
Promoting Lifelong Learning Through Innovative Adult and Non-Formal Education

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Abstract

Any keen observer in Nigeria will agree that formal education system have still not made the expected impact on the lives of majority of people and the society. Evidence abound to show that the level of illiteracy, poverty, hunger, diseases, unemployment and overall underdevelopment of society is alarming. It has been observed that other forms of education beyond the usual formal education system can help solve some challenges the formal education system can no longer handle. Interestingly, adult education which is an integral part of general education has been adjudged as the best channel and learning market that can promote learning continually throughout life. This is because it has a variety or wide arrays of educational programmes that can benefit all categories of learners/participants or clientele and lead to successful harnessing of individuals particularly adults, for national development. Thus, the justification for lifelong learning for what? This paper therefore, contends that no meaningful development can be anticipated in Nigeria without all hands being on deck to clear the 'log' called illiteracy. The writer therefore, examined innovative adult and non-formal education programmes and approaches that can promote lifelong learning in order to improve the living conditions of individuals and society. Thereafter, some recommendations were made

Introduction

Learning is a micro-term which expresses the outcome of various experiences and training activities undertaken by a learner. The process of learning commences from cradle till death. It begins with the learner engaging in non-formal instructions, teaching and learning guiding by family members as he passes through childhood then later in life, other agents of socialization such as the school, community, church and society also constitute channels for developing the individual. Learning could gained be incidentally through educational media like listening to radio broadcasting, music, watching television, films, ceremonies, using home computer games and other forms of recreation. Kolberg (2004) sees learning as a process whereby knowledge is created by the transformation of experiences. These experiences could be formal training, counseling, mentoring, tutoring, apprenticeship; all meant to aid personal development of the individual through life. Nzeneri (2008) noted that the experiences individuals acquire during the learning process enables the individual to liberate himself from constraints, ignorance, dependency and exploitation.

However, learning is not compulsory, but a number of factors may propel individuals to engage in a learning process. These may include among others; personal factors such as to meet pressing needs, to learn new things, to develop self-confidence, to upgrade job skills, for business enhancement and economic benefits etc. But individuals who are most likely to participate in learning continually must possess the necessary skills and attitudes for learning, especially literacy and numeracy skills. They must have the confidence, the willingness and motivation to learn. Unfortunately, many people in both developed and developing countries like Nigeria particularly those in the rural areas are functionally illiterates who have not realized the need for education, as such have not even developed interest for it or its benefits (Taylor, 2008). This group of rural populace is likened to those described by Frantz Fanon (1969) as the wretched of the earth. Obi (2005) attributed their protracted vicious cycle of illiteracy to the generality of people that still view illiteracy/literacy as solely educational in nature and therefore can only be solved by formal education sector alone. Such misconception is a challenge to adult education and adult education practitioners. Incidentally, adult education as an integral part of general education has been recognized as an inevitable vehicle needed to achieve adult literacy which is one out of the six goals of Education For All (EFA) initiative. Hinzen (2007) succinctly confirmed that EFA goals are synonymous with the objectives of adult education needed among others:

- to improve the general conditions for Lifelong Learning (LLL),
- to provide continuing education motivation strategies and also,
- to provide second chance programmes to combat educational disadvantage.

These were agreements reached at different educational forum in order to give meaning to the life of individuals, irrespective of age, sex, location, past or present challenges and should not be denied the right to educational opportunities. Education generally and adult education in particular has been recognized as the life wire of any nation for human resource development. No matter how some individuals want to run away from it, the foremost agent of bringing about total liberation of individual's from the grip of ignorance, illiteracy, and make positive contributions to change in the individual's lifestyle, is education. What is worrisome is that many people in Nigeria still cannot read or write their names, though they are functionally illiteracy; and as such are economically, socially and democratically disadvantaged to participate in any development process (Akande, 2006). Definitely, one has to be literate for him to develop interest or passion for learning and engage in continuous learning. There are many youths and adults who discontinued at various levels in their own incapacity in terms of their age, individual attitude about self and learning, and so lack interest in schooling or learning opportunities; but they are potential workforce for development. These reasons have hemmed in many educationally disadvantaged men and women including youths into their homes believing that their plight is the work of nature and cannot be changed.

