
COMPREHENSIVE COUNTRY REVIEW ON ADULT LEARNING

by

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PREAMBLE

Adult learning in Nigeria as a developing country covers literacy, vocational technical education, open apprenticeship, labour education, continuing education for remedial purposes (early school leavers) and professional competence building and upgrading of skills and status.

However, the major areas of concerted Government efforts before and especially after the 1997 Hamburg declaration includes:

- ❑ Basic literacy
- ❑ Post literacy
- ❑ Women's education
- ❑ Rehabilitation education
- ❑ Gender equity and equality of educational opportunities

New dimensions in adult learning following the 1997 Hamburg declaration are:

- ❑ Peace and stability education
- ❑ Citizenship education
- ❑ Reproductive and Sexuality education

However, only major trends in Adult learning were covered in this review partly due to problem of poor response rate of stakeholders to research questions administered and time constraint. Areas covered by this review are: ***adult literacy, continuing education, university outreach learning programmes, open learning system, university holiday short term courses*** otherwise known as ***sandwich/external degree programmes***. For example, the University of Ibadan, Satellite campuses and Rehabilitation education centres for disabled adults.

METHODS USED FOR DATA GATHERING PURPOSES

Letter of permission to collect data from relevant bodies: Government establishments, Non-Governmental Organizations (NGO), and International organizations. Personally visited some of the Adult Education Agencies and Commission such as State Agency and National Commission for Mass and Non-Formal Education.

THEME 1: ADULT LEARNING AND DEMOCRACY:THE CHALLENGES OF THE TWENTY-FIRST CENTURY.

This aspect of Adult learning in Nigeria is a critical indicator for measuring the socio-economic wellbeing of the Nigerian adult learners. It is a significant parameter to ascertain the political stability of the country based on democratic values and participation in government.

Against the background of long military regime in the country, there is just a new socio-political order trying to correct the non-democratic values and practices, which have been institutionalized during the tyrannical rule. Consequently, not much can be reviewed about adult learning and democracy. Institution are currently being established to provide leadership and citizenship education. Prominent among them is the *National Orientation Agency* (NOA) which is a directorate under by the Ministry of Information. The directorate of National Orientation Agency is charged with the responsibility of creating greater community awareness about possibilities and participation in decision-making processes.

The enabling act provides people with legitimate right to;

- ❑ self determination,
- ❑ raise awareness about all forms of discrimination and prejudices based on sex, religion, political association, ethnicity and age.

- promote a culture of peace, intercultural dialogue and human right.

All these are carried out through radio interactive sessions, radio forum, television phoning-in programmes and debates. These programmes are done informally; however, they have far reaching impact on the listening and participating audience. Handbills, postal, bulletins, newsletters and other publications on participatory democracy are freely published and disseminated.

For example citizenship education writers' workshop was co-sponsored by the National Commission for Mass Education and the British Council in 1999 at University of Ibadan (U.I.) This is one of such initiatives to concretize government's efforts through non-formal education is one of such drive in this direction. The intention of the workshop was to prepare new curricula for adult learners in literacy centres and related institutions.

Topics covered in the said primer for non-literate (post literacy programmes) included:

- ✓ Social Studies
- ✓ Civic Education
- ✓ Leadership Training
- ✓ Community Health
- ✓ Co-operative Movement

✓ Community Development

A primer of this nature shows a clear departure from the traditional literacy primer. The quality of *adult learning* in this connection is impressive. As Nigeria is becoming fully democratically re-oriented; the challenges of the twenty first centuries are:

- i. Building up democratic institutions at the grassroots
- ii. Involving all legitimate stakeholders to fashion out democratic values.
- iii. Leadership training workshops, training and sensitization programmes for all and sundry.
- iv. Existing values and practices in learners.

Previous Studies Reviewed

Educating for Democratic Values: The Role of Adult Education in the New Millenium. {By; 'Lere Adewale (2000)}

The paper examined critically democratic values in global context and related values to the Nigerian experience with a view to identifying the level of democracy in Nigeria. Education, particularly *adult education* is being proffered as a potent weapon of promoting democratic principles and values both at the private and public levels. The paper assumed that people of Nigeria have been living in a non-democratic institution and work in non- democratic ways for so

long a time. These assumptions were confirmed by the findings of the study. As high as 85% of the 1000 people whose opinions were polled agreed that the level of dictatorship which reigned in all sphere of Nigerian civil and domestic life was very high during the military regime.

Political education based on Democratic ideologies is being recommended.

Political education for Adult learners of all categories should be intensified through non-formal education programmes.

THEME 2: IMPROVING THE CONDITIONS AND QUALITY OF ADULT LEARNING

The Federal, State and Local government of Nigeria have established Adult Learning Institutions of diverse magnitude, shapes and orientation that create increasing access and opportunities for adults to learn throughout life. Some of these institutions at the Federal level include; The National Commission for Mass Education, National Teachers Institute, Kaduna, Centre for Management Development (CMD) Lagos, Administrative Staff College of Nigeria and a host of other institutions of higher learning with their outreach educational programmes.

