AN EXPLORATORY STUDY OF
ADULT EDUCATION IN NIGER STATE
(INDEPENDENT STUDY)

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APPROVAL SHEET

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TABLE OF CONTENTS

		Pages
Approval Sheet		i
Acknowledgements		ii
Table of Contents		iii
List of tables		v
Dedication		vi
CHAPTER ONE: INTRODUCTION		
1.1.	Introduction to the Problem	1
1.2.	Research Questions	3
1.3.	Statement of the problem	4
1.4.	Basic Assumptions	5
1.5.	Purpose of the Study	6
1.6.	Definitions and abbreviations	8
1.7.	Delimitation of the Study	8
CHAPTER TWO: LITERATURE REVIEW		
2.1.	The problem of definition and meaning	10
2.2.	Approach to adult education teaching	13
2.3.	Problem of trained adult educators	15
2.4.	The task of planning and implementation *Lessons from Tanzania*	15
2.5.	Adult education in Nigeria-Trends Issues	17
CHAPTER THREE: PROCEDURES FOR DATA COLLECTION AND INTERPRETATION		
3.1.	Research population	23

3.2. Sampling 23

3.3. Procedures for data collection 23

3.4. Data analysis 24

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA

4.1. Presentation and interpretation of data 26

4.2. Summary of findings 76

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS FOR IMPROVEMENT

5.1. Conclusions 79

5.2. Recommendations 81

BIBLIOGRAPHY 85

APPENDIX

A. Questionnaire sent to S.E.O. (A.E). 87

B. " " to A.E.Os 92

LIST OF TABLES

			Pages
TABLE	1	Methods of assessing adult education needs	26
	2	Types of adult education programmes offered	30
	3	Factors considered in determining adult education needs and programmes	32
	4	Number of Seminars, Workshops attended by A.E.Os.	37
	5.	Number of A.E.Os trained specifically in adult education	37
	6	Number of LGAs that carry out publicity campaign	39
	7	Types of media of information used for educating the people on adult education	39
	8	Sources and amount of fund allocated to adult education by LGA	43
	9	Adequacy of amount allocated to adult education	45
	10	Types of training programmes for adult educators	46
	11	Other sources of adult instructors	48
	12	People included in adult education programmes	51
	13	Enrolment trend of adult students	54
	14	Registration for male/female adult students 1976-79	55
	15	Computed annual percentage increase of male adult students 1976 - 1979	56

TABLE

16	Computed annual percentage increase for female adult students 1976 - 1979	57
17	Computed relationship between student enrolment and financial allocation to adult education	60
18	Skills taught to male adult students	62
19	" " " female adult students	64
20	Meeting places for instructions	66
21	" time for "	67
22	Number of times instructions are held per week	67
23	Average percentage attendance of adult students for instructions for males and females	68
24	Problems confronting effective execution of adult education	71
25	Suggested chart for management of adult education	82

D E D I C A T I O N

THIS WORK IS DEDICATED TO MY DAUGHTER,

SHE'NYA.

CHAPTER I

INTRODUCTION

1.1. Introduction to the Problem

In Nigeria, the importance of educating adults was felt as far back as 1949 when the Department of Education in Lagos circulated a memorandum on fundamental education for adults employed in commerce and industry.[1] In 1951 the Central Board of Education endorsed a national policy on adult education, stating clearly the aims, content and administration.

Since the attainment of independence in 1960, adult education has been the concern of the Nigerian government. This is shown in the repeated emphasis government has given it in her first, second and third National Development plans of 1962 - 1968, 1970 - 74 and 1975 - 1980 respectively.[2] Furthermore, in the National policy on education 1977, the Federal Military Government has not only stressed the need for, but also set up four agencies to foster adult and non-formal education at the local, state and National levels.

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[1] Babs Fafunwa, History of Education in Nigeria George Allen & Unwin Ltd. 1974 P. 180

[2] In the Third National Development Plan (1975-80) the Federal Government has allocated the sum of ₦6.95million for adult education.

These agencies are the mass literacy board; the State Ministries of Education; the National Commission for adult education and Universities adult and continuing education departments.

Niger State is one of the so-called educationally disadvantaged states in Nigeria where about 75% of the adult population is illiterate.[1] There is no doubt about the fact that since its creation in 1976, the Niger State Government has been trying to reduce the percentage of the illiterate adult population. However, activities toward this end seems to have been nothing more than mere literacy campaign, popularly called 'Yaki da Jahilci' - war against illiteracy. And even in the so-called 'war against illiteracy', it seems as if illiteracy may emerge the victor. The illiterate adult population seems to be much more than the scope and content of the literacy campaign programmes can cope with.

The fact that literacy campaigns should be an important aspect of a comprehensive adult education programme cannot be denied. Literacy is essential.

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[1] Educationally disadvantaged refers to States that are relatively behind others in educational development.

But it is not enough by itself. It could be argued that the ability to read and write does not necessarily make one more functional in civic affairs; neither does it change attitudes that might impede progress. Literacy is not, and should not be an end in itself but a means to an end.[1] The end being a change in behaviour which may lead to an overall development of the community. In essence, the adult needs much more than mere literacy; he must be functionally literate. Seen in this perspective, adult education in Niger State raises a number of questions:

1.2. Research Questions

To be more explicit, some of the more important questions are:-

1. What criteria are used for determining adult education programmes in the State?
2. What are the functions of the C.E.O (A.E.) in the implementation of adult education programmes in the State?

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[1] The need for functional adult education programme was outlined at the Conference of African States held in Addis Ababa in 1961 where it was agreed that "adult education must go beyond the teaching of reading and writing and numbers" Du Santoy, P.4 manual on adult and youth education. UNESCO 1966 P.5

3. What are the functions of the staff in charge of adult education at the local government level?
4. Who are the adult educators? How are they trained and recruited and what are their duties and responsibilities?
5. Who are the adult students in the State?
6. What are the necessary conditions for effective adult education?

1.3. Statement of the Problem

The overall problem of this investigation is to determine the present status of adult education in Niger State and to make recommendations for its improvement.

Specifically, the study will focus on the following elements:

(a) Criteria for determining adult education needs:
    (i) needs of students;
    (ii) needs of society.
(b) The administrative structure of adult education at the state and local government levels:

(i) Role and functions of the C.E.O (A.E.) and the local government adult education staff.

(c) The adult educators:

(i) Training, qualification and recruitment;

(ii) Duties and responsibilities.

(d) The adult Students:

(i) composition and enrolment trends,

(ii) programme organization.

(e) Conditions for effective adult education:

(i) Administrative machinery,

(ii) Planning,

(iii) Staffing,

(iv) Finance,

(v) Evaluation.

1.4. Basic Assumptions.

In order to give substance and value to this study, the following basic assumptions are advanced to serve as guidelines:

(a) Adult education is not given adequate cognisance in the planning of education in Niger State.

(b) The participation rate of adults in adult education programme in Niger State is very low.

(c) Adult education programme in Niger State is nothing more than mere literacy campaign.

1.5. Purpose of the Study.

One purpose of this study is to fulfil one of the requirements for the award of the masters' degree in education.

Another purpose is to draw the attention of the Niger State government in general and those responsible for the development of adult education in the State in particular, to the need for pragmatic approach to adult literacy in the State.

The study will throw some light on the present status of adult education in the state and thus provide a base on which to plan and execute more effective programmes that will help the state to develop and exploit those resources that are so vital to development.

As Arthur Lewis said, "the potential contribution of children's education to output over ten years is small compared with the potential contribution of efforts devoted to improving adult skills"[1] The Niger State government therefore, cannot afford to leave to waste the wealth of human resources that resides in her adult population.

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1 Arthur Lewis, "Education and Economic Development" in Reading in the Economic of Education (ed) Bowman, Debeauvais, Komarov and Vaizez UNESCO Paris 1971 P. 141.

1.6. Definition of Terms and Abbreviations

Throughout this study the following abbreviations and words are used to mean the following:

S.E.O. (A.E.)	=	Senior Education Officer (Adult Education)
C.E.O. (A.E.)	=	Chief Education Officer (Adult Education)
A.E.O.	=	Adult Education Officer
L.G.A.	=	Local Government Area. This refers to an area controlled by a local government council.
Adult	=	Anyone who has reached the age of eighteen
Adult Education	=	Organized education programmes for adults who have not received any form of formal education but who are seeking to improve their fund of knowledge and skills in order to better their lives and that of the community as a whole.
Adult Instructor	=	Anyone who has some responsibility for helping adults to learn. Included in this category are Agricultural and Home Economic Extention workers.
Adult Educator	=	One who has been trained specifically for helping adults to learn and who is making his permanent career in it.

1.7. Delimitation of the Study

This study focuses on Niger State. The findings and recommendations therefrom shall be applicable to Niger State.

CHAPTER II

LITERATURE REVIEW

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has been concerned with adult education and has undertaken a wide range of projects intended to foster international thought and action in the field. For instance, it organized an international conference on adult education at Elsinor (Denmark) in 1949 and in 1960 the world conference on adult education was held in Montreal (Canada). In 1962 another world conference on 'Literacy and Society' was held in Rome and in 1964 the Regional Conference on 'the planning and organization of literacy programmes in Africa' was held in Abidjan.[1]

In recent years adult education has become a major concern of public policy especially in the developing countries. The emergence of professional journals like 'the African Adult education Association,' 'South-East Asian and South Pacific Bureau of adult education;' 'Journal of the Nigerian National Council for adult education'[2] etc. shows the growing importance

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[1] J. Lowe (ed) 'Introduction' P.19 in Adult Education and National Building Edinburgh Univ. Press. 1970

[2] Journal of the NNCAE Vol. 1 No 1. 1975 P.5

and recognition being attached to adult education.

