

**EXAMINING CHALLENGES AND PROSPECTS  
OF ADULT EDUCATION IN CHANCHAGA  
LOCAL GOVERNMENT AREA**

**BY**

<b>MAIMUNA MUHD</b>	<b>ED/16/93929 ANFE</b>
<b>ZUBAIRU HABIBA</b>	<b>ED/16/93727 ANFE</b>
<b>ADAMU LAWAL</b>	<b>ED/16/93370 ANFE</b>
<b>OLANITI ZACCHEOUS</b>	<b>ED/16/93559 "</b>
<b>DIKKO BONIFACE</b>	<b>ED/16/93421 "</b>

**A RESEARCH PROJECT SUBMITTED TO  
DEPARTMENT OF ADULT AND NON-FORMAL  
EDUCATION  
NIGER STATE COLLEGE OF EDUCATION,  
MINNA,**

**SEPTEMBER, 2019**

**EDU  
2019**

**EXAMINING CHALLENGES AND PROSPECTS OF ADULT EDUCATION IN  
CHANCHAGA LOCAL GOVERNMENT AREA**

**BY**

**SERIAL UNIT  
LIBRARY DEPT.  
C.O.E. MINNA.**

<b>MAIMUNA MUHAMMAD</b>	<b>ED/16/93929 ANFE</b>
<b>ZUBAIRU HABIBA</b>	<b>ED/16/93727 ANFE</b>
<b>ADAMU LAWAL</b>	<b>ED/16/93370 ANFE</b>
<b>OLANIYI ZACCHEOUS</b>	<b>ED/16/93559 ANFE</b>
<b>DIKKO BONIFACE</b>	<b>ED/16/93421 ANFE</b>

**A RESEARCH PROJECT SUBMITTED TO DEPARTMENT OF ADULT &  
NON-FORMAL EDUCATION, SCHOOL OF EDUCATION, NIGER STATE  
COLLEGE OF EDUCATION, MINNA. IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF NIGERIA CERTIFICATE IN  
EDUCATION (NCE) ADULT & NON-FORMAL EDUCATION.**

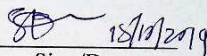
**SEPTEMBER, 2019**



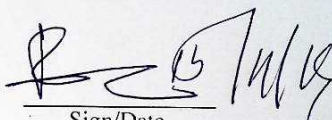
## APPROVAL PAGE

This project titled "Examining Challenges and Prospect of Adult Education in hanchaga Local Government Area have been accepted to have met the regulations overning the award of the Nigeria Certificate in Education Adult & Non-formal education of Niger State College of Education Minna.

Madam Fatima Jiya  
(Project Supervisor)

  
Sign/Date

Mallam Baba Wachiko  
(Project Coordinator)

  
Sign/Date

Dr. A. Y Ibrahim  
(Dean School of Education)

  
Sign/Date

## DEDICATION

We dedicated this Project to Almighty God for His guidance and protection throughout our years of study in this great institution.

## ACKNOWLEDGEMENT

Our gratitude goes to Almighty God who has made all things possible for us to make this work a dream come true.

We sincerely acknowledge our Project Supervisor in person of Madam Fatima Iya, for her guidance, valuable suggestion encouragement and moral support. May God reward and continue to guide her in all her endeavours.

We also wish to acknowledge our Parents for their moral and financial support towards the successful completion of our school. May Almighty God reward them abundantly.

Our special thanks goes to our brothers and sisters, colleague, friends and well wishers. We just want to say thank you, and May Almighty God bless you all.

## TABLE OF CONTENT

Title Page .....	i
Approval Page .....	ii
Dedication Page .....	iii
Acknowledgement Page .....	iv
Table of Contents .....	v
Abstract .....	vii

### CHAPTER ONE: INTRODUCTION

1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	3
1.3 Objective of the Study .....	4
1.4 Research Questions .....	5
1.5 Significance of the Study .....	5
1.6 Scope and Limitation of the Study .....	6
1.7 Operational Definition of Terms .....	6

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction .....	8
2.2 Conceptual Framework .....	9
2.2.1 Concept of Adult Education .....	10
2.2.2 Historical Background of Adult Education Programme in Nigeria .....	11
2.2.3 Objectives of Adult Education Programme in Nigeria .....	12
2.2.4 Challenges of Adult Education Programme in Nigeria .....	13
2.2.5 Strategies for Curbing the Challenges of Adult Education Programme .....	16
2.2.6 Prospects of Adult Education Programme in Nigeria .....	18
2.2.7 Adult Education Programme .....	19
2.3 Theoretical Framework .....	21
2.4 Empirical Studies .....	22

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 Introduction .....	23
3.2 Research Design .....	23
3.3 Population of the Study .....	23
3.4 Sample and Sampling Technique .....	23
3.5 Research Instrument .....	24
3.6 Validity and Reliability of the Research Instrument .....	24
3.7 Method of Data Collection .....	24
3.8 Method of Data Analysis .....	24

**CHAPTER FOUR**  
**DATA PRESENTATION AND ANALYSIS**

4.1 Introduction .....	25
4.2 Data Analysis .....	25
4.3 Discussion of Findings .....	33

**CHAPTER FIVE**  
**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

5.1 Summary .....	35
5.2 Conclusion .....	35
5.3 Recommendations .....	36
References .....	38
Appendix .....	40

## ABSTRACT

*This research work was carried out to examine Challenges and Prospect of Adult Education in Chanchaga Local Government Area. The research design was survey research design. Sample of the study was one hundred and five (105) comprising one hundred (100) learners and five (5) facilitators. However, the research concluded that most Adult education programmes in Chanchaga Local Government provide their learners with functional literacy programmes, vocational and professional training programmes, the programme has helped in assisting the learners to become enlightened on certain societal issues and but as failed to in its part to offer remedial programmes. It is therefore, recommended that, Establishment more centres of adult education in the country should be embarked upon so that everybody will have easy access to education and thus become more functional on the job performance and makes them affordable to all interesting adult learners or in some programmes like the Basic and Post literacy programmes be free at all the states of the Federation and the programmes should be based on the learners' needs and aspirations and that there should be intensified and sustained advocacy, sensitization and mobilization of all stakeholders to come and support Adult and Non-formal learning Education in Nigeria.*



## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The National Policy on Education (2004) provides for Adult and Non-formal Education as an instrument par excellence for lifelong education. Section 6 of the Policy outlines the goals of Adult and Non-formal Education to include: Providing functional literacy and continuing education for adults and the youths, provide education for different categories of completers of the formal education system to improve their basic knowledge and skills, provide in-service, on-the-job, vocational and professional training for different categories of workers and give adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment. Ugwuegbu (2003) opined that Adult Education in Nigeria is not just about literacy or remedial education to fill a gap, that it is what is needed and wanted by all as long as they are alive and regardless of previous education.

