

IMPLEMENTATION OF INNOVATIVE POLICY ON ADULT LEARNERS' EDUCATION CENTRES FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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Abstract

Adult Education Programmes Are Designed To Accomodate Intending Learners To Improve Their Knowledge, and Skills For Positive economic Growth And Development Of The Individuals And Immediate Society At Large. Implementing New Innovative Policy In Adult Education Centres Allow Changes In Cultural Attitudes, Values, Norms And Beliefs Hitherto What Was Obtainable In Adult And Non-formal Education Literacy Centres Before. The National Policy On Education (1989) objectives Provided Functional Literacy Education For Adults, vocational And Professional Training, In-service, and Civic Education Among Others To Improve Individuals' Growth And Development. Implementation Of Innovative Adult Education Programmes Is Useful To Develop Manpower Skills Needed For Nation Building, Technological Advancement And Human Capital Development. moreover, Implementation Of Innovative Adult Education Programmes Has Its Impact On The General Lives Of Citizens, This Will Also Bring Satisfaction And Be Less Dependent On The Government For Their Socio-economic Survival. Also, Empowering Youths And Adult Learners With Knowledge, Vocational Skills, Character Building With Professionalism Needed For Sustainable Economic Growth And Development Of The Society. Hence, With Global Technological Advancement, Innovative Adult Education Programmes Can Bring The Required Technological Breakthrough Needed For Advancement In Technology Required To Compete Favourably With Other Countries Of The World. the Paper Looked At Challenges That May Face Innovative Implementation Of Adult Education Programmes And Concluded That Innovative Adult Education Programmes Can Efficiently And Effectively Address Some Of The Problems Of Youths And Adult Illiteracy In The Society, Thereby Promoting Functional Literacy Education Activity That Can Lead To Economic Growth And Development Of The Society.

Keywords: Innovative Policy, Adult Learners, Sustainable Development, Implement And Implementation.

Introduction

National Development To A Large Extent Depends Mostly On The Rate At Which Essential Services Are Provided In The Society. Development Of Human Potentials Is Usually Tailored Towards The Sustainability Of The Social, Economic, Political, Educational And Cultural Lives Of The People In The Society. This Development May Equally Be Achieved As A Result Of Proper Investment In Adult Education Programmes For The Creation Of Wealth For Citizens As Well As Literacy To All The Citizens.

Across The Globe, People Live With Undue Trepidation And Fear In An Underdeveloped And Developing Societies That Are Engulfed By Abject Poverty, Mystery, Environmental Infrastructures And Infrastructural Inertia And Insecurity Of Life And Property (United Nations Development Of Economic And Social Affairs, (UNDESA) 2015) Thus, The Unwholesome Existential System Stifling The Global Peace Is Open To A Benevolent Change By Innovation Through A Network Of Accessible Functional Adult Education, Training And Re-training, Creative Entrepreneurship, Ethical And Social Orientation Within The Evolutionary Context Of Cultural Heritage And Critical Resources (Oyekan, 2019). Of More Important Is For Adult Literacy Centres To Provide Exquisite Balanced Subject Curricula That Are Integrated With Application Of Appropriate Technological Innovations To Build Resourceful Human Capital, Advance Professional Competence And Nurture Creative Entrepreneurship With Work Productivity (Oyekan, 2019)

Proper Implementation Of Adult Learners' Education Curriculum In This Period, Requires Dynamic And Coherent Cognition Of The Adult Learners In The Areas Of Scientific Accuracy And Entrepreneurial Dexterity In Harmony With The Professional Adult Facilitator Competence And Existential Needs Of Adult Learners. Hence, Proper Implementation Of This Could Promote Sustainability Of Creative Adult Learners Instructional Delivery, Meaningful Teaching And Learning, Adequate And Comprehensive Conceptual Retention Of Instructional Materials That Can Lead To Excellent And Satisfactory Achievements.

