatory meeting or lecture or group discussion and is also followed by a meeting to analyse observations.

**6. Case Study**

This is a method in which individual learners and/or groups of learners study a real-life situation or problem. The purpose is to help learners develop general problem-solving skills by having them examine and analyse specific real-life situations and problems.

**MATERIALS IN ADULT EDUCATION**

Here materials mean teaching aids. The selection and use of materials depend on the methods used. The materials cannot function independently but can only be used to enhance the effectiveness of the method adopted in the teaching-learning process.

For this reason a list of materials will be drawn and different methods of instruction that are suitable will also be given.

	<b>Materials</b>	<b>Method</b>
a.	Books, pamphlets, chalkboard, sketches, cartoons, charts, graphs,	Lecture
b.	plays, scripts, puppetry,	Dramatization
c.	Work sheets, observation guides, manuals	Case studies, field trips.
d.	Models, charts, raw materials, chalkboard	Demonstration

Other materials that can be used to enhance teaching adult learners include photographs, films, video tapes, recording, specimen etc.

**ASSIGNMENT**

1. Describe in detail one purpose for each of the following methods - lecture, group discussion and case study.
2. Give three materials that can be used for each of the following methods - dramatization, lecture and demonstration. Give reason for your selection.

**REFERENCES**

- Knowles, M.S. (1980). *The Modern Practice of Adult Education* Follett Publishing Company, Chicago,
- Langerman P. D. and Smith, D. H. (ed) (1979). *Managing Adult and Contrinuing Education Programs and Staff*. Washington D.C.
- Staley, John. (1982). *People in Development* SEARCH, India,

## **UNIT FIVE: ANALYSIS OF PATTERN OF ADULT PARTICIPATION IN ADULT AND NON – FORMAL EDUCATION**

### **INTRODUCTION**

Participation is deeply inherent in the very concept of adult and non – formal education which enjoins that whatever is done to improve the welfare of a people must endeavor to elicit the enthusiasm and wholehearted participation of such a people. Adult participation stipulates that the people for whom any programme is being designed must be allowed to take part in the planning, execution, utilization and assessment of the content and facilities. In this unit the concept and an analysis of some basic methods of adult participation in adult and non – formal education would be discuss.

### **OBJECTIVES**

The objectives of the unit are to:

1. Expose students to the concept of participation;
2. Types of participation in adult and non – formal education;
3. The five principles of participation in adult and non – formal education programmes; and
4. Some practical consideration for analysis.

### **PARTICIPATION**

‘Participation’ in adult education is a concept of the utmost importance to adult educators, especially to those with a commitment to social and national development. In many literatures some appellations are used such as “mass participation”, “citizen participation”, “local participation”, community participation” and “popular participation”. All these appellations adopted has one focus, the focus is always involving local people or people involved in any development programme. Participation is a desired and necessary part of adult and non – formal programmes. Participation is one of the process that can meaningfully tie programmes to people.

Participation is expressed, for example, in each of the following sorts of questions: whether or not appropriate persons are present in our programmes; the extent to which those persons are actively involved in the intended learning, in interaction with other learners, and in the subsequent application of what has been learned; and the extent to which the learners are in control of the educational processes, goals, or outcomes (Bagnall 1989). Embedded in these questions are quite different types of ‘Participation’. It is very important to distinguish between them to avoid serious effects on our adult and non – formal education programmes.

## **TYPES OF PARTICIPATION IN ADULT AND NON – FORMAL EDUCATION**

Participation in general is one of the best kinds of insurance for the continuity of any adult and non – formal education programmes, the types of participation obtained are even more important. While some participations reflect minimal interest others indicate full commitment. Abasiokong (1982) identified some four basic types of participation:

- **Labour and time**

The contribution of labour and time to adult and non – formal education programmes ends by the recipients is by far the most common type of participation which can be relied upon because many development and non-formal programmes need them.

- **Material contributions**

The kind of contribution or participation is probably the strongest index of Commitment, it occurs less often than the provision of labour and time.

- **Organizational**

It involves the means of incorporation of new ideas or techniques.

Organisational participation is not a strong index of commitment.

- **Passive participation**

It means a non – active compliance towards a programme. Basically, this kind of participation is merely a lack of opposition and a willingness of the clients or participant to be present when needed.

Bagnall (1989) distinguished three types of participation in adult education. He termed them as; ‘Presence’, ‘involvement’ and ‘control’.

1. **Presence**

Participation as presence identifies the presence or the occurrence of a person or category of persons in an adult and non – formal education programme, as distinct from the absence of that person or category of persons from the programme.

Presence is a definitional question – that of how we define the programme (narrowly or broadly, e.t.c.) and of what criterion adopt for participation (e.g. Presence throughout the programme, at the start of the programme, or at more than half of it).

Participation as presence is also an institutional concept, in that it identifies participation in a programme offered by some adult education providing agency(ies). As an institutional concept it is a variable to the extent that, according to the given definition of participation, differing proportions of a clientele population may be said to be present in or absent from the programme(s). It is also important to note that this form of participation does not assume either of the other two major types mentioned earlier (i.e involvement and control). In some cases, an adult or client can be present in a programme without being involved in any way, and without having any control

over the programme. Presence is the form of participation with which most of the adult and non – formal education literature in participation is concerned. This is probably so, because of its ready measurement and its institutional focus. Much programme evaluation measures participation as presence, because of the political impacts of numbers in programmes, when it comes to questions of funding and other forms of support (i.e. NTI DLS Programmes and Open National University).

## 2. **Involvement**

Participation as involvement identifies the extent to which a learner is involved with, or is in interaction with, important components or processes in the adult and non – formal education programmes.

Involvement as a types of participation may be either individual (e.g. when a learner is actively considering some idea or attitude, or is practicing a skill). It may be social (as some form of interaction with fellow learners or with learning facilitators). It may also be involvement either in activities appropriate to learning, or in activities appropriate to the application of that learning in the broader social context (family, village, or whatever). Participation as involvement thus has a focus on the learner rather than an institutional focus and, as such, is a matter of degree (Bagnall, 1989). A learn or client may therefore be involved to a greater or lesser extent and in different ways, depending on the type of involvement. It also follows that participation as presence in that programme but it does not assume participation as control. Involvement, in one form or another, is the type of participation which is desired or assumed in all adult education approaches or methods.

## 3. **Control**

Participation as control identifies the extent to which individuals or groups have control over the adult education programme – over its various components (e.g. its content, goals or outcomes) and over its various processes.

Participation as control does not assume participation as presence, since important controlling bodies may be (and usually are) defined out of being present in a programme. Thus, for example, an agency or ministry staff who make decisions affecting an adult and non – formal educational programme are exercising considerable control over that programme, but would generally not be assessed as being present in it. Control as participation, does not assume some sort of action on the part of the controlling body, but not necessarily the same actions as are evident in that body's involvement (if any) in the event. Thus, from the discussion one can be involved without being in control as, for example, in the case of a learner who works strictly under the direction of a teacher. Participation as control is focused on the individual or the group, rather than on the organization. It thus varies according to the extent to which an individual or group has control.

While adult and non – formal education programmes and approaches generally aim for high degrees of learner involvement in some form or other, they do not necessarily aim for high degrees of learner control. However, an important proportion of

programmes do so, especially those undertaken within a ‘radical’ educational framework. While, methods such as community development, participatory research and participatory evaluation aim for high degrees of learner control.

### **ACTIVITY 1**

1. What is Participation?
2. Explain four types of participation with good examples from adult and non – formal education programmes.

## **FIVE PRINCIPLES OF PARTICIPATION IN ADULT AND NON – FORMAL EDUCATION**

The five basic principles of participation in adult and non – formal education programmes include:

### **1. An appropriate organization**

Adults or clients can be effectively facilitated to participate in any adult and non – formal education programmes with an appropriate organisational structure. Most adults participate in a programme when they have an appropriate organisational structure available to them for expressing their interests. Persons or agencies with stained reputation (dishonesty, questionable dealing, and e.t.c.) may have difficulty organising a wide participated programme. Thus, creditability is necessary for successful participation.

### **2. Benefit to be gained**

The anticipated benefits accrue to a programme must be spelt out. It is a clear motivational and influential attitude towards participation. Adults participate in a programme when they see positive benefits to be gained.

### **3. Way – of – life threatened**

Situations that may threaten adults life styles may elicit participation. For example, the policy of literacy in some northern states of Nigeria in 1986 – 1990, that any civil servant who could not obtain basic literacy certificate by the end of particular period would be dismissed from service. This threat made many civil servants to enroll into literacy centres. Threatening issues often seem morally, socially, economically, religiously, others unacceptable to the adult. If all these issues are perceived as threatening by adult, it calls for extensive participation.

### **4. Obligation/Commitment**

Adults frequently participate in adult and non – formal education programmes because they feel an obligation/commitment to respond. Passewitz and Donnermeyer, (1989) states that “altruism is rarely sufficient by itself to sustain for joining and

remaining involved in adult and non – formal education activity”. Adults that value education feel highly obligated to support and participate reasonable programmes relative to adult and non – formal education.

#### **5. Better knowledge**

Adult most a time are reluctant to participate in adult and non – formal education programmes when they do have enough information to act responsibly. Adult understanding does not come from information or knowledge alone. It comes from weighing information against previous knowledge and experience, as well as analyzing one’s perception of the situation. Adults will act only after they have time to think about and discuss an issue. They will participate responsibly in a programme if they understand the issue. When they do not understand, they act on limited information and opposition will occur.