Adult education is one of the fields of academic endeavour that is saddled with the responsibility of solving socio-economic, cultural, political and environmental problems. There is positive association between Adult Education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development (Umar, Eshak, Bichi, & Aujara, 2010). Adult education is narrowly interpreted as literacy only. From 1960-1980 movements and campaigns on adult education were largely confined to literacy the results were very discouraging because the programmes were too prescriptive in their

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The National Policy on Education (2004) provides for Adult and Non-formal Education as an instrument par excellence for lifelong education. Section 6 of the Policy outlines the goals of Adult and Non-formal Education to include: Providing functional literacy and continuing education for adults and the youths, provide education for different categories of completers of the formal education system to improve their basic knowledge and skills, provide in-service, on-the-job, vocational and professional training for different categories of workers and give adult citizens of the country necessary aesthetics, cultural and civic education for public enlightenment. Ugwuegbu (2003) opined that Adult Education in Nigeria is not just about literacy or remedial education to fill a gap, that it is what is needed and wanted by all as long as they are alive and regardless of previous education.

Adult education is one of the fields of academic endeavour that is saddled with the responsibility of solving socio-economic, cultural, political and environmental problems. There is positive association between Adult Education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development (Umar, Eshak, Bichi, & Aujara, 2010). Adult education is narrowly interpreted as literacy only. From 1960-1980 movements and campaigns on adult education were largely confined to literacy the results were very discouraging because the programmes were too prescriptive in their

content, structure and duration and insufficient resources and efforts were put into their design and implementation. Hence with some exceptions, large proportion of those who participated in the literacy campaigns dropped out and up to half of the participants who passed the test relapsed into illiteracy (Aderinoye, 2004).

There are lots of challenges facing Nigerian educational system making it difficult for good quality education that is empowering and capable of bringing about sustainable development to be provided. Nigeria, when compared with other countries, remains poor in matters of education funding. This poor funding of education has resulted in lack of adequate facilities for teaching, learning and research (EFA Global Monitoring Report, 2002). This poor funding does not only affect formal education but all types of education including adult education. The problem of lack of adequate funding has led to the problem of low quality adult education especially in connection with poor centres not conducive for learning, lack of motivated and qualified staff (EFA Global Monitoring Report, 2002).

The challenge of teaching is another problem being faced by adult education and this is in addition with the problem of facilitator. Imhabekhei (2009) is of the opinion that a person that is not a trained adult educator, may not be able to function as expected in terms of teaching the adult and he thus posited that there is need to differentiate between the method for teaching the young ones (Pedagogy) and the method for teaching adults (andragogy). Facilitators should learn to incorporate methods of learning that prove effective in every learning situation. Combining methods will help both facilitators and learners to achieve. Doing this may however be difficult for an untrained facilitator on

whom the effectiveness of adult education lies. The facilitator who is not a trained adult educator may not be conversant with the nature and characteristics of adult learner and may not really understand that adults achieve less when the learning tasks involve too much theory and memorization.

It is based on the above note that the researcher deems it necessary to investigate the challenges and prospects of Adult Education programme.

## **1.2 Statement of the Problem**

Adult and Non-formal Education Programmes play a very crucial role in the development aspect of any society. They are widely recognized as a powerful tool for eradicating adult illiteracy, reducing poverty and attaining the Millennium Development Goals (MDGs). They provide basic Education and training opportunities to adults and out of school youth, aged fifteen years and above, who have either missed out on formal education in their childhood or for one reason or another, dropped out of school before attaining sustainable levels.

Despite their significance in Nigeria's National development especially in Chanchaga Local Government Area, adult education programmes have continued to face regression, stagnation or even erosion in Chanchaga Local Government Area and beyond. According to recent research findings, adult education programmes still lag much behind what is needed, in respect to employability and an active citizenship, not just in Nigeria but in most countries. One of the key challenges has been the lack of coherent strategies, regulations and a policy to guide its operations.

It is based on the above discourse that the research is embarked upon to examine the challenges and prospects of adult education programmes in Chanchaga Local Government Area of Niger State.

### **1.3 Objectives of the Study**

The primary objective of the study is to examine the challenges and prospects of adult education programme in Chanchaga Local Government. The specific objectives are to:

- i. Determine the programme of Adult Education programme in Chanchaga Local Government
- ii. Examine the impact of Adult Education programme in Chanchaga Local Government Area, Niger State
- iii. Identify the challenges of Adult Education programme in Chanchaga Local Government Area
- iv. Determine prospects of Adult Education programme in Chanchaga Local Government Area

### **1.4 Research Questions**

- i. What are the programmes of Adult Education programme in Chanchaga Local Government Area, Niger State?
- ii. What are the impacts of Adult Education programme in Chanchaga Local Government Area, Niger State?
- iii. What are the challenges of Adult Education programme in Chanchaga Local Government Area, Niger State?

- iv. What are the prospects of Adult Education programme in Chanchaga Local Government Area, Niger State

### 1.5 Significance of the Study

This research will be of great benefits to Adult Educators, Government or policy makers, Chanchaga Local Government Education Authority, future researchers as well as the society at large.

The research will provide meaningful information to Adult Educators on the factors responsible for low participation of learners in Adult Education Programme. The research will also provide useful suggestions to Government or policy makers on ways of increasing participation in Adult Education Literacy Programme. It will enable them to design policies that will enable active participation of disadvantaged adults in Adult Education programme which will in turn bring about meaningful development to Chanchaga Local Government Area as well as Niger State in General.

The research will also assist Chanchaga Local Government Education Authority with vital information needed to solve the problem of low participation of Adult learners in Adult Education Programme in the Local Government Area, Niger State.

It is hoped that the research will serve as reference point for researchers as well students wishing to carry out similar research. The research will form part of reference material in Niger State College of Education School Library where the research is being conducted.

## 1.6 Scope and Limitation of the Study

This research is based on the examine the challenges and prospects of adult education programme in Chanchaga Local Government .

The research will be limited to the analysis of data based on the questionnaire administered as well as literatures that have direct bearing on the subject of study.

Other limitations of the study are inability of the researchers to cover the entire population of the study, financial and time constraints.

### 1.6 Definition of Terms

**Adult Education:** Refers to education provided for adults who could not have access to formal form of education with the view to bridge the gap between literacy and illiteracy.

**Adult Education Programme:** Refers to a programme where adults who could not have access to formal form of education are provided with education with a view to reduce illiteracy in the society.

**Challenges:** Refers to a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome

**Prospect:** Refers to the possibility or likelihood of some future event

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This chapter intends to review existing literatures that have direct bearing on the subject of the study. The review will be done under conceptual framework, theoretical framework and empirical studies.

#### 2.2 Conceptual Framework

##### 2.2.1 Concept of Adult Education

Many people have defined the concept "Adult Education" in several ways yet all denote the same thing. According to Adedokun (2012), adult education is that education that redresses the imbalance between educations received when one is young and that of later life. To him the earlier education is not adequate to save one from professional as well as cultural obsolescence during the later period of life. This implies that adult education produces a type of satisfying continuing effect for all levels of school leavers, in order to make them stand the test of time in their various professions. Omolewa (2006) sees adult education as an instrument for moving forward in that adult and non-formal education helps people and institutions to meet their challenges and provides opportunities for re-growth to happen by providing avenue for change in individuals, communities, societies and nations. The implication of this is that adult education assists its recipients to experience transformation and a change of circumstances and so it is a source of providing opportunities for people at various levels .