2.1. The Problem of Definition and Meaning

Adult education has different meaning to different people depending on the level of educational development, the approach to its administration and its target groups or the people for whom it is meant. Little wonder therefore, that the concept of adult education is defined in several ways.

At the 1966 International Conference organized by the UNESCO, adult education was defined as

> "A process whereby persons who no longer attend school on a regular or full-time basis undertake sequential and organized educational activities....."[1]

In England, a committee which reported on adult education in 1973 defined it as

> "Concerned with opportunities for men and women to continue to develop their knowledge, skills, judgement and creativity throughout adult life by taking part from time to time in learning situations. ....."[2]

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[1] A.S.M. Hely New trends in adult education - from Elsinore to Montreal. UNESCO, Paris 1962 P. 19

[2] National Institute of Adult Education, Adult Education Vol. 46 No 1 1973

These two definitions, no doubt, reflect a society where a reasonable percentage of the population is literate. They both see adult education as not only concerned with literacy, numeracy or other forms of basic education which is sometimes dispensed to uneducated adults but that it also has to do with continued education of adults in all walks of life and at various levels of educational attainment. The concept of life-long education is seen as the philosophical cornerstone of adult education.[1]

In its report, the UNESCO/African adult education association seminar on 'Structures of adult education in Developing Countries,' defined adult education as

> "all organized educational activities for people who are not in regular full-time attendance at a school or other education institutions in the formal system of education. Included within this rubric are young people who legally have not attained adult status but for whom there is no further provision within the formal system."[2]

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[1] The UNESCO has drawn our attention to the fact that we are no longer primarily concerned with transmitting what is known but with engaging human beings in a process of inquiry throughout their lives.

[2] The UNESCO/African adult education seminar was held in Nairobi, Kenya. Se NNCAE Journal No 1 Vol 1 1975 P.6

The Nigerian National Council for Adult Education (NNCAE) defines adult education as

> "a process whereby men and women undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, or skills, appreciation and attitudes; or for the purpose of identifying and showing personal or community needs...."[1]

The NNCAE defines an adult as "some one who besides being biologically mature is fitting an adult role in society and is not attending a full-time educational institution."

The Zambia Adult advisory Board defines adult education as

> "a process whereby adults at the age of 15 and above make use of educational facilities for part-time learning (unless full-time programmes are especially designed for adults)[2]

All the above definitionshelp to bring out certain * V. Impt basic characteristics of adult education with particular reference to the developing countries, viz:

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[1] NNCAE Journal op.cit. P.5

[2] ditto P.6

(i) that adult education means much more than literacy and numeracy;

(ii) adult education operates on part-time basis, unless especially designed as full-time for a particular group for a specific purpose.

(iii) adult education is for both men and women.

(iv) The activities the adults engage in must have educational purpose.

2.2. Approach to Adult Education Teaching.

The challenge inherent in the age long belief that "education has no end" are for adult educators to prove and confirm for adult learners. However, because of certain peculiar characteristics of adults, which differently affect their learning, as opposed to that of children, teaching them effectively requires special training, planning and methods different from those hitherto developed for the teaching of the young.

There is a justifiable basis for adopting the discriminatory view of adult education learning and teaching. Little wonder therefore, that the term adragogy -

the art and science of teaching adults - is proposed for adoption as opposed to pedagoy which in essence, is the art of teaching children.[1]

Furthermore, psychologists define learning as a more or less permanent change of behaviour brought about by the response of the learner to a given stimulus. It is therefore, clear that for effective learning to take place, the capacity of the individual concerned must respond efficiently to a given stimulus. However, it has been found that as people grow older, and at a rate which varies from one person to another, the strength of their reaction to all kinds of stimulus decreases. For example, sight, hearing, speed, reaction time. Adult learners are therefore unique as a result of the effects which ageing brings to bear on their learning efforts. This fact calls for careful planning of adult education programmes.

In addition, adults very rarely come to the learning situation without a clear-cut reason for doing so.

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[1] Much research has been conducted especially in America and elsewhere abroad to lend support to this view. See S.M. Knowles, The modern practice of adult education Association Press. New York 1970.

Whether it is for enlightenment, vocational, recreational or leisure purposes, adult learners, by the very voluntary nature of most of their educational activities, often determine for themselves whether they want to and why they want to learn. The adult educator has to use mostly a motivational approach to adult learning.

2.3. Problem of Adult Educators

Because of the peculiar characteristics of adults which differently affect their learning, teaching them requires people who are specially trained for the purpose. The lack of trained adult educators is one of the crucial problems facing most developing countries. This is more so because adult education is only beginning to gain the acceptance and recognition it truly deserves. The developing countries may have no choice but to depend on trained non-adult teachers, at least for a start.

2.4. The task of planning and implementation.

Like in other spheres of education, adult education demands careful planning and implementation if it is to succeed.

(a) Lessons from the Tanzanian experience.

Tanzania provides a good example of a systematic approach to adult education programme. Adult education in Tanzania is more or less formalized and the ministry of National education is responsible for the organization of courses and seminars for adult educators. The planning begins with the collection of facts which help to identify the needs and objectives and this in turn facilitates identification of priorities and subsequent steps of implementation. The facts provide the basis upon which decisions are made concerning method of training of adult educators; the best form of the adult education programmes; budget; plan implementation, management and evaluation.[1]

Nigeria and other developing countries can learn the following lessons from the Tanzanian experience:

(i) To fulfil the expected function within the context of national development; adult education has to move from a marginal area of national concern to a central position.

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[1] For further details, See J.S. Meena. "The preparation of teachers for adult education in Tanzania" in Education for Development. ICET Lagos. 1977.

(ii) The clarification of national goals and the elaboration of the role of adult education in the achievement of these goals could facilitate widespread acceptance and cooperation nation-wide.

(iii) An adult education programme that is functional makes it pertinent to every sector of the nation.

(iv) Adult education necessarily begins from the needs of the adults. To be successful therefore, adult education must be based upon the assumption that adults learn things which are interesting to them.

(v) Adult learning must be approached as a problem -solving process which helps adults to solve problems they know and experience in their occupations as farmers, craftsmen, fishermen, traders etc.

2.5. Adult Education in Nigeria - Trends and Issues

Although the need to educate adults in Nigeria was mentioned in colonial papers in the 1940s,[1] real history of adult education could be traced to the period of Representative Government (1952-1960), which is popularly known as the period of self-determination in educational development. Apart from educating the young, the then Nigerian leaders realized the need to also educate the adults.

[1] Adult education in the 1940s did not go beyond mere mention on paper. No attempt was made to implement adult education programme.

As Chief Obafemi Awolowo put it -

> "to educate the children and enlighten the illiterate adults is to lay a solid foundation not only for future social and economic progress but also for political stability ....."[1]

Bold attemptswere therefore, made in this direction. In November 1951 the Central Board of Education endorsed a National Policy on Adult Education whose aim was to "organize facilities for remedial primary education for adults, particularly in rural areas" with the object of helping illiterates to read and write in their language and thus ....take an intelligent part in social economic and political development"[2] It is interesting to note that the need for functional literacy was felt. However, the literacy classes that spring up in many parts of the country seemed to have been concerned with mere literacy which was popularly known (and still known) as "Yaki da Jahilci" or war against illiteracy, especially in the Northern States.

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[1] Babs Fafunwa *History of Education in Nigeria*, op cit P.180

[2] ditto P. 180.

The free UPE scheme launched in the West and East in 1955 and 1957 respectively not only diminished the enthusiasm for adult education scheme but also left little or no money for it in the two regions. On the other hand, the North, which could not embark on UPE project, diverted much of her resources to adult literacy.[1]

Adult Education Since Independence.

A look at the first and the second National Development plans of 1962-68 and 1970-74 respectively will show that adult education did not get the emphasis it deserves, during the period. This fact was confirmed at the launching of the NNCAE in 1971 when it was observed that"the NNCAE was filling a vacuum which had been created by the absence of adult educators among the architects of the second National Development plan and lack of coordination and planning of adult education at the National level."[2] The recognition of the importance of adult education by the government led to establishment of the NNCAE.

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[1]It is estimated that about 1477 adult literacy centres were established in the North with a student population of about 35,00. See Fafunwa op cit. P.180.

[2]Journal of NNCAE Vol. 1 1975 P.3

Since its inception in 1971 the NNCAE has been organizing seminars and conferences on adult education. By 1975 it had written a report on "adult education in Nigeria: the next ten years," and also organized a seminar which made recommendations on "adult education strategies for the implementation of UPE" In 1976 it again organized a seminar on "A massive adult education programmes for Nigeria"

Role of the Universities

The re-education of adults was first started by the Extra-mural department of the then University College Ibadan (now Nigeria's premier University) as far back as the 1949/50 Session. Today, degree programmes in adult education are offered at only four of the thirteen universities in the country. These are Ibadan, Lagos, Ife and Jos. The Ahmadu Bello University, Zaria has an adult education and Extension Service Centre which organizes seminars, conferences and also publishes pamphlets on adult education.

The role of the universities in making the nation's adult education programme a reality cannot be overemphasised. This realization might have been one of the factors that prompted the Joint Consultative Committee (JCC) to recommend that adult education be made a component of all teacher education programmes in the Universities.

The Problem of Implementation.