Scholarly And Corporate World Definitions Have Been Proffered, Skillicorn (2016) Opined That Innovation Is Executing An Idea Which Expresses A Specific Challenge And Achieve Value For Both The Organisation And Customers. This Implies That Innovation Is Using Novel Ideas To Create New Things That Are More Productive, Profitable And Useful With Quality Assurance To The Well Being Of Citizens In The Society. The Above Assertion Is Also Corroborated By A Maritime Oil And Gas Logistics Service Provider, Intels, That Efficient And Cost Effective Service Delivery Increase Earnings And The Much Needed Employment For The Citizens Can Be Achieved By Firms That Imbibe The Idea Of Innovation (Skillicorn, 2016) Innovation Is Therefore Solving An Emerging Problem, Or Add Value As Well As Improve The Functionality Of A Product/services With Satisfaction And Relevance To The Organisation And Its End Users

Also, Innovation Is The Creative Application Of New And Novel Ideas, Processes Or Ways To Resolve Specific Challenges With Requisite Value Addition And Efficiency For Quality Human Life (Oyekan, 2019) Organisation Such As Communities, Families, Schools, Companies And Industries Believe That Innovation Is Relatively Important To Their Relevance, Development As Well As Their Survival. The Overall Vision Is That Nigeria As A Country Craving For Development And Sustainability Must Be Resolute In Creativity, Scholarship And Innovation By Harnessing Her Human And Physical Resources Together To Achieve Greatness.

Annan, (2005) Opined That Adult Education Is At The Heart Of Sustainable Development Which Is The Level Of Social Change And Practical Tool For Empowerment As The Major Pillar Of Sustainable Development, Social Development And Environmental Protection. Furthermore, The United Nations (2005) Maintained That Adult Education Can Be A Major Instrument For Reducing Poverty, Enlarging Employment Opportunities, Advancing Gender Equality, Improving Family Health, Protecting The Environment And Promoting Core Democratic Values.

Therefore, Emerging Educated, Healthy And Effective Citizenry Could Become Catalyst To Nurture A Great And Wealthy Nation That Might Induce Developmental Fortunes Of Humanity As A Whole, As Well As Environmental Sustainability. Hence, A Global Faith In The Potential Power Of Innovative Adult Learners Centres Create A Formidable Laboratory For Enduring Social Change, Economic Diversification And Democratic Governance Of Any Prosperous Nation.

Barnhardt, (2006) Cited In Oyekan, (2019) Identified Cognition, Communication, Social Interaction And Instructional Dissemination As The Underlying Processes Of Quality Education. Meaningful, Quality And Beneficial Adult Education Is Derived From All These Processes Being Functionally Integrated Inclusively Consistent And Mutually Reinforcing To Enhance Total Development Of Adult Learners' Potential.

The Aim Here Is To Provide Strategic Guidelines For The Implementation Of Adult Learning Education Centres Required To Sustain Development Of Competent Facilitators, Adult Learners, Professionals And Entrepreneurs And Leaders In Their Various Chosen Careers.

Concept Of Adult Education

Adult Education Is A Multidisciplinary Process And Practise Oriented To Favour Lifelong Education For All, As Well As Efficient Learning Throughout Life. The Purpose Of This Type Of Education Is To Provide The Knowledge That Improves Professional Qualifications And To Achieve Civic, Social, Moral And Cultural Attitude And Skills To Perform Responsibilities And To Make Progress In All Spheres Of Life.

In The National Policy On Education (npe, 1981) Cited In Osuji, (1984) Adult Education Is Defined As A Field Of Education Consisting Of Functional Literacy, Remedial, Continuing, Vocational, Aesthetic As Well As Civic Education For Youths And Adults Outside The Formal School System. The Concept Of Adult Education Centers On Societal Needs, Interest And Aspiration And How To Live Sustainably In A Society. Nzeneri (1996) Cited In Abua; Angiating; & Orim (2019) Opined That Adult Educational Needs And Purposes Borders On Areas Of Librating People From Ignorance, Restraints, Poverty, Malnutrition, Poor Health, Idleness, Social And Economic Ills Assist Adults To Advance Toward Improvement Of Self And Others.

This Type Of Education Is Also Aimed At As A Transmission Process Of General, Technical Or Vocational Knowledge As Well As Skills, Values, And Attitudes Which Takes Place Outside Of The Formal School Education System With A View To Remediate Early Inadequacies Of Mature People By Equipping Them With The Knowledge And Cultural Elements Required For Their Self-fulfillment And Active Participation In The Social, Economic And Political Life Of Their Societies (seya, 2005)

On The Other Hand, Ani (2003) Described Adult Education As That Education Purposely Meant For The Liberation Of Man From Ignorance And Dependency That Improves Man's Control Over Freedom, It Increases Man's Capacity To Control Himself And The Environment He Lives. While Oghenekohwo And Ekima, (2017) Opined That Adult Education Is The Anchor Point Of Literacy That It's Andragogical Context Is To Facilitate Citizen's Value, Re-orientation And Attitudinal Change For The Acquisition Of Vocational Cum Functional Skills And Knowledge That Are Beneficial To The Individual And Collective Drive For A Literate Society As Well As For Attainment Of Sustainable Development Goal.