No wonder the long history of illiteracy in this country has remained a social problem which has continued to infringe upon the overall development of this country. The United Nations Development Program (UNDP Report, 2011) showed that Nigeria ranked 86 with a national adult illiteracy rate of people ages 15 and above as 72. what is

debilitating to development is not just a handful of illiterates but widespread illiterates that can be a stumbling block to national development of a country like Nigeria, that is desirous to join the twenty industrialized nations by the year 2020. Efforts being made by our leaders to accelerate the economic growth of this nation, definitely cannot be possible without the development of the educationally disadvantaged adult population since they are also part of the potential workforce needed for economic/national development. The truth still remains that we cannot be emphasizing lifelong education or lifelong learning when it is seemingly becoming impossible to reduce illiteracy in Nigeria. Lifelong learning for what then? A basic drive to emphasizing lifelong learning can be meaningful when it begins with clearing the 'log' called illiteracy to a barest minimum level because it has been one of the root cause of Nigeria's economic, social, cultural and political disempowerment.

According to Nzeneri (2008), the pace of a nation's development is determined principally by the literate adult populace, the males and females who are able to make informed decisions and decisive actions that is expected to affect the populace positively. If the talents and abilities of the adult population are to be developed and optimally utilized in national development, there must be continuous education and training opportunities for adults. The author maintained that the optimum utilization of these human resources constitutes the greatest wealth of a nation and every segment of the populace must be fully integrated. Investing in human capital development requires that we have to persuade every individual that learning new things or new ways of doing things without literacy is difficult. Available literatures also show a correlation between level of literacy and the level of development and vice versa. Therefore, it becomes necessary for individuals to retool their capabilities from-time-to-time so that they can acquire new skills, new knowledge and competencies that would enable them participate in the socio-economic, cultural and political growth of the country. Certainly, societal development cannot be actualized by heterogeneous groups of stark illiterates or functional illiterates. Therefore, this article sought to examine ways adult and non-formal education approaches can promote lifelong learning.

Rationale for Lifelong Learning (LLL):

LLL throws an axiom 'you can't teach an old dog new tricks' out the door. Implicitly, it is never too soon or too late to learn. This philosophy according to Taylor (2008) has taken root in all learning societies where citizens are provided with learning opportunities at all ages and in numerous contexts like at work, leisure etc and not just through formal channels of schooling only. The more fluid or competitive the society becomes, the more challenged individual desire to acquire new knowledge and skills, so that they will not be disadvantaged in their career or profession. Knowledge acquisition is necessary for growth and development of the individual but it diminishes if it is not overhauled or tendered. Delors (2007) noted that although, there has been much rhetoric's around LLL but it is a term that has entered a discourse in such a way that it is of immense importance not to ignore it. Apparently, because it is now a mechanism for exclusion and control in a knowledge-based economy particularly with new emerging issues like globalization, technology and depressed economy; coupled with massive explosion in knowledge and expansion in the education system at both formal, non-

formal and informal sectors, which is necessary to meet the growing market demand of the 21st century.

These emerging realities have dramatically facilitated development, created new educational needs and powerful inequalities in most countries of the world. Nigeria is not an exception. In Nigeria, the number of unemployed youths is soaring and in a geometric progression (about 10 million, World Fact Book, 2010) while the illiterates and unskilled workforce are the worse hits because their incompetence in both skills and knowledge cannot help them to secure any meaningful paid employment or earn a decent livelihood. Of great concern, Taylor (2008) opined that today, with less defined changes in life roles, it has become necessary to design new strategies to motivate people towards embracing LL education through available educational opportunities beyond conventional schooling in order to avert the problem of education now and the future. Hence, in most developed countries of the world the desire to encourage adults to learn has influenced greatly the new trends in adult learning process making adult education, particularly in terms of its non-formal mode to be increasingly accessible and affordable to different categories of clientele. This is to help them acquire knowledge, skills, or upgrade their skills, enhance their career competencies which will enable them improve their general living conditions.