Each of these institutions adopts legislation and other appropriate means to ensure that potential adult learner enjoys their right to learn, through international, national and local conferences, seminars and workshops organized by various bodies. There is an enlarged vision and scope for adult learning. There is improved training through the trainer workshop. New instructional materials suitable to learners, socio-economic conditions are being developed and procured for use. Learning demands/needs of adult clientele are usually met through *need analysis* and *need diagnostic* studies. At times opinion polls are carried out to determine learning needs of adults. In a nutshell, from various indications there is overwhelming evidence in support of a free expression of people's demand for learning. The introduction and wide use of the new information technology

(Internet surfing) mobile communication system (GSM) by Nigerian adults make possible free flow of information. The civil society is very current about what is available in terms of education programmes and course offerings at very short notices. With the open learning system, University Extra Mural classes, and other techniques which are electronic based, the benefits of learning are widened for learners to make informed choices suitable to their aspirations.

Ensuring Accessibility and Quality.

The Federal, State and Local institutions providing adult learning opportunities are guided by legislative framework within which they function. The policy guidelines are adhered to as much as possible because there is monitoring and evaluation outfit to ensure compliance. Adults have access to schools, colleges and universities. There is an open door policy already which enables literate adults to enter primary school, adults who have obtained the basic primary school leaving certificate can proceed to secondary school through the continuing education centres or an Adult Education Institute, which run parallel educational programmes with post primary schools. At the tertiary level, (university in particular) concession is being given to adults based on maturity and experience. Hence the admission requirements are less stiff when compared with their youth counterparts. Adults have opportunity to undertake educational programmes on a part time basis. They, by this arrangement can undertake sub-degree and degree

programmes at the same time retaining their jobs. This unique *flexibility* in the provision of *adult learning* has been possible due to some deliberate policy and regulations in favour of those adults who cannot favourably compete for admission.

Improving the conditions for the professional development of adult educators and facilitators: Opportunities abound in the country to train and re-train adult educators and facilitators. University Departments of Adult Education offers excellent opportunities to develop middle manpower for adult education through their sub-degree programmes, (certificate & diploma). High-level manpower development is achieved through University degree programmes, leading to the award of B.A. Ed. (Adult Educ.), M.Ed. (Adult Educ.) and Ph.D. in Adult Education. With the increased number of University departments of Adult Education/Continuing Education and Extension Services, many Adult Educators and Facilitators are beginning to upgrade their knowledge and skills in the business of educating adults.

In addition, training programmes for training officers is a regular event in the country for example UNICEF in collaboration with NGOs e.g. (CENFET) organised training workshop for instructors, staff of agencies for mass literacy and non-formal Adult Education. The Theme of the workshop in 2000 and 2002 were “Adapting Andragogical Principles for Teaching Children” and Enhancing Adult

Learning Using Andragogical Approach respectively. Since 1997 to date literacy instructors, supervisors and other staff in Adult Education usually undergo in-service and refresher courses to enhance the quality of learning which takes place in adult classes.

Another example is the workshop titled Enhancing Literacy in Africa organized by UNIVA and sponsored by the British Council. At this workshop, different methods of literacy and related issues featured prominently. There are many other training workshops for various categories of Adult Educators and Facilitators on an annual basis at the local level.

The following provisions have been elaborated through a new set of legal or policy framework to provide relevant professional Adult Education. These include:

- Open learning system, which is heavily subsidized by Government.
- Provision of education loan scheme for professionals.
- Improved learning conditions; better classroom with modern learning equipment and suitable instructional materials being provided.

Recognizing the New Role of the State and Social Partners

It is patent that the Adult Education is a collaborative venture between the Government and the stakeholders. Every collaborator has clearly defined roles. The government has the responsibility to formulate policies, plan, finance, administer and manage prudently, resources it has to institute monitoring and evaluating units for purpose of accountability. The administrative structure in this connection in Nigeria is firmly on ground. However, beautiful and sound are policy on paper and well enunciated but at the implementation stage, there are lots of obstacles, difficulties that may be logistic or cultural.

However, the most problematic issue is finance. There is always poor funding arising from poor economic base and also from lack of political will and commitment.

Other stakeholders such as NGOs, CSOs and intergovernmental organizations/Donor Agencies have new roles to play.

NGOs who are indigenious have to brace up to the economic realities, they are to assist and supplement government's efforts in cash and in kind. Though they also admit, that financial crunch often stifles their efforts.