The First International Congress On Comparative Study Of Adult Education Cited In Beting (2004) Defines Adult Education As:

“a Process Whereby Person Who No Longer Attends School On Regular Or Full Time Basis (unless Full Time Programmes Are especially Designed For Adult)

Undertakes Sequential And Organised Activities With The Conscious Intention Of Bringing About Changes In Information, Knowledge Or Skillacquisition And Attitudes For The Purpose Of Identifying Andsolving Personal Or Community Problems”

Unequalvovally Therefore Adult Education Is The Entire Body Of Organised Educational Process, Whatever The Content, Level And Methods, Whether Formal Or Otherwise, Whether They Prolong Or Replace Initial Education In The Schools, Colleges, Or Universities As Well As In Apprenticeship, Whereby Persons Regarded As Adults By The Society To Which They Belong Develop Their Abilities, Enrich Their Knowledge, Improve Their Technical Or Professional Qualifications And Bring About Changes In Their Attitudes Or Behaviours In The Twofold Perspective Of Full Personal Development And Participation In Balanced And Independent, Social, Economic And Cultural Development Of The Society (unesco, 199) Cited In Ogunyinka & Olaitan, (2019)

The Above Postulations Explain How Adult Education Programmes And Activities In The Various Literacy Centres Can Contribute To Human And Physical Development Of The Society If Innovative Policies And Ideas Are Properly Implemented As This Can Lead To Economic Cum Political Sustainability And Stability For Human Capital Development.

Innovation In Adult Literacy Centres Practices

Holistically, Teacher Or Adult Education Facilitators Refers To The Process And Procedures Designed To Equip Prospective Adult Facilitators With Knowledge, Attitudes, Behaviours And Skills Required To Perform Task Effectively And Efficiently In The Centres, Schools And The Society At Large. All Over The World Functional Education Is Tired Nations' Socio-economic And Cultural Development, Citizens' Socio-economic And Political Empowerment As Well As Poverty Reduction And Alleviation.

Introduction Of Technology In The Preparation Of Adult Education Facilitators In Nigeria Is Expected To Transform Teaching And Learning Environment To Motivate Adult Learners, Engage Them In Deeper And Critical Thinking On Their Learning Activities. The Perception Of Facilitators Of Literacy Centres Differs But The Introduction And Provision Of Needed And Available Resources May Serve As Catalyst On How The Facilitators Think About Strategies Needed To Impact Knowledge On The Adult Learners. Hence, Abimbade, (2006) Opined That By The Use Of Appropriate Technology And Adequate Teaching Aids, Facilitators Will Have Free Hands And Enough Time To Guide Learners Through Difficult Materials, Content New Ideas And Concepts That Can Transform The Facilitators To Managers Of Instruction.

Research Development And Tools For Instructional Material Delivery Have Necessitated Innovations In Adult Literacy Centres Practices (afariogun & Ayeni, 2019) Recently In Nigeria, Some States Made Attempts To Introduce Information And Communication Technology (adeoluwa, 2018) This May Definitely Have Implications For Classroom Practices, And If Such Policy Could Be Extended To Adult Literacy Centres To Boost Adult Learning Activities To Promote Sustainable Economic Growth And Development Of The Adult Learners In The Society.

Challenges Of Innovative Adult Literacy Centres Practices

There Are Prolems And Barriers Facing The Implementation Of Effective And Efficient Adult Learners Literacy Centres Innovative Practices. These Problems Are Not Exhustive But

Include Among Others: Human, Finance, Organisation, Institution And Technical To Mention A Few. It Is Equally Presumed That Sufficient Funding Of Functional Literacy Education And Vocational And Entrepreneurship For Youths And Adults Learners Can Make Them Acquire The Power And Knowledge And Information As Well As Enterprising Vocational Skills, Work Ethics And Core Values Humanity For The Strength Of Character With Professionalism Needed To Sustainable Economic Development, Democratic Governance And The Well Being Of The Citizens In The Society (oyekan, 2019)

Studies Have Shown Some Of Basic Challenges Facing Teacher Education That May Equally Impede Effective Teaching As Well As Adult Literacy Education Best Practices (odeleye, 1998; Oyekan, 1999; 2012; Faith, 2012; The Guardian, 2018 & Oyekan, 2019) Notable Among The Challenges That Could Impede Effective Implementation Of Innovative Adult Literacy Centres Activities Include:-

- I. Apathy Of Adult Towards Teaching, Reading And Learning;
- Ii. Leadership Failure And Poor Policy Implementation And Inconsistency;
- Iii. Overdependency On Foreign Technology And Services;
- Iv. Rapid Population Growth;
- V. Lower Enrolment Of Adult Learners;
- Vi. Inadequate Funding Of Education And Adult Education Training Programmes;
- Vii. Inadequate Recruitment And In-service Training Of Qualified Adult Facilitators;
- Viii. Erosion Of Cultural Heritage, Family Values And Professional Ethics;
- Ix. Increasing Rates Of Poverty, Hunger And Unemployment In The Society;
- X. Insufficient Modern Educational And Ict Facilities.