In summary, adults’ participation in adult and non – formal education programmes entails the six major principles discussed

- See positive benefits to be gained.
- Have an appropriate organizational structure available to them for expressing their interests.
- See some aspect of their way – of – life threatened.
- Feel committed to be supportive of the activity.
- Have better knowledge of an issue or situation.

#### **SOME PRACTICAL CONSIDERATIONS FOR ANALYSIS**

In our adult and non – formal education programming of activities, it is of the utmost importance that we correctly identify the appropriate type of participation in formulating our programme and activity aims. Only then can we develop our programmes to meet those aims.

Most adult education programmes – especially those that are oriented strongly towards the achievement of national development goals – aims for high degrees of participation as some form of learner involvement and often also as learner control. Most adult and non – formal education programmes are frequently designed and managed to achieve only high levels of learner presence, and are evaluated only in terms of the extent to which this form of participation has been attained. Since learner participation as presence does not entail either learner involvement or learner control, such programming and evaluation efforts are entirely misdirected in this regard.

In defining adult and non – formal education programmes’ aims, in the planning and management of programmes, and in their evaluation, to correctly and consistently identify the appropriate type(s) of participation is a matter of great practical importance.



## **ASSIGNMENT**

Take any adult and non – formal education programme of your choice, describe how you would mobilize adult participation.

## **SUMMARY**

- Participation is an important component of adult and non – formal education activity.
- Some four basic types of participation were identified; labour and time, material contributions, organizational and passive participation. All these four were embedded into the three types of participation in adult and non – formal education elucidated by Bagnall (1989).
- There are five basic principles of participation to be considered. They are; an appropriate organization, benefits to be gained, way – of – life threatened, obligation/commitment and better knowledge.

## **REFERENCES**

- Abasiokong, E.M.(1982) *Mass Participation: An Essential Element for Rural Development Programmes in Developing Countries*, Calabar:Scholars Press (Nig) Ltd
- Bagnall, R.G. (1989) “*Participation by adults: Some traps for development educators*” in Herbert, H., (ed.) (1989) *Adult Education and Development* PVol.32. Pp. 23 – 28 Germany, Dvv.

## **UNIT SIX: THE NATIONAL POLICY ON ADULT EDUCATION**

### **INTRODUCTION**

The National Policy on Education is a document which sets out clearly the principles to guide government action with relation to all educational issues in Nigeria. This document arose as a result of both the national curriculum conference of 1969 and the Seminar of educational experts in 1977. Participants of these two meetings covered a wide range of interests in both the public and private sectors. The policy was issued for the first time in 1977 and revised in 1981 and 2006 to take care of the 9-Year Universal Basic Education. On the whole it has twelve sections dealing with various effects of education. In this Unit, we shall examine the provisions which the national policy has for adult education.

### **OBJECTIVES**

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

1. list the five objectives of adult and continuing education in the national policy;
2. discuss government's strategy for eliminating mass literacy;
3. discuss government's programme for workers' education;
4. identify the role of correspondence education in non-formal education;
5. state the role of universities, ministries of education and other governmental agencies in adult education;
6. identify any short comings in the policy with regard to adult education.

### **THE OBJECTIVES OF ADULT AND CONTINUING EDUCATION**

The national policy on education states in Section 7 that the objectives of adult and continuing education are:

- (a) to provide functional literacy education for adults who have never had the advantage of any formal education;
- (b) to provide functional and remedial education for those young people who prematurely dropped out of the formal school system;
- (c) to provide further education for different categories of completers of the formal education system in order to improve their basic knowledge and skills;
- (d) to provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skill;
- (e) to give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

Thus, the following six areas of adult education are to be provided according to the national policy:

1. functional literacy education;
2. functional education;
3. remedial education;
4. further education;
5. in-service, on-the-job, vocational and professional training;
6. aesthetic, cultural and civic education.

### **ADULT LITERACY EDUCATION**

1. The National Policy in paragraph 52 (2) considers literacy as a means of self-improvement. It considers two types of adult literacy namely basic literacy and functional literacy.
2. With regard to basic literacy, an intensive nation-wide campaign which will last for ten years is proposed. All available resources in the country would be employed for this campaign, which will be implemented by the mass literacy boards in the states. They are to work in close co-operation with ministries of education, National Commission for the Development of Adult Education and the Universities' Adult Continuing Education Departments. All educated Nigerians will be expected to be involved in the literacy campaign. Recently (in July, 1991) Ministry of Education explained this to mean that each educated Nigerian would be expected to teach at least one person or to pay for the teaching of one person per year. After the period of ten years of massive campaign, established adult education services would continue with efforts to stamp out illiteracy completely.
3. The modes of adult literacy programmes would be adopted to local cultural and sociological conditions and each will contain basic civics aimed at promoting good citizenship and active involvement in national affairs.
4. Functional literacy programmes for improved performance in jobs would be organised for occupations for which the importance of literacy is identified.

### **WORKERS' EDUCATION**

1. The policy states that for all classes of workers different kinds of in-service training, course and seminars related to their particular occupations will be arranged all the time for the efficiency of workers to be improved.
2. In section ten (paragraph 84 (13b), the policy states that in-service education courses for upgrading teachers would be provided throughout the country with the help of the National Teachers' Institute, Kaduna. Section 9 (74 and 76) recognizes the benefits of teacher in-service programme for all categories of teachers to fill in gaps in pre-service training. Each teacher would be expected to attend such courses at regular intervals and those who successfully attend such a number of such courses would

attract increment in their salaries. In section 4 (paragraph 29), it is stated that regular courses would be run to acquaint inspectors of education with their role as advisers, guides, catalysts and sources of new ideas.

In addition, induction and orientation courses would continue to be organised for newly appointed inspectors of secondary schools.

3. The policy recognizes that the Industrial Training Fund (ITF) is already organising training for some category of workers. It is planned that the National Commission on Adult Education would, along with the ITF and employer's organizations, extend such training to all workers. In section 6 (48) government's intention to welcome international aid and cooperation in higher technical education in the form of personnel exchanges, exchange of ideas, curriculum and staff development is recognized. The policy also states that in-service training including industrial attachment would be recognized as necessary for up-grading the competence of technical teachers.

### **DISTANCE EDUCATION**

1. The National Policy in section 76 stresses the importance of the under-use of information media for public education and states that the National Broadcasting services would explore this use further.
2. As stated in section 5 (39) of the policy, correspondence courses and open universities should constitute one way of obtaining higher education.
3. Section 4 of the policy makes it clear that the Distance Education could be employed to provide secondary education for those who either failed to complete or did not have access to formal education.
4. In section 10 of the policy, it is recommended that Distance Education methods be employed to provide teachers in remote areas with on-the-job training or retraining. It would also be employed for the general upgrading of teachers.
5. The policy believes that correspondence and other forms of distance education should be encouraged since they constitute low-cost method of mass education. It is recommended, however, that standards should be set on the basis of which it would be possible to check the springing up of too many correspondence institutions. It is clear therefore that the policy recognizes and welcomes the contribution of the private sector in correspondence education.

### **FINANCING AND EQUIPPING NON-FORMAL EDUCATION:**

#### **Re-entry into formal education**

1. The policy recommends that State Governments should examine the possibility of subsidizing approved evening classes in order to reduce cost of tuition or possibly make them tuition-free
2. It is recommended that there should be sharing of costs between public and private sectors in schemes like the Industrial Training fund (ITF)

3. In section 6, it is stated that equipment and other facilities in technical institutions would be utilized also for evening classes and for adult and non-formal education, for instance in establishing training programmes for groups of traders and for roadside mechanics.
4. Section 11 (97) of the policy recommends that the non-formal education would be such that any one who wished would be able to obtain certification through it and re-enter the formal system.
5. The question of accreditation for roadside mechanics and others who completed training programmes through non-formal education would be considered by the National Board for Technical Education. (NBTE)
6. The definition of "Mature Students" for the purpose of direct admission into university would be made less rigid.

### **The role of Governmental Departments and Agencies in Adult Education**

1. The policy states that Adult and non-formal education would continue to be under the Ministries of Education.
2. A National Commission for Adult Education, has already been set up along with State Commissions. Mass literacy Boards are set up in every state.
3. The Federal Ministry of Education would be responsible for:
  - (a) the determination of national policy on Adult and non-formal education in order to ensure uniform standards and quality control;
  - (b) co-ordination of Adult and non-formal Education practices;
  - (c) inspectorate services to improve and maintain standards;
  - (d) support services for Adult and non-formal education including curriculum development, libraries and audio-visual materials;
  - (e) co-ordination of the activities of Adult Education Committees.
4. State Ministries of Education would perform similar functions within their states in addition to organizing of in-service training for adult education personnel. The co-ordination function of the State Ministries of Education would include literacy, post-literacy and adult education activities provided by the universities.
5. Local Adult Education Committees could be responsible for:
  - (a) the day-to-day control and administration of local adult education programmes;
  - (b) recruitment of teachers and learners for functional literacy
  - (c) provision of feedback to the state and Federal Ministries in respect of curriculum and materials development, techniques of teaching and evaluation procedures and collection dates.

