
SOLVING THE PROBLEM OF AWARENESS OF UTILITARIAN VALUES OF ADULT AND NON-FORMAL EDUCATION COMPONENTS IN NIGERIA

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ABSTRACT

The paper examined how to solve the problem of awareness of utilitarian values of adult and non-formal education components in Nigeria. In this paper, it was established that value of adult and non-formal education components played vital roles in socio-economic activities of Nigeria. All the components of adult and non-formal education that were mentioned in this paper actualized the awareness of utilitarian values to the people. The paper rounded off with the fact that adult and non-formal education have been responsive and still being responsive to societal needs in Nigeria, and that all stake holders in education, adult and non-formal education at all tiers of government in Nigeria should provide the needed political will to support the enhancement of adult and non-formal education in the country. Other stakeholders such as Community Based Organization (CBOs), the organized private sectors, individuals, Communities, NGOs should move Adult Education forward to serve as a strengthened strategy of recording and enhanced and repositioned sustainable awareness of utilitarian values of adult and non-formal education in Nigeria.

Key Words: Awareness, utilitarian, values, adult and non-formal education.

1. INTRODUCTION

It is paramount that the society in its entity needs to be educated irrespective of the level of education that they may have acquired either in a formal or non-formal system. One needs to observe that adult and non-formal education components should be well utilized and the awareness of all areas of adult education must be in place for the society. This implies that adult and non-formal education components would be highlighted in this paper and how both adult and young will make use of adult and non-formal education components for their benefits. It is understandable that both andragogy and pedagogy are used for teaching and learning in adult and non-formal education.

Components of adult education

According to Hassan and Oyebamiji (2012), highlight that components of adult education include the following:

- Literacy Education

- Liberal Education
- Functional literacy Education
- Non-Formal Education
- Life-Long Education
- Workers' Education
- Extension Education
- Continuing/Correspondence/Part-time/Sandwich Education
- Community Education
- Remedial Education

It is observed that all the components mentioned above are very useful in the 21st century of educational development in Nigeria.

Literacy Education

This is a form of adult education which is traditionally associated with the method of teaching literacy, these are reading, writing and arithmetic (3Rs). To make teaching effective for the adults to learn at the basic literacy programme, this method must be used to ease the understanding of the adult learners. It also include adult basic education which was formally known as adult basic literacy. It is the acquisition of the skills of reading, writing and numeracy. These skills are fundamental and are required for someone to break off from the chains of illiteracy (Onaniyi, 2018, in Oyebamiji, 2008). Literacy according to Akinpelu (2002) is the ability to read and write alphabets, words and simple statements. Literacy programmes designed for environmental protection can be used to develop in the illiterate rural people the skills of reading and writing simple words and statements which will empower them to read and write issues associated with their environment. With the skills of reading and writing, they will be able to read and acquire knowledge and understanding of the nature of their environment, the components of their environment and measures that shall be taken to protect, conserve and serve their environment. In the same vein, they will be empowered to rise up to resisit actions and activities that will lead to degradation of their environment, havin g understood what would be the impact on them.

Liberal Education

It is a form of adult education that is given and acquired for leisure period. The syllabus of this type of education is flexible and it covers a wide range of subjects. It is not certificate oriented for the participants at the end of the programme. This kind of adult education programme is very important that assists the society to fit into the ever changing world. It is discovered that various seminars, workshops, conferences are organized to update the clientele skills, knowledge, ideas and values regarding new development to boost their vocations.

Functional literacy Education

One observes that this type of adult education programme is geared towards avocational programme that will improve the quality of life of the family at the grass root, economically i.e. blacksmithing, farmers, tie and dyeing, hair dressing etc... Functional literacy education is the amalgamation of literacy programme with other needs of the society. It is a special programme

designed for those with common interest, such as trades and farmers mentioned above. Here participants are taught socio-economic activities to boost their livelihood for sustenance.

Non-formal Education

In this form of education, educational activities are systematically organized outside the four walls of the school system. It is structured to provide selective types of learning to particular sub-groups in the population where adults and children are involved.

Life-Long Education

This type of adult education begins from the cradle and ends up in the grave. It involves learning from the home, relatives, friends and also from the community. We live in a dynamic society which require change from time to time that leads to continuous learning. Life-long education makes learning a continuum and with unlimited ending.

Distance Education

Distance education, which in the past was referred to as correspondence education study, it is a form of adult education provided for adults who have need to complete their education or professional skills. It involves the use of information communication technologies (computer, e-learning, e-mail, teleconferencing). In modern time, learners stay in the comfort of their homes and receive guides from facilitators to aid their learning. It is more of a self-study or self-directed learning.

Workers' Education

This is a form of adult education programme provided by employers or establishments to equip their employees with new skills and knowledge to keep them relevant in their work. It is sometimes called workplace education. It is required to improve workers' productivity to enable them reach the apex of their chosen career. It provides opportunity for them to improve on their skills and knowledge in workplace. It is also a form of in-service-training or training on-the-job. When workers are trained while performing their duties, it is called in-service or on-the-job training. When the workers are permitted to be trained outside the work place, either sponsored by the employer or otherwise, it is called off-the-job training. We are in computer age of technological improvement that requires day to day updating of knowledge.