These Inadequacies On The Part Of The Government, Stakeholders And Administrators Are The Basic Determinants Of Achievements In Adult Literacy Centre Activities. However, Many Achievements Can Be Recorded In The Timely Remediation Of These Challenges By The Government And Other Stakeholders Involved In The Implementation Of Adult Literacy Programmes.

Innovative Adult Education For Sustainable Development

Adult Education As A Discipline Is Seen As Effective Tool And Strategy For Sustainable Development. The Development Of A Nation Must Be Viewed From Innovative Activities And Programmes Injected In The Educational System In The Formal And Other Education Received Outside The Four Walls Of The Classroom. The Successful Implementation Depend Largely On The Resources And Strength Maximally Apply To These Resources To Achieve Result Of Sustainable National Development. This Can Also Be Achieved Through The Provision Of Innovative Ideas And Relevant Functional Adult Education Programmes. The Ideas Can Be Useful In Developing Manpower Skills Needed For Nation Building And As Well Assist In Laying Concrete Foundation For Technological Advancement, Income Generation For Both The Citizens And The Entire Nation. This Can Equally Foster Self-reliance Among The Adult Learners, Reduce Poverty And The High Rate Of Unemployment Among The Adult Learners.

According To Saya, (2005) Adult Education As An Indispensable Field Of Study Cut Across All Sectors. It Is Also Understood That Adult Education Is A Transmission Process For General, Technical and Vocational Skills And Knowledge, Values And Attitudes. An Education That Equipped The Adult Learners With Knowledge, New Ideas And Innovation Required For Adult Learners' Self-fulfillment To Actively Participate In Social, Economic And Political Activities In Their Immediate Societies.

Conclusion And Recommendations

Through Innovative Adult Education Activities Which Can Effectively And Efficiently Address Some Of The Problems Of Adult Learners In The Society And To Make It More Implementable: Policy Makers, Institutions And Every Stake Holders Must Take Quick And Immediate Action In Favour Of Sustainable Development Of Adult Education Programmes That Can Foster Development.

It Is Note Worthy To Say That Technology Is Fast Advancing In The Emerging Societies With A Great Transformation Of Economic, Political And Social Lives Of The People Much Also In The Area Of Education. Adult Literacy Centres Can Be A Seamless Experience For Inquisitive Adult Learners, Creative Adult Learners Facilitators With Innovative Technologies That Can Help Integrate Educational And Financial Resources Into Teaching-learning Process. Therefore, Innovative Adult Literacy Education Centres Implies Improvement Of Instructional Materials With The Appropriate Human, Material And Financial Resources Target At Enhancing Adult Learners Interest, Understanding And Achievement.

This Kind Of Pedagogical Innovations That Intended Learning Objectives, Lesson Plans, Roles Played By The Facilitators And Adult Learners As Well As The Expectations Of The (adult) Teaching Profession As Well As The Society At Large Are Renewed, re-created And Improved In Line With 21st Century Classroom Teaching.

Adult Literacy Centres Must Therefore, Provide A Comprehensive Curriculum For Adult Learners That Will Stimulate Critical Thinking, Creative Ideas Of Learners, Vocational And Enterprising Skills With Ethical Practices As Vital Factors To Nurture Competent Adult Graduates With Suitable Technology-based Instruction For The Labour Market Around The Globe.

Also, Government And Stakeholders Should Adequately Fund Adult Education By Recruiting Quality And Qualified Facilitators, Provide In-service Training Programmes, Develop And Provide New Infrastructural Facilities With Improved Security Architecture That Guarantee Safety Of The Adult Learners And Their Facilitators. This In The Long Run Can Motivate Facilitators To Commit Their Intellect, Talent And Resources To Innovation And To Ensure Innovative Adult Literacy Centres Achieve And Actualise The Objective And Purpose Of Functional Adult Literacy Education For All The Citizens.

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