In the opinion of Okediran and Abidoye (2001) Adult education is a tool that frees people from poverty ridden situations and it is a tool through which individuals and nations rise above their challenges. Adedokun, (2008) expresses the view that adult and non-formal education has their aims in bringing about social transformation and reconstructing society to make it modernized, productive, participative and value oriented. Adult and non-formal education includes any organized systematic educational activity carried on outside the framework of the formal school system to provide selected type of learning to particular sub-group in the population, adults as well as children (Egbezor and Okanezi, 2008). According to Nzeneri (2008) adult and non-formal education accommodates all forms of formal, non-formal and informal aspects of education given to men and women (alone, in groups or institutional settings) to improve them in their society by increasing their skills, their knowledge, understanding, attitudes and sensitiveness.

### **2.2.2 Historical Background of Adult Education Programme in Nigeria**

Nigeria was colonised by Britain. The British government had no clearly defined policy on education for Nigeria before 1925. Education activities in the colony were managed by colonial administrators, in consultation with Christian missions and their home offices. (Fafunwa, 1974). In 1922, a commission set up by the Phelps-Stokes Fund to look into education in West and Equatorial Africa, which included Nigeria, produced a report titled: "Education in Africa". The report emphasised the need for a policy on adult and community education (Fafunwa, 1974). The commission's recommendation for the development and institution of a policy on adult education represented the first key

formal acknowledgement of the need to develop adult education alongside youth education or schooling. The commission stressed the education of the entire community if education was to result in meaningful development. To educate the children at school while the adult population remained largely illiterate and uneducated amounted to a grossly inadequate utilisation of education in development. Following the Phelps-Stokes report, the British colonial government issued its first education policy for Nigeria in 1925.

The policy and its implementation strategies did not address, in any significant way, community or adult education. Rather, the colonial government concentrated on school education. Consequently, a significant opportunity to begin to develop adult education in Nigeria was missed. However, in 1951, the Central Board of Education endorsed a policy on adult education. The aim of adult education, as articulated in the policy, was to organise remedial primary education for adults. This included basic adult literacy and craft-making. The policy stressed the importance of women's participation in adult education (Fafunwa, 1974). Following the policy, adult literacy classes sprung up in many parts of Nigeria. There was considerable enthusiasm for adult literacy among the people and the governments of the three regions of Nigeria: East, West, and North. The enthusiasm was particularly strong from 1950 to 1956, but the free primary education schemes initiated from 1955 and 1957 resulted in the waning of the enthusiasm and in drastic decline in government support for adult literacy. The enormous cost of free primary education left little resources for adult literacy. Thus, the first somewhat serious attempt at adult education lost steam or even collapsed.

In 1959, the Ashby Commission was appointed to determine Nigeria's human resources needs, as well as the country's needs for post-secondary education over the next twenty years, 1960-1980. Reviewing Nigeria's primary, secondary and post-secondary education, the commission noted that the country had made progress in these levels and recommended further expansion. The commission was, however, curiously, silent on adult education. Consequently, very little attention was paid to its development. Nevertheless, adult education flickered in some communities unattended to by the federal government. It was barely kept alive by regional governments and voluntary agencies.

Nigeria became independent in 1960. Since then, there have been several National Development Plans articulating the country's development priorities and strategies. None of the plans provided a comprehensive framework and impetus for the development of adult education. The Nigerian National Policy on Education was adopted in 1977 and modified in 1981. The policy provides for equal access to education, including continuing and further education, and commits to the eradication of illiteracy and promotion of lifelong learning. Beyond the articulation of desired outcomes, nothing much has been achieved in terms of significant development of adult education. For instance, 28 years after the adoption of the policy, the literacy rate for Nigerians 15 years and older is about 66% (UNESCO Institute for Statistics, 2004). There has hardly been a sustainable, virile, and coherently comprehensive set of programs demonstrating government's commitment to adult education as a strategic priority in Nigeria's development.

Although the National Commission for Mass Literacy, Adult and Non-Formal Education was established in 1990 to monitor and coordinate adult education

programmes, as well as to conduct research related to the development of adult and non-formal education in the country, adult education programs continue to operate mainly as disparate, piecemeal activities that are not integrated into a coherent, purposeful strategy in pursuit of a national development vision. Many government sponsored adult education activities have been chronically anemic due to inadequate funding, and lackadaisically implemented owing largely to a historical lack of passion and vision for adult education as both a strategic goal and an instrument for national development. Adult education curricula are hardly forward-looking or responsive to the strategic needs of the economy or to the personal, social and political development needs of the vast majority of Nigerian adults. Frameworks for organising and delivering programs are hardly innovative or forward-looking.

The lack or inadequacy of physical and instructional facilities in government-owned adult education training centres is indicative of the neglect and marginal status of adult education (Aderinoye, 2002). Inadequate commitment to the development of adult education is not unique to Nigeria; it is a typical phenomenon in most African countries. A number of factors account for the underdevelopment of adult education and education generally in Africa (Omolewa, 2000; World Bank, 2001). They include "the constraints of funding, lack of continuity of policy, increasing huge debt, problem of gender and language" (Omolewa, 2000).

### **2.3 Objectives of Adult Education Programme in Nigeria**

The objectives of Adult Education programme as a potent tool for human capacity development and attainment of sustainable livelihood in Nigeria has been pointed out

clearly by the Federal Government of Nigeria as contained in National Policy on Education (2004), they include:

- (i) Provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education or who did not complete their primary education.
- (ii) Provide functional and remedial education for those young people who did not complete secondary education.
- (iii) Provide education for different categories of completers of the formal education system in order to improve their basic knowledge and skills.
- (iv) Provide in-service, on-the-job, vocational and professional training for different categories of workers and professionals in order to improve their skills and
- (v) Give the adult citizens of the country necessary aesthetic, cultural and civic education for public enlightenment (National Policy on Education -NPE, 2004).

Therefore, Adult Education has been designed for all categories/class of people in the society which ranges from the stark illiterates in the society, dropouts from formal school; the disadvantaged/marginalized groups which includes: women/girl-child, physically challenged group, prisoners, migrant fishermen/farmers, nomads, etc; workers of different categories/levels and professionals of all types; and the educated people in the society (Nzeneri, 2008).

SERIAL UNIT  
LIBRARY DEPT.  
C.O.E. MINNA.

Adult education is one of the principal professions that can take adequate care of socio-economic, cultural political and environmental problems of the adults. The success of adult education in terms of achieving its goals as stated in the National Policy on Education (2004) cannot be over-emphasized. Adult education changes the social and psychological minds of adults more than any other profession, instills lost hope in them and liberates them from their prejudice of seeing themselves as not beings that are capable of learn. Adult education awakens adult learners to become aware of their environmental (social, economic, cultural and political) and psychological potentials and hidden abilities. It also exerts enormous influence on the larger society in terms of national development. Adult education continues from where the teacher in the formal school system who rigorously inculcates in the individual the desire for knowledge, understanding and education stops (Fasokun, 2006)

#### 2.2.4 Challenges of Adult Education Programme in Nigeria

The following are the major challenges facing adult education delivery in Nigeria according to policy issues and practice (2010):

- i. Failures of the UBE act to give adequate recognition to Adult and Non-Formal Education as a key sector of basic education.
- ii. **Accessibility:** In the world of rapid changes, adult education should be established at the door steps of all the interested adult learners so as to avail the opportunity for learning. However, all citizens should have the opportunity to develop themselves throughout their life at whatever age, to acquire knowledge and know-how to better pilot their life transition, to improve their quality of life, to

develop their potential, to experience the joy of learning. In that perspective, no area should be left. In that context, the rise of fees to attend evening courses is becoming a huge issue all over the country.

