

CHAPTER 1

BUILDING UP STRUCTURES AND INSTITUTIONAL FRAMEWORK: POLICIES, LEGAL PROVISIONS, DELIVERY SYSTEMS AND INNOVATIONS.

1.1. Adult Learning, Democracy, Peace and Critical Citizenship.

The most important element for sustainable democracy is, perhaps, the building up of structures and Institutional Framework for Adult learning.

The following structures have been established to enhance adult learning in Nigeria. The Federal Ministry of Education, Adult Education Departments, Women's Affairs Ministry, National Commission for Adult Literacy and Non-formal Educations and Nomadic Education Commission.

These aforementioned structures were established to primarily provide and enhance adult learning in the country. Each of these institutions formulates policies, and empowers other stakeholders to implement governmental policies. It also monitors and evaluates the learning outcome. The establishment of Federal structures for providing institutional framework dated back to 1990. To-date, there has not been any radical innovation or departure from them, because they are still very relevant and effective.

Other stakeholders at the Federal Government Level

Some important Stakeholders at the Federal level include:

Quasi-governmental Organisations/Ministry Departments such as:

1. Defence, (2) Health, (3) Agric, (4) Labour & Productivity and the like just to mention but a few examples. They are supportive of Adult learning programmes, even though their primary statutory functions are not educational. To achieve their statutory goals they provide literacy, continuing education training and retraining programmes for adults.

Non-governmental Organisations

They are very numerous to the effect that they defile a neat categorization (using any known topology). However, for this purpose the most popular at the natural level that will receive mention are:

- (1). Rotary International
- (2). Soroptimist International
- (3). Country Women Association of Nigeria
- (4). Club for Research & Information on AID and Allied Diseases
- (5). Young Men Christian Association
- (6). Young Women Christian Association
- (7). NASFAT

Peace and Critical Citizenship

Serious attention is yet to be given to this all-important element of building up a sustainable Democratic values through educational programmes for the citizenry in our country Nigeria. In 1999 the National Commission on Adult Literacy and Non-formal Education organized writers workshop on Citizenship Education at the University of Ibadan. This is, perhaps the first governmental action aimed at promoting citizenship and peace education in Nigeria. Blueprint on the Subject, however is yet to be published and implemented due to logistic problems.

State Government level

Education of the citizenry is on the concurrent list i.e. the Federal and the State Governments have legislative powers on education. Hence, there are structures designed to promote adult learning at the state level. There are 36 states in Nigeria including Federal Capital Territory, Abuja. Each state has Mass Education Agency with wide powers to formulate policies, implement, manage, and monitor and evaluate adult learning programmes.

Local Government Councils (772) also have Adult Education Departments/Agency for Mass Literacy Education. Workshops, Seminars and Public lectures on topical issues such as Security, Health, Environment, Community Development, Citizenship Education are given some pride of place.

1.2 Improving Conditions and Quality of Adult Learning

The quality of Adult Learning in the country is contingent upon a number of intervening variables such as funding, political will, economic and social well being of the citizenry, level of educational attainment and political stability.

Funding: Formal Education received a very poor budgetary allocation of 11.5% in 1997; 10.27% in 1998; 11.12% in 1999; 8.36% in 2000 and 7.00% in 2001 respectively (Business Day, April 29-May 5, 2002). Funding of Adult Learning and Non-Formal Education has not fared better than the formal Education Sector. It is even poorer. The crumbs of the main Education budget go to the non-formal sector. The analysis of government funding since 1999-2001 shows a downward trend. This by implication reduces the quantity and more importantly the quality of Adult Learning in Nigeria.

Conditions of Adult Learning

The physical facilities (buildings, classrooms, labs) and the general learning conditions are basically poor. However, the supply of infrastructures, such as electricity to cities and towns is beginning to improve appreciably. This positive change in this direction has implication for the use of Information, Communication Education Technologies (ICETs) for enhancing adult learning through the Distance Learning Mode.