The international agencies otherwise known as Donor Agencies should be out to supplement and complement the educational programmes. Studies have shown that they cooperate within some global agenda. Any government programme that does not agree with their pre-conceived notions of development may not receive any support. It is hereby suggested that within the general Education programme, the UNO system should try to accommodate local education agenda which are very pertinent to the over all well being of the nationals.

Promoting Policy Driven and Action Oriented Research and Studies on Adult Learning.

Some examples of studies related to the above named sub-theme.

Planning People Oriented Programmes: The Role of Non-Governmental Organizations (NGOs) by Dr. Adekeye Abiona (2000) in International Journal on Continuing and Formal Education was reviewed.

The article examined the role of Non-Governmental Organizations in adult learning and development. There have been the problems of assumed needs of communities and learning needs of the learners. The NGOs usually think and act for the community instead of making their intervention to be policy driven and people oriented. People i.e. the beneficiaries of the programmes should plan with the change agents. Hence, the interest and motivation of the community people have always been unsteady and easily wane. The study adopted a critical analysis

of the variables that must be considered before policy centered development programmes can be successfully implemented. Suggestions for achieving policy driven and action-oriented adult learning were offered.

In a research carried out by Ibeh, T (1987) titled, “*Participatory Research: The case of Cardoso Community Development programme in Lagos State*” tested Paulo Frierean theory conscientization. The study was action-oriented research, which utilized subjects needs.

The Catholic Mission owns Cardoso community development project. The mission statement of the founding fathers was to encourage the Local Community to develop at their pace and along their interests and aspirations. Participatory research design is people oriented and action research. In the case of the Cardoso Community, The researcher applied Frierean Conscientization approach. Members of the community were actively involved in self- help projects and at the same time they carried out an evaluation study to ascertain the extent to which the study objectives have been met.

The study ensured full involvement of the subjects at the conceptualization of research problem, content of self-help project, the duration of the findings of the study became the property of the participants to guide policy and implementation of similar studies in the future.

THEME 3: ENSURING THE UNIVERSAL RIGHT TO LITERACY AND BASIC EDUCATION.

With all intent and purpose, literacy has been the keystone of Adult Education in developing countries in black Africa. The Nigerian Federal, State and Local authorities have severally and collectively tackled problems of illiteracy. A tremendous effort coupled with colossal financial commitment has been given to illiteracy eradication. In recent times, National literacy campaign is being pursued and addressed in two ways viz.: UNIVERSAL BASIC EDUCATION (UBE): UBE provides 6 years of primary education to children within the school going age and 3 years of junior secondary education. In all, 9 years of free and compulsory school for all children of school going age, this provision helps to cut illiteracy at source

The Federal government had indeed committed itself to educational expansion policy as early as the conference of African Ministers of education held in Addis Ababa in 1960. At this conference, it was resolved that every child of school age should be enrolled in school with a decade.

In the same manner, the Federal Government also made a similar commitment at the Jomtien Conference of March 1990 during which the idea of Education For All (EFA) was vigorously canvassed by the World Bank, UNICEF, UNDP and UNESCO. The initiatives of Nigeria were also partly in response to the Harare

Declaration of the Ministers of education pledging to “eliminate illiteracy through vigorous and sustained two pronged campaigns to universalize primary education for children and adult on a massive scale.” The most recent manifestation of this expansion activity has been the Universal Basic Education (UBE) programme launched on 30th September 1990 in Sokoto by President Olusegun Obasanjo of Nigeria. The UBE will provide formal basic education encompassing the first nine years of schooling (primary and junior secondary education for all children; nomadic education for school age children of pastoral nomads and migrant fishermen; and literacy and non-formal education for out of school children, youth and illiterate adults). (Federal Government of Nigeria 1999: 2-3 as quoted by Omolewa, 2001)

The UBE promises to be the most revolutionary educational undertaking in Nigeria in recent times as its scope is broad and population of coverage vast. A mini-summit was recently held in Abuja to advise government on strategies for the successful implementation of the scheme. It was after the careful deliberations of this issue that the UBE bill is now receiving the attention of the National Assembly so that it could become a policy document.

The UBE has the underlisted, as its objectives:

- Developing in the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion.

- The provision of free universal basic education for every Nigerian child of school going age.
- Reducing drastically the incidence of dropouts from the formal school system (through improved relevant, efficient and quality school education).
- Catering for school dropouts, and out of school children/adolescents, through appropriate forms of complementary approaches to the provision and promotion of basic education.
- Ensuring the acquisition of the appropriate levels of literacy, numeracy, manipulative, communicative and life skills (as well as the ethical, moral and civic value needed for laying solid foundation for life long learning (Federal Government of Nigeria, 1999:2-3).

Needless to say that Nigeria as a member of the E-9 (that is, the nine countries of the world with the largest concentration of illiterate) is to develop a 10-year action plan for the eradication of illiteracy in keeping with the recent (Jan.2000) Recife declaration on the subject. This will be an integral part of the long-term perspective planning for UBE (Federal Ministry of Education, Feb. 2000).