Extension Education

This is an adult education programme designed to reach out to the adults who are not necessarily residing in the urban centers. It is also a method of adult education which extends the knowledge and skill of professionals in the main stream to the outskirts of the community. When health workers and agricultural consultants leave the cities or urban centres to the rural communities they are carrying out extension services. Akinpelu (1975) in Ihejirika (2012) saw extension education as the reaching out programme of some central or agency whether it be a government department of agriculture, a library, a museum or university. It tends to be based on social and active participation of the public. This form of education is always used to bring learning opportunities through extension to persons, groups or communities in order to assist them to improve their lives. Rural dwellers are expected to be exposed to extension services that will

boost their farm products in order to yield maximum profits from their farm. It involves active participation of the public and the agency conducting it to educate and mobilize the target audience to respond positively by enlisting corporation and participation in any communal project that will improve individual and community life in general. This kind of programmes are tools for equipping the grass root dwellers or people with knowledge and skills on every issues that affect their existence in their community. (Venn, 1970).

Continuing/Correspondence, Distance, Part-time/Remedial Education/Sandwich Education

This is an out of school educational programme that is characterized by the flexibility of their organization or establishment, and the relevance of their curriculum. Continuing education is organized for all categories of adults that may require to further his education from where they stopped (Smith 1992). This kind of programme is run on part-time bases either on weekends or in the evening according to the organizers and the clientele of the programme (Simpson 2000). In the opinion of Omolewa (1981), Remedial education is considered as supplementary and complementary educational programme.

Community Education

Community education programmes are tools for equipping the grass root people with knowledge and skills on every issue that affect their existence. The significance of community education lies in its ability to effect qualitative social change in the form of seeking solutions to environmental degradation. It instills in the community members a sense of responsibility and commitment which propels them to participate in actions and activities that may lead to environmental protection (Adekola&Mbalisi 2015). In the same vein, Hassan and Oyebamiji (2012) also posits that community education is a form of education that is committed in setting priorities, sharing resources and the study of circumstances in such a way that the community and its educational provisions qualify and enhance each other.

One also observes that there are various activities and programmes of adult and non-formal education which are beneficial to human existence (Olaniyi, 2016). This implies from the definitions of adult and non-formal education as advanced by authors and professionals in the field, the scope is limitless, as broad as life (Nzeneri, 2002). It spans through all the activities of man in all aspects of life. A critical examination of all the definition of adult and non-formal education classifies the scope under four areas or programmes of activities, they include:

Education for skills development and competence

Under this activity area comes all programmes for skill acquisition and training which result to ability to handle and manipulate tools efficiently. Such programmes as apprenticeship education, vocational education, post-basic education, workers' education, aesthetic education, internship education and labour education are very good examples.

Education for personal development and liberation

The programmes or activities here are those that appear personal to the client but liberates the learner from ignorance. They include such programmes as adult basic education, functional

literacy, political education, environmental education, women education, citizenship education, preventive education, consumer education, prison and liberal education.

Education for adjustment and sustainability

One of the major roles of adult and non-formal education is to help the citizenry to adjust to changing realities of life and unlearn certain practices which are found to be counterproductive to the society. Programme for adjustment and sustainability includes: peace education, population education, family planning education, health education, reproductive education, fundamental education, community education and cooperative education.

Education for continuation and awareness

Adult and non-formal education for continuation, remedial and awareness includes: continuing education, extension education, distance education, second chance education (for early school leavers) and intermittent education. Many full time teachers in private and public schools are without teaching qualifications but they need to develop themselves with additional teaching qualification, majority of them prefer to engage in continuing education programme on part-time basis because of fear of losing their job. They were fully aware of the fact that they must level up with relevant additional qualification (Olaniyi and Hassan, 2016).

2. CONCLUSION

From the foregoing, it can be seen that adults constitute a majority of the population who are economically, socially and politically active and who also engage in various socio-economic activities to sustain their lives. The changing educational climate in Nigeria calls for the sustenance of the scope, structure, methods and application of the concept of adult education. As a distinct discipline, there is need to establish these concepts in Nigeria, in line with current global practice. To sustain the discipline in these concepts and activities need to be projected and infused into modern trend. Therefore, adult and non-formal education provides a basis for advancement of the practice and application of these concepts into different chosen careers.

Besides, there should be awareness on career opportunities for adult education graduates. After school graduates of adult education go on to careers in business, government, healthcare and universities. More specially, many graduates become adult counsellors, working with clients at a number of levels including family, financial and crisis management. Many also go on to teach adults in a classroom setting, at universities, colleges, community colleges, vocational schools, or other educational centres. Adult education graduates can also get involved in workplace education, such as education departments in healthcare organisations, human resources departments, or training departments in business establishments.

The situation we have in Nigeria now in the recognition of adult education and the practitioners' calls for the full involvement by all the tiers of government as well as NGOs to boost the recognition, awareness and promotion of adult and non-formal education in Nigeria. All the components of adult education mentioned above are very relevant for awareness of utilitarian values of adult and non-formal education in Nigeria.

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