From the foregoing discussion, it is evident that the NNCAE and some of the universities have published plenty materials on adult education in Nigeria. But no effort has yet been made to make adult education programme a reality on a national scale. In other words, all the Nigerian government has been doing is paying lip-service to adult education. This allegation was confirmed by the former Federal Commissioner for Education, Col. Ahmadu Ali, who, delivering a Keynote address on the occassion of the opening of the NNCAE 1976 Seminar and fifth annual conference at the University of Benin, said that

> "I feel I must point out that Nigeria has not yet committed herself to any mass adult education campaigns, owing in part, no doubt, to her already mass committment to UPE: a committment which is not only heavy financially, but also places a tremendous strain on our educational manpower....."[1]

In the third National development plan (1975-80) the Federal Government pointed out that she would expand existing adult and functional literacy programmes as well as institute new ones. Since 1975 adult education has become the concern of the Federal government. A total of ₦6.95m was allocated to it in the third National development plan. In the National policy on education, 1977, the government has again reiterated her desire to eradicate illiteracy in the country. Various agencies have been established and called upon to come up with a plan for action on adult education programme in Nigeria. A start has therefore, been made in an attempt to formulate a concrete plan for the actualization of adult education programme on a national scale in Nigeria.

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[1] Journal of NNCAE Vol 1 No 1 1975 P.5

CHAPTER THREE

PROCEDURES FOR DATA COLLECTION AND INTERPRETATION

3.1. Research Population

This study covered the nine local government areas (L.G.As) that make up Niger State namely, Agaie, Chanchaga, Gbako, Lapai, Lavun, Mariga, Magama, Rafi and Suleija.

3.2. Sampling

The research sample consisted of the ten top adult education officers in the state - The Senior Education Officer incharge of adult education (S.E.O. (A.E.) in the Ministry of Education and the nine adult education officers (A.E.Os) from the nine L.G.As. All the nine officers are incharge of Adult Education in their respective areas.

3.3. Procedures for data collection

Direct contact questionnaires were administered to the S.E.O. (A.E.) and to the nine A.E.Os (See Appendix A and B respectively).

The procedures for the administration of the questionnaires were the same for the two categories of officers.

Step 1: The researcher first explained the purpose of the study to each officer.

Step 2: The questionnaire was then given to the officer to fill in. A day was allowed for the completion of the questionnaire.

Step 3: All the questionnaires were collected back a day after they were administered.

Both questionnaires A and B were, by and large, of the closed type. Answers to the questions were supplied and all the officers were asked to do was to rank them in order of importance as applicable to their various local government areas.

3.4. Data Analysis

The responses obtained from the questionnaires were the opinions of the ten top adult education officers in the State. The responses from the nine A.E.Os reflected the situations in their respective L.G.A.s

The ranking of the questionnaire items from first to fifth by the A.E.Os was analyzed using the Likert - type five-point scale as follows:

1st = Extremely important(E1)

2nd = Important (I)

3rd = Moderately important (MI)

4th = Less Important (LI)

5th = Unimportant (UI)

Items that were not responded to were also considered as unimportant (ui).

Furthermore, the responses obtained from the questionnaires will be described and interpreted through the use of percentages.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF DATA

The data will be presented in two parts (A and B). Part A will present the data from the responses of the adult education officers. This will be followed by the author's interpretation of the data. Part B will give a summary of the findings.

4.1. Table 1

The table shows the views of the nine A.E.Os about the various methods used for the assessment of adult education needs in the State. These officers were responding to the following statement:

Responses By LGAs

Statement	Items	EI	%	I	%	MI	%	LI	%	UI	%	Total respondants
The following are some ways adult education needs are determined. Rank the ones you use in order of importance.	a. Opinion of adult students	1	11.1	2	22.2	-	0	1	11.1	5	56	9
	b. Opinion of traditional rulers	-	0	2	22.2	4	44.4	1	11.1	2	22.2	9
	c. Government policy	8	88.8	-	0	-	0	1	11.1	-	0	9
	d. Opinion of AEOs	-	0	6	66.6	3	33.3	-	0	-	0	9
	e. Others (specify)	-	0	-	0	-	0	-	0	-	0	0

KEY

EI = Extremely Important
I = Important
MI = Moderately Important
LI Less Important
UI Unimportant

Table 1 reveals that only one (or 11.1%) of the nine AEOs took the opinion of the adult students as extremely important in the assessment of adult education needs, 22.2% considered it important; 11.1% regarded it as less important while about 56% regarded it as unimportant.

The opinion of traditional rulers was ranked as important by 22.2% of the nine A.E.Os; 44.4% considered it moderately important, while 11.1% and 22.2% ranked it as less important and unimportant respectively.

About 89% of the nine A.E.Os regarded the government policy on adult education as extremely important in assessing adult education needs. Only about 11.1% considered it less important, 66.6% viewed the opinion of the A.E.Os as important while 33.3% considered it moderately important.

The table seems to give the impression that adult education needs in the state are determined by "experts" - the makers of government policies.

The A.E.Os form part of the team of experts. This probably explains why their opinions are highly valued too. By implications, the people for whom the needs are assessed have little or no say in the decision-making processes. This seems to further reveal the fact that adult education is regarded in the state as a privilege and not as a right of the adults. Thus they are obliged to accept and participate in programmes outlined for them. The question of who is competent enough to assess adult education needs is not easy to answer. However, the one thing, on which there seems to be a general concensus is that the needs must come from the adult students who know the problems of their communities and what they want.

The S.E.O. (A.E.) gave the following, in their order of importance, as the major objectives of adult education in the state:

(i) To enable the adult learners acquire permanent literacy and numeracy.

(ii) To bring about community development and raise the general standard of living of the people.

(iii) To enable the adult learners improve their economic and productive efficiency.

(iv) To give the adult learners a knowledge of their civic duties and responsibilities.

Clearly stated objectives is imperative for the successful implementation of adult education or any education programme for that matter. For one thing, expressed objectives provide guidelines for the planning of activities that would help bring about their accomplishment. It is therefore worthwhile to look at the adult education programmes in the state to see whether they are in line with the stated objectives or not.

Table 2

This table indicates the opinion of the nine A.E.Os about the types of adult education programmes which are being offered in the various LGAs.

Responses by A.E.Os.

Question	Items	No	%
What adult education programmes are being offered by your LG at present?	(a) Literacy and Numeracy	9	100%
	(b) Home economics	5	56%(app)
	(c) Personal Hygiene	1	11.1 "
	(d) Agricultural education	9	100% "
	(e) Civics	5	56%

An examination of table 2 above indicates that all the nine LGAs (100%) offer literacy and numeracy and also agricultural education.

Fifty-six percent (56%) offer home economics and instructions in civics; while 11.1% offer personal hygiene. It is surprising to note that although the second major objective of adult education in the State is to raise the general standard of living of the people,

only one or (11.1%) of the nine LGAs offers some instructions in personal hygiene. One probable explanation for this is shortage of trained health instructors. Be it as it may, the fact remains that the living standard of the people is closely tied to and in fact, forms the basis for the success of the other aspects of the programmes. For instance, agricultural education or instructions in literacy and numeracy depend for their success on the health conditions of the people. Thus a close examination of the objectives of adult education and the programmes being offered seems to show a distortion of priorities. This leads one to wonder as to what factors are taken into consideration in determining the adult education programmes.

Table 3

The table indicates the opinions of the nine A.E.Os about some of the factors considered in determining adult education needs in the State. They were responding to the following question:

Question	Items	Responses by A.E.Os. E1	%	I	%	MI	%	LI	%	UI	%	TOTAL Respondants
Rank in order of importance the factors you consider in determining adult educ. programmes.	a. Needs of adult students	3	33.3	2	22.2	1	11.1	1	11.1	2	22.2	9
	b. Needs of traditional Rulers-	0		1	11.1	2	22.1	4	44.4	2	22.2	9
	c. Needs of the Govt	3	33.3	2	22.2	4	44.4	-	0	-	0	9
	d. Needs of the Society	4	44.4	4	44.4	1	11.1	-	0	-	0	9
	e. Others	-	0	-	0	-	0	-	0	-	0	0

KEY

E1 = Extremely Important
I = Important
MI = Moderately Important
LI = Less Important
UI = Unimportant

Table 3 shows that only 33.3% of the A.E.Os considered the needs of the adult students as extremely important in determining their adult education programmes; 22.2% viewed it as important, while 11.1% viewed it as moderately important and less important. This tends to confirm the earlier allegation that adult education programmes in the state are determined in a relatively closed system in the sense that the people directly affected are usually excluded from the decision-making process. The fact that only 33.3% of the A.E.Os considered the needs of the adult students as extremely important helps to explain why the opinions of the adult students as are not given much cognizance in the assessment of the adult education needs.

About 33.3% and 22.2% considered the needs of the government as extremely important and important respectively. Fortyfour point four (44.4%) considered it moderately important.

The needs of the society were ranked extremely important and important by 44.4% of the A.E.Os each.

Only 11.1% viewed it as moderately important.

From the programmes offered, one gets the impression that what are considered as the needs of the society revolve around literacy and numeracy.

In response to a question, the S.E.O. (A.E.) outlined the administrative functions of the ministry of education (with respect to adult education) as follows:

The Niger State ministry of education has an adult education section, manned by the S.E.O. (A.E.) and is charged with the overall supervision and Coordination of all adult education activities in the State! Specific functions of the section include the following:

(i) arranging adult education seminars and conferences or workshops.

(ii) compilation of progress reports from field officers.

(iii) engaging in feasibility studies and evaluation of adult education projects in the State.

(iv) Dealing with all matters connected with the Nigerian National Council for adult education (NNCAE).

The schedule of duties for the S.E.O. (A.E.) include the following:

(a) He is incharge of literacy field programmes.

(b) He coordinates annual proposals of training refresher courses and conferences of adult education staff.

(c) Inspection and supervision of literacy classes whenever time permits.

(d) Incharge of duplicating and printing of adult education materials and their distribution to field officers.

(e) Assist in the training of adult education officers.

(f) Distribution of government grants to the various local governments.