The above background information has raised issues that are worth analyzing. These include that formal educational system of enrolling in academic institutions only, cannot provide lifelong education or provoke lifelong learning for human resource and national development. This may be attributed to some obvious challenges on the part of the learner and society, as mentioned earlier in this write up. Consequently, other forms of education including innovative adult and non-formal mode of education that will accommodate and benefit the greater diversity of adult learners in terms of their interest, needs and aspirations can be utilized. Adult education according to Ugwo (2001) is a rich field of study, a practical activity full of varied experiences and varieties of modern processes for educational delivery through general education programmes like continuing education, extension, education distance, distance education and correspondence courses. It has the capacity of raising individuals consciousness, making learning meaningful to learners as they engage in learning continually. The worry here is that adult education which can promote LLL programmes have not diffused substantially to reach targeted adults in the rural areas (Federal Republic of Nigeria, FRN, 2004). Akande (2006) attributed it to lack of political will which has led to government neglect of adult education over the years. In fact, the concern for the rural populace is because this is where the largest number of educationally disadvantaged and the country's potential manpower needed for the development of the society, are rendering. Majority have nothing meaningful to show for their existence or support growth and development of the society. What can be described as divide between the rural and the urban areas has also constituted a great challenge to adults in the rural areas (Nzeneri, 2008). Furthermore, Hinzen (2007) observed that adult education provision in most adult education centres in both developed and developing countries, Nigeria, inclusive has long been neglected and as such are sufficient neither in quantity nor in quality. The mode of delivery of content of the various adult education programmes is not matching the rapid expansion that is taking place in the societies.

An assessment of the expected socio-economic and political roles of adults reveals that they need to be continually empowered educationally in order to achieve realistic development in this country. It was Akinde (2006) who proposed the need for new adult education strategies that will motivate adults to begin to improve themselves educationally so that 'they will be attracted, retained in adult and non-formal education program and not relapse into the usual dropout syndrome. Bosah (2003) submits that functional literacy education is the basic tool required to raise the overall skills level of the adult males in order to improve their participation. Functional literacy education aims at developing the individuals' mental and communicative powers as well as their technical and vocational capabilities throughout life. As a matter of fact, Nigeria cannot develop in any significant way if majority of the people are not first considerably developed. The dynamic nature of the society coupled with life roles in the changing world today demands that individuals, particularly adults need to engage in new educational programmes which are lifelong oriented, very innovative, needs-oriented and problem-solving to the emerging challenges of today and the future.

A variety of professional, vocational and generally education programmes and courses must be made available and affordable to clientele so that they will not relapse into mental disuse. Supporting this proposal, Obi (2005) suggests the need for effective adult education programmes like continuing (lifelong) education that will meet the growing needs of the adult population and the increasing market demands of the 21st century. Improvements in adult learning are of considerable advantage for both individuals and society. Raising the overall skills level of adults will help to improve economic indicators such as productivity and employment and social indicators such as civic participation (Microsoft Encarta, 2007). In fact, in the age of lifelong learning, education generally has shifted from being a common good to a consumer product and as such has become part of the learning market that must support the economic need of individuals, competence and mobility of communities and society. Each day gives birth to new areas of interest and discoveries in the body of knowledge through research, educational reforms and technological advancement. Therefore, adult education should as well take advantage of the learning society and the various innovations meant for national progress and also shift; adopting new teaching models and technologically adult education approaches that is capable of promoting lifelong education. For these new approaches to be relevant functional literacy education empowerment of adults becomes a necessity. This is the first step towards launching adults/learners into their destinies, continuous self-improvement for effective participation in decision-making process and nation building.