- iii. **Inadequate funding:** The budgetary allocation to adult education at all levels of government is grossly inadequate especially when compared to the formal education sector. More importantly Non-Formal Education is excluded in the share of two percent Consolidated Fund meant for Basic Education in spite of policy provision. However, it is noted that there is problem of accountability and transparency in the management of funds allocated to Non-formal education sector.
- iv. **Lack of mobilization:** Many interesting learners are not aware of the existence of the adult education centres and even the programmes they are supposed to enroll. This affects seriously efforts to achieve Education for All. Even there are some philanthropists who are willing to contribute their own quota but due to lack of advocacy and mobilization they cannot do so.
- v. **Lack or inadequate number of literacy instructors or personnel** who possess Information and Communication Technology skills is a serious challenge to Nigeria's desire of becoming a key player in the information age. Lack of personnel with Information and Communication Technology skills across the Non-Formal Education centres inhibits the effective use of Information and Communication Technology for Non-formal Education delivery in the country.

- vi. **There is the dearth of skilled manpower in the area of monitoring and evaluation:** Lack of trained monitoring and evaluation personnel in the Non-formal education sector is a serious problem to the development of the sector since monitoring is a sine qua non to a successful adult and Non-formal education programmes. It involves the management of a large database. Monitoring is vital ingredient for successful implementation of NFE as such it should be integrated in the programme action plan. Adequate funds are not provided and required information about the status of the programmes is not available. Due to lack of proper monitoring and evaluation in the Non-formal education has resulted in variations in the types of programmes available and offered across the states of the federation.
- vii. **Poor remuneration of facilitators:** Most states and Local Government Areas do not pay the facilitators regularly; the 7500 naira stipulated in the benchmark meant for the remuneration of the facilitators cannot be paid by almost all the states. In some cases even facilitators are not being paid for so many months.
- viii. **Inadequate number of qualified facilitators:** Appointment of non-professionals and untrained facilitators who do not understand the use of andragogical techniques, primary school teachers and even school certificate holders are usually appointed as facilitators. According to NMEC (2008) Nigeria Certificate in Education (NCE) should be the minimum teaching qualification in compliance with the provision of National Policy on Education to ensure the quality delivery in Adult and Non-Formal Education. Statistics revealed that there are still Grade II



teachers and even less qualified personnel teaching in the Non-Formal Education centres and are not fully trained in the andragogical methods.

- ix. **Poor record keeping:** There is a problem of record keeping in NFE. This has seriously affected the database needed for adequate planning and implementation of Non-Formal Education intervention programmes. This also affects the tracking of learner's performance and transition from one level to the other.
- x. **Poor attitude of the target group:** Yearly statistics of NMEC have shown that most of the targeted groups have not really embraced the NFE programme. It is on record that an average of 1.7 million learners out of over 44million projected learners had only embraced the programme.

### 2.2.5 Strategies for Curbing the Challenges of Adult Education Programme

In view of the foregoing the following strategies are provided to ameliorate the predicament.

- i. The Universal Basic Education act should be reviewed to accommodate Adult and Non-formal education as this would bring about the much desired changes in Adult and Non-formal education practice in Nigeria.
- ii. Establishment of more centres and former ones be well equiped of adult education in the country should be embarked upon so that everybody will have easy access to education and thus become more functional on the job performance and makes them affordable to all interesting adult learners or in some programmes like the Basic and Post literacy programmes be free at all the states of the Federation and the programmes should be based on the learners' needs and aspirations.

- iii. Upward review of Facilitators' remuneration (allowance): payment of facilitators should be in accordance with the minimum benchmark as set by the Non-Formal Education blue print that facilitators should be paid minimum wage as their remuneration or allowances.
- iv. Recruitment of adequate and qualified facilitators: persons with Nigeria Certificate in Education and specialization in adult education should be employed as facilitators in the Non-Formal Education centres.
- v. There should be intensified and sustained advocacy, sensitization and mobilization of all stake holders to come and support Adult and Non-Formal Education in the country.
- vi. More capacity building programmes (pre-service, in-service and on-the-job-training) for Adult and Non- Formal Education personnel at all levels should be put in place. Effective programming and implementation would require appropriately qualified personnel with definite schedules of duty.
- vii. Employment of adequate number of staff at all levels to meet the ever increasing demand of Adult and Non-Formal Education in the country. Adult and Non-formal Education should be staffed with people with proven ability so as to strengthened the system and helps in the development of Adult and Non-formal Education in the country.
- viii. Regular and effective monitoring of programmes at all levels. It is essential to train and re-train manpower to manage Monitoring and Evaluation activities in the Non-formal Education. There should be capacity building for monitoring and

evaluation of officers through short, medium and long term training programmes, workshops, conferences amongst others.

### 2.2.6 Prospects of Adult Education Programme in Nigeria

- i. According to the Policy Issues and Practice of Non-formal education (2010), the following are the emerging prospects of adult education Programme in Nigeria:  
HIV/AIDs: stake holders in literacy programmes are aware of the causes and prevention of HIV/AIDs. Therefore there is the need to design and implement HIV/AIDs educational programme for out-of-school boys, girls and adults and create support for the training of Non-formal education facilitators for effective delivery of the programme.
- ii. Mainstreaming: after basic literacy the issue of post literacy and emerging opportunities for learners to mainstream to formal schools is yet to be fully accepted and implemented by all concerned. Some of school administrators have shown outright reluctance in admitting out-of-school boys desiring to mainstream. However, in some states approval has been secured by State Agencies of Mass Education Directors to conduct Junior Secondary Schools Certificate Examination (JSSCE) and Senior Secondary Schools Examination (SSCE) for Non-Formal Education learners.
- iii. Inter-sectoral linkages: Coordination, cooperation and collaboration between the agencies involved in Basic Education is lacking. There is the need to streamline activities and programmes of these agencies to avoid duplication of efforts. A

practical example of this scenario is the existence of Non-Formal Education unit in the Federal Ministry of Education despite the existence of a full- pledged National Commission for Mass Literacy Adult and Non-formal Education Commission, charged with responsibility of over-seeing everything about Non-Formal Education in the country.

- iv. Information and Communication Technology (ICT): given the importance and relevance of Information and Communication Technology in our society, therefore, the need to mobilize resources and manpower for inclusion of ICT in Non-Formal Education programmes. However, 36 states and the Federal Capital Territory (FCT) radio stations should partner to State Agencies for Mass Education in Literacy by Radio programmes.

### **2.2.7 Adult Education Programme**

Adult Education programme is concentrating on programmes and strategies that will help reduce poverty and facilitate development. The role of adult education is to empower people for change and development. This is why the developmental role of adult education according to Nyerere (2016) incorporates anything that enlarges man's understanding, activates them, helps them to make their own decisions and to implement those decisions for themselves. In the same vein the aim of education including Adult Education according to Fafunwa (1974) includes the development of practical skills, character training, teaching respect for elders, teaching the values of honest labour, inculcating a sense of belonging and community spirit and promoting cultural heritage.

## **Lifelong Learning**

Lifelong learning is also an Adult Education Programme designed for all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective".