The fact that adult education at the ministry level is the responsibility of only one officer shows the recognition accorded the scheme in the state. It shows clearly that adult education is not taken seriously. For one thing, apart from the S.E.O. (A.E.) there appears not to be what one may call an administrative structure for the programme at the ministry level. Part of the explanation for this probably lies in the 1976 local government reforms.

With the local government reforms of 1976, the Niger State Ministry of Education shifted the responsibility for the planning, and administration of adult education programmes in the state to the various local governments. An adult education officer (A.E.O) was appointed for each of the nine LGAs and charged with the responsibility of organizing and administration of adult education programmes, in his local government area. The role of the ministry of education became that of only coordinating the activities of the various LGAs through the S.E.O. (A.E). This partly explains why it was argued earlier that one cannot talk of an adult education section in the State Ministry of Education because such a section does not exist in the strict sense of the word.

Table 4

This shows the number of seminars, workshops or conferences attended by the A.E.Os. The nine A.E.Os were responding to a question about the number of seminars, or workshops each of them had attended:

Responses by A.E.Os.

Question	No of Seminars/ Workshop	No of A.E.Os	% of Total	Total Respondents
List the number of times and places you have attended adult education seminar or conference	1 - 2	4	44.4%	9
	3 - 4	2	22.2%	9
	5 - 6	3	33.3%	9
	6+	-	0.%	9

Table 4 indicates that about 44.4% of the nine A.E.Os had attended adult education seminars, conferences or workshops up to a maximum of two. Only 22.2% had had a maximum attendance of four times, 33.3% had had a maximum attendance of six.

Table 5

It indicates the number of A.E.Os that have been trained specifically in adult education:

Responses by A.E.Os.

Question	No. Yes	%	No. No	%
Have you been trained specifically in adult education?	-	0%	9	100

Table 5 reveals that none of the nine A.E.Os in the State has been trained specifically in adult education.

Due to the lack of trained adult education officers in the state, there seems to be no screening procedure for the selection of the A.E.Os. The selection of A.E.Os is done by the various L.G. and approved by the S.E.O. (A.E.) Thus in the absence of trained adult officers, the present A.E.Os. could be seen to be performing what one may call a 'rescue function.' Their schedule of duties include:

(a) organization and supervision of literacy classes in their various L.G.As.

(b) collection of adult education materials from the Ministry and their distribution to the adult educators.

(c) compilation of adult education progress reports

(d) appointment of adult educators for the approval of the S.E.O. (A.E.).

Table 6

The table expresses the opinions of the nine A.E.Os on whether they usually carry out publicity campaigns to educate the people on adult education.

QUESTION	No Yes	%	No	No	%
Do you usually carry out publicity campaigns to educate the people on adult education programmes?	9	100%	-		0%

An examination of table 6 indicates that all the A.E.Os claimed that they usually carried out publicity campaigns to educate the people on adult education.

Table 7

This table reveals the opinions of the A.E.Os about the types of media of information they use for educating the people on adult education. They were responding to the following question:

QUESTION	ITEMS	Responses by A.E.Os. EI	%	I	%	MI	%	LI	%	UI	%	TOTAL RESPONDENTS
Rank in order of importance the media of information used to educate the people on adult education	a. Radio	-	0	-	0	1	11.1	2	22.2	6	66.6	9
	b. Television	-	0	-	0	-	0	-	0	9	100	9
	c. Pamphlets	-	0	-	0	-	0	8	88.8	1	11.1	9
	d. Posters	-		5	56	2	22.2	-	0	2	22.2	9
	e. Meet the people	9	100	-	0	-	0	-	0	-	0	9

KEY

EI = extremely important
I = important
MI = moderately important
LI = less important
UI = unimportant.

Table 7 shows that only 11.1% of the A.E.Os considered the use of radio as moderately important; 22.2% regarded it as less important, while 66.6% viewed it as unimportant in carrying out adult education publicity campaigns. One probable reason why most of the A.E.Os considered the use of radio as unimportant may be the relative newness of radio broadcasting in the state. The Niger state radio corporation was established about nine months ago. Similar explanation could be given for the use of television. In fact, all the A.E.Os considered it unimportant. The National television Minna was started at much the same time with the radio. Moreover, its transmission is still restricted to the state capital.

About 88.8% of the A.E.Os were of the opinion that pamphlets were less important and 11.1% ranked them as unimportant. This could not have been otherwise since the the adult population is predominately illiterate. The use of pamphlets can only be justified where the targets have some basic literacy.

Fifty-six percent (56%) of the A.E.Os considered the use of posters as important; 22.2% regarded it as moderately important and another 22.2% viewed it as unimportant.

All the nine A.E.Os (or 100%) viewed 'meet the people campaign' as extremely important in educating the people on adult education. 'Meet the people campaign' implies the going from one village to another by the A.E.Os and addressing the people (face-to-face) on the importance of participating in adult education programmes. Direct contact seems to be the surest way to get in touch with the people in the rural areas but this has several problems. First, it demands a lot of effort from the A.E.O. who is to go from one village to another. Secondly, the villagers

must volunteer to gather and wait for the A.E.O. Sacrifices of time and effort are needed from both sides and these are by no means easy to obtain.

Table 8

The table shows the sources and amount of money allocated to adult education by the various LGAs from 1976 to 1979. The figures were given by the A.E.Os in response to the following question:

Question: Indicate the sources and amount of money allocated to adult education in your LGA from 1976-1979.

	1976 - 1977 SOURCES			1977 - 78					1978 - 79	
L.G.A.	FED	STATE	L.G.A.	FED	STATE	L.G.A.	FED	STATE	L.G.A.	TOTAL
	₦	₦	₦	₦	₦	₦	₦	₦	₦	₦
AGAIE	-	-	10,515	-	-	10,515	-	-	14,262	35,292
CHANCHAGA	-	-	12,232	1705	-	27,780	-	-	31240	72,957
GBAKO	-	-	34,900	-	-	21,707	-	-	22,786	79,393
LAVUN	-	-	-	-	-	26,576	-	-	28,616	55,192
LAPAI	-	-	-	-	-	-	1000	-	8,890	9,890
MARIGA	-	-	5,832	-	-	18,160	-	-	33,828	57,820
MAGAMA	-	-	16,000	-	-	16,000	-	-	16,000	48,000
RAFI	-	-	-	-	-	17,070	-	-	31,816	48,886
SULEIJA	-	-	54,512	-	-	49,740	-	-	81,034	185,286
TOTAL	-	-	121,758	1705	-	173,268	1000	-	285,092	

Table 8 gives a summary of the sources and amount of fund allocated to adult education since the creation of the state in 1976. It seems to show that most of the money allocated for adult education comes from the various local governments. This view was corraborated with the failure of the S.E.O (A.E) to supply records of financial allocation to adult education from the state and federal sources. This seems to indicate the poor position of adult education in the state budget. If further goes to prove one of the assumptions underlying this study that adult education is not given cognizance in the planning of educatioh in the state. On the other hand, one other interpretation that could be deduced from the failure of the S.E.O. (A.E.) and the nine A.E.Os to supply data on state and federal allocation is that the two bodies do not contribute to the financing of adult education in the state.

From the figures given in table 8 one could say that the Suleija L.G. seems to have spent the largest amount of ₦185,286 on adult education since the creation of the state in 1976. This was followed by the Gbako L.G. with ₦79,393 and then by Chanchaga with ₦72,957. The Lapai LG seems to have spent the least of ₦9,890, excluding figures for 1976/77 and 1977/78.

However, the significance of the various amount spent can only be assessed through an analysis of the actual number of adult students that were enrolled in the programmes. This will be dealt with under student enrolment trends.

Table 9

The table reveals the opinions of the A.E.Os on the adequacy of the amount allocated to adult education in their various local government areas:

	Responses By A.E.Os			
Question	No. Yes	%	No.No	%
Do you consider this amount adequate to carry out effective adult education programme?	1	11.1	8	88.8

Only 11.1% considered the amount allocated to adult education in his L.G.A. adequate to carry out effective adult education programmes; 88.8% were of the view that it was inadequate. The opinions of the A.E.Os seem to reflect the general cry about shortage of fund in the country.

Table 10

It expresses the opinions of the A.E.Os about the types of training programmes they have for the adult educators.

RESPONSES BY A.E.Os.

QUESTION	I T E M S	No of L.G.A.	% of Total	Duration
Mention the type of programmes you have for training adult educators.	a. Refresher courses	9	100	4 weeks
	b. Seminars/ Workshops	9	100	2 "
	c. Full adult education course .	-	0	-

Although the nine A.E.Os claimed to have training programmes for their adult educators, a close look at table 10 shows that such programmes are nothing more than refresher courses and seminars. If the A.E.Os regarded such programmes as sufficient basic training for adult educators, this only goes to show the ignorance on their part of the need for special training in adult education for adult educators.

The people considered as adult educators by the A.E.Os are mostly those who have completed courses in basic literacy and numberacy. The criteria used for the selection are outstanding performance during their course and interest in the work.

Table 11

This table indicates the opinions of the nine A.E.Os about other sources of adult instructors in their various LGAs. They were responding to the following question:

RESPONSES BY A.E.Os.