Lifelong Learning (LLL) and Adult Education (ADE)

Adults engage in learning activities everyday as they encounter changes and challenges in their lives. Hence, learning is a continuous process throughout life, involving collection, construction and reconstruction of new ideas and experiences. According to World Bank report (2002), most experiences encountered by individuals in the course of their lifetime as well as formal training or formal instruction, apprenticeship, all forms of learning in the family, mentorship, counseling, engagement in voluntary self-motivated pursuit for personal reasons, constitute lifelong learning. The

concept lifelong learning (LLL) means different things to different people. Since its popularization in the 70s, it has entered a wide range usage. According to UNESCO (2001) the contemporary definition of LLL connotes a way of connecting the various stages of formal education and linking them with informal, non-formal learning. It encompasses all forms of learning and schooling from the family, early years, and pre-school learning through tertiary education, work and adult life. To many, LLL means lifelong education and others may perceive it as learning for life.

Nzeneri (2008) perceived it as part of life, integrated with and inseparable from life and it must involve change (i.e. learning). Furthermore, Longworth (2006) viewed LLL as a way of seeking to broaden education and foster lifelong education for all,, while promoting education for both social development, economic growth, lifelong manpower development, employability and up skilling of workers in their work place. Hence, man continues to expend his energy to acquire new ideas, new skills, new knowledge and experiences through formal, informal, non-formal and continuing education among other which will enable him survive and become productive participant in development. these litany of incidental or planned educational activities are expected to bring about change in knowledge, skills, values and attitudes, habits and behaviour of man and the society.

Lifelong learning takes place at all time, irrespective of people, space and diversity. (Delors (2007) informs us that it spans a wide range of education activities and training issues resulting from integration of formal, non-formal and informal education and speaks to many different audience. Incidentally, adults who are the largest population of this audience generally bank what they learn and apply them as the need arises such as in constant development of self, adjustment, managing life problems/uncertainties and maintaining a healthy co-existence with people in one's environment. Even in later life such as retirement, adults still need to learn; as such they ought to seek new knowledge for their personal fulfillment through learning activities that cross traditional academic bounds taking divers forms such as recreational activities. This explains why most adults even at retirement are still very active, articulate and calculative because most of the day-to-day activities engaged in their homes, in the church and community where they make valued contributions also promote lifelong learning.

Anyanwu (1987) opined that desirable changes highlight the roles of the adult population in community development or national development. Continuing, the author noted that in any community or nation, it is the adults who participate effectively because they hold the destiny of the society and not children. Torres (2003) chipped in that it is the adults who take decisions that affect their children, formulate and implement policies and not children. Reiterating, the author maintained that it is the adults who determine the survival of the society, the level of the society can attain educationally, socially, culturally and politically, not children. Considering the relevance of adults in the society and knowledge explosion which has posed serious challenges to new trends in adult learning process, it becomes imperative that adults must remain in constant tough with trends in development. they need to frequently apply their knowledge in some practical fashion to learn effectively so that they can assume highly responsibilities in their family, community, work place and society. Adults therefore, must upgrade and update themselves with information on emerging issues in the society to enable them keep pace

with the time they find themselves and not lose out in this period of dynamic, scientific and technological advancement. This is very necessary because there must be a reasonable goal and expectation the new knowledge will help them further. Take for instance, the use of computer worked enhanced learning which uses mobile telecom equipment and mobile phone usage are becoming increasingly common place in every home and facets of the society. Computer has been recognized for its importance in developing in the learner an inquiring mind, critical and reflective thinking. It has created an opportunity for self-directed learning to both the educated and non-education, young and old who are desirous to acquire basic skills that will make them become relevant and more conversant in the use of these technologies in their work place.

In fact, it is in response to the ever changing society and need for acquiring knowledge throughout life, that even the nomads have also aligned themselves with the use of mobile phones. The more complex the society becomes the more adaptive strategies are fashioned out by individuals so that they will not lose out in the wind of change. The impact of lifelong learning on the nomads ability to mainstream from one technology (radio) to another is a proof that the need and advantage of these technologies on learning throughout life cannot be overemphasized. Again, the impact of mobile nomadic education programme introduced in 1987, geared towards the education of the ever migrating cattle Fulani's has helped them to enhance their knowledge, skills and competencies in improving their livestock products through the application of modern technology; and to also appreciate the need to use modern savings and bank credits among others (Oyedele, 2003). The mobile lifelong education engaged by the nomads is in line with the National Policy on Education, NPE 2004, Section 6 sub-section 31, which specified on the need to: provide functional literacy and continuing education for adults and youths who have never had the advantage of formal education who did not complete their primary education. This includes the nomads, the migrants and their families.