The general condition for adult learning still requires tremendous improvement. At present, there is a dearth of legislative framework to enhance/enrich quality and condition of Adult Learning.

1.3 Literacy and Basic Education

Before the 1997 CONFINTEA (Hamburg Declaration) on Adult Education, the Federal Government of Nigeria had promulgated decree/edicts and statutes on Literacy and Basic Education (See earlier submission on the subject). The Blueprint on UBE (2000) identified the following categories of providers who were expected to implement the UBE programme: Federal, State and Local Governments, Voluntary Agencies, NGOs, Local Communities, Intergovernmental Agencies and private individual. There is also the National Programme of Action (NPA) and Education for All (EFA) as contained in the Comprehensive Education Sector Analysis Project (2000:20).

Basic Education has been expanded to include Adult Literacy, Vocational technical education and formal education of children. See the UBE Blueprint 2000 for further information.

Other legal framework on Literacy and Basic Education are: National Policy on Education {NPE 1981 Revised (1998)}, decrees and edict of 1990s on Institution for Literacy and Mass Education. These decrees and edicts established agencies and parastatals, which are still very functional and relevant as they contribute to the present state of literacy and basic education in Nigeria.

1.4 Promoting the Empowerment of Women

1. The Establishment of Women Affairs and Youth Development Ministry (1999).
2. The 1999 Constitution of Federal Republic of Nigeria Chap. 4, Section 18 on Fundamental Human Rights.
3. Federal Military Government Decree and Edicts establishing “Better Life for Rural Women”, and the “Family Support Programme.”
4. Non-Governmental Organization, Community Organisations, Civil Organisations, which are legally registered by the Ministry of Internal Affairs. By extension, they enjoy legal backing and hence function under clearly defined legal framework. All these legal institutions directly or indirectly are empowered to improve Women’s education, socio-economic development and increased participation in Democracy.

1.5 Adult Learning and Changing World of Work

The Federal, State and Local Governments in Nigeria have made enabling legal framework that promote Adult Learning in a changing World of work. In the main, these Institutions and policies are contained in

1. the N.P.E. section 7. (See aspect on “Institutional Training and Workers Education”)
2. Industrial Training Fund Act 1971 revised (1998)
3. Open Apprenticeship Act 1979 revised
4. Open University Act 1982 revised in 2000.

These are some major Acts, Decrees and Edicts aimed at improving Adult Learning and a rapidly changing world of Work. There are many other institutions and agencies established by law to provide and equip workers with modern and technical, knowledge, skills and values through training and retraining programme e.g. ASCON, CMD and the like (refer to my earlier submission on this subject matter).

1.6 Adult Learning Environment, Health and Population

There is so far hardly any known legal provision for Adult Learning Environment: Health and Population. However, from the general state of the art the learning environment in relation to health and population can best be described as uncontrolled, hap-hazard and least to be desired. There is a need to tackle this challenge through the appropriate legislative provisions.

1.7 Adult Learning Media and Culture and ITCs.

This aspect of Adult Learning has not been legislated upon. However, as a developing nation characterized by poor infrastructure the media of Adult Learning are largely face to face coupled with the adoption of Distance Education Media – such as the radio, television, tele-conference, bush radio and the like. However, with the resuscitation of the Open University System, enabling legal documents might soon emerge from the Federal authorities in this regard. ICTs such as Computer, Internet connectivity, mobile phones are owned by just a handful adult learning centres let alone adult learners themselves.

1.8. Adult Learning and Group with Special needs

There is a known legal provision for adult learning and Groups with special needs i.e. the 1989 National Commission for Nomadic Education. This Commission is responsible for the education of migrant groups in the country.