QUESTION	Items	EI	%	I	%	MI	%	LI	%	UI	%	TOTAL RESPON-DENTS
What are the other sources of adult instructors? Rank in order of importance.	a. Primary school teachers	-	0	5	56	-	0	-	0	4	44.4	9
	b. Agric. Ext. workers	9	100	-	0	-	0	-	0	-	0	9
	c. Home Econ. Ext. workers	8	88.8	-	0	-	-	-	0	1	11.1	9
	d. Civil Servant volunteers	-	0	-	0	-	0	-	0	9	100	9
	e. Rural Health Inspectors	-	0	-	0	5	56	-	0	4	44.4	9

KEY

EI = Extremely important

I = Important

MI = Moderately Important

LI = Less Important

UI = Unimportant

About 56% of the nine A.E.Os viewed primary school teachers as important other source of adult instructors, 44.4% considered them as unimportant. The fact that none of the A.E.Os regarded primary School teachers as extremely important despite the shortage of trained adult educators may be explained by two reasons. Either the A.E.Os do not appeal to the primary school teachers or the teachers themselves are unwilling to participate in such programmes.

A hundred percent and 88.8% of the A.E.Os considered extension workers in agriculture and Home economics as extremely important other sources of adult educators.

The agricultural extension workers, popularly known as "agric instructors" in the rural areas, come from the state ministry of agriculture. They are trained at the schools of agriculture at Bida and Samaru. The ministry of agriculture finances their training and it is the ministry that posts them to villages as agricultural instructors. In essence, the agricultural instructors are not seen as an integral part of the adult education programmes.

They work within the framework of and are responsible to the State ministry of agriculture. This is made evident by the fact that the A.E.O has no control over them; nor does he take any interest in their activities as part of his adult education programmes. This seems to show the narrow perspective with which adult education is viewed.

The home economics extension workers are usually women who have undergone courses in the school of agriculture Samaru. Unlike the agricultural instructors who live in the villages, the home economics workers visit villages from the headquarters. Their duties include instructing house-wives on family and child care, teaching literacy and numeracy and simple home-crafts.

Table 12

Table 12 indicates the views of the A.E.Os about the type of people they often include in their adult education programmes. This was in response to the following question and statement:

RESPONSES BY A.E.Os

QUESTION	Items	EI	%	I	%	MI	%	LI	%	UI	%	Total Respondents
Which of the following people do you often include in your adult education programmes? Rank in order of importance.	a. Local farmers	8	88.8	1	11.1	-	0	-	0	-	0	9
	b. Petty traders	-	0	1	11.1	2	22.2	2	22.2	4	44.4	9
	c. Illiterate Housewives	-	0	7	77.7	1	11.1	-	0	1	0	9
	d. Local contractors	-	0	-	0	3	33.3	3	33.3	3	33.3	9
	e. Fulani cattle Rearers	-	0	-	0	-	0	2	22.2	7	77.7	9

KEY:

IE = extremely important

I = important

MI = Moderately important

LI = Less important

UI = Unimportant

Table 12 shows that 88.8% of the nine A.E.Os considered local farmers extremely important, 11.1% viewed them as important. There seems therefore to be a consensus by all the nine A.E.Os on the importance of local farmers in the adult education programmes. One probable explanation for this is the fact that the adult population are predominantly farmers.

Only one (11.1%) of the nine A.E.Os ranked petty traders as important, 22.2% considered them moderately important, 44.4% viewed them as unimportant and 22.2% as less important. It is important to note that in a typical rural area, the distinction between petty traders and local farmers are marginal. In such areas, a petty trader per se is hard to find. Most of such traders could be grouped with local farmers since they spend most of the day on the farms.

About seventy-seven percent (77.7%) of the A.E.Os ranked illiterate housewives as important; 11.1% considered them moderately important while another 11.1% ranked them as unimportant.

The 11.1% that viewed illeterate housewives as unimportant in adult education programmes seem to reflect a negative attitude to women education which is often attributed to the Islamic religious culture. Most moslems would prefer that their women be secluded and thus frown on any attempts at introducing them to adult classes. Even the more liberal would prefer that such classes be conducted within the household.

Thirty-three point three percent (33.3%) of the nine A.E.Os considered local contractors as moderately important. Another 33.3% viewed them as less important and 33.3% ranked them as unimportant.

Although the nomadic Fulani seems to make up to one-fifth of the adult population in Niger State, 77.7% of the A.E.Os viewed them as unimportant in adult education programmes, 22.2% ranked them as less important. One probable explanation for their exclusion from the programmes is the nomadic nature of their occupation. This makes it difficult if not impossible to include them in any planned educational activities which require sedentary mode of living.

Table 13

It expresses the views of the nine A.E.Os about the enrolment trend of adult students. This was in response to the following question:

QUESTION	No Yes	% of Total	No. No	% of Total
Is the present registration of adult learners encouraging?	9	100	-	0

The table shows that all the nine A.E.Os viewed the number of adult students enrolled as satisfactory. However, a look at the actual figures will show whether this is true or false.

Table 14

The table reveals the registration trend of adult students since the creation of the state in 1976. The figures were obtained from the A.E.Os' responses to the following question:

Question: What has been the registration trend for males and females adult education students since 1976?

	1976 - 77		1977 - 78		1978 - 79		TOTAL	
	M	F	M	F	M	F	M	F
AGAIE	990	81	2026	161	1200	81	4216	323
CHANCHAGA	2500	85	2400	675	2780	545	7680	1305
GBAKO	2670	951	1297	504	1599	614	5566	2069
LAVUN	1325	102	1363	765	1281	846	3969	1713
LAPAI	967	93	2026	161	1074	42	4067	296
MARIGA	1800	160	3000	160	3000	210	7800	530
MAGAMA	2460	600	3380	600	3020	960	8860	2160
RAFI	224	1	1630	85	809	57	2663	143
SULEIJA	1662	599	1886	1019	1854	1102	5402	2720
TOTAL	14,598	2672	19008	4130	16617	4457		

M = Males F = Females.

One interesting thing about table 14 is that a LGA (Rafi) recorded an enrolment of a single female student in 1976/77.

This may not be unconnected with the general attitude to women education in some predominantly Islamic areas. On the whole, the enrolment trend for women is much less than that for the men.

Table 15

This was computed from table 14. It shows the annual percentage increase of male adult students by L.G.A. from 1976 to 1979

	1976 - 77	1977 - 78		1978 - 79	
L.G.A.	N o	No	% Increase	No	% Increase
AGAIE	990	2026	104.68%	1200	-40.7%
CHANCHAGA	2500	2400	- 4%	2780	15.8%
GBAKO	2670	1297	- 51%	1599	23.3%
LAVUN	1325	1363	2.86%	1281	- 6%
LAPAI	967	2026	109.5%	1074	46.9%
MARIGA	1800	3000	166.6%	3000	0%
MAGAMA	2460	3380	37.4%	3020	10.6%
RAFI	224	1630	627.6%	809	-50.4%
SULEIJA	1662	1886	13.5%	1854	-1.6%
TOTAL	14598	19008	30.2	16617	-12.5%

Table 16

Table 16 was computed from table 14. It shows the annual percentage increase of female adults students by L.G.A. from 1976 to 1979.

	1976 - 77	1977 - 78		1978 - 79	
CHANCHAGA	No	No	% Increase	No	% Increase
AGAIE	81	161	98.7%	81	-49.6%
CHANCHAGA	85	675	694.1%	545	-19.3%
GBAKO	951	504	-47%	614	-21.8%
LAVUN	102	765	650%	846	10.5%
LAPAI	93	161	73.1%	42	-73.9%
MARIGA	160	160	0%	210	31.2%
MAGAMA	600	600	0%	960	60%
RAFI	1	85	840%	57	-32.9%
SULEIJA	599	1019	70.1%	1102	8.1%
TOTAL	2672	4130	54.6%	4457	7.9%

Both tables 15 and 16 seem not to show what one may call a progressive pattern in the enrolment trend for both male and female adult students over the period under study. If anything, they both indicate that the enrolment was erratic.

Table 15 indicates that the least number of male students (224) was registered by the Rafi LG in 1976/77. Interestingly enough it was in the same year that she recorded the least number (1) of female adult student. The highest number of male students registered in a particular year was 3,380 in 1977/78 by the Magama L.G.A. On the whole, the number of male students rose from 14,598 in 1976/77 to 19,008 in 1977/78. This gives an annual general increase of 30.2%. It then dropped by 12.5% in 1978/79.

Table 16 shows that the Rafi L.G. has consistently recorded the least number of female adult students throughout the period - from one in 1976/77 to 85 in 1977/78 and t'en to 57 in 1978/79. Three other LGAs have had a registration of less than a hundred during the period. These are Agaie, Chanchaga and Lapai. The highest number of female students (1019) was recorded by the Suleija L.G. in 1977/78. On the whole, the number of female students increased by about 54.6%, that is, from 2,672 in 1976/77 to 4130 in 1977/78. It again rose by about 7.7% from 1977/78 to 1978/79.

This gives a general annual average increase of about 20.4% over the period.

The greatest incosistency in the enrolment trend for both malesand females is a probable manifestation of the voluntary nature of the adult education. The adults attend because they want to. Conversely, it may be that the publicity campaigns have not been convincing enough to enable many adults to want to attend.

Table 17

This table is computed from tables 8 and 14. It shows the relationship between students enrolment and the money allocated to adult education in the state.[1]

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[1] The amount spent on a student per year was obtained by dividing the amount allocated to adult education by the number of adult students enrolled.