In contemporary societies such as ours undergoing transformation in all facets of development, lifelong education provides opportunities for all categories of learners to be able to flow in the positive direction of change. It is worthy to note that , the only integral part of general education that is capable of providing hope to educationally disadvantaged teeming adult population is through adult and non-formal education. According to Ugwu (2001) adult education is a means of sharing the latest and most pertinent knowledge with people and through it human resources can be developed. Adult and non-formal education, can be used to create and offer new educational programmes organized for learners outside the bricks and mortar and four walled conventional school setting. For example, Cyber Café where people go to acquire computer skills can be used successfully to promote LLL, provide self-employment opportunity and improve the standard of living of thousands of today's socio-economically challenged individuals.

From the foregoing, it is glaring that adult education has enormous tasks to perform with respect to serving the teeming functional illiterate population. By so doing, lifelong education knowledge no boundary, no age, sex or locality but focuses on the holistic development of the individuals to continually have quest for new knowledge and skills that would help them meet their needs. Adults learning needs according to Delors (2007:231) were categorized into four, namely:

- Learning to do: the adult learners acquires and apply new or modified existing knowledge to this behaviour, skills, values and preferences. This include life skills;
- Learning to be: in this case what the individual learns is utilized in promoting creativity and for his personal fulfillment;
- Learning to know: is an approach to learning that is characterized by an individual's ability to think critically, make informed decisions, choose from alternatives and make adjustments as the need arises;
- Learning to life together: the learner develops the ability to exercise tolerance, understanding and mutual respect for others.

These are the stern qualities and pre-requisites required of every learner and individuals in a learning society who are most likely to participate in learning throughout their lives. These pre-requisites will serve as an eye opener to the lifelong learner to begin to appreciate the living standard, eating balanced diet, understand that prevention of diseases is not only better but is also cheaper than cure, understand the need to fight all forms of harmful cultural practices. Other expected dividends include, the need to adopt modern birth regulation methods, investing on their children's education and innovative ways to enhance their agricultural productivity. Such level of awareness will help individuals develop the love for learning which will stimulate the desire for lifelong learning and maintenance of a learning society. This will enable majority of them, not foreigners to become development package for growth and self-reliance of the society. This is one out of the many development strategies adopted by world powers like America, China and Japan in maintaining their economic and national integrity. Countries like America adopted functional literacy in their educational system curricula which has continued to help them. In fact, by the time a child gets to secondary school level he has acquired knowledge and skills that he can fall back to earn a living (Omolewa, 1982).

It is believed that a well informed men and women are great assets to the society and not liabilities or brakes to the national wheels of progress. Interestingly too, adult education has been recognized as a good channel for not only human resource and national development but also a resourceful tool for promoting and overhauling everyday (incidental or planned learning activities of individuals; thereby immunizing them against ignorance, illiteracy, dependency, exploitation and inferiority complex. Bergerin (1983) therefore, submits that an effective adult and non-formal education program should consider the needs and related interests of the adult learner and attempt to discover and meet their real needs as well as the needs of his social order. The effectiveness of adult education programmes meeting individual needs would depend on the extent of the level of experiences acquired by the individual, degree of knowledge/skills, methodology adopted in creating awareness that will facilitate learning. Indeed, a well designed adult and non-formal education package could be utilized in our rural communities to sensitize adult men and women on the need to acquire basic skills and attitude for learning, beginning with literacy and numeracy skills. The ability to read, write, calculate and perhaps including a sense of engagement with the education or training system will go a

long way to instill in them the confidence, the willingness and motivation to learn continually.

Ugwu (2001), reiterates that in both developed and developing countries of the world, adult education programmes have recorded major success in sensitizing adult towards acquiring training skills and knowledge. For instance in Nigeria rural women have been sensitized through the Better Life Program in the 80s. It is expected that adult education programme is not only capable of sensitizing people but also can help clientele sustain interest towards continuity in knowledge and skills acquisition so that they can live and enjoy quality life and make worthwhile contributions to their community and society. This is why the researcher sought to examine ways adult education would help individuals engage in lifelong learning through innovative adult and non-formal education programmes.