Lifelong learning - Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons (Ugwoegbu, 2003).

## **Continuing education**

Continuing education an Adult Education Programme which encompassing term within a broad list of post-secondary learning activities and programs. The term is used mainly in the United States and Canada. Recognized forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, college remediation, workforce training, and formal personal enrichment courses (both on-campus and online). General continuing education is similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age. (Ugwoegbu, 2003)

## **Remedial Education**

Remedial Education (also known as developmental education, basic skills education, compensatory education, preparatory education, and academic upgrading) is also an Adult Education Programmed assigned to assist students in order to achieve expected competencies in core academic skills such as literacy and numeracy (Ugwoegbu, 2003).

## Vocational Education

Vocational education is an Adult Education Programme that prepares people to work as a technician or in various jobs such as a trade or a craft. Vocational education is sometimes referred to as career and technical education. A vocational school is a type of educational institution specifically designed to provide vocational education. Vocational education can take place at the post-secondary, further education, and higher education level; and can interact with the apprenticeship system (Ugwoegbu, 2003).

Historically, almost all vocational education took place in the classroom, or on the job site, with students learning trade skills and trade theory from accredited professors or established professionals (Ugwoegbu, 2003).

### 2.3 Theoretical Framework

The study is guided by Andragogical Approach to Learning

There are different intellectual views on the origin of Andragogy as a study of adult learning. Some say it originated in Europe in 1950's and was then pioneered as a theory and model of adult learning from the 1970's by Malcolm Knowles an American practitioner and theorist of adult education, who defined andragogy as "the art and science of helping adults learn" (Zmeyov, 1998 & Fidishun 2000). Alexander Kapp a German gymnasium teacher (1800-1869) is the first known user of the term; he does not define the Andragogy concept, and did not develop a theory on Andragogy. He simply justifies the necessity of education for adults, and elaborates on what qualities it is important to develop in general and for different occupation. This he calls andragogy. For him andragogy is a term for education in adulthood. But, Alexander Kapp and Malcolm

S. Knowles both agree that child and youth education is covered by Pedagogy and that education in adult age is covered by Andragogy. Malcolm S. Knowles however develops more on the theory of andragogy which he bases on a set of assumptions about how adults learn. It adapts approaches to learning that are problem-based and collaborative rather than didactic, and also emphasizes more equality between the teacher and learner.

#### 2.4 Empirical Studies

Umezulike (2006) in his findings revealed that there are several problems seen to militate against adult education programmes in performing their roles in economic development of the state. It showed that due to the misinterpretation of adult education programmes by different people, the programmes could not achieve what they set out to accomplish. Other findings of the study showed that such problems like inadequate provision of finance leads to other problems of lack of infrastructural provision for use in adult education and lack of training for adult education personnel for the implementation of the programme. More importantly is the problem of non-continuity of adult education programmes by government due to frequent changes of government machinery in power.

In the study carried out by Bua, Ogasele and Iorlaha (2004) on Adult Education, it was discovered that the standard of living of the people has improved as a result of acquired skills and knowledge from Adult Education Programme. Further findings show that Adult Education can give rise to changes in attitudes, values and habits as well as acquisition of skills, abilities and competencies. That illiteracy could be eradicated through Adult Education Programmes and that the three tiers of government, local, state and Federal supported Adult Education.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter deals with the research method used in carrying out the research, which includes: the research design adopted in the study, population of the study, and sample size and sampling techniques, research instrument as well as method of data collection and analysis.

#### 3.2 Research Design

This study adopted survey research design. This type of research design was used because it allowed the researcher to study small sample and later generalized the findings to the whole population as explained by Osuala, (2001) that in survey research small sample is studied and the findings generalized to the whole population.

#### 3.3 Population of the Study

According to Orodho, (2008) specifying the population that is targeted for study is important as it helps researcher to make decisions on sampling and resources to use. The population of this study is the entire learners and facilitators of Adult Education Centres in Chanchaga Local Government Area of Niger State. The entire population is one hundred and five (105) comprising one hundred (100) learners and five (5) facilitators.

#### 3.4 Sample and Sampling Technique

Simple random sampling technique was used in the selection of five (5) Adult Education facilitators and Eighty (80) learners of Adult Education centre in Chanchaga Local Government Area. One (1) Adult Education facilitator and sixteen (16) learners



were randomly sampled from each of the five Adult Education centre under study. A total sample size of eighty five (85) respondents was used for the study. Five (5) different schools that were randomly chosen are:

**Table 1: Name of Sampled Schools and number of Respondents**

S/NO	Name of Sampled Schools	Number of Sampled Facilitators	Number of Sampled Learners
1	Mainasara Area, Kpakungu	1	16
2	IQE, Kure Ultra modern Market	1	16
3	Madarasatul Ibadur-rahman, Kwarkwata	1	16
4	Mallama Maryam Moris, Barikin-Sale	1	16
5	Maryam Sunnah Islamiyyah, Dutsen-kura	1	16
	<b>Total</b>	<b>5</b>	<b>80</b>

Source: Field Survey, 2019

### 3.5 Research Instrument

The research instrument used in this research is questionnaire. Two (2) Likert type of questionnaire (i.e. Yes or No) was used to collect data from the respondents. Questionnaire was used since the study was mainly concerned with variables that could not be directly observed or manipulated. A questionnaire was also preferred because it takes care of confidentiality. The questionnaire was tagged "Questionnaire on Challenges and Prospects of Adult Education Programme" (QCPAEP).

### **3.6 Validity and Reliability of the Instrument**

In order to ensure reliability of the instrument, the questionnaire was given to experts as well the project supervisor to ensure the instrument is appropriate for the study. Face and content validity was determined.

To ensure reliability of the instrument, pilot study was employed. The reliability coefficient of 0.79 was obtained which was considered adequate for the study.

### **3.7 Method of Data Collection**

To enable the researchers administer the instruments to the respondents, the researchers sought permission from Heads of Department of the five (5) selected Adult Education centres under study to carry out the study. The instrument (i.e. questionnaire) was administered and retrieved from respondents by the researchers with the help of research assistants.

### **3.8 Method of Data Analysis**

Data collected via questionnaire was analyzed using descriptive statistics and simple percentage and tabulation.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

This chapter deals with data presentation and analysis of data collected in the field.

#### 4.2 Data Presentation and Analysis

**Table 1: Gender of Respondents**

S/No	Gender	Frequency		Percentage (%)
		Learners	Facilitators	
1	Female	34	3	43.5
2	Male	46	2	56.5
	Total	80	5	100

Source: Field Survey, 2019

Table 1 show that 37 representing 43.5% of the respondents (learners and facilitators) were Female, while the remaining 48 representing 56.5% of the respondents were Male learners and facilitators. The implication of above analysis is that both male and female learners and facilitators participated in the study.

**Table 2: Educational Qualification of Facilitators**

S/No	Qualification	Frequency	Percentage (%)
1	SSCE	2	40
2	NCE/OND	2	40
	M.Ed	1	20
	Total	5	100

Source: Field Survey, 2019

Table 2 shows that 2 representing 40% of the respondents (Facilitators) are SSCE and NCE holders each, while the remaining 1 representing 20% of the respondents (Facilitators) are M.Ed holders. The implication of the above analysis is that majority of the respondents are SSCE and NCE holders and are all in position to provide answers to the questions in questionnaire.