## **SHORTCOMINGS IN THE NATIONAL POLICY ON ADULT EDUCATION**

1. One area which has not been dealt with in detail by the National Policy is the level of involvement of non-governmental organisations (NGO's) in literacy and other aspects of adult education. This omission is significant if we consider the fact that much of the consistent literacy efforts in the country are being undertaken by such bodies as the Baptist Convention, Young Women Christian Organization, Islamic Associations and so on. Furthermore, much of out-of-school remedial and further education is organized by individuals and voluntary organizations. Most of the existing correspondence colleges providing for remedial education are privately owned and run. It seems important that the activities of these bodies should be well coordinated to ensure that appropriate standards are maintained.
2. Another important point which could have been addressed would have been how to sustain peoples' interest in literacy education. The policy has noted that teachers and others who participate in in-service and non-formal programmes would receive credit for such courses and would be enabled to get advancement in their places of work. Some similar provisions could be helpful in the case of literacy education. Elderly men and women who are expected to attend literacy classes three or four times a week and who may suffer immediate economic loses in their business concerns as a result could be given some material inducement for purposes of encouragement. This may be the most appropriate sort of encouragement since they are unlikely to wish to use course credits obtained for higher studies.
3. A third area of interest could have been the possible contribution of business houses to literacy education of the community in which they operate and the overall further education of those in their service. All levels of business enterprise could be made to be involved in some degree in the venture.
4. Fourth, if literacy education is to commence in indigenous language in line with education at the primary level, it is important that language experts develop the appropriate orthography to be employed in literacy education in the various Communities. This is important for the added reason that the policy stipulates that content of literacy education should be adapted to local culture and prevailing sociological conditions

## **ASSIGNMENT**

1. Discuss briefly one shortcoming of the adult education provisions of the National Policy on Education.
2. Identify two problem areas associated with the way the policy on adult education has been implemented, so far.

## **REFERENCE**

Federal Government of Nigeria (1981) *National Policy on Education* (Revised), Government Press,

## **UNIT SEVEN: ADMINISTRATIVE STRUCTURE OF ADULT EDUCATION IN NIGERIA**

### **INTRODUCTION**

As you will recall, we had discussed the objectives of Adult Education as in the National Policy on Education (1981) in Unit. These are as follows.

1. To provide functional literacy education for adults who have never had the advantage of any formal education.
2. To provide functional and remedial education for these young people who prematurely dropped out of the school system.
3. To provide in-service, on-the-job; vocational and professional training for different categories of workers and professionals in order to improve their skills.
4. To give adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment.

In pursuance of the objectives of Adult Education programmes, there must be the set of the hierarchy of decision making. This will involve the individual's responsibilities in the process of Administration of Adult Education programme. In this unit, we shall explain the administrative Structure of Adult Education as it affects the Federal and State,

Universities and the armed forces.

### **OBJECTIVES**

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

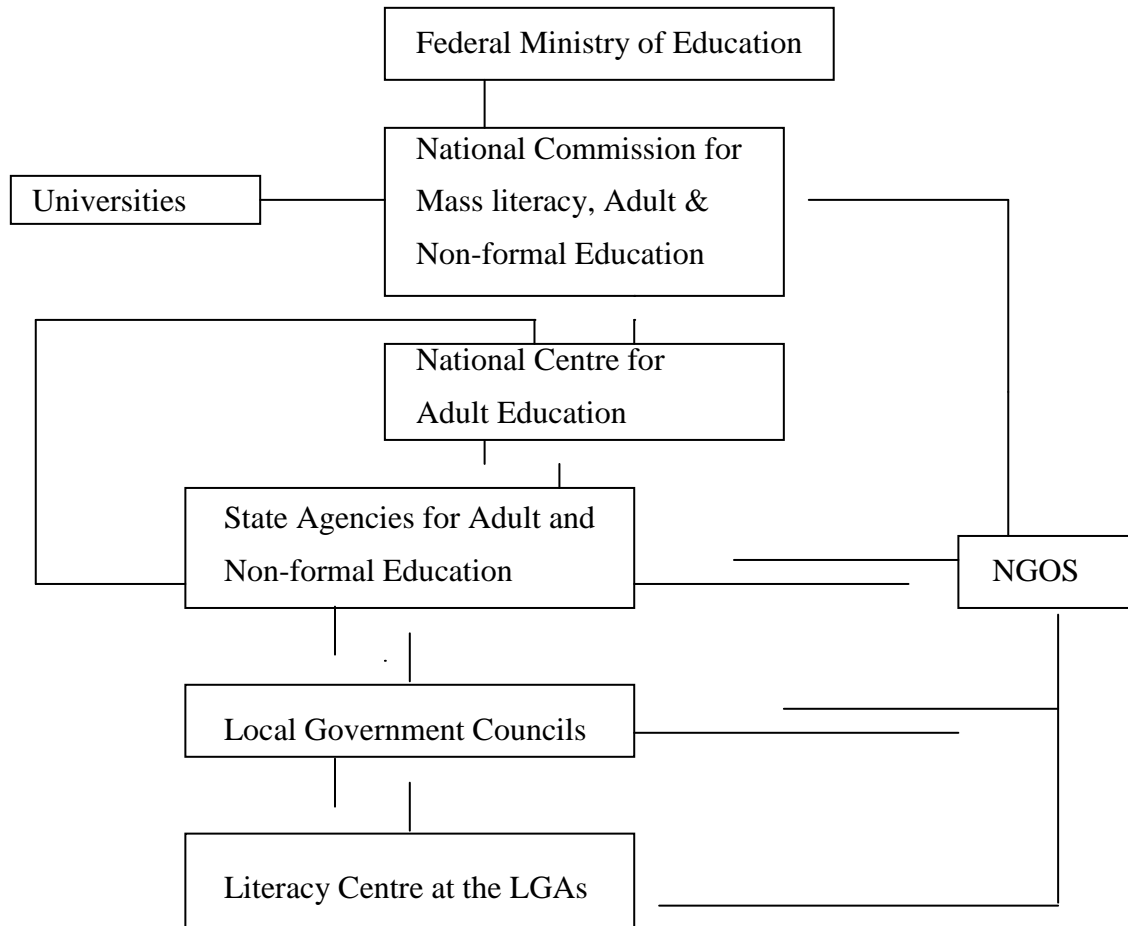
1. explain in diagram the future of administration at
  - (a) the Federal level
  - (b) the state level
  - (c) the Universities
  - (d) the Armed forces;
2. explain the responsibilities of each of the personnels involved in decision making process of Adult Education in Nigeria.

### **ADMINISTRATIVE STRUCTURE OF ADULT EDUCATION AT THE FEDERAL LEVEL**

The importance accorded to adult education by the various levels of government varies in degrees in the financing and general support. At the Federal level the following shows the diagrammatical flows of information from above to the last officer within the Federal Civil Service structure. Each officer is assigned responsibilities which will enable the execution of the programmes of adult education planned and approved by the Federal government to be

executed at other various levels. These issues include policies on financing, training of personnel, identification of programmes for the Adult population.

**Figure 1. Administrative Structure of Adult Education at the Federal Level.**



**Source:** *FME Victoria Island Lagos.*

At the Federal, State, University and the Army making a decision is a key function or activity of administration. This involves a cycle of activities which include:

- (a) decision making;
- (b) programming;
- (c) communication;
- (d) controlling and;
- (e) reappraising.



This cycle of process involves the administration not only in the making of decisions but also in establishing arrangements to implement the decision that is, programming, to adhere to the plans decided upon (Controlling), to keep the organisation informed (Communicating) and to evaluate results (reappraising).

Although traditionally, there is emphasis on horizontal specialization in any organisation, the process of decision making tends to follow the vertical approach. Here, the general policy making is concentrated at the top of the hierarchy. Policy specification is usually carried out at the middle ranks and actual work performance organisational structure is represented as in Figures 1-4 showing the Federal, State, Universities and the Army administrative structure of Adult Education.

When the principle of Top-Down Administrative structure is adhered to the organization becomes an effective level for the implementation of decision. Vertical and horizontal specialisation are complementary rather than mutually exclusive. Where there is horizontal specialisation, vertical specialisation is necessary to achieve coordination among the employees. Horizontal specialization is necessary to achieve coordination among the employees. While horizontal specialization permits greater skills and expertise to be developed by the employees to perform their duties, vertical specialisation permits greater expertise in the making of decisions and for greater accordality at various levels of decision making process. One major difficulty generally encountered in our educational decision making structure is in trying to distinguish between Units that are responsible for the performance of major tasks and the section established to facilitate the work of those units.

As Swardlwu (1963) says, if carried to the extreme, the proliferation of new organizations produces such diffusion of power that the task of central direction and coordination becomes extremely difficult. This may be a major problem facing adult education as the organisation and administration vary from one state to the other or from one local government to the other depending on the priority of those holding vertical power.

In some states of Nigeria, figure 2 below shows that there are many levels of authority in the organisation of adult education. At the University levels (see figure 4) the degree of expansive and autonomy depends on a number of factors. These include the age of the Institution concerned and the proximity of the HOD to the political corridor of power for financial assistance to train personnel, buy equipment and to determine what performance to design for adults.