Promoting Lifelong Learning through innovative adult and non-formal education programmes

The ultimate aim of adult education is to help adult learner make the best out of their lives as they make progress at all levels of their personal endeavour and in relation to their societal activities or services they render. Therefore, the innovative adult education programmes which will be discussed below are intended to help improve general conditions of clientele, promote continuing education, strengthen and ensure their sustainable interest to learning continually. Invariably, this will help to bring an end to learners' altruism or low participation in adult education program.

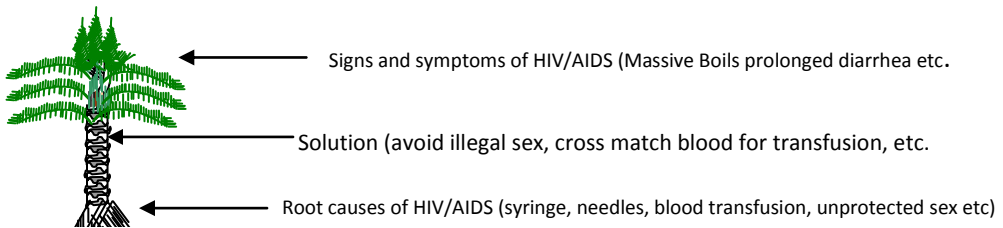
1. **Functional literacy program (FLP):** This type of program concerns adults that are illiterates and this disability constitute a serious problem to them in terms of economic and social development; especially with the technological development taking place in the society. Literacy programme as a specific form adult education has emerged with different methods and approaches simply because there has been concern about inadequacies of some teaching methods/approaches for literacy education. It is believed that methods like lecture method limit the ability of the learner to participate in the learning process. Aderinoye (2003), therefore, opined that when learners participate in learning activities they not only learn fast but mater skills that will help them address their needs promptly. Adult literacy and numeracy acquisition can be facilitated and made palatable to clientele through innovative participatory learning approach using Participatory Rural Appraisal (PRA) tools (e.g. Venn diagram, Literacy shop, Community social map, Problem tree, and Health Curative Matrix among others). Again, Regenerated Frierian Literacy through Empowering Community Techniques (REFLECT) (adopted from Paulo Friere's philosophy of development techniques) can be applied to literacy and numeracy teaching. Both are innovative approaches to adult literacy delivery. Through these innovative approaches participants will develop a sense of ownership in any literacy and numeracy program as the activities motivate them to be actively involved in the agreed task. Participants also take responsibility of generating their own learning materials where necessary. For instance, car plate numbers or beans, which is a common food prepared in most homes by illiterate and non-

literate mothers can be used as instructional materials to teach literacy and numeracy as illustrated below.

Literacy: Beans	Quantity	Numeracy	Literacy: Car Plate No
Numeracy	*	1 cup	1 ABCD AB34CD
	3		
	**	2 cups	
	4		

- 2. Health and nutrition education programme:** This type of programme is organized at the national and local government levels by the Ministry of health and some educational institutions in the country. Same can be organized in our adult education centers, and preferably delivered in the local language of the people with relevant life stories, folklores or jingles to facilitate understanding on prevalent health issues discussed, such as Malaria, HIV/AIDS etc. This can be discussed with participants using problem tree (as illustrated below).

HIV/AIDS DISEASE (Problem Tree)



The essence of this illustration is to make participants understand that most deaths are preventable and as such prevention of a disease is better and cheaper than cure. Using health curative matrix participants can be enlightened on how to administer first aids in the case of emergencies such as preparing oral dehydration therapy (ORT) or salt sugar solution (SSS) at home to control mild diarrhea. They need information on the essence of eating more of locally available food and fruits, to understand that eating right promotes good body mechanism and fosters good healthy life and they quality antenatal care helps to promote safe motherhood etc.