1.9 Economics of Adult Learning: Adult Learning seen as an Investment

With great enthusiasm and keen interest, the Federal and State, even the Local Governments have perceived adult learning as a great investment in human capital formation through the establishment of:

(i). Structures and institutions such as I.T.F. (1971) CMD, ASCON 1976, 1977 respectively;

(ii). Open Apprenticeship Act;

(iii). Collaboration with other Stakeholders in the private Sector of the Economy.

This sector has Training Schools/Institutes for training and re-training of their staff.

1.10: **Enhancing International Co-operation Solidarity and Networking for and through adult learning.**

Institutional framework for enhancing international Co-operation through Adult Learning exist and they are actively at work. These include:

Federal Ministry of Education

States Ministry of Education

Federal Office of Statistics

Federal Ministry of Foreign Affairs

Federal Ministry of Internal Affairs just to mention a few.

They all co-operate, collaborate severally and individually with Intergovernmental agencies (UNDP, UNESCO, UNICEF, UNIDO, UNFPA) in providing adult learning opportunities nation-wide.

CHAPTER 2

INCREASING INVESTMENT IN ADULT LEARNING

2. 1. **Adult Learning, Democracy, Peace and Critical Citizenship**

All Stakeholders in Adult Education have invested great resources in the latter with a view to reducing illiteracy with its attendant problems. Heavy investment has been recorded in political education to promote democratic values, peace and “critical citizenry in Nigeria.

Adult Education Investors

In this connection, Governments’ institutions, Ministries, Parastatals provide adult learning opportunities in form of Seminars, Workshops, Conferences etc. Such fora were used to raise awareness level, conscientize and encourage participation in Democratic government.

Non-Governmental Organizations provide a wide range of opportunities for adult learners to embrace democratic values, peace and participation in government. The Private Sector – Industries and Commercial enterprises also invest in adult learning using the non-formal educational approach. However, there is a dearth of statistical data to back up, these claims because of the level of development of the nation.

2.2. **Improving Conditions and Quality of Adult Learning**

Conditions and quality of adult learning have been improved tremendously through:

- improved infrastructures (classrooms, learning/instructional materials),
- investment in human capital through training (see earlier submission in Chap. 2.),
- improved payment of honoraria to adult facilitators (literacy instructors, supervisors, zonal coordinators etc.).

However, there is ample room for more improvements.

2.3. **Literacy and Basic Education**

The following have invested heavily in Literacy and Basic Education:

1. Federal, State and Local Governments
2. The Private Sector – Industrial and Commercial Concerns (notable amongst which is the Shell Development Training School).
3. Non-Governmental Organisations – too numerous to list, but just a few major organisations will be mentioned.
 - (i) The Nigerian Baptist Conventions
 - (ii) The Young Christian Women Association
 - (iii) The Young Christian Men Association
 - (iv) The Synoptimist International

(v) The Rotary Club etc.

4. Inter-Governmental Donor Agencies such UNICEF, UNDP, UNIDO, British Council, CIDA, DANIDA. To really quantify investment in literacy and basic education in Nigeria is very difficult if not impossible. This is due to the culture of poor record keeping. The only record one can refer to is that often published by the Federal office of Statistics. The figure derived from such sources does not account for the contributions of other stakeholders.

2.4 **Promoting the Empowerment of Women**

Concrete evidences of investment in Women's Empowerment are:

- (1) Creation of Ministry of Women's Affairs
- (2) Establishing more Women Education Centres through the Federation
- (3) More Local Initiatives aimed at enhancing Women's Vocational Education.
- (4) Poverty Reduction Programmes for Rural Women.

These and many more are substantial investment drive of the Government and people of Nigeria.

2.5 **Adult Learning and Changing World of Work**

Adult learners are basically producers of goods and services. They therefore need to train and re-train from time to time to cope with the ever-changing world of work.

Employers of labour: governments, private, and individuals have increased investment greatly in human capital in Nigeria through the existing institutions designed for that purpose. These institutions are:

- Centre for Strategic Studies
- Labour College
- Industrial Training Fund
- University Departments of Adult Education
- Polytechnics and Technical Colleges

2.6 **Adult Learning Environment, Health and Population**

Little efforts have been made to improve the health and environmental sectors as they affect adult learning. There is still much of filth, environmental hazards, pollution and the like. There is a need for Governments to make deliberate investment in this regard. (See earlier submission).