LGA	Total No. Entr.	Amt. All	Amt.Per St.	No. Enr.	Amt. All.	Amt.P.St.	No.Enr.	Amt. All.	Amt.P.St
AGAIE	1071	₦ 10515	₦ 9.8	2187	10515	₦4.8	1281	14262	₦11.1
CHANCHAGA	2585	12232	₦4.7	3075	27780	₦9.0	3325	31240	₦9.3
GBAKO	3621	34900	₦9.6	1801	21707	₦12.0	2213	2278.6	₦10.2
LAVUN	1427	-	-	2128	26576	₦12.5	2127	28616	₦13.5
LAPAI	1060	-	-	2187	-	-	1116	9890	₦8.8
MARIGA	1960	5832	₦3.0	3160	18160	₦5.7	3210	33828	₦10.5
MAGAMA	3860	16000	₦5.2	3980	1600	.4	3980	16000	₦ 4.0
RAFI	225	-	-	1715	17070	₦9.9	866	31816	₦36.7
SULEIJA	2261	54512	₦24.1	1905	49740	₦26.1	2956	81034	₦27.4
TOTAL	₦121.758			19008	173268	₦9.1	16617	285092	₦17.1

KEY

No- Enr. = Number of Students enrolled

Amt. All = Amount of money allocated

Amt. P. St. = Amount per Student

Table 17 reveals that the unit cost per adult student over the period 1976 to 1979 ranged from forty kobo (₦.4) spent by the Magama LG in 1977/78 to ₦36.7 spent by the RAFI LG in 1978/79.

Two LGAs - Chanchaga and Mariga - witnessed a sharp rise in the cost per student during the period. The allocation per student by the Chanchaga LGA rose from about ₦4.7 in 1976/77 to about ₦9.3 in 1978/79. That of Mariga also rose from about ₦3.0 in 1976/77 to about ₦10.5 in 1978/79.

The Suleija LG also witnessed a steady increase in unit cost per student during the period - from about ₦24.1 in 1976/77 to ₦27.4 in 1978/79. In fact, the Suleija LGA has the highest unit cost per student throughout the period, except Rafi with ₦36.7 in 1978/79.

The Magama, Agaie, and Gbako LGAs seem to have no consistent trend in their financial allocation. What this tends to show is that financial allocation is not based on facts, at least on the number of students to be enroled. On the other hand, it may mean that the amount available is far short of the number of adult students.

Table 18

The table expresses the opinions of the nine A.E.Os about the types of skills male adult students are taught

QUESTION	ITEMS	Responses by A.E.Os EI	%	I	%	MI	%	LI	%	UI	%	TOTAL RESPONDENTS
Rank in order of importance which of the following skills men adult students are taught.	a. Literacy and Numeracy	9	100	-	0	-	0	-	0	-	0	9
	b. Modern farming methods	-	0	6	66.6	2	22.2	1	11.1	-	0	9
	c. Local Crafts	-	0	-	0	3	33.3	1	11.1	5	56	9
	d. Health and Sanitation	-	0	1	11.1	1	11.1	4	44.4	3	33.3	9
	e. Civics	-	0	2	22.2	2	22.2	-	0	5	56	9

KEY

EI = extremely important

I = important

MI = moderately important

LI = less important

UI = unimportant

An examination of table 18 indicates that all the A.E.Os ranked literacy and numeracy as extremely important in the male adult education programmes.

About 66.6% viewed modern farming methods as important while 11.1% considered them less important.

Health and sanitation was ranked by 11.1% of the A.E.Os as important; another 11.1% considered it as moderately important while 44.4% and 33.3% regarded it as less important and unimportant respectively.

Table 19

This table shows the views of the nine A.E.Os about the types of skills the female students are taught.

Responses by A.E.Os.

QUESTION	ITEMS	EI	%	I	%	MI	%	LI	%	UI	%	TOTAL RESPONDENTS
Rank in order of importance which of the following skills women adult students are taught	a. Literacy and Numeracy	8	88.8	-	0	-	0	1	11.1	-	0	9
	b. Health and Sanitation	-	0	3	33.3	1	11.1	4	44.4	1	11.1	9
	c. Cookery	-	0	3	33.3	1	11.1	1	11.1	4	44.4	9
	d. Child Care	1	11.1	-	0	4	44.4	3	33.3	1	11.1	9
	e. Knitting & Sewing	-	0 3	3	33.3	3	33.3	2	22.2	1	11.1	9

KEY

IE = extremely important

I = important

MI = moderately important

LI = less important

UI = unimportant

From the table, one finds that literacy and numeracy was viewed as extremely important by 88.8% of the A.E.Os. Only 11.1% of them considered it as less important.

Health and Sanitation was regarded as important by 33.3% of the A.E.Os, 11.1% ranked it as moderately important while 44.4% considered it as less important, 11.1% of them was of the opinion that it was unimportant. Cookery, child care and knitting received near similar ratings.

The concentration of emphasis on literacy and numeracy in both male and female programmes tend to lend weight to one of the basic assumptions which was stated at the beginning of the study, namely, that adult education in the state is nothing more than literacy campaigns. The adult education slogan - war against illiteracy - seems to explain the A.E.Os conception of what adult education involves. They thus view it as a means through which illiterate adults learn how to read and write. This is further supported by the fact that literacy and numeracy was given as the first major objective of adult education in the state.

Table 20

The table summarises the views of the nine A.E.Os about the places/venues adult learners meet for instructions.

QUESTION	ITEMS	No of L.G.A	%
Where do adult learners meet for instruction?	a. Primary school classrooms	-	0
	b. Village hall	9	100
	c. Shade of trees	2	22.2

The table indicates that none of the A.E.Os considered primary school classrooms as venue for holding instructions for adults. On the other hand, all the A.E.Os (100%) viewed the village hall as the right meeting place for instructions, 22.2% considered shade of trees as other possible meeting place for instruction . The fact that none of the A.E.Os considered the use of the primary school classrooms appropriate seems to show the relationship between adult education programmes and the formal school system.. This was further supported by the fact that primary school teachers were not considered as important source of adult educators by the A.E.Os.

Table 21

Table 21 expresses the opinions of the nine A.E.Os about the meeting time for instructions.

Responses by A.E.Os.

Question	Items	No of LGA	%
When do the adult learners normally meet for instruction?	a. in the morning?	9	100
	b. in the afternoon?	-	0
	c. in the evening?	9	100

From table 21 it becomes evident that 100% of the A.E.Os indicated that instruction for the adult learners were held in the morning and in the evening.

Table 22

It illustrates the views of the nine A.E.Os about the number of times instructions for adult students are held per week.

Responses by A.E.Os.

QUESTION	ITEMS	No of LGA	%
How many times a week is instruction held?	a. Once a week	-	0
	b. Twice "	9	100
	c. Thrice "	-	0
	d. Four times/week	-	0
	e. Everyday.	-	0

Table 22 reveals that instructions for adult students are held twice a week by all the nine LGAs. The Voluntary aspect of attendance and part-time nature of adult education tend to set limit on the number of times and when instruction can be organized.

Table 23

It indicates the views of the nine A.E.Os about the average percentage attendance of adult learners for instructions for males and females.

RESPONSES BY A.E.Os.

QUESTION	ITEMS	MALES		FEMALES	
		No of LGA	%	No of LGA	%
What is usually the average percentage attendance of adult learners for instructions for males and females?	a. Below 40%	1	11.1	2	22.2
	b. 40 - 50%	1	11.1	-	0
	c. 50 - 60%	1	11.1	3	33.3
	d. 60 - 70%	6	66.6	2	22.2
	e. 70+	-	-	2	22.2
	Total	9	100.0	9	99.9*

*Percentage error due to rounding off.

A look at table 23 shows that none of the nine LGAs had ever recorded above 70% attendance for males, 22.2% have had average percentage attendance of above 70% for the females. The modal percentage attendance for males lies between 60 and 70% while that for females lies between 50 and 60%.

One LGA has had below 40% for males, while two have had for the females.

The part-time and voluntary nature of adult education seems to affect the students' attendance. The adults attend of their own free will.

Responses from the S.E.O. (A.E.) concerning the evaluation of adult education programmes indicated that it is carried out through inspection, supervision and the writing of progress reports.

For the purpose of effective inspection of education the state is divided into four zones - Suleija, Minna, Bida and Kontagora, each under a zonal Inspector. The main function of the Zonal Inspector is the inspection of schools and colleges including adult education centres in his area of jurisdiction.

The purpose is to check the adequacy or otherwise of facilities equipment, general administration and actual teaching. Reports on adult education programmes are sent to the S.E.O (A.E.) at the ministry.

The A.E.Os also carry out Inspection and supervision of adult education programmes in their LGAs.

The adult educators also submit monthly reports to the A.E.Os.

Opinions of adult students are also sought at the end of their courses. Such students are asked to say what they feel about the courses they have just completed and give suggestions for improvement.

Table 24

The table gives the opinions of the nine A.E.Os about the problems confronting the effective execution of adult education programmes in the State. They were responding to the following question:

Responses by A.E.Os.

QUESTION	ITEMS	EI	%	I	%	MI	%	LI	%	UI	%	Total Respondents
The Following Are Problems that often confront effect execution of adult education problems. Rank in order of Importance those that are applicable to your situation.	a. Lack of trained personnel	-	0	-	0	1	11.1	-	0	8	88.8	9
	b. Poor response from Adults	1	11.1	-	0	1	11.1	1	11.1	6	66.6	9
	c. Inadequate funds	7	77.7	1	11.1	-	0	-	0	1	11.1	9
	d. Too much emphasis on Literacy and numeracy.	1	11.1	2	22.2	-	0	-	0	6	66.6	9
	e. Inadequate publicity	-	0	2	22.2	1	11.1	-	0	6	66.6	9

K E Y

E.I.= Extremely Important

I.= Important

M.I.= Moderately Important

LI = Less important

UI = Unimportant.

The table indicates that only 11.1% of the A.E.Os regarded lack of trained personnel as a moderately important problem, 88.8% of them considered it unimportant. The views of the A.E.Os. seem to be ccuntradicted by the S.E.O (A.E) who indicated that lack of trained personnel was an important problem confronting the effective execution of adult education programmes in the state.