**Table 3: Marital Status of the Respondents**

S/No	Marital Status	Frequency		Percentage (%)
		Learners	Facilitators	
1	Single	15	0	17.7
2	Married	45	5	58.8
3	Divorce	20	0	23.5
	Total	80	5	100

Source: Field Survey, 2019

Table 3 shows that 15 representing 17.7% of the respondents are single, 50 representing 58.8% of the respondents are married, while the remaining 20 representing 23.5% of the respondents are divorced. The implication of the above analysis is that majority of the respondents are Married.

**Table 4: Religion of the Respondents**

S/No	Religion	Frequency		Percentage (%)
		Learners	Facilitators	
1	Islam	65	4	81.2
2	Christianity	15	1	18.8
	Total	80	5	100

Source: Field Survey, 2019

Table 4 revealed that 69 representing 81.2% of the respondents practice Islam, while the remaining 16 representing 18.8% of the respondents practice Christianity. The implication of the above analysis is that majority of the respondents practice Islam.

**Research Question 1:** What are the programmes of Adult Education programme in Chanchaga Local Government?

**Table 5: Response of learners on the programmes of Adult Education programme in Chanchaga Local Government**

S/No	Items	Response		Percentage (%)
		YES	NO	
1	Are you provided with functional literacy programmes?	53 (62.4%)	32 (37.6%)	100
2	Are there vocational and professional training programmes in your center?	61 (71.8%)	24 (28.2%)	100
3	Does the programme assist you to become enlightened on certain societal issues?	47 (55.3%)	38 (44.7%)	100
4	Does your center offer remedial programmes?	28 (32.9%)	57 (67.1%)	100

**Source: Field Survey, 2019**

Item 1 under table 5 shows that 53 representing 62.4% of the respondents said Yes to the assertion that they are provided with functional literacy programmes, while the remaining 32 representing 37.6% of the respondents said No to the assertion.

Item 2 under table 5 revealed that 61 representing 71.8% of the respondents said Yes to the assertion that there are vocational and professional training programmes in there centre, while the remaining 24 representing 28.2% of the respondents said No to the assertion.

Item 3 under table 5 shows that 47 representing 55.3% of the respondents said Yes to the assertion that the programme assist them to become enlightened on certain societal issues, while the remaining 38 representing 44.7% of the respondents said No to the assertion.

Item 4 under table 5 revealed that 28 representing 32.9% of the respondents said Yes to the assertion that the centre offer's remedial programmes, while the remaining 57 representing 67.1% of the respondents said No to the assertion.

The implication of the above analysis is that most Adult education programmes in Chanchaga Local Government Area provide their learners with functional literacy programmes, vocational and professional training programmes, the programme as helped in assisting the learners to become enlightened on certain societal issues and but as failed to in its part to offer remedial programmes.

**Research Question 2:** What are the impacts of Adult Education programme in Chanchaga Local Government Area?

**Table 6: Response of Learners on the impacts of Adult Education programme in Chanchaga Local Government Area**

S/No	Items	Response		Percentage (%)
		YES	NO	
1	Are you aware of the causes and prevention of HIV/AIDS and other health related issues?	35 (41.2%)	50 (58.8%)	100
2	Does the programme provide you with the opportunities to mainstream to formal education?	44 (51.8%)	41 (48.2%)	100
3	I am now employed and employer of labour	35 (41.2%)	50 (58.8%)	100
4	I can now read and write through the knowledge acquired at the center	57 (67.1%)	28 (32.9%)	100

**Source: Field Survey, 2019**

Item 1 under table 6 revealed that 35 representing 41.2% of the respondents said Yes to the assertion that they are aware of the causes and prevention of HIV/AIDS and other health related issues, while the remaining 50 representing 58.8% of the respondents said No to the assertion.

Item 2 under table 6 shows that 44 representing 51.8% of the respondents said Yes to the assertion that the programme provides them with the opportunities to mainstream to

formal education, while the remaining 41 representing 48.2% of the respondents said No to the assertion.

Item 3 under table 6 revealed that 35 representing 41.2% of the respondents said Yes to the assertion that they are now employed and are now employer's of labor, while the remaining 50 representing 58.8% of the respondents said No to the assertion.

Item 4 under table 6 shows that 57 representing 67.1% of the respondents said Yes to the assertion that they can now read and write through the knowledge acquired at the centre, while the remaining 28 representing 32.9% of the respondents said No to the assertion.

The implication of the above analysis is that majority of the respondents are not aware of the causes and prevention of HIV/AIDS and other health related issues, they believe the programme has provided them with the opportunities to mainstream to formal education they are now employed as well as employers of labor and they can now read and write through the knowledge acquired at the centre.

**Research Question 3:** What are the challenges of Adult Education programme in Chanchaga Local Government Area?

**Table 7: Response of learners on the challenges of Adult Education programme in Chanchaga Local Government Area?**

S/N	Items	Response		Percentage (%)
		YES	NO	
1	The learning center lacks adequate facilities such as conducive classroom and chairs.	85 (100%)	0 (0%)	100
2	Is there enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government?	52 (61.2%)	33 (38.8%)	100
3	Facilitators lack remuneration thereby not punctual to the centre.	34 (40%)	51 (60%)	100
4	Lack of qualified facilitators dampen the use of good method of teaching.	70 (82.4%)	15 (17.6%)	100

Source: Field Survey, 2019

Item 1 under table 7 revealed that 85 representing 100% of the respondents said Yes to the assertion that the learning centre lacks adequate facilities such as conducive classroom and chairs.

Item 2 under table 7 shows that 52 representing 61.2% of the respondents said Yes to the assertion that there are enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government, while the remaining 33 representing 38.8% of the respondents said No to the assertion.

Item 3 under table 7 revealed that 34 representing 40% of the respondents said Yes to the assertion that facilitators lack remuneration thereby not punctual to the centre, while the remaining 51 representing 60% of the respondents said No to the assertion.

Item 4 under table 7 shows that 70 representing 82.4% of the respondents said Yes to the assertion that lack of qualified facilitators dampen the use of good method of teaching, while the remaining 15 representing 17.6% of the respondents said No to the assertion.

The implication of the above analysis is the learning centre lacks adequate facilities such as conducive classroom and chairs, there are enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government, facilitators lack remuneration thereby not punctual to the centre and lack of qualified facilitators dampen the use of good method of teaching.

**Research Question 4:** What are the prospects of Adult Education programme in Chanchaga Local Government Area?



**Table 8: Response of learners on the prospects of Adult Education programme in Chanchaga Local Government Area**

S/No	Items	Response		Percentage (%)
		YES	NO	
1	Do you become enlightened on what goes around your communities through adult education programme	75 (88.2%)	10 (11.8%)	100
2	Adult education programme had helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area	72 (84.7%)	13 (15.3%)	100
3	Does adult education programme paved way for the development of rural communities	71 (83.5%)	14 (16.5%)	100
4	The community standard of living has improved as a result of skills and knowledge acquired from Adult Education Programme	78 (91.8%)	7 (8.2%)	100

**Source: Field Survey, 2019**

Item 1 under table 8 shows that 75 representing 88.2 of the respondents said Yes to the assertion that they become enlightened on what goes around their communities through adult education programmes, while the remaining 10 representing 11.8% of the respondents said No to the assertion

Item 2 under table 8 revealed that 72 representing 84.7% of the respondents said Yes to the assertion that adult education programme had helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area, while the remaining 13 representing 15.3% of the respondents said No to the assertion.