It needs to be submitted that many approaches have been adopted to successfully implement mass literacy programmes with a view to rid Nigeria of illiteracy and to create a literate society. The efforts have yielded fruit as over 50% of Nigerians

have become literate (NMEC, 1999). Such approaches ranged from traditional literacy approach and work oriented literacy functional approach. In more times, literacy providers and promoters have also adopted REFLECT, PRA, AFFRELA and EACH ONE TEACH ONE (EOTO). These approaches have been used wholesale or modified in various communities.

The Complementary Role of the NGOs, CBOs, CSOS And External Donor Agencies in Literacy Promotion in Nigeria.

The realization that literacy competence and acquiring literacies is becoming more and more indispensable for an actualized life inform Governments, agencies, institutions, civil societies and external donor agencies of consciously devising new strategies, techniques and methodologies of literacy delivery to suit this modern and challenging trend that could help enhance a literate society. This paper will examine an NGO known as the University Village Association (UNIVA) as a case study. As the NGO has successfully used this approach to teach neo-literate at post literacy level as well as for students undertaking practical works in literacy promotion. Real literacy materials and learner generated materials were approaches developed by Professor Alan Rogers and adopted by UNIVA. This technique explores, literacy material in the learner's environment, they are real as they deal with life situation of the learners. They address learners' social needs that are to the cultural and socio-economic activities and specificity of

their learning situations. They also possess more appeal, relevance and motivational value than the traditional texts (Omolewa, Ihebuzor and Aderinoye 1997).

**THEME 4: ADULT LEARNING; GENDER EQUALITY AND EQUITY
AND THE EMPOWERMENT OF WOMEN.**

Promoting the Empowerment of women and Gender Equality through Adult Learning.

The Nigerian constitution says that everyone has right to education i.e. equality of educational opportunity is enshrined in the Nigerian constitution. It is mandatory that Government should provide equal and adequate educational opportunities at all levels for all. This means that the right to education is guaranteed in the constitution.

The reality about equal educational opportunities is that a very high percentage of children, youths and adults do not avail themselves of existing opportunities. The most vulnerable group consists of women, disabled adults, normads and migrant fishermen.

- The Federal, State and Local Governments of Nigeria are committed to;
- Promoting the empowerment of women and gender equity through Adult learning, namely;
 - i. The Government has formulated policies in favour of gender equality and equity in education.
 - ii. A Ministry of Women Affairs has been established, which is a great demonstration in promoting gender equality and empowerment of

women. Other steps taken to correct the continued discrimination and marginalisation of women include:

- (1) Promoting public awareness about the need for women and girl-child education through deliberate radio, television programmes
- (2) Sensitizing the local communities of the benefits of educating girls and women. Statistics show that between 1997 to date there have been a higher percentage of girls of school going age now attending school. Many women who were illiterates are now literate. (See Appendix 2b)

The Empowerment Framework; Nigeria's Policies, Practice and Prospects.

In Nigeria the issue of women empowerment has to do with women's capacity to make the best of their own lives. This involves generating enough political mobilization and organization so that they are actively involved in taking significant decisions. In Nigeria, there are women organizations too numerous to mention, (some are political organizations, economic and while some are socio-cultural). They are all borne out of the democratic and liberal policies of Government. This new development is aimed at enabling women to advance within the present society rather than through structural transformation.

Flowing from the above strategy, emphasis is on women's collective social action:

1. To recognize and address the gender issues which stand in the way of their advancements through education.

2. Empowerment involves transforming patriarchal society to a gender sensitive ones. This has been through a process of education, enlightenment campaign, workshops in places of work, seminars and Conscientization sessions.

In this connection, in Nigeria, women have been offered opportunities to build up their capacities by learning to do the following:

- (1) Think, take decisions and work collectively with others instead of competing against one another.
- (2) Question the social and political environment, not merely taking things as given;
- (3) Recognize that gender policies do not command consensus but attract overt and subtle opposition.
- (4) Develop strategies for working in areas of practical conflict and confrontation (e.g. family planning, women in politics and women in pudah).
- (5) Develop strategies to combat all forms of bureaucratic resistance to gender oriented policies

What are women learning in Nigeria?

- Literacy Education - The skills of reading, writing and computing
- Applying literacy skills to everyday life.
- Vocational Education

- Learning some specific trades to earn decent living instead of prostitution
- To participate in all Education Activities at all levels

The Nigerian Government has in the last 6 years opened up additional literacy and vocational centres throughout nooks and crannies of the country (see appendix 4 on women data).

Women in Colleges of Education, Polytechnics and Universities seem to outnumber men, especially in certain disciplines such as Teaching, Law, Nursing, Administration and Secretarial practice.