**Figure 2. Administrative Structure of Adult Education of the State Level**

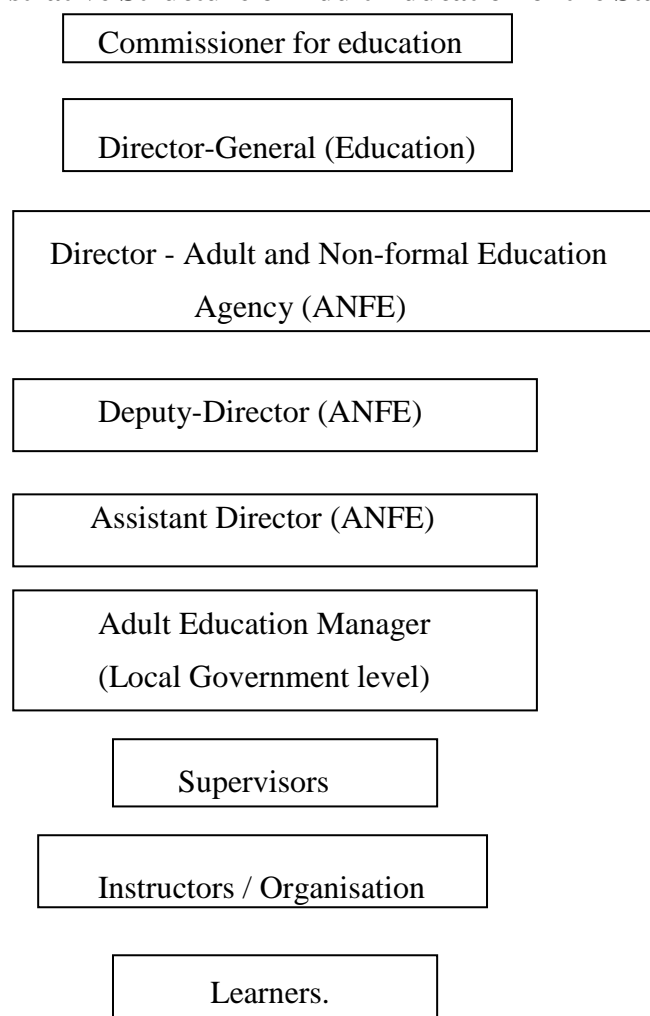
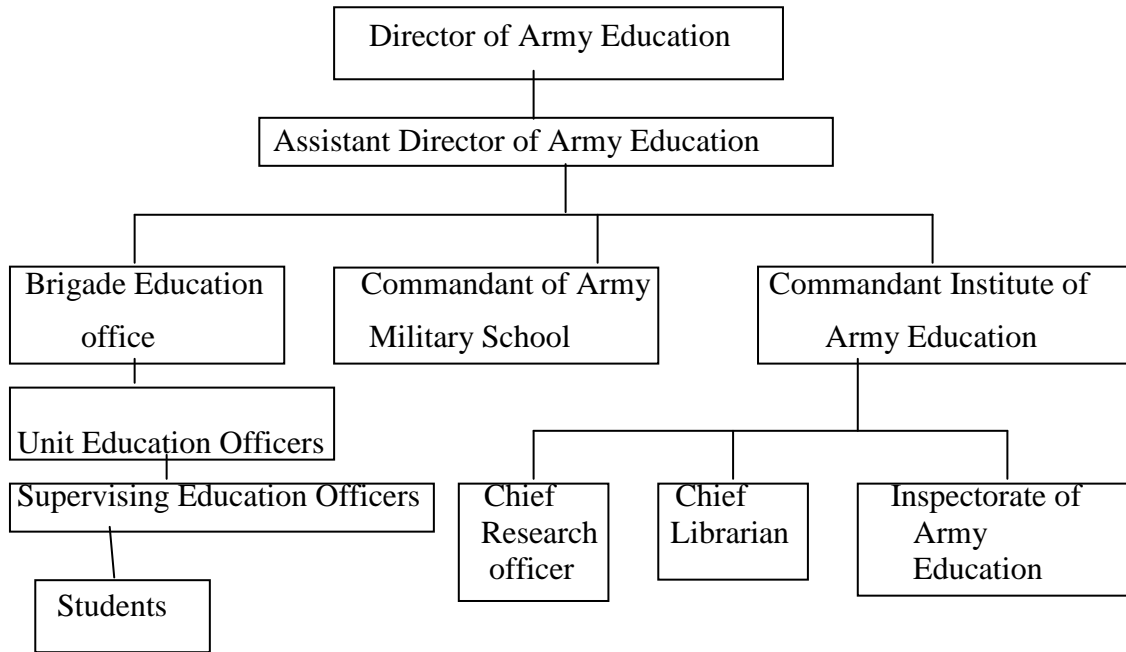
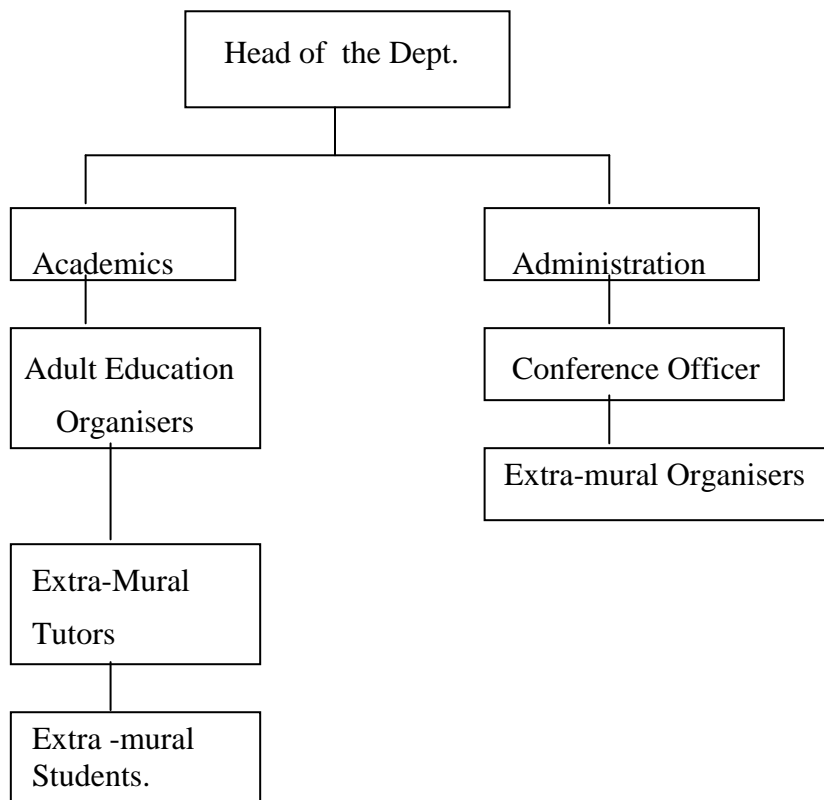


Figure 3. **Administrative Structure of Adult Education in the Nigerian Army.**



The Army including the Airforce and the Navy are not left out of the adult education programmes. The illiterate ones are made literate and the literate ones are re-trained on the job on how to use new machinery purchased to keep abreast of technological development. The flow of decision making in the army is as in figure 3 above. Like other administrative structures the hierachy information flow is vertical, that is, top-down.

**Figure 4. Administrative Structure of Adult Education in the Universities.**



**Distinction between Formal and Informal Organisations**

Formal organisations operate with a system of consciously coordinated activities of two or more persons. An informal organisation can be described as a system of general experience which comes into being when people are frequently in contact, and interact with each other, while the resultant relationships are not governed by any formalized procedures. The major characteristics of such contracts or formations is that they occur without any specific joint purposes. They may be accidental or may be incidental to some organised activities.

A formal organisation displays a structure that is official and its legitimacy rests on legal sanctions. Universities, companies, political parties for instance, all have a well- defined structure that may be described as their authority, power, accountability and responsibility relationships. The same applies to adult education agencies.

**Bureaucracy and Administrative Structure of Adult Education**

Bureaucracy involves the organization of people who carry out the policies and programmes of an organization. It is limited to public administrative operations. Organizations are generally bureaucratic when they involve general individuals and a complex procedure.

## **Characteristics of a Bureaucracy**

1. **Hierarchy:** Bureaucratic set-ups are organized as chains of command. This means that officers are arranged in such a way that authority, orders and command flow from superiors to subordinates. Each superior officer gives orders to a large number of subordinates.
2. **Division of labour:** Bureaucratic organizations are based on division of labour. Functionaries are assigned particular functions to perform in the organization.
3. **Impersonal Relations:** There is reliance on impersonality and unless regulations are laid down by a bureaucracy for the achievement of a well-ordered administration within its ranks. This implies that actions taken in a bureaucratic organization are based on law and not on any personal considerations.
4. **Records:** Each activity is based on written rules and records. Administrative acts and decisions are formulated and recorded in writing. Members of the organization follow these recorded rules, regulations and procedures in the handling of their duties.
5. **Up-ward Mobility:** The rules which regulate the conduct of a bureaucracy are often technical. Specialized training becomes necessary if these rules must be applied rationally. Those people who are able to demonstrate adequate technical training are qualified to be promoted to the next higher office of the administrative hierarchy. This implies that promotion in a bureaucracy is based on merit. Based upon the administrative structure of adult education in Nigeria, it is necessary to identify some of the agencies under the various categories of Federal, State, Universities and Voluntary Agencies.

Both public and private bodies are engaged in the organization of formal and informal adult education programmes in Nigeria. These include the following.

### **1. Public Agencies**

- i. Federal Ministry of Education Adult Education Division.
  - (a) Primary and Adult section
  - (b) National Language Centre
  - (c) Vocational and non-formal sections
- ii. State Ministries of education, cooperatives, Health, agriculture, and community development in Local government councils.