2.7: **Adult Learning Media and Culture and ICT's**

Governmental Investment in adult learning media has improved significantly in recent years (2001- to date). Universities have electronic/on-line libraries.

Governments and private individuals also provide Internet connectivity. Tele-conferencing, audiovisual aids/gadgets are also employed in adult learning tasks.

The quantum of equipments and frequency of use need to be improved by investing in infrastructure such as electricity.

With the establishment of UBE and Open University in Nigeria, improved Information Communication Technology ought to be invested. The newly introduced GSM if subsidized by Government could enhance adult learning.

2.8. Adult Learning and Groups with Special Needs

Within Adult Learners, there are adult groups with Special needs. These includes:

- Adult learners with Learning Disabilities – (handicapped)
- Adults whose occupation and geographical location make them to wander from place to place: nomads and fisherman.

The Federal Republic of Nigeria has invested heavily in Nomadic Education and the education of riverine people – fishermen and women
Literacy and Basic Education is provided through mobile schools and libraries.

2.9. Economics of Adult Learning

Adult Learning is the best investment any developing nations like Nigeria should engage in. Gains of such investment in Nigeria are:

- (1) improved literacy rate 65% male
improved literacy rate 35% female
- (2) improved quantity of University and Polytechnic graduates
- (3) improved efficiency in industry and commerce due to increased training and retraining on the job.

Nigeria during the period covered by this report has witnessed a great deal of investment in adult learning hence, there are a lot of economic gains – returns.

2.10: Enhancing International Co-operation, Solidarity and Networking for and through adult learning

Adult learning is been largely promoted by a number of International Organisations through investment:

- sponsoring programmes e.g. literacy and basic education, UNDP.
- sponsoring Open Apprenticeship Scheme for Youths and Adults, ILO
- sponsoring technocrats and bureaucrats to International Conferences
- sponsoring Local Conferences on Health/Education/Social Issue etc.

Without mincing words the contributions of International Donor Agencies are noteworthy.

CHAPTER 3

INCREASING PARTICIPATION

3.1: Adult Learning, Democracy, Peace and Critical Citizenship

Nigeria Democracy is very recent and needs a lot of participation by all and sundry through education. The education of the masses for this purpose has been embarked upon at all levels of government using:

1(a) Literacy (b) Universal Basic Education (c) Education for All (EFA) (d) National Orientation Agency (NOA) etc.

2. Sensitization Programmes of Government on national Issues are usually carried out using Workshop/Seminar and Conference approach.

Peace and Critical Citizenship for adults are usually organised in form of rallies and conflict resolution (roundtable) conferences and these has continually witnessed a huge turnout.

3.2: Improving Conditions and Quality of Adult Learning

No doubt, adult learner participation has increased tremendously as a result of improved learning conditions. Quality adult learning is also recorded during the period under review.

The physical and social conditions have been improved. Expansion of classrooms, procurement of ICTs and other instructional materials has influenced/improved participation.

3.3. Literacy and Basic Education

Recent projected literacy rate is 65% based on 50% rate of 1990.

Enrolment rate in primary is 52% male and 48% female

Enrolment rate in post primary is 54.35% male and 45.65% female

Attrition rate at the primary and secondary schools (See my earlier submission under appendix)

Women in Higher Institutions of Learning outnumber their male counterpart especially in certain disciplines such as Law, Nursing, Admin and Secretarial Practice

3.4: Promoting the Empowerment of Women

Women have been empowered greater than any time in our national history to participate in literacy, democratic government economic activities politics and general national affairs (especially, since the dawn of Nigeria's nascent democracy –1999).

There are numerous educational programmes aided at Women empowerment and participation.