THEME 5: ADULT LEARNING AND THE CHANGING WORLD OF WORK

Formal Sector of the Economy:

Without mincing words adult learning within the context of lifelong learning is a direct correlate of employment opportunities and job-creation capacity of any nation.

The Nigerian government recognizes the right of able-bodied citizenry to work and at the same time to engage in work related adult learning. The constitution amply provides the right to work. In addition, the National Policy on Education (NPE) spells out clearly the intention of government to provide learning/training on/off the job, in-service training and refresher courses. (See NPE, section 7). With these policy and legal framework, little is achieved at implementation stage.

However, the right to work-related adult learning has been instituted through the following processes:

- a) establishing institutions which promote work related adult learning e.g. Administrative Staff College of Nigeria (ASCON) Topo, Badagry; Centre for Management Development(CMD) Sangisa, Lagos; Industrial Training Fund(ITF)

Lagos. These are few examples of institutional arrangements to ensure right to work related learning in the formal sector of the economy.

In the private sector, there are rules and regulations set by government regarding indigenous manpower development. Compulsory funding for training of workers through the ITF and Private Training Schools owned by companies has been instituted.

Informal Sector of the Economy

Numerically, the informal sector of the economy is the single largest employer of labour. A teeming population of unemployed youths dominates this sector. They are largely non-completers of primary, secondary and university education. Even graduates from our educational system are largely unemployed. The illiterate masses are largely self-employed. This is the group which need adult learning most

The National Youth Corp Service Scheme, the National Directorate of Employment, Family support Programme, Poverty Alleviation Scheme, Youth Empowerment, National Association for Poverty Eradication and Planning are some of the institutional framework designed to promote work-related adult learning in Nigeria. A lot of money, human and material resources have been invested in middle manpower development. However, statistical data on indicators

of improvement are scanty at the time of compiling this report. The few available data are herewith attached.

Access to Work-Related Adult Learning

Employers by law are enjoined to organize work place literacy for non-literate staff. This practice has gained ground in most Nigerian Government establishments especially for junior workers – drivers, cleaners, messengers and artisans.

Self-employed workers are also encouraged to participate in literacy classes, vocational centres and the like at affordable fees.

Sensitivity to Gender Equality in the Provision of Work-Related Adult Learning.

All elements of discrimination based on gender are graduated being removed. Admission requirements by law are being lowered in favour of women. Discrimination at workplace against women is strongly discouraged. There is a lot of improved opportunities for women to train on the job or off the job, because of public awareness and enlightenment.

Flexibility Building in respect of Learning Environment at work for workers:
Conducive learning environment is a relative term because the nature and content

of learning largely determine what is conducive and what is not conducive learning environment. Workers who are encouraged in skill acquisition require practical demonstration, simulations and synergy. They need to see, touch, manipulate and find out the practical learning outcomes.

In Nigeria, government-training centres lack adequate and efficient equipment for training purposes. The situation is far better in the private sector than the public sector for a number of reasons, which are outside the focus of our review.

Previous Studies on Adult Learning and Changing World of Work: (See Appendix 5)

THEME 6: ADULT LEARNING IN RELATION TO THE ENVIRONMENT.

Environment is indeed a complex matrix, which has a profound influence on Adult Learning. Nigeria as a developing country is grappling with the process of putting up an enduring environmental education, which will promote in civil society necessary competence and skills to deal with environmental and development problems.

Apart from the military regime's environmental education for the nation (which any way is not an educational package) there has not been any tangible environmental education programme for the citizenry as a whole. There are some pockets or isolated cases of sporadic environmental education organized by the Ministry of Health. These cases are cases occasioned by collaborative efforts of donor Agencies (WHO, UNFPA, UNICEF, UNDP) with government Health Department to eradicate the six children killer diseases. Environmental education programme through enlightenment campaigns is being promoted half-heartedly.

In a nutshell, there are other government ministries which are involved in environmental matters. These include; Urban/Regional Planning, Forestry, Agriculture, Marine, Industry etc. There have not been any coordinated policies and action plans at the national level to deal with environmental cum ecological problems using adult education to solve them.

However, some Health related Adult Education Studies are presented to buttress the points made above. (See appendix 5)

Adult Education Programmes for Interaction with the Decision-Makers on Environmental and Development issues.

Through non-formal Adult Education, village and, urban communities occasionally have opportunity to attend

- a) Seminars on Environmental issues
- b) Workshops on Environmental Pollution and its effects
- c) Exhibitions and fairs dealing with the impact of environment on health, economy and the general wellbeing of the civil society.

Promoting Adult Learning on Population Issues and Family.

In this direction, policies have been formulated to improve the quality of family life through;

- Family life education,
- Sexuality education
- Population education
- Reproductive Health through Information Education Technology

Recognizing the decisive role of population education and health, the Nigerian government has developed advocacy for improved health services through

Community Development Education Association, Village Health Association and the like.