### **2. University Agencies**

Within this category are departments of adult education and allied units in Nigerian Universities. For example.

- i. Dept. of Adult Education, University of Ibadan.
- ii. Dept. of continuing Education, O.A.U. Ile-Ife
- iii. Continuing Education Centre, University of Lagos.

- iv. Dept. of Adult Education, University of Lagos.
- v. Division of Extra-Mural Studies, University of Nigeria Nsukka.
- vi. Dept. of Adult Education, University of Nigeria Nsukka.
- vii. Adult Education and Extension Services Unit.
- viii. Dept. of Adult Education and Extension Services,  
Uthman Dan Fodio University, Sokoto.

### **3. Affiliated Public Bodies**

The Nigerian Institute of International Affairs

- i. The Nigerian Army
- ii. The British Council
- iii. The United State Information Services.

### **4. Voluntary Agencies**

These could be grouped into different categories thus.

- i. Religious bodies
- ii. Youth bodies
- iii. Professional bodies
- iv. Organized classes by private bodies
- v. Organized schools by private bodies
- vi. Groups and associations organized by private bodies.

## **ASSIGNMENT**

What are the characteristics of bureaucracy in administrative structure?

## **REFERENCES**

C.N. Anyanwu – (1987). *Developing Adult Education in Nigeria*. UPE Ibadan.

F.C. Okafor F. C. et al (ed) *Foundation of Adult Education*. Pacific publishers Urnowlu - Obosi, Nigeria.

The three methods laments above can only succeed if the facilitator establishes the basis for the choice of techniques and methods. some considerations should guide the facilitator as follows:

1. The area(s) of learning involved at a given time.
2. The active participation of the learners

3. The learner' preferred learning styles.
4. The subject matter's demands or exigencies.
5. The amount of resources available.

The joint decisions of the facilitator and learner are very necessary.

### **ACTIVITY**

- 1 Explain the relationship of adult education and formal education as a method.
2. Give three **issues to consider when selecting a technique or method to employ in teaching adults.**

### **SUMMARY**

- Adult and non – formal education must cater for the adults that were not opportune to acquire certificates in a formal method.
- Three methods are considered to be the main methods of delivery in adult and non – formal education.

### **REFERENCE**

- Anyanwu, C.N. (1987) *Developing Adult Education in Nigeria*, Ibadan: University Press limited
- Oduaran, A.(1996) *The Essentials of Adult Learning*, Benin City; New Era Publications.
- Oduaran, A. (2000) *Effective Adult learning and Teaching*, Ibadan: University Press

## **UNIT EIGHT: ASPECTS OF NON-FORMAL ADULT EDUCATION**

### **INTRODUCTION**

In Unit 1 you learnt that adult education activities can take one of three different forms: formal, non-formal and informal. Of these, the non-formal comprises the greatest provisions of organized adult education. This is not surprising since the non rigid structures of non-formal education are in keeping with the level of freedom we usually accord to adults in their studies. In this unit we shall examine aspects of the major non-formal adult education provisions offered in this country. We shall also discuss how some of these provisions could be improved.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. suggest ways of improving the national mass literacy campaign;
2. know the different distance education programmes offered in Nigeria;
3. identify the factors that necessitate the need for counselling distance education students;
4. suggest new possible directions for university extra-mural adult education;
5. identify different types of continuing education classes.

### **ADULT LITERACY EDUCATION**

When we reflect on the fact that Nigeria has a modest estimate of not less than 70% of her population as illiterate persons, the nature and magnitude of work to be borne by this arm of adult nonformal education becomes quite clear. The celebration of the International literacy year in 1990 provided an opportunity for launching and national mass literacy campaign aimed at wiping illiteracy from the country by the year 2000. Participating in this campaign in their various ways are agencies for adult and nonformal education, the Women Commission, Directorate for Mass Mobilization for Social justice, Self-Reliance and Economic Recovery (MAMSER), Directorate for Food, Roads and Rural Infrastructure (DFRRI), National Directorate for Employment (NDE), Better life for Rural Dwellers, Ministries of Health, Agriculture, Social Development and non Governmental Organizations (NGO'S). While it may be somewhat early to determine how successful the campaign is likely to be, a few suggestions are not out of place even now.

- a. The literacy efforts of the numerous bodies involved in the campaign should be more effectively and decisively co-ordinated, institutionally integrated and geared to the national objective.
- b. Since the campaign is supposed to be a 'mass' one, it is important that ultimately all possible illiterate persons be reached. This will be only possible if the resources of all



literate Nigerians are mobilised in a systematic manner. Particularly useful to this end would be the resources of our vast number of students in tertiary institutions who are on a three-month holiday each year. This vast resources could be converted into a massive anti-illiteracy campaign. Also to be considered relevant to this cause, are the vast number of school and college leavers who do not have jobs to do at the moment. They would thus serve the country in a very magnificent way. One of the important ingredients in mass literacy campaigns is mass mobilization of resources and participants. In some countries methods like "each one teach one" and "each one find a teacher" may have worked. But considering that a vast number of Nigerians reside in rural communities where there are not enough literate persons to go round, such methods may not come to mind.

- c. Successful mass literacy campaigns in other parts of the world have often been built around government iron determination and well articulated and understood populist ideologies. These may not be forthcoming in Nigeria. But literacy efforts can, at least, be built around not just occupational interests (as in functional literacy) but around the intimate personal interests of participants. For example, a lot of Nigerian women are known to be particularly zealous about religious issues. A case could therefore be made for involving religious organizations massively in the mass literacy campaign. It is also important to recall that the earliest literacy efforts in most developed nations centred around attempts to promote the reading of the Bible, Koran and other holy books.
- d. In an area where a lot of educated persons are employed and find it difficult to fend for themselves, the argument that literacy paves the way for economic well being seems to convince only a few. The other arguments in terms of literacy as a human right or as an instrument for national development would seem to appeal to fewer still. It is therefore, important that some form of material encouragement be devised for illiterate participants if their interest in attending literacy classes is to be sustained. In the absence of this, dropout rate is likely to be high. This consideration is important since participating adults attending literacy classes 2 - 4 times weekly for about two hours each would have to forgo possible economic gains from their business. Yet these same people may be entirely responsible for sustaining their large families economically.
- e. To ensure that new literate persons do not relapse easily into illiteracy, efforts should be made to provide post-literacy reading material and other community infrastructure like rural libraries, mobile cinemas and so on that could encourage the use of the newly acquired literacy skills.
- f. Permanent literacy in any society must link adult literacy efforts with literacy effort for young people, otherwise literacy campaigns will turn out to be a reoccurring phenomenon. This means that while the mass literacy effort is going on, effort should be made to ensure that all young people attend school up to a certain age to prevent a new upsurge of adult illiterates.
- g. If at any stage it is discovered that there are not enough resources to implement and sustain a mass campaign, the current efforts could be converted to a selective-

intensive functional approach. This would imply that specific target groups of illiterates working within a specific economic activity in a specific region would be selected from time to time. Such efforts would be intensive in the sense that they would be limited in duration and considerable resources concentrated on them. With this approach it would be possible to concentrate all available resources on different audiences from time to time. Besides, unlike the mass literacy effort, this approach is likely to result in more care being taken to meet the peculiar needs of various distinct communities in the way mass (often over - generalized) literacy campaign may not.

## **DISTANCE EDUCATION**

As you learnt in Unit 1, distance education fosters the use of print and electronic media in bringing together teaching behaviours and learning behaviours. Teacher and learners meet face-to face only occasionally for specific tasks. The most portent justification for distance education, it was argued, lay in its ability to enable people to study at their own pace, place and time and in the fact that a vast number of people could be reached at the same time where ever they live. In Nigeria, distance education is being provided by both private and public institution.

### **1. Private Institutions:**

Government approved private institutions include the following:

- (i) Exam Success Correspondence College, Lagos.
- (ii) Walton Solomon and Associates Limited, Lagos.
- (iii) Nigeria Technical Correspondence College,
- (iv) Bosede Business Training College, Ibadan.

Between them, these colleges cover a wide range of subjects, particularly of the pre-university level. Though in some cases they issue their own diploma, they rely primarily on preparing candidates for examinations conducted by other bodies (both local and foreign) such as: G.C.E. (Ordinary and Advanced levels), City and Guilds of London examination, R.S.A. and other professional courses. Generally speaking, correspondence colleges have two modes - full tuition and self-tuition. In full tuition, the lessons are sent to the learner in bits on an agreed schedule and she is allocated to a tutor to whom completed exercises are sent. By this means, some sort of two-way communication is achieved. In self-tuition, however, the entire course material is sent to the learner in one swoop and she is not expected to send any assignment back to the college. Correspondence colleges employ neither multi-media nor face-to face techniques. As for enrolment, the biggest of these colleges, Exam Success Correspondence College, has about 12,000 students located mainly in Nigeria with a few scattered around Gambia, Sierra Leone, Ghana, Uganda, Kenya, Tanzania, Malawi and Zambia.

## **PUBLIC INSTITUTIONS**

These consist of the following:

- (i) University of Lagos Correspondence and Open Studies Institute (COSIT).
- (ii) National Teachers' Institute, Kaduna.
- (iii) Ahmadu Bello University, Zaria.
- (iv) Institute of Management and Technology, Enugu.
- (v) Imo State University, Okigwe.
- (vi) University of Ibadan, Ibadan.
- (vii) School Broadcasts.
- (viii) The suspended OPEN University.
- (ix) University of Abuja, Abuja.