More literacy and Vocational Centres for Women have been opened in recent times. (See earlier submission Appendix 4).

3.5 Adult Learning and Changing the World of Work

The ever changing world of work demands among other things lifelong learning: Adult learning is a life affair to prevent redundancy, obsolescence and to promote job mobility, effectiveness, efficiency, productivity and morale boosting, so far, there is over 60% of educable adult population engaged in one form of educational programme or the other. It is now fashionable for Nigerian graduates to take on postgraduate or a new undergraduate programme. Besides there is evidently, many training institutes and Continuing Education Centres in cities, towns and even rural areas – all pointing to increasing participation. (See Appendix 5 in earlier submission).

3.6: Adult Learning, Environment Health and Population

Level of participation in Health Education and population education.

A breakthrough in more meaningful participation has been facilitated by Unicef Nigeria for translating one of their publications, "Family Life Education," into the three major Nigerian indigenous languages – Hausa, Igbo and Yoruba. This singular effort has led to increased participation of the masses that are literate in their mother tongues in such health programmes organised for them.

Similar efforts have been attempted by some states in the South West, North Central, North East and South-South. Government in collaboration with some NGOs and intergovernmental organization have developed advocacy for improved health services through Community Development Education Association, Village Health Association and the like. Interactive sections have been organised on environmental issues, at local, district and ward levels to increase awareness and participation. The radio, television and daily newspapers, magazines are freely employed to raise level of awareness and participation in discussions, symposia, and debate on HIV/AIDS endemic scourge.

3.7: Adult Learning Media and Culture and ICT's

Increased participation in adult education has been recorded through the use of a battery of media choices at the disposal of adult learners. Such media choices are; the print, tapes, telephones, tele/video-conferencing, Internet connectivity and the like. Of spectacular significance is the introduction and use of Global System for Mobile Communication (GSM) in the country.

Culture: There is ample participation in culture through the ICTs for adult learning. The T.V. and Radio Education programmes are very prominent as vehicle of cultural dissemination and learning.

3.8: **Adult Learning and Groups with Special Needs**

There is an insignificant rate of participation of the disabled and marginalized groups in adult learning. The reasons are partly psychological and lack of adequate resources for special education.

Other groups with special needs are nomads, fishermen and women in riverine areas. There are special provision for their education; both making them literate, more productive peasant farmers and participate meaningfully in the on going democratic governance.

3.9: **Economics of Adult Learning**

The Federal Government seems to perceive Adult Learning as an investment that must be made. For example, the UBE Implementation blueprint in its funding arrangement states that the Federal Government of Nigeria will be responsible 100% for funding nomadic education. (UBE Blueprint pp.9-10). It is believed that it is an investment that would boost dairy products (i.e., improved income). It is an investment in human capital.

In the private sector, companies like Volkswagen Nigeria is involved in Vocational and Technical Training (through Open Apprenticeship Scheme). Firms such as Siemens Nigeria now hire completers of such skill trainings. This is a form of investment in adult learning in that Volkswagen (and the like) invest in trainees producing skilled labour for their immediate need or for exchange of their worth with Siemens (or the like). Other companies such as Shell Nigeria, Exxon-Mobile, Chevron and the like engage in investing in adult learning to promote economic gains to the beneficiaries and the companies.

3.10: **Enhancing International Co-operation Solidarity and networking through Adult Learning**

There has been increasing participation in Adult learning through international co-operation and collaboration in recent times. The UNDP, UNICEF, UNESCO, UNIDO and UNFPA appear to be in the fore-front. There is the UNDP literacy assisted programme which has boosted literacy rate in Nigeria.

These UN systems have severally and individually promoted Adult learning through workshop, e.g. UNESCO (University of Ibadan, 1997), "Literacy Enhancement Programme," UNICEF (Ibadan, 2000) sponsored "Training of Primary IV Teachers in Andragogical skills," which were well attended.