In addition, various fora have been created to afford the grassroots opportunity to interact with and access health education facilities and programmes.

The new information technology education is being utilized to promote awareness about contacting venereal diseases especially the most deadly and incurable disease HIV/AIDS. Some of the Health Education content:

- First Aid
- Food and Nutrition
- Malaria Parasite and Malaria Eradication.
- Population Education
- Family Life Education
- Environmental and Industrial Pollution
- Overcrowding and a host of related issues.

Applying Adult Learning Approaches to Enriching Environmental Education programme.

Usually, adult learning in this regard often rely on the conventional approaches such as conferences, role playing, Simulation Exercises, In-tray games, Seminars, Workshops, Colloquia etc.

In doing all these, the providing agencies recognize cultural and gender specific-learning programmes. They provide health talk/education programmes using the mass media(electronic and print) to promote shared responsibility among men and women. Harmful health practices such as early marriages among teenage girls, female circumcison, prostitution, human trafficking to foreign countries for prostitution, girl-child abuse and the like constitute topical issues deserving attention and action in Nigeria.

The Government is yet to come up with concrete educational programmes to address specific segments of the population.

In effect, there is scanty information/data on this important aspect of adult learning in the country.

However, there are some studies carried out on this subject by University department of Adult Education in the country. A review of some of them are hereby presented. (See appendix 6)

THEME 7: ADULT LEARNING, CULTURE, MEDIA AND NEW INFORMATION TECHNOLOGY

Adult Learning in the country has not been able to take adequate advantage of media and new technology. There is a dearth of necessary and supportive infrastructures such as regular supply of electricity, efficient tele-communication network, just to mention a few.

Media Choices

The following media are used to support the adult learning.

The print

This is made up of the Study Guides, Tutorial letters, Workbooks, Textbooks, Readers and Articles from Journals. All these are meant for advanced adult learner

Tapes

Audiotapes (audio only);

Videotapes (audio, visual and movement);

Photographs, drawings, maps slides, filmstrips (visual);

Telephone

Nigerians are now on mobile telephone(GSM). It should be put to use for adult learners

Teleconferencing

It is a telephoning system whereby a lecturer can get in touch with many students.

This is not visible yet in Nigeria.

Videoconferencing

This is a relative new system which Nigeria can take advantage of to promote organized adult learning.

Website and Internet

This is an electronic – learning environment for the students locally and abroad.

Nigeria needs to access them for adult learning purposes especially in Distance Learning.

The Media choice for DLI (University of Lagos, Unilag)

From Mackintosh's point of view, it is vital that distance education is supported by some kind of information technology. But what choice had DLI got from the array of media choices given above? The use of information technology is still at its lower ebb in DLI's distance education. In the first case the print medium is not at present effective. The use of radio or television have not even been fully used nor addressed. Even if they are installed today, the erratic and spasmodic supply of electricity in the country will not allow the students to receive the necessary instructions from the lecturers/tutors through the use of these media. Besides, most DLI students are not rich enough to acquire personal computer to collect information through the websites. However, it is to be noted that Cyber cafes have

been springing up only in the cities. The rural distance learners will be at a disadvantage if DLI has to use the Internet for instructional purposes. Furthermore, the use of the telephone is equally out of reach for DLI students. The only option left for the Institute is the use of the audiocassette tapes. They can be developed for the students along with the study guides and tutorial letters. There are cassette tape players that can operate both on the electric power and the battery.

Nigeria is yet to develop greater synergy between the media, the new information technologies and adult learning. The educational function of the media is very minimal due to a battery of reasons. It is only in the informal sector of education that the media's function is noticeable. This aspect of learning is casual and incidental, and perhaps does not require much resource utilization design, learning skills and the like. In a nutshell, it is not capital intensive in planning and execution.

The government and other stakeholders in adult learning recognise the key role the media can play in accessing adult learning. For now the skeletal educational service of the media in connection with adult learning is concentrated on Current issues and politics within the urban centres. Less than 40% of Nigerians are urban dwellers. Mass media could have been used to promote literacy/vocational, citizenship/political education.

For formal adult learning programmes the country is yet to utilize new information technologies like those mentioned above for promoting adult learning. This is because learning equipment are not available in large enough quantity for use in Adult learning/Open Learning System. Only few privileged students residing in urban centres and who can afford some of these new information technologies have access to them for learning purposes.

However, with the newly established Open University of Abuja, Nigeria, it is inevitable that the government and other-stakeholders would provide in quantum media instruction using new information technologies to promote Adult learning. Policy-making and appropriate regulatory bodies will be established to ensure a fair use of intellectual property.

STRENGTHENING LIBRARIES AND CULTURAL INSTITUTIONS

Nigeria has Public, School, College and Polytechnic libraries meant primarily to promote reading culture among the adult populace. There are also reference library, national libraries and the like.