Item 3 under table 8 revealed that 71 representing 83.5% of the respondents said Yes to the assertion that adult education programmed paves way for the development of rural communities, while the remaining 14 representing 16.5% of the respondents said No to the assertion.

Item 4 under table 8 shows that 78 representing 91.8% of the respondents said Yes to the assertion that the community standard of living has improved as a result of skills and knowledge acquired from adult education programme, while the remaining 7 representing 8.2% of the respondents said No to the assertion.

The implication of the above analysis is that majority of the respondents believe that they have become enlightened on what goes around their communities through adult education programmes, that adult education programme had helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area, that adult education programmed paves way for the development of rural communities and the community standard of living has improved as a result of skills and knowledge acquired from adult education programme.

#### **4.2 Discussion of Findings**

Based on the analysis above it is observed that most adult education centers in Chanchaga Local Government Area provide their learners with functional literacy programmes, they also provide vocational and professional training programmes in there centre's, and the adult education programme assist their learners them to become enlightened on certain societal issues and most adult education centre's do not offer remedial programmes.

It also revealed that the learning centres lacks adequate facilities such as conducive classroom and chairs, there are enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government, facilitators lack remuneration thereby not punctual to the centre and lack of qualified facilitators dampen the use of good method of teaching. This is in agreement with the findings of Umezulike (2006) which

showed that such problems like inadequate provision of finance leads to other problems of lack of infrastructural provision for use in adult education and lack of training for adult education personnel for the implementation of the programme. More importantly is the problem of non-continuity of adult education programmes by government due to frequent changes of government machinery in power

The findings further revealed that the adult education programme in Chanchaga Local Government Area has made the learners become enlightened on what goes around their societies and beyond, It has helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area, it has also paved way for the development of rural communities and standard of living of the people has improved as a result of acquired skills and knowledge from adult education programmes. This finding is in line with the findings of Bua, Ogasele and Iorlaha (2004) on Adult Education, it was discovered that the standard of living of the people has improved as a result of acquired skills and knowledge from Adult Education Programme. Further findings show that Adult Education can give rise to changes in attitudes, values and habits as well as acquisition of skills, abilities and competencies. That illiteracy could be eradicated through Adult Education Programmes and that the three tiers of government, local, state and Federal supported Adult Education.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The aim of this research was to examine the challenges and prospects of adult education programme in Chanchaga Local Government Area. Existing related literatures were reviewed in chapter two. The research adopted survey research design. Simple random sampling was used in the selection of five (5) adult education centers in Chanchaga Local Government Area of Niger State. The instrument used in data collection was questionnaire. Data collected via questionnaire was analyzed in chapter four. Chi-square was used in testing the hypothesis posited in chapter one.

#### 5.2 Conclusion

Based on the findings this research concluded that most Adult education programmes in Chanchaga Local Government Area provide their learners with functional literacy programmes, vocational and professional training programmes, the programme as helped in assisting the learners to become enlightened on certain societal issues and but as failed to in its part to offer remedial programmes. The study also concluded that majority of the respondents are not aware of the causes and prevention of HIV/AIDS and other health related issues, they believe the programme has provided them with the opportunities to mainstream to formal education they are now employed as well as employers of labor and they can now read and write through the knowledge acquired at the centre. The study further concluded that learning centre lacks adequate facilities such as conducive classroom and chairs, there are enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government.

### 3.3 Recommendations

Based on the findings of this study the following recommendations were made:

- i. Establishment of more centres of adult education in the Niger State should be embarked upon so that every body will have easy access to education and thus become more functional on the job performance and makes them affordable to all interesting adult learners or in some programmes like the Basic and Post literacy programmes be free at all the states of the Federation and the programmes should be based on the learners' needs and aspirations.
- ii. Upward review of Facilitators' remuneration (allowance): payment of facilitators should be in accordance with the minimum benchmark as set by the Non-Formal Education blue print that facilitators should be paid minimum wage as their remuneration or allowances.
- iii. There should be intensified and sustained advocacy, sensitization and mobilization of all stake holders to come and support Adult and Non-Formal Education in the country.
- iv. More capacity building programmes (pre-service, in-service and on-the-job-training) for Adult and Non- Formal Education personnel at all levels should be put in place. Effective programming and implementation would require appropriately qualified personnel with definite schedules of duty.
- v. Employment of adequate number of staff at all levels to meet the ever increasing demand of Adult and Non-Formal Education in the country. Adult and Non-formal Education should be staffed with people with proven ability so as to strengthened the

system and helps in the development of Adult and Non-formal Education in the country.

Regular and effective monitoring of programmes at all levels. It is essential to train and re-train manpower to manage Monitoring and Evaluation activities in the Non-formal Education. There should be capacity building for monitoring and evaluation of officers through short, medium and long term training programmes, workshops, conferences amongst others.

## REFERENCES

- Adeniyi, R.A. (2004). Adult and non-formal education and 4th global challenges issues and perspectives. Ibadan, Department of adult education.
- Adeniyi, R. (2002). *Literacy Assessment Practices (LAP) in Selected Developing Countries: Nigeria Case Study*. [Online]. [http://www.literacy.org/products/ili/pdf/LAPNigeriaCase\\_total.pdf](http://www.literacy.org/products/ili/pdf/LAPNigeriaCase_total.pdf) [Accessed August 20, 2005].
- Akor, V.O. (2008). The Impact of Education in Rural Development. B.Ed. Project (Unpublished). Department of Adult Education and Extra Mural Studies, University of Nigeria, Nsukka.
- Baumgartner, Sharan B. Merriam, Rosemary S. Caffarella, Lisa M.; Caffarella, Rosemary S.; Baumgartner, Lisa M. (2007). *Learning in adulthood : a comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass. p. 7. ISBN 978-0-7879-7588-3.
- Buba, S.T., Ogasele, A.T. and Iorlaha, C.D. (2004). Adult Education: An Effective Tool for Rural Development. B.Ed Project (Unpublished) Department of Adult Education and Extra Mural Studies, University of Nigeria Nsukka.
- CEA Global Monitoring Report (2002). Education Rights Campaign: [www.educationrightscampaign.blogspot.com](http://www.educationrightscampaign.blogspot.com)
- Egbezor, D.E. & Okanezi, B. (2008). Non-formal education as a tool to human resource development: An assessment. *In International Journal of Scientific Research in Education (IJSRE), Vol.1 (1), 26-40.*
- Fafunwa, B. A. (1974). *History of Education in Nigeria*. London: George Allen & Unwin.
- Federal Republic of Nigeria (2004). *National Policy on Education*, (4th Ed.). Lagos: NERDC Press.
- Fasakun, S. (2006): NNCAE and the challenges of professionalizing adult education delivery in Nigeria, in *Adult and Non-formal Education in Nigeria: emerging issues. Annual conference*, Calabar Nigeria, Nov. 27-Dec. 1.
- Jossey, G. (2007). "What is adult education". About.com. "Adult Education". The Canadian Encyclopedia. Retrieved 19 October 2014.