From the report so far, one can see that the S.E.O (A.E.), the A.E.Os and the adult educators have not been specifically trained in adult education. In view of this fact, one is tempted to agree with the opinion expressed by the S.E.O (A.E.) that the problem of lack of trained personnel is important. If on the other hand, the A.E.Os considered themselves and the adult educators qualified to handle adult education programmes, effectively, the fact that they are not trained still leaves the problem of lack of trained personnel unsolved.

One A.E.O (11.1%) ranked poor response from the adults as extremely important problem. Another 11.1% considered it as moderately important while 66.6% viewed it as unimportant. Although the enrolment trend showed a gradual progression, the attendance records indicated that the response from the adults could not be described as satisfactory. This points to the need to further sensitize the adult to the programme through regorous publicity.

Seven A.E.Os (77.7%) considered inadequate funds as extremely important and 11.1% viewed it as important. Another 11.1% saw it as unimportant.

The S.E.O (A.E.) could not provide records of the amount of money allocated to adult education by the State and the Federal government. Yet he ranked inadequate fund as an extremely important problem confronting the effective execution of the programmes in the state. This general cry about inadequate fund appears to be connected with the general trend in the country. In recent years the Federal government has pointed out the problem of fund and has called on all arms of government to exercise some financial constraints in their spendings.

Both inadequate publicity and too much emphasis on literacy and numeracy were each ranked as unimportant by 66.6% of the A.E.Os, 11.1% viewed too much emphasis on literacy and numeracy as an extremely important problem.

It was pointed out at the very beginning of this study that the incalcution of permanent literacy and numeracy was the first major objective of the adult education programmes in the State. Moreover, the adult education slogan - war against illiteracy - appears to support this view. In the programmes offered, literacy and numeracy was seen as the core of adult education for both males and females. It therefore, seems that the A.E.Os' understanding of adult education centres on literacy and numeracy and this partly explains why they did not consider it a problem.

A similar explanation could be given for inadequate publicity. As was pointed out under publicity campaign, 'meet the people campaign' was the most important media of information used to educate the people on adult education.

This was mainly because other media of information such as the radio and the television are relatively new and are yet to gain wide acceptance and recognition in the State. But complete dependence on meet the people campaign' raises a number of questions. For instance, in view of the shortage of staff, it may be humanly impossible to meet all the people. Secondly, meeting the people once is enough. They need to be constantly reminded of the need for participation in adult education programmes.

4.2. Summary:

The needs and opinions of the adult students seem not to be given much cognizance in determining adult education needs and programmes in the State. The government policy on adult education which is used to determine the programmes talks of functional literacy on paper but appears to emphasis literacy per se in practice. It seems therefore that the programmes are determined within a relatively closed system because it largely excludes the adults directly affected by it. Little wonder therefore that the objectives of the programmes and the programmes themselves evolve around literacy and numeracy.

With the local government reforms of 1976, the state ministry of education shifted the responsibility for the planning and administration of adult education in the state to the nine local governments that make up Niger State. The activities of the various LG are carried out by A.E.Os and Co-ordinated by the S.E.O. (A.E.) at the ministry.

None of the adult education officers in the state has been specifically trained in adult education. However, all of them have been exposed to various refresher courses and seminars on adult education, both within and outside the State.

In spite of the shortage of trained adult educators, primary school teachers are not considered by the A.E.Os as important source of adult educators. They rely on ex-adult students and extension workers in agriculture and home economics.

'Meet the people campaign' is the most widely used media of information used in educating the people on adult education. Radio and television are not very significant because they are relatively new in the state.

Adult education in the state is financed by the Federal, State and the Local Governments. The amount from Federal and State sources were not known at the time of the study. Financial allocation varies from one local government to another.

The population of the students (both males and females) has been increasing gradually since the creation of the State in 1976. Most of the students are local farmers and illiterate housewives

Instructions for the adult students are conducted twice a week in the village halls.

The evaluation of adult education programmes in the state is carried out through inspection and supervision by zonal inspectors, the A.E.Os and the adult instructors. All reports are sent to the S.E.O. (A.E.) at the Ministry of Education.

Shortage of fund was given as the most important problem confronting the effective execution of adult education programmes in the state. One other serious problem which the study highlighted was the shortage of trained adult education personnel. None of the officers in charge of adult education both at the state and local government levels has been trained specifically for the programme.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS FOR IMPROVEMENT

5.1. Conclusions

From the foregoing analysis, the following conclusions could be drawn about the status of adult education in Niger State:

Adult education in the State is centred around literacy and numeracy.

There appears to be no clearly defined administrative structure at both the ministry and local government levels for the effective planning and execution of adult education programmes in the State. Moreover, by shifting its responsibility for the planning and administration of adult education to the various local governments, the ministry of education has not only gone against the Federal government policy on adult education,[1] but has also left the development of adult education in the state to chance.

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[1] In the National policy on education, 1977, the Federal government has clearly pointed out that "adult and non-formal education will be under the Ministries of Education" NPE '77 P.22 Section 7:15 op cit.

To be successful, adult education must begin from the needs of the adults because they are responsible for their own learning. Furthermore, because of the special nature of the adult learners, teaching them demands people who have been trained specifically for the purpose.

Although agricultural extension workers instruct the adult farmers, they are not incorporated in the State overall adult education programmes. They operate independently as officers from the state Ministry of Agriculture.

Despite the fact that adult students population has been increasing since the creation of the state, the total number seems negligible if it is remembered that about 75% of the adult population in the state are illiterate.

The problem of inadequate fund appears to reflect the general trend in the country. The various governments are operating on 'tight budgets' and they claim to have adopted a low profile in their spending habits. However, the fact remains that an effective and realistic functional adult education programmes cannot exist without adequate and reliable financial backing.

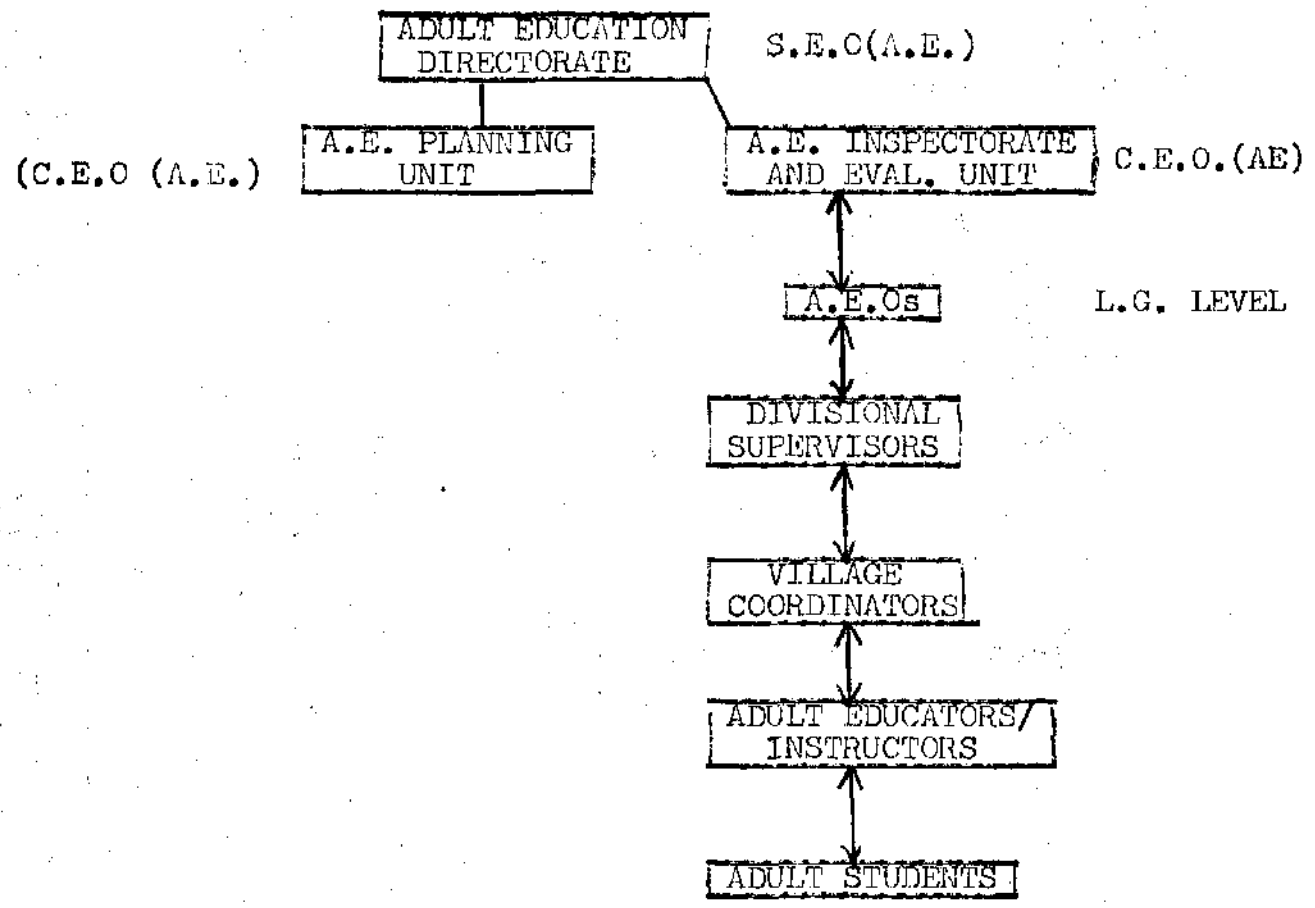
5.2. Recommendations for Improvement

The following suggestions are offered for the improvement of adult education in the State:

(1) The adult education programmes should include all aspects of living of the people such as participation in modern government, better living standards, improved health and hygiene, care of children, modern production methods and participate actively in a society where written things have become order of the day.

(2) The adults should participate in deciding on the content of the programmes by identifying what their own problems are.