All of them share the same characteristic features. They follow the conventional patterns of library of the 19th and 20th Centuries. They have little or nothing in terms of the application of new information technologies that would have

revolutionalised Nigerian libraries. Internet connectivity, micro-fish, micro-film, Video-conferencing, CD-Rom are not common in our libraries. Nigerian University libraries are planning to go on internet, have websites. Cultural institutions such as Museum, Art theatres are yet to enjoy the use of modern technological gadgets that reinforce adult learning.

THEME 8: ADULT LEARNING FOR ALL: THE RIGHTS AND ASPIRATIONS OF DIFFERENT GROUPS.

The right to education is a universal one, which was declared at the floor of UNO in 1948 and since, has been severally adopted by member nations and re-emphasized by the UNO system. Nigeria as a member nation has adopted the right to education for all (EFA). In reality within her lean resources Nigeria has rigorously pursued adult learning for all. The nomads, migrant fishermen, refugees, prison inmates and disabled men and women are provided for in the country's Education for All. The content of such education is basically literacy, numeration and skills acquisition in general.

(a) Creating an educational environment supporting all forms of learning for older people. This aspect of adult learning has not gained ground. It is in its infancy stage, because institutions like the Old Peoples' Home is alien to Nigerian culture and the inmates are largely destitute. People are given minimum attention in terms of basic necessities of life (food, clothing and shelter). They suffer boredom and loneliness.

The Nigerian government has not been able to provide the elderly access to all services and provisions that sustain adult learning and training.

The 1999, UN's year of Older People was not used in anyway to plan activities for the elderly.

Media Programmes for Politicians and Experts, Law Enforcement and Social Service Agents on Rights of Migrants and Refugees

The media are constantly producing valuable programmes on the above named subject. The right of refugees and migrants are not subjected to critical examination and analysis, Concrete education programmes for migrants and refugees are beginning to emerge. This is particularly true of nomadic education in Northern Nigeria and education for migrant fishermen in the riverine/waterlogged areas of the South.

Curricula and instructional kits and modules have been fully developed to aid adult learning among nomads, disabled migrant fishermen respectively. These programmes at the Local and National levels have been implemented in pursuance of Education for all Adults.

Granting Continuing Opportunities for Persons with Disabilities and Promoting their Integration.

Disabled adults have slimmer continuing opportunities than their younger counterparts. A myriad of reasons ranging from economic, social, cultural and religious have been given by practitioners in the field.

Only a negligible few of disabled adults have opportunity to continue their education (if any) after receiving basic/vocational education. It is very difficult for them to continue because learning facilities in higher institutions are basically

designed for the normal students. There are yet institutional policies to be instituted to foster and ensure equal access to services, vocational and employment opportunities for the disabled bearing in the provision of appropriate learning technology which matches their special learning needs.

- Recognizing the right to learn of all prison inmates: Some prison inmates are servicing a very short jail term. Such a category does not require organized adult learning. The prison authorities often provide different learning opportunities for prison inmates with long jail term

Type of Educational Opportunities for Prison inmates in Nigeria include:

- Literacy education
- Continuing education (GCE/Professional Examinations)
- Vocational Education leading to the award (G & G and Trade Tests)

These programmes are on moderate/small scale. Other Educational Operatives in Nigerian Prisons; apart from governmental agents, Christian, Philanthropic organisations do engage in providing basic education and work related adult learning for prison inmates.

What is needed in Nigerian prisons is to develop comprehensive education programmes for all different categories of inmates.

The role of Non-Governmental Organisation in promoting education of the inmates has been facilitated. Official permission has to be sought and granted. Educational activities of the sponsoring organisation also have to be scrutinized to ensure that they are healthy for reforming the inmates.

A Review of Some Related Studies

This study assessed the learning needs of disabled adults in four rehabilitation centres of Adamawa State, located in Yola, Numan, Mubi and Ganye. These rehabilitation centres and others in Nigeria are often criticised for not satisfying the needs of the inmates

And consequently for their inability to retain disabled adults (Adima 1998, Bulus 1991). This study therefore assessed the extent to which the literacy and training needs of disabled adults in vocational rehabilitation centres have been satisfied as well as to find out if the nature of disability influenced the satisfaction of the needs. It also determined whether the age and sex of the disabled adults independently constitute limiting factors or not, in the area of expressed needs. To achieve this objective, a Need Assessment Questionnaire for disabled adults was administered on 100 participants in the selected centres. Frequency counts, percentage and chi-square (X^2) were used to analyse the data collected. Decisions were taken at p 0.05.