- 3. Environmental and climatic change adaptation programme:** This programme is organized by environmentalists at federal, state and local government levels and some higher institutions. Seminars, workshops or conferences are organized for adults on the environmental precautions to take to ensure conducive and sustainable environment. For example common activities of adults in their environment such as wild bush burning particularly during farming season, fallen of trees for fuel wood for cooking, improper waste

management etc. have deleterious effect on man and his environment. Therefore, there is need to discontinue with such activities.

4. **Political education program:** This is a training programme organized for adults who are eligible to vote or could be voted for. Adults are synthesized on their right and how to elect the right type of people to represent them in government. Such training will enable them to understand that political participation requires the involvement of eligible literate adults in the society and not illiterates and people who do not understand the meaning of democratic process. The January 5th – 12th 2012 incidence in Nigeria over the fuel subsidy issue is an eye opener to both our leaders and the led that adults can exercise their franchise/democratic control over any situation infringing on their comfort and as such should not be taken for granted.
5. **Information communication technology education programme (ICTEP):** This aspect of training is till not common in adult and non-formal education centers particularly to learners in the rural areas where the use of computer is like building castle in the air. However, it is a welcome innovation because majority will be willing to become adaptors to the new technology. Adults particularly feel fulfilled when they try out an innovation and succeed. Adults are trained to acquire basic literacy skills on computer usage which starts with computer appreciation. This can provide significant learning opportunities for continuing literacy in adults education programmes. It will help individuals develop their potentials/talents, learn better live and work effectively in the society. The more the usage, the more the adult gets mastery of the functions of the particular technology. Competence in ICT skills has become a pre-requisite for our daily life and we cannot do without it. Training in the use of the various technological devices like audio visual tapes, radio cassettes, can conveniently be used by learners for self-directed or group learning. Distance learning program package can be stored in tapes and played back by the learner as the need arises. Thus, the ability to use any of these devices continually helps the lifelong learner to improve his competencies, improved standard of living and quality of life.
6. **Family life and Financial Management Education Programme:** This is the training adults receive in order to understand the essence of making personal adjustments to their lives, home, finances and family relationships as the need arises. Adults are trained on how to improve their finances by engaging in meaningful income generation activities at micro or macro levels for sustainable livelihood. Their training will help them to understand that the smaller the family the better they can enjoy and manage their resources. Financial management is a big challenge to most homes in Nigeria because of the many mouths to feed and as such many parents have veered away from their responsibilities in their homes.
7. **Field Trip/Field Work Programme:** Most adults enjoy travelling either because of demand on their job, community service or as a hobby. Field trips are educative and diagnostic. It provides learning opportunity which helps people to

grow and develop intellectually, socially, economically, politically and culturally. For example, self-directed training during field trips or field work help adults to proffer solutions to their personal situations or make meaningful contributions that will bring about positive change in their community. It is worth mentioning that community “Transect Walk” is now an adapted innovative approach in adult education practice. This new approach help people to understand their community as they take a walk around their community so as to identify pertinent problems that has hindered their growth and thereby proffer solutions to them.

- 8. Recreational/Entertainment Programme:** Adult education provides the means for sharing the latest and important knowledge with group that need to use their leisure purposefully and those who desire to upgrade their skills and knowledge alike in the phase of changing technology. Through this medium human resources can be developed to match with seems an avalanche of technological improvement. A popular adage affirms that, ‘all work without play makes jack a dull boy’ and so, entertainments like cultural dance, comedy, jingles, plays and film shows are all educative but relaxing programmes for all but adults in particular would always want to enjoy them if they can steal out time from there ever busy schedule. Such entertainment programmes can be organized in indigenous languages to convey messages to a heterogeneous audience and gathering of illiterate villagers in their community hall, market place, or village square.
- 10. Community development programme:** No man is an island is a popular statement. Every adult is a potential teacher and also a learner anywhere and at anytime. Community development program provide opportunity for continuous learning as people work closely together. They learn how to perform their civic responsibilities, members learn to imbibe the culture of living amicably with each other, share knowledge and ideas together for collective growth and development of the community. Community village halls are suitable places or venue to organize adult education programmes for community emancipation. Community members can act as facilitators during community development activities while development agents like adult educators, community development officers etc will guide the people in decision making process. The involvement of community members in any adult and non-formal education programme as facilitators helps to ensure continuity if other logistics are also provided for its survival.
- 10. Income-generating program:** When adults feature in activities that keep them busy daily they develop interest and learn faster. Activities that help adults to constantly engage in critical thinking promotes LLL. These activities include, cooperatives or thrift savings, weaving, fashion and design, tie and dye, bead making, zobo or soya milk drinks, etc. Adults do not only earn a living when they are vocationally-oriented but they learn better and are self-fulfilled. The