A few of them are elaborated on as follows:

**COSIT Correspondence and Open Studies Institute of the University of Lagos, Lagos. (COSIT).**

This programme officially commenced in 1974 though it was formally launched in 1976 as COSU (Correspondence and Open Studies Unit). As a matter of fact, the original UNESCO (1960) plans for a University in Lagos involved proposals for the use of mass-media and correspondence study. The mode of operation includes correspondence and face-to-face. The Institute has also made use of radio rather occasionally. It does not employ television. Students meet weekly with their tutors at Study Centres. In addition, there is a yearly one-month contact period at the COSIT headquarters in the University of Lagos. At the moment, COSIT offers degree courses in Science Education, Business Administration and in Accounting. It also offers a pre-degree "Special Entry Preparatory Programme" for those intending to read for the B.Sc (Education). The University has approved that the Institute should offer courses in B.A (Education), Law and Diploma in Mass Communication. These are yet to take off.

**National Teachers' Institute, Kaduna (NTI)**

The NTI was established in 1976 in the wake of the Universal Primary Education (U.P.E) project. The overall aims for which the institution was established are to:

- (a) assist in the upgrading of subgrade II teachers to grade II level;
- (b) assist in the upgrading of grade II teachers and West African School Certificate (WASC) holders to NCE level;
- (c) provide post graduate qualifications in education for graduate teachers who lack this qualification;
- (d) offer diplomas, certificate and testimonials in Language Arts and Communication skills, Mathematical Sciences and skills, Environmental studies and Sciences, Social and Cultural Studies, Religion and Moral Studies for serving teachers and for those others who wish to avail themselves of the opportunity.

The NTI started with programme (a) above, producing high quality texts in Mathematics, English and Education through group and conference writing. By 1989, NTI had successfully retrained and upgraded 163,716 under-qualified and unqualified primary school teachers all over Nigeria. More recently, the NTI has embarked on assignment (b) above. In this wise it has started to offer the National Certificate in Education (NCE) for primary education to the over 32,000 students who are already enrolled for the course.

The NTI's mode of operation includes Correspondence in which self-instructional linear programmed texts are used and weekly face-to-face meeting with tutors at study centres. The NCE programme was formally launched in March, 1990. It incorporates a one-month residential study period.

### **Ahmadu Bello University, Zaria (A.B.U)**

#### **Institute of Education**

The National Certificate in Education (NCE) by correspondence course was established in 1976 as a unit within the division of Teacher Education. In 1981, it became a full division of the Institute of Education.

Its central aim is to upgrade practising grade II teachers in the primary schools to the NCE (Primary education) level. Its mode of operation is correspondence in addition to an annual 10-week residential study. At present, it has over 4,000 students from mainly the northern states of Nigeria. It uses two campuses - Zaria and Kano, for its contact sessions. The correspondence courses incorporate students assessment exercises and Teacher marked assignments (TMA) which are sent back to the headquarters for marking by course tutors.

Other programmes at A.B.U. which employ distance teaching strategies include the Teacher-in-Service Education Programme (TISEP) of the Teacher Education Department which was designed to upgrade underqualified or unqualified primary school teachers to T.C. II level particularly in Mathematics and Science. There is also the distance teaching department of the Centre for Adult Education and the distance Education Unit of Agricultural Extension and Research Liaison Services.

### **Institute of Management and Technology Enugu (IMT),**

For some six years now, this institution has offered some of its courses to workers in the surrounding metropolis through the Anambra Broadcasting Service (A.B.S.). The courses which are largely non-credit are conducted through radio only.

### **Imo State University, Okigwe (I.S.U)**

This new university offers degree courses in Accountancy, Management, Marketing, Banking and Finance using print and radio. There are study centres at which tutorials are held every Saturday. The programme commenced in 1989 with 600 students. Each course lasts six years.

### **University of Ibadan, Ibadan (U.I)**

By 1976, the University of Ibadan has already witnessed two false starts in distance teaching for university degrees. These efforts which were pioneered by the University's department of

Adult Education spanned between 1966 - 70 and 1972 - 76 respectively. Lack of external financial support, indecision as to where to locate the programme and prejudices against the possible quality of distance education led to the untimely death of these initial efforts. In spite of these failures, the Adult Education Department of that University continued to stress on the relevance of distance education for a country such as Nigeria. In 1986, the University Senate approved an External Studies Programme (ESP) which took off in 1989 with about 1,200 students in the pilot phase of the programmes. All courses lead to the award of B.Ed degrees. It is expected that subsequently, the LL.B., B. Pharm. degrees and other courses will be added. The mode of operation is largely by print material (correspondence), week-end tutorials at study centres and an annual four-week residential study period. Efforts are being made to include the use of radio.

### **Schools Broadcasts**

As a matter of fact, the then Nigerian Broadcasting Service (NBS) has as far back as 1962 pioneered media education through the use of radio. The initial programmes were a series of lectures on radio meant to help secondary school students in selected topics in arts, languages and science subjects. The National Education Technology Centre at Kaduna has continued to produce material for school broadcasts.

### **The National Open University Of Nigeria**

Committed efforts to establish an open university in Nigeria commenced in 1979. After a lot of dust and debate, the university was actually started at Abuja in 1983 only to be suspended in 1984. By this time, some of the courses had been written, appointment of some top administrative and academic staff had been made and applications from prospective students had been received.

### **The University of Abuja, Abuja**

This new University which was established in 1988 has a Centre for Distance Learning and Continuing Education. Programmes have been advertised and courses are about to start. The Commonwealth of Learning (COL) regional office is to be located at Abuja.

## **PROBLEMS ENCOUNTERED IN DISTANCE EDUCATION IN NIGERIA**

### **(i) Non-Provision and late delivery of course materials**

Not all the public institutions mentioned produce regular course materials for participants. And in some cases materials are not supplied promptly to learners. Yet, it is clear that these course materials are the central learning implements in distance education when they are not produced or not sent at the appropriate time students resort to engaging local tutors and lectures and the annual face-to-face meeting forms the participants teaching medium. In such cases, the distance learning system degenerates to a face-to-face sandwich programme.

(ii) **Non use of multi-media**

For meaningful distance teaching of vocational and science subjects, the use of television is important. At the moment few (if any) of the public distance institutions make use of television. This limits their curriculum to liberal arts subjects and thus their contribution to the development of technical manpower. Where science courses are taught at all, as in COSIT, too much reliance is placed on face-to-face laboratory work in nearby institutions.

(iii) **Ill-equipped study centres**

Study centres are venues where distant learners ought to meet rather regularly with other learners and local tutors. Such centres should stock relevant reference books and teaching aids. Hardly any distance learning system in the country operates adequately equipped study centres and yet these are important activity centres.

(iv) **Absence of students' counselling system**

A number of cognitive distance and social factors militate against the individual distant students. Some of these problems centre around student isolation, lack of encouragement at place of work, lack of peace and quiet at home and inability to master distance learning techniques. The consequences of all these is high drop out rate in distance learning. It is therefore, important that institutions running distance education should install zonal counselling system whereby students whose enthusiasm appears to be waning can be counselled and helped with their problems.

## **PROSPECTS FOR DISTANCE EDUCATION**

Most distance education Institution in Nigeria seems to be concerned with N.C.E. and University level qualification. It is important to note however that elsewhere in the world (even in developing countries) this approach has been successfully employed for adult literacy education, extension education of various kinds, leisure education, education of isolated persons like women in purdah, sick people, prisoners, soldiers and so on, and for workers' education. It is only by so applying distance education that its full merits will become fully apparent.

## **CONTINUING EDUCATION COURSES**

These are largely organized by private individual and organizations. Such courses can be broken down under the following headings:

1. **Basic and Commercial Education classes**

These cover remedial classes for the senior secondary school certificate, Teachers Grade II certificate, Matriculation examination for entry into higher institutions of learning, typing, shorthand and other commercial subjects. Such classes hold largely in the evenings and on week ends. They abound in plenty in most towns and in some village centres.

**2. Vocational Education**

Again, these are usually run by individuals, clubs, church organizations and even business house. Subjects taught include computer science and technology, woodwork, metalwork, painting, sculpture, photography, printing, hair dressing, dressmaking, home economics, baking, auxiliary nursing, cookery and a host of others. Some participants attend full-time lasting one to two years while others study part time possibly just to obtain certain skills. An important addition here is the school-on the-wheel programme run by the National Directorate for Employment (NDE). The mobile schools move from one community to another with teachers, equipment and all, enlist participants training them for two weeks at a time and coming back later.

**3. Leisure Education**

Subjects taught include music, drama and fine art.

**4. Physical Education and Games**

These are run by individuals, clubs and sports councils. Lessons are given in boxing, wrestling and judo. People learn by participation in games like football, swimming, tennis, billiard, golf and a number of others. These can be regarded as aspects of non-formal education when they are deliberately organized and arranged.

**5. Professional Education.**

This include the following:

- a. Workers' Education provided either
  - (i) by the training division of business and Commercial enterprises themselves, or through the Industrial Training fund (ITF)
- b. The various Seminars, Workshops, Institutes, Conferences, Symposium organized by public and private organizations and at which professional ideas are exchanged. In some of these Seminars and Workshops advertised so very often in our national dailies, very high fees are paid and they last between one day to three weeks. These include courses that take place at the National Institute of Policy and Strategic Studies, Jos; Natioanl Institute for International Affairs; National Institute for Democratic studies and so many others.