The results of the data analysis showed that:-

1. *The disabled adults joined the rehabilitation centres to satisfy their needs in acquiring vocational training, community living education, basic education and family care education in that descending order of importance.*
2. *Nature of disability was significantly relationship with the expressed needs of the learner.*
3. *Age of disabled adult has significant relationship with the expressed needs of the learner.*
4. *Sex of the disabled adult did not show any significant relationship with the expressed needs.*

Considering the results, recommendations were made. More importantly, the needs of the disabled learners should be assessed and addressed based on the order of importance in the learning and implementation of the curriculum meant for this special group.

THEME 9:THE ECONOMICS OF ADULT LEARNING

Improving the financing of Education.

Annual Subventions from the three tiers of government in Nigeria do contribute substantially towards the financing of adult education severally and collectively. It is difficult to quantify the amount of money spent on adult education annually because of its ambivalent nature. Adult Education is nebulous and ubiquitous. Every ministry is either directly or indirectly involved in the provision of Adult Education/Learning in varying magnitude. For example, the Ministries of Agriculture, Defence, Health, Women Affairs, Labour and Productivity are all involved in providing adult education to the different categories of adult Learners. Hence they fund adult learning programmes directly and indirectly.

Having said that, it is on record that budgetary allocation to Education from the Federation account is always very small. In 1999, 22% of the budget was given to Education in general; while 2000, 2001 and 2002 budgets witnessed a dramatic downward trend in the education sector.

This trend explains how much funding would be made available to Adult Education sub-sector of the Education. The saving grace is, perhaps financial support in cash and kind from Multi-lateral agencies and NGOS.

Nigeria's economic base is weak being dependent on a single source of national income i.e. oil. Since the budget allocation to Education Sector steadily declines, the target 6% allocation of the education budget has not been realized.

It has not only been proposed that Ministries such as Agriculture should devote/assign a share of its budget to adult learning. The Agriculture Extension Service at the village level, the Village Health and Social Welfare Services programmes are eloquent testimonies of the financial investment in adult education made by these government ministries.

It is evident that Agriculture, Health and Environment include Adult Education Components. Therefore, there are numerous programmes and studies in this regard.

Investing equitable share of resources in women's education: There is an impressive build up of policies and practices, which are gender sensitive and which portend better deals for women. For now, investment of equitable education for women's empowerment is yielding concrete impact.

Efforts are made towards encouraging women's full participation in all fields of learning and knowledge and skill acquisition. The efforts are evident in liberal policy on education e.g. compulsory education of girl child outlawing early

marriages and abrogating all repressive laws against women. However entry qualifications into higher institutions for women have been lowered in recognizing the right of women to participate fully and meaningfully in educational enterprises.

Nigeria as a member state, ratified International Labour Organisation Convention 140 (1974) concerning paid education leave. Both the public and private sectors of our economy give their confirmed staff paid education leave on the evidence of admission to pursue courses which are beneficial to both parties (employers and employees). It is regarded as an investment in manpower development and higher productivity.

A great deal of community initiatives in collaboration with either the Government or the NGOs or the International Organizations, are being tried out to ensure capacity building and critical participation of all members of the civil society.

THEME 10: ENHANCING INTERNATIONAL CO-OPERATION AND SOLIDARITY

The 1949 Elsnor Conference on Adult Education centred on peace and international co-operation among the member states. This theme echoes now, particularly in the midst of hostility, violence within and without, due to cultural, religious, plurality and different ideological leanings, there is a need to intensify adult learning in this respect.

Nigeria as a nation faced with all forms of diversities is trying to develop national consciousness among her citizenry essentially through adult education.

International organizations such as the Unicef, UNDP and even the British Council are contributing greatly toward “peace education”. This is a new concept, which requires texts/curriculum development for use in Adult Learning Centres. This effort becomes imperative by the fact that the human race is endangered more than any other time going by the spate of violence currently witnessed the world over.

Social and Educational actions have to be deliberately taken to forestall this imminent danger to humanity.

The Government of Nigeria has not done much in this regard, hence there is paucity of statistical data to backup many unsteady programmes being mounted for this purpose.

Donor agencies are being encouraged to co-operate and collaborate with government efforts in the following areas:

- technical assistance
- financial support
- advisory assistance

International donor agencies have been found to be supportive and helpful in many regards of Adult learning in the country.

Creating an Environment conducive to international co-operation: Nigeria has been ruled by military dictators for upwards three (3) decades. The citizenry have imbibed the culture of violence, corruption and indiscipline. What can be done to correct some of these attitudes and behaviours?

Research findings have shown that Adult Education is a potent weapon for addressing attitude change and behaviour improvement.

Efforts are made towards encouraging women's full participation in all fields of learning (knowledge and skill acquisition). The efforts are evident in liberal policy on education (e.g. compulsory education of girl child, outlawing early

marriages and abrogating all repressive laws against women). In addition, entry qualifications for women into higher institutions have somewhat been lowered. The right of women to participate fully and meaningfully in educational enterprise in Nigeria is fully guaranteed.