beauty of all these innovative programme is that they can help to promote lifelong learning, strengthen beneficiaries as they discharge their socio-economic and political roles as well as sustain community development in various communities but these cannot be achieved by piece meal efforts. Certainly, promoting LLL through innovative ADE and NFE programmes calls for partnering. This is because scholars like Abubakar (2008) noted that delivery of literacy programmes in Nigeria is hampered by inadequate personnel, facilities like books and other learning materials.

Partnering to Promote Lifelong Learning

Lifelong learning calls for partnering with the government, private and public enterprises especially for grass root capacity building. Understandably, partnership looks beyond helping adults to learn how to read, write, calculate or to decipher words in a text book. Partnering is required in the expansion in the scope, methodology and content of adult education particularly in terms of non-formal mode of delivery. Partnering allows for more powerful educational learning experiences of the adult learner throughout life. Hence, partnership is required especially in the area of increasing funds. Although the federal government recognizes the limitations in funding education generally and so requires adequate financial provision from all tiers of government as well as participation of individuals, cooperate agencies, and non-governmental agencies etc for successful implementation of educational programmes (Federal Ministry of Education, 2004). In pursuance of this objective the Education Tax Fund through decree no 7 of 1993 was established and charged with the responsibility of receiving 2% profit remittance made by all companies operating in Nigeria for funding the rehabilitation, restoration and consolidation of education in Nigeria; and yet adult and non-formal education which has major social responsibility in the society have continually faced acute financial crisis.

Be it as it may, fund is a necessary vehicle for evangelism, adult education programmes inclusive. This is to say that fund is inevitable in the training of adult instructors, planning and administration of adult and non-formal education programmes, and establishing an organized and viable adult education centers in the rural areas where the greater percentage of the nation's prospective human resources will be harnessed and nurtured. Again, funds are needed to establish infrastructural facilities like indigenous radio station/rural press, rural newspaper stand and rural library, with sufficiently self instructional audio-visual how – to – do packages and reading materials. The availability of these support services will motivate individuals to enroll in lifelong education program of engage in self-directed learning activities within the comfort of their homes. Essentially, access to these educational facilities will help to bridge the divide that exists between the rural and urban adult education centers as well as serve as antidote to skills disuse, loneliness, boredom and high blood pressure among adult retirees in our rural communities. And so if all these are actualized adults will be well equipped to perform their multifarious roles in their families, communities as well as contribute effectively to economic growth of the nation.

Conclusion and Recommendations

In keeping with the philosophy of lifelong learning, the education acquired formally in school may not be enough to sustain the individual throughout life. Consequently, a well designed adult and non-formal education programmes that specifically will address direct needs of the people and made attractive through innovative delivery process can positively impact the lives of individuals and society. Considering how adult and non-formal education in Nigeria has been a neglected aspect of educational activities in the country, the success of any innovative educational programmes meant for individual and societal improvement would require partnering with Nigerian stakeholders and development partners such as non-governmental organizations who will be committed to address to certain extent, challenges (such as funding) facing adult and non-formal education in Nigeria. And so, it is recommended that a responsive and systematic adult education programme would require a continual review of both, content and method of delivery (in formal, informal and non-formal settings) in order to ensure their currency, appropriateness and effectiveness, especially in personal, social and occupational programmes. This proposal is not out of place because Nigeria desire quality individuals (workforce) that will be produced and packaged for development of the society. Interestingly, adult education with its wide range of educational activities has the capability of helping individuals develop their potentials which hopefully would contribute in no small measure to sustainable community and national development.

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