**6 Civic Education**

Much of this (including mass mobilization and polical education) by the Directorate for Mass Mobilization for Social Justices, self Reliance and Economic Recovery (MAMSER). Methods used include seminars, Conferencies, Symposium, print, radio, television and campaign with mobile vans.

**7 Apprenticeship Education**

This includes all the learning obtained through apprenticeship.

- a. Commercaill apprenticeship (for example, apprenticeship to a motor parts seller, stockfish merchant, patent medicine dealer, second-hand clothing and so on).
  - b. Vocational apprenticeship (for example, roadside mechanic, hair dresser, panel beater, auto electrician, plumber, tailor, herbalist, weaving, fortune telling etc). Included here is the apprenticeship programme of the National Directorate for Employment (NDE).
8. These include:
- a. **Nomadic Education**  
Decree 41 of 1989 established the National Commission for Nomadic Education. This body is charged with the overall responsibility of the education of nomads and their children. Methods used include mobile schools, print and electronic media. The curriculums include Fulfulde, Hausa, English, History of Nomadic Fulani, The Fullo Culture, Civics, Animal Management (including cattle, poultry and fishing), housekeeping, weaving, sewing, capentery. A special educationl programme has also been developed for migrant fishermen.
  - b. **Women Education**  
This has attained greater significance with the establishment of the National Commission for Women. Other bodies engaged in the non formal education of women include Better life for Rural Women, Nigerian Association of Women in Science, Technology and Mathematics (NAWSTEM). Methods used include mass mobilization of women, campaigns, seminars, workshops, conferences, women Education centres, science, Technology and Mathematics, Road Show Clinics, cooperative education and income-generating activites for women.

## **UNIVERSITY ADULT EDUCATION**

This obtains as extra-mural classes run by most universities in the country. Courses are also run by some polytechnics and colleges of education. Most classes take place in the evenings and week-ends and are geared towards obtaining the senior secondary school certificate. It is important however that the universities should explore the possibility of extending their expertise to the community in other vital areas such as technical and vocational skills, physical education, leisure education and retirement education.

## **ADULT EDUCATION AND DEVELOPMENT**

### **DEVELOPMENT**

Development does not refer to the economic aspects of a nation. It means a gain in the quality of life of the individual in the country. This involved the number of able bodied people to work, the state of their health, the level of birth rate and death rate, the quality of food taken



and the level of illiteracy. One of the major problems of the developing countries is the population explosion. This gives rise to many problems of rising number of people beyond the productivity of food, clothing and shelter. It leads to poverty and development of youthful population, political instability, functionless fertility and the fairly environmental degradation. This also involves people moving from one place to the other in search of what to eat, to wear or where to live. For development to come to developing countries like Nigeria, the major human resource problems which can only be solved through adult Education must be identified. These problems include the following:

1. Rapidly growing population
2. Monitoring unemployment in the modern section of the economy as well as widespread under-employment in traditional Agriculture.
3. Shortage of persons with critical skills and knowledge required for effective national development.
4. Inadequate or under-developed organisations and institutions for mobilizing human effort.
5. Lack of incentive for persons to engage in certain kinds of activities which are vitally important for national development.
6. Poor Nutrition
7. Poor Health care.

### **Adult Education in Development**

Through adult Education programmes, all these identified problems of under development can be reduced if not totally removed. These programmes include:

#### **Functional Literacy**

This is the type of education that is directly related to the crucial problems, needs and interest at a given time as opposed to the so called, traditional approach to literacy, which has not normally paid sufficient attention to the socio - culture and economic contexts.

#### **Functional Numeracy**

This is the ability to handle basic mathematical concepts and arithmetical process, as applied to everyday life and work and to do so in written form.

#### **Education to improve Health, Family life and Productive Efficiency**

Adequate attention should be paid to education in the areas of Hygiene, Nutrition and Agriculture. All of these have a direct bearing on the level of health, both for individuals and the families and communities. A good standard of living or health both at personal and at community level, in turn has a significant effect on productive efficiency.

### **Women's Education**

This is the type of education that will make the women to be more functional as housewives, traders and professionals. It allows for justice and equal opportunity for both male and female.

### **Education for good Parenthood**

More stress should be placed on the role played by parents in the education of their children. A good pre-school education lays strong foundation for successful formal education of the children.

### **Basic Scientific and Technological Education**

This is related to the accelerated industrial and technological progress which call for basic scientific and technological education for workers at all levels, whether in agriculture, business, government service or any type of industry.

### **Education for Commercial and Industrial Betterment**

Specific training in the area of commercial and industrial methods and skills whether in Management, accounting, and the like or in manual skills, the use of machinery and equipment etc.

**Continuing Education for Professional Development** The ever-increasing data of growth in scientific and technological knowledge makes it vitally important that individuals in Professional fields are enabled to keep up to date with the developments in the areas related to their profession.

### **Education for the Armed forces: Army, Airforce, Navy Staff etc.**

These groups together constitute a substantial proportion of the nation's man power. Special efforts should therefore be made not only to train them in the carrying out of their specific duties but also to equip them to fulfil their role in family and society all the more effectively.

### **Education for Prisoner**

Attention should be given to systematic education for Prisoners, suited to their particular situations and needs.

### **Education for the Handicapped**

Special skilled attention must be given to enlarging the scope and extent of education for both the physically and the mentally handicapped like the dumb, deaf and the blinds.

### **The special needs of Rural Areas**

Adequate attention must be paid to the needs of rural areas, where the problems of illiteracy, ignorance, inadequate means of communication and lack of educational incentives and opportunities are most acute.

## **ASSIGNMENT**

1. Distinguish between the mass literacy campaign approach and the selective-intensive functional approach.
2. What is the difference between full-tuition and self-tuition in correspondence education?
3. What programme areas are yet unexplored in distance education in Nigeria? Why is it important that some attention should now be paid to these areas?
4. Identify two ways in which professional nonformal education is provided in Nigeria?
5. Identify one common shortcoming of university adult education in Nigeria. How can this be overcome?
6. Discuss the role of adult education in national development.

## **REFERENCES**

- Alele-William, G. (1990). *"Bringing woman into the Mainstream through Distance Education"*, paper presented at the conference of the Commonwealth of learning (COL) in India,
- Ehiametelor E. and Oduaran A.B. (ed).(1991). *Fundamentals of Adult Education*, Benin, Nigerian Educational Research Association.
- Oyedeji, L. Omolewa M and Asiedu, K. (1982). *A Handbook of Literacy for West Africa*, Ikeja, Longman Nigeria Limited.
- National Commission for Unesco, Development of Education 1988-90. *National Report of Nigeria*, 42nd Session Geneva 1990.
- The National Committee on Educational Liberty Year, *"Programme of Activities for the Observance of the International Literacy Year 1990"*.

## **UNIT NINE: ADULT EDUCATION AND RURAL DEVELOPMENT IN NIGERIA**

### **INTRODUCTION**

The place of adult education in development was put clearly by the former Tanzanian President, Julius Nyerere, when he said that our children will not have an impact on our economic development for five, ten, or even twenty years. The attitude of the adults ... on the other hand, has an impact now. Indeed, in Tanzania as in many other parts of the world, development and rural development in particular have always necessarily gone hand in hand with adult education.

In this unit we shall study the reasons which make adult education significant for improving the lot of people living in rural communities. We shall also examine the specific ways in which adult education helps to bring about rural development.

### **OBJECTIVES**

By the end of this unit you should be able to:

1. define what rural development is;
2. discuss objectively the factors that impede rural development;
3. realise why adult education is considered important in rural development;
4. discuss the role of extension education in rural development;
5. discuss the importance of community development in rural development.

### **RURAL DEVELOPMENT**

1. Development is an increase or growth for the better. Rural development amounts to an overall improvement in the lot of persons who do not dwell in the cities or urban areas. For such improvement to be meaningful, it must be concerned not merely with improving the infrastructures in the rural areas, it must touch on the occupations of the people concerned and also affect all aspects of their lives. Thus, it ought to bring about both social and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through gaining greater awareness of their own abilities and possibilities.

There are a number of reasons why rural development is usually considered to be of overall national importance. These include the following:

- (a) Rural people constitute the vast majority of Nigerian population. This is so in spite of the migration of people from rural to urban areas.
- (b) Most of the food which Nigerians eat is produced by rural dwellers.
- (c) Much of the country's agricultural needs for raw materials and subsequent industrial and economic growth are produced in the rural areas.