(3) Efforts should be made to set up an administrative structure for the planning and administration of adult education in the state. The following chart is recommended for the management and evaluation of adult education programmes



An adult education directorate should be created in the ministry of education charged with the task of planning, evaluation and coordination of adult education activities in the State. It should be headed by the S.E.O. (A.E.). The Directorate should be made up of two sections - planning and inspectorate units and each should be under a C.E.O. (A.E.).

The planning unit should be charged with the general administration of adult education while the Inspectorate unit should be responsible for the inspection, supervision of field programmes. There should be a team of field officers under the Inspectorate unit such as the A.E.Os. Divisional supervisors, Village Coordinators and the adult educators. All should be responsible for the inspection and reporting of adult education programmes in their respective areas. All such reports should be sent to the S.E.O (A.E.) for necessary action.

(4) In view of the shortage of trained adult educators at present, primary school teachers could be incorporated in the programmes. Such teachers should be compensated accordingly. Efforts should be geared toward sending staff for studies in adult education at the A.B.U. Zaria or other Universities where courses in adult education are offered.

(5) Adult education should begin with sensitizing the adults to their problems. This calls for a widespread and vigorous publicity campaigns.

(6) The state government should give adult education programmes more financial backing.

(7) Efforts should be made to incorporate people who have dropped out from the formal school system in the adult education programmes.

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APPENDIX: A

Faculty of Education,
A. B. U.
Zaria.

.. June, 1979.

The Chief Education Officer (A.E.)
Ministry of Education,
Minna.

Sir,

AN EXPLORATORY STUDY OF ADULT EDUCATION IN NIGER STATE

1. Attached herewith is a questionnaire on the research topic written above which is being supervised by the Faculty of Education, A.B.U. Zaria.

2. Your candid, objective and full answer to each question will very much be appreciated.

3. Your opinion shall be treated as strictly confidential.

Thanks for your anticipated co-operation.

Yours sincerely,

SARKI, P.S.

1. The following are some objectives of adult education programmes. Give in order of importance those that are applicable to Niger State:

   (a) To give the adult learners a knowledge of their civic duties and responsibilities.

   (b) To enable the learners acquire permanent literacy and numeracy.

   (c) To enable the learners improve their economic officiency.

   (d) To bring about community development and raise the general standard of living.

   (e) Others (Specify).

2. The following are some of the ways of assessing adult education needs. Indicate in order of importance the ones you use in the State.

   (a) Opinions of adult students.

   (b) Opinions of Traditional Rulers.

   (c) Government Policy.

   (d) Other (Specify).

3. Do you have an organizational structure for the management, Co-ordination and evaluation of adult education in the State? Yes/No.

4. If the answer to 3 is Yes, list the structures.

5. Mention in order of importance 2 ways by which adult education programmes are supervised.

   (a) By the adult education inspection and evaluation unit of the ministry of education.

   (b) By the staff in charge of adult education at the local government levels.

   (c) Others (Specify).

6. List in order of importance the various sources of adult instructors in the state.

   (a) Primary school teachers.

   (b) Secondary school teachers.

   (c) Trained adult instructors.

   (d) Extension workers.

   (e) Civil servant volunteers.

7. Do you organize special training programmes for the training of adult instructors? Yes/No.

8. If the answer to 7 is Yes, list such programmes.

   (a)

   (b)

   (c)

   (d)

   (e)

9. Is the ministry responsible for the precurement of facilities for adult education programmes? Yes/No.

10. If the answer to 9 is Yes, list in order of importance 5 of such facilities.

    (a)

    (b)

    (c)

    (d)

    (e)

11. List in order of importance 3 main criteria used for the distribution of such facilities to the various Local Governments.

    (a)

    (b)

    (c)

12. Indicate the various sources of finance for adult education programmes.

AMOUNT

SOURCE	1976/77	1977/78	1978/79
(a) Federal			
(b) State			
(c) Local Govt.			
(d) Others (Specify)			

13. Do you consider this amount adequate to carry out effective adult education programmes in the State? Yes/No

14. Mention 3 main criteria used for the disimbursement of finance to the various local government.

    (a)

    (b)

    (c)

15. The following are some ways of evaluating adult education programmes. Rank in order of importance the ones used in the state.

    (a) Inspection and evaluation by a unit set up for the purpose.

    (b) Inspection and reporting by field officers/adult instructors.

    (c) Special report on specific programmes.

    (d) Feedback from adult students.

    (e) Others (Specify).

16. Rank in order of importance problems confronting effective execution of adult education programmes in the state?

(a) Shortage of finance.

(b) Lack of trained adult instructors.

(c) Poor response from adult students.

(d) Too much emphasis on literacy and numeracy.

(e) Lack of trained supervisors inspectors.

17. What suggestions can you offer for the solution of these problems?

(a)

(b)

(c)

(d),

(e)

Thanks for the trouble.

SARKI.

APPENDIX:B

Faculty of Education,
A. B. U.
Zaria.

June, 1979.

The Adult Education Officer,

.....

.....

.....

Sir,

An Exploratory Study of Adult Education in Niger State.

1. This research study is being supervised by the Faculty of Education, A.B.U., Zaria.

2. Your candid, objective and full answer to each question in the attached questionniare will very much be appreciated.

3. Your opinion shall be treated as strictly confidential.

Thanks for your anticipated co-operation.

Yours sincerely,

SARKI, P. S.

1. Name:.....

2. Sex.....Male/Female.

3. Local Government Area.....

4. Have you ever attended any adult education workshop or seminar? Yes/No.

5. If your answer to 4 is Yes, please indicate the number of times and places.

   a) Year..... Place.....

   b) Year..... Place.....

   c) Year..... Place.....

   d) Year..... Place.....

   e) Year..... Place.....

6. What adult education programmes are being offered by your Local Government at present?

   a).....

   b).....

   c).....

   d).....

   e).....

7. Rank in order of importance the factors you consider in determining adult education programmes.

   a) Needs of the adult students?

   b) Needs of Traditional Rulers?

   c) Needs of the Government?

   d) Needs of the society from which the adult come?

   e) Others (specify).

8. The following are some of the ways these needs are determined. List the ones you use in order of importance.

   a) Sample the opinion of the adult students.

   b) Sample the opinions of traditional rulers.

   c) Use the government policy on adult education.

   d) The staff in charge at the Local Government levels decide on the needs.

   e) Others (Supply).

9. Which of the following people do you often include in your adult education programmes? Rank in order of importance.

   a) Local farmers

   b) Petty readers.

   c) Illiterate house-wives.

   d) Local contractors.

   e) Others (Sepcify).

10. Does your department often organize and carry out campaign to educate the public on adult education? Yes/No.

11. Rank in order of importance the media of information used to educate the people

    (a) Radio (b) Television (c) Pamphlets (d) Posters
    (e) Meet the people campaign.

12. Indicate the sources and amount of fund allocated to adult education since the creation of Niger State in 1976.

	Federal	State Local Govt.	Others(Specify
(a) 1976/77			
(b) 1977/78			
(c) 1978/79			

13. Do you consider this amount adequate to carry out effective adult education programme? Yes/No.

14. Do you have a programme for training adult education instructors? Yes/No.

15. If the answer to 14 is Yes, please mention such programmes.

    a)

    b)

    c)

    d)

    e)

16. What are the other sources of your adult education instructors? Rank in order of importance.

    a) Primary or secondary school teachers.

    b) Agricultural extension workers.

    c) Home economics extension workers.

    d) Civil Servant volunteers.

    e) Health Inspectors.

17. Is the present registration of adult learners encouraging? Yes/No.

18. What has been the registration trend since 1976?

	No. Registered	
	MALES	FEMALES
a) 1976/77		
b) 1977/78		
c) 1978/79		

19. There are quite a number of skills women adult students are taught. Rank in order of importance which of the following skills your department offers.

    a) Literacy and numeracy.

    b) Personal hygiene.

    c) Cookery.

    d) Child Care.

    e) Knitting and Sewing.

20. List in order of importance which of the skills the men are taught.

    a) Literacy and numeracy.

    b) Modern farming techniques.

    c) Local Crafts.

    d) Health and Sanitation.

    e) Civic duties and responsibilities.

21. When do the adult learners normally meet for instruction?

    a) In the morning?

    b) In the afternoon?

    c) In the evening?

22. How many times a week is instruction held?

    a) Once a week?
    b) Twice a week?

    c) Thrice a week?

    d) Four times a week.

    e) Everyday?

23. Where do adult learners meet?

    a) Primary School classroom c) Under shade

    b) Village hall? d) Others (specify).

24. What is usually the percentage attendance of adult learners for instruction for males and females?

		Male	Female
a)	below 40%	----------	----------
b)	40 - 50%	----------	----------
c)	50 - 60%	----------	----------
d)	60 - 70%	----------	----------
e)	above 70%	----------	----------

25. Rank in order of importance which of the following skills are emphasised in your adult education programmes.

a) Health and Sanitary Practices.

b) Family and Child Care

c) Literacy and Numberacy.

d) Civic responsibilities.

e) Agricultural productivity.

f) Others (specify).

26. What methods are used to train the adult learners?

a) Classroom instruction..... how long?.....

b) Field demonstration..... what type?.....

27. The following are some problems that often confront effective exectuion of adult education programmes. Rank in order of importance those that are applicable to your situation.

a) Lack of trained personell to plan and execute programmes.

b) Poor response from the adults.

c) Lack of adequate funds.

d) Inadequate publicity.

e) Too much emphasis on literacy and numeracy.

f) Others (specify).

28. What suggestions can you give to solve the problems indicated in 27?

a)

b)

c)

d)

e)

(THANKS FOR THE TROUBLE)

SARKI.