- les, M., Holton, E., & Swanson, R. (2005). *The adult learner*. Elsevier: Burlington, MA. Likemenn på brettalfabetisering i Arendal. (2013, June 21). Retrieved from <http://www.imdi.no/nn-NO/Nyheter/2013/Likemennpa-brettalfabetisering-i-Arendal/>
- eri, I. S. (2008). *Handbook on Adult Education. Principles and Practices*. Uyo: ABIGAB Associates.
- olewa, M. A. (2000). Setting the Tone of Adult and Continuing Education in Africa. In S. Ndabawa, A. Oduaran, T. Afrik and S. Walters (Eds.), *The State of Adult and Continuing Education in Africa*, 11-16, Windhoek: Department of Adult and Nonformal Education, University of Namibia.
- woegbu, I. (2003). *Adult Education: Principles and Programme Design*. (Enlarged edition). Ekumax Company Ltd. 8 Awka Road, Onitsha Nigeria.
- mar, F.M., Eshak, A.M., Bichi, A.A., & Aujara, I.W. (2010). Trends in adult and non-formal education in Maiwada, D.A. & Yakasai, M.I. (ed) *Trends in education research*. Zaria. ABU Press
- mezulike, N. (2006). Contributions of Adult Education Programmes to the Economic Development of Enugu State. *Adult Education in Nigeria*. Vol. II. The Journal of the Nigerian National Council for Adult Education. Franco-Ola Printers, Ibadan. Nigeria
- UNESCO (2011). *Adult Literacy and Skills Training Programme (ALSTP)*. Retrieved August 19th, 2013, from <http://www.unesco.org/.....>
- World Bank (2001). *A Chance to Learn: Knowledge and Finance for Education in Sub-Saharan Africa*. Washington, D.C., World Bank.



**APPENDIX**  
**QUESTIONNAIRE**

**DEPARTEMENT OF ADULT AND NON FORMAL  
EDUCATION, NIGER STATE COLLEGE OF  
EDUCATION, MINNA.**

**Respondent**

The researchers are students of the above named institution carrying out research on the topic: **“Challenges and Prospect of Adult Education Programme in Chanchaga Local Government Area”** as part of the requirement for the award of Nigerian Certificate in Education (NCE) of Niger State College of Education, Minna.

All information provided shall strictly be used for this research alone. Thank you.

**SECTION A: PROFILE OF RESPONDENTS**

Sex: Male (  ) Female (  )

Centre Name: .....

Educational Level: Basic (  ) Post Basic (  ) Secondary (  ) NCE (  ) M.Ed (  )

Marital Status: Single (  ) Married (  ) Divorced (  )

Religion: Islam (  ) Christianity (  )

**SECTION B: Learners' Questionnaire**

S/No	Items	Yes	No
	<b>Research Question 1:</b> What are the programmes of Adult Education Programme in Chanchaga Local Government Area of Niger State?		
1	Are you provided with functional literacy programmes?		
2	Are there vocational and professional training programmes in your center?		
3	Does the programme assist you to become enlightened on certain societal issues?		
4	Does your center offer remedial programmes?		
	<b>Research Question 2:</b> What are the impacts of Adult Education programme in Chanchaga Local Government Area?		
5	Are you aware of the causes and prevention of HIV/AIDS and other health related issues?		

<p>provision of opportunities for learners to mainstream to formal education</p> <p>Adult education takes adequate care of socio-economic, cultural and socio-environmental problems of the adults.</p> <p>Adult education promotes societal development in all its dimensions</p> <p><b>Research Question 3:</b> What are the challenges of Adult Education programme in Chanchaga Local Government Area?</p>			
Inadequate funding			
Lack of in-service and workshop to facilitators			
Lack of incentives to facilitators			
Inadequate number of skilled monitoring and evaluation personnel			
<b>Research Question 4:</b> What are the prospects of Adult Education programme in Chanchaga Local Government Area?			
Through adult education programme, most adults have become enlightened on what goes around their societies and beyond			
Adult education programme has helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area			
Adult education programme has paved way for the development of rural communities			
Standard of living of the people has improved as a result of acquired skills and knowledge from Adult Education Programme			

Does the programme provide you with the opportunities to mainstream to formal education?

I am now employed and employer of labour

I can now read and write through the knowledge acquired at the center

**Research Question 3: What are the challenges of Adult Education programme in Chanchaga Local Government Area?**

The learning center lacks adequate facilities such as conducive classroom and chairs

Is there enough awareness on the existence of adult and non-formal education programme in Chanchaga Local Government?

Facilitators lack remuneration thereby not punctual to the centre

Lack of qualified facilitators dampen the use of good method of teaching

**Research Question 4: What are the prospects of Adult Education programme in Chanchaga Local Government Area?**

Do you become enlightened on what goes around your communities through adult education programme?

Adult education programme had helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area?

Does adult education programme paved way for the development of rural communities?

The community standard of living has improved as a result of skills and knowledge acquired from Adult Education Programme?

**Facilitators' Questionnaire**

S/No	Items	Yes	No
	<b>Research Question 1: What are the programmes of Adult Education Programme in Chanchaga Local Government Area of Niger State?</b>		
1	Functional literacy programmes		
2	Vocational and professional training programmes		
3	Public enlightenment programmes		
4	Remedial education programmes		
	<b>Research Question 2: What are the impacts of Adult Education programme in Chanchaga Local Government Area?</b>		
5	Creation of awareness on the causes and prevention of HIV/AIDS and other health related issues		

Provision of opportunities for learners to mainstream to formal education		
Adult education takes adequate care of socio-economic, cultural political and environmental problems of the adults.		
Adult education promotes societal development in all its ramifications		
<b>Research Question 3:</b> What are the challenges of Adult Education programme in Chanchaga Local Government Area?		
Inadequate funding		
Lack of in-service and workshop to facilitators		
Lack of incentives to facilitators		
Inadequate number of skilled monitoring and evaluation personnel		
<b>Research Question 4:</b> What are the prospects of Adult Education programme in Chanchaga Local Government Area?		
Through adult education programme, most adults have become enlightened on what goes around their societies and beyond		
Adult education programme has helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area		
Adult education programme has paved way for the development of rural communities		
Standard of living of the people has improved as a result of acquired skills and knowledge from Adult Education Programme		

6	Provision of opportunities for learners to mainstream to formal education		
7	Adult education takes adequate care of socio-economic, cultural political and environmental problems of the adults.		
8	Adult education promotes societal development in all its ramifications		
	<b>Research Question 3:</b> What are the challenges of Adult Education programme in Chanchaga Local Government Area?		
9	Inadequate funding		
10	Lack of in-service and workshop to facilitators		
11	Lack of incentives to facilitators		
12	Inadequate number of skilled monitoring and evaluation personnel		
	<b>Research Question 4:</b> What are the prospects of Adult Education programme in Chanchaga Local Government Area?		
13	Through adult education programme, most adults have become enlightened on what goes around their societies and beyond		
14	Adult education programme has helped in reducing the rate of illiteracy among the people of Chanchaga Local Government Area		
15	Adult education programme has paved way for the development of rural communities		
16	Standard of living of the people has improved as a result of acquired skills and knowledge from Adult Education Programme		