- (d) Two of the five national objectives as stated in the National Policy on Education are the building of:
    - (i) a just and egalitarian society;
    - (ii) a united strong and self-reliant nation.
  - (e) Inequalities exist in social and educational amenities between urban and rural areas.
  - (f) Inequalities exist in living standards between rural dwellers.
  - (g) Most rural dwellers live below subsistence level.
2. If we must achieve a self-reliant economy, egalitarianism and full employment for all, it is important to examine what prevails in the rural areas where a majority of our countrymen reside. It is important to find out what sort of activities the rural dwellers engage in and identify what factors impede the development of their community. We shall attempt to answer these questions.
- (a) Most people living in rural areas are engaged in agriculture. The people are usually small subsistence farmers, farm workers, wine tappers, those engaged in animal husbandry, fishing and forestry. Others engage in non farm, artisan and entrepreneurial activities. These include tailors, dressmakers, barbers, carpenters, masons, motor and motorcycle mechanics, radio and watch repairers, cobblers, bicycle repairers, patent medicine sellers, commercial motorcyclists and traders. Then there are teachers and local government officials.
  - (b) The factors that militate against rural development include:
    - (i) unemployment or lack of full employment of a vast number of rural dwellers;
    - (ii) uneven income distribution;
    - (iii) low productivity;
    - (iv) lack of food self-sufficiency particularly in terms of variety;
    - (v) lack of basic amenities such as housing, health, power, and recreational facilities.
3. Based on what has been said above, rural development should aim at the overall social and economic growth of the community with emphasis on equitable distribution. This would mean more equitable distribution of farmland; more equitable distribution of income; widespread improvement in health, nutrition and housing; greatly broadened opportunities for all individuals to realise their fullest potential; a strong voice for all rural people in shaping the decision and actions that affect their lives.
4. To bring about such rural development a number of methods have been suggested. These include the following.

- (a) Massive external technical and infrastructural aid to the rural communities.
  - (b) Changing the belief system and pattern of rural people so that they can accept change.
  - (c) Extending the benefits of technological innovations to the rural people through extension services.
  - (d) Integrated approach whereby all factors considered essential components for rural development are coordinated under a single "management system" with emphasis on rational deployment of resources.
  - (e) Self-help approach in which case the chief motive for rural development must come from within the rural dwellers themselves so that once they are ready to move, outside help of various kinds responding to their expressed needs may come in to sustain progress.
5. Next, we consider the role of education in bringing about rural development. Whichever approach we may elect to employ for rural development, education would have a primary role to play.
- (a) Massive aid to rural communities in terms of, say, tractors, equipment, roads, generators, pipe borne water and so on will not come to much if the people do not learn how to use such facilities and if there is not enough resource and technical know-how around to maintain them. Education is important if such equipment are to be maximally used and maintained.
  - (b) Changing the belief system of the rural people is largely an educational enterprise.
  - (c) Meaningful extension services do not result from dumping innovations on the people. Innovations must be built not only on the needs of the people but also on the level of their present indigenous and acquired skills. They must also be taught how to adapt innovation to suit their own peculiar purposes.
  - (d) The integrated rural development approach could become impersonal and authoritarian if the people are not actively involved in the planning and decision making. They need education to be able to order priorities and decide between alternatives.
  - (e) The self-help approach is based largely on mobilizing and energising the people so that they can identify their felt and real needs.

Obviously, this will be best achieved if the people are educated to learn that they hold the key to the solution of their own problems. Apart from the relevance of education for each of the specific strategy identified above, the rural dwellers like their urban counterparts need education generally for improving on their skills and awareness. Regrettably, opportunities for formal, non-formal and informal education for rural people are much less than for their urban counterparts in Nigeria.

## **EXTENSION APPROACH TO RURAL DEVELOPMENT**

1. Simply put, extension education implies using adult teaching/learning principles to develop knowledge, skills and favourable attitude in persons and groups of persons and their families thus enabling them to benefit from research and technology with the ultimate aim of raising their efficiency and achieving a higher level of living. There are various types of extension: agricultural extension, health extension, home economics extension, sanitation extension, commercial extension and so on. Largely speaking, extension educators are change agents who should not force innovations on people but should endeavour to communicate and build on the felt needs of the people. In Nigeria, the most important form of extension for rural development is agricultural extension. This is because most people who live in rural areas practise agriculture in one form or the other.
2. Three important functions of extension in Nigeria are
  - (a) To help create a conducive frame of mind and attitude in the farmer for acceptance of change.
  - (b) To pass on to the farmer recent innovations from research and take back the farmer's problems to the appropriate research institution.
  - (c) To help the farmer conduct his business so that he is economically viable. This function includes advising the farmer on the formation and importance of cooperative and credit societies as well as on marketing, bank loan and so on.
3. For extension work to be successful the following principles are important.
  - (a) Extension ought to be based on the felt and real needs of the rural people.
  - (b) Innovations must be adapted to the current level of indigenous and acquired technology of the people.
  - (c) The rural people must be accepted for what they are and be fully consulted at all levels of extension.
  - (d) A democratic procedure ought to be employed in the planning, gathering of facts and in execution of extension programmes.
  - (e) The ultimate end is to help the people to help themselves.
4. The methods used in extension work in Nigeria include the following.
  - (a) Visits to farmers
  - (b) Agricultural shows
  - (c) Use model farms
  - (d) Field trips, tours and excursions for farmers
  - (e) Demonstrations
  - (f) Getting information to the rural populace through opinion leaders and progressive farmers.

4. In order to be successful in his task, the extension worker needs to:
  - (a) know and understand the technical subjects he wishes to extend; these should be made appropriate to the needs of the rural people;
  - (b) understand the theory and principles of the teaching learning process for adults;
  - (c) possess knowledge of the customer, values and attitudes of the rural dwellers and of general human behaviour;
  - (d) appreciate various methods of communication and administrative organisational principles.
  
5. In Nigeria, Ministries of Agriculture, Research Institutes, University Faculties of Agriculture, River Basin Development Authorities and Area Agricultural Development Projects engage in rural agricultural extension. The ministries of health in collaboration with international agencies like the World Health Organisation (WHO) and United Nations Children Emergency Fund (UNICEF) engage in health extension. Non governmental Organizations (NGO's) like Young Women Christian Association (YWCA); National Directorate for Employment School on Wheels engage in home economic extension. The Directorate for Food, Road and Rural Infrastructure (DFRRI) is involved in the provision of rural infrastructures like roads and rural electrification.

### **COMMUNITY DEVELOPMENT APPROACH TO RURAL DEVELOPMENT**

1. Whereas the extension approach tends to see rural development through the eye of one or another group of specialists based on the implicit assumption that rural development could be initiated by outside intervention and by introduction or even subtle imposition of modern production techniques, the community development approach aims at initiating a broad educational process that would alter attitudes, raise aspirations and self confidence, and encourage individual and community initiatives for self-improvement.
  
2. By means of mass education and mobilization, community development efforts aim at transforming the economic, social, political and cultural institution, process and relationships in the rural society. Through mass education and enlightenment, attempt is made to root out fatalism, dependency and lack of self-confidence. Political awareness is instilled. So also are greater community cooperation, strengthening of local democratic institutions and broadening of leadership base. Community development acknowledges the importance of modern technical expertise and other forms of assistance coming from outside but is largely concerned that such help be in response to expressed local needs and desires rather than one-way intervention from the top down. Community development is then a process by which the efforts of the people themselves are united with those of outside helpers to promote better living within the community.
  
3. Community development programmes have the following basic elements.



- (a) **Self help.** This calls for active participation of the people themselves at the various levels of needs assessment, planning and execution.
- (b) **Needs Assessment.** Development programmes must be based on the felt and true needs of the community. The community should be able to identify these needs by itself. There should be no imposition from elsewhere.
- (c) **The entire community.** The perceived needs of the entire community rather than that of some select few should form the basis of action.

4. Scope of community development:

- (a) **Health:** This includes personal and public health; preventive and curative health care. General sanitation including the prevention of pollution are included here.
- (b) **Housing:** This includes education on the use of local materials, on ventilation, location of latrines and so on.
- (c) **Cooperation:** This includes cooperative marketing, thrift and credit societies, cooperative village shops.
- (d) **Home Economics:** This includes education on house keeping, house decoration, child raising and information on the use of local ingredients for nutrition.
- (e) **Public Amenities:** Efforts to obtain better water supplies, building of feeder roads, construction of churches, mosques, town halls and post offices, primary and secondary schools, health centres.
- (f) **Recreation:** Use of team games to arouse community spirit. To be considered here also are local festivals, wrestling contests, dance and drama.
- (g) **Rural Industries:** Such cottage industries as bakery, soap- making, carving, weaving, metal-working are included here. Education is also provided for poultry, rabbitry, pottery and for other vocational improvement.

(5) **METHODS OF THE COMMUNITY DEVELOPMENT APPROACH**

**These include:**

- (a) Use of a community development worker based in a village and serving a number of villages. Often, he hails from one of the villages. He serves as a link between government, other outside agencies and town unions, voluntary organizations and local community development committees. Once in a while he attends in-service training on the latest strategies of community development work.
- (b) Encouraging local farmers and other workers to go for further training aimed at improving their vocational skills. These people in turn form the nucleus for community mobilization and education.

## **ASSIGNMENT**

1. Distinguish between community development and rural development.
2. Why is rural development important in Nigeria?
3. Identify two organizations which employ extension or a means of achieving rural development.
4. Name 3 health extension programmes taking place presently in Nigeria.
5. What is the crucial difference between extension and community development?
6. Identify any specific rural development project in Nigeria which was carried out purely on the basis of community development or extension. (Hint: You will get this information through library research or by inquiring from the headquarters of Ministries of Agriculture or Community Development).

## **REFERENCES**

- Anyanwu C.N. (1981). *Principles and Practice of Adult Education and Community Development*, Ibadan, Abiprint Publishing Company Ltd.,
- Brown L. and Tomori S.H. (eds) (1979). *A Handbook of Adult Education in West Africa*, London, Hutchinson University Library for Africa.
- Bown L. and Okedara J.T. (1981). *An Introduction to the Study of Adult Education*, Ibadan, University Press Limited.