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**LEARNING CITIES AND ADULT EDUCATION AS SINE QUA-NON
FOR SUSTAINABLE DEVELOPMENT IN LAGOS STATE, NIGERIA**

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LEARNING CITIES AND ADULT EDUCATION AS SINE QUA-NON FOR SUSTAINABLE DEVELOPMENT IN LAGOS STATE, NIGERIA

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Abstract

This presentation examined the place of education as a necessity for man to articulate himself and achieve fullness which also translates to national development. But the formal system, which is elitist, discriminatory, and instalment cannot alone provide all education one needs for self-fulfillment and national development. Despite the rich variety of natural resources in Nigeria, the country is still very much underdeveloped. Within and outside Nigeria, analysts are of the opinion that the country is bestowed with potentials to be prosperous. One wonder has Nigeria attempts without much success to pull itself out of the quagmire of underdevelopment, why has the country remained mired in poverty? This paper attempts to critique the role of adult education in developing learning cities and communities in Lagos State, Nigeria as postulated by UNESCO Institute for Lifelong Learning. This is done by critically examining the concepts of learning city and community, adult education, the objectives of adult education as provided in the National Policy on Education and sustainable development. The clientele and providers of adult education are examined. The contributions of the department of Adult Education, University of Lagos and Railway Training School are analysed in developing learning city through lesson learnt to make recommendations for improvement of adult education programmes in Nigeria to meet best practices of UNESCO Global Network of Learning Cities (GNLC).

Introduction

Brief Background Information about Africa, Nigeria, and Lagos



Map of Africa (Figure 1).

Africa is the world's second largest and second-most populous continent, after Asia in both cases. At about 30.3 million km² (11.7 million square miles) including adjacent islands, it covers 6% of Earth's total surface area and 20% of its land area. With 1.3 billion people as of 2018, it accounts for about 16% of the world's human population. Africa's population is the youngest amongst all the continents; the median age in 2012 was 19.7, when the worldwide median age was 30.4. In 2019, 66.8 percent of people aged 15 years and above in Africa were able to read and write a simple statement, and understand it. Regionally, Southern Africa presented the highest literacy rate, at nearly 80 percent. Northern, Eastern, and Central regions of the continent had similar shares of literate people, around 70 percent. In contrast, only 51 percent of the adult population in West Africa could read and write. The West Africa countries include Benin, Cape Verde, Côte D'Ivoire, Ghana, Liberia, Mali, Niger, Nigeria, Senegal etc. Algeria is Africa's largest country by area, and Nigeria is its largest by population.



Map of Nigeria (Figure 2).

Nigeria

Nigeria is a country in West Africa. It is the most populous country in Africa; geographically situated between the Sahel to the north, and the Gulf of Guinea to the south in the Atlantic Ocean; covering an area of 923,769 square kilometers (356,669 sq mi), with a population of over 211 million. Nigeria borders Niger in the north, Chad in the northeast, Cameroon in the east, and Benin in the west. Nigeria is a federal republic comprising 36 states and the Federal Capital Territory, where the capital, Abuja, is located. Education in Nigeria is overseen by the Ministry of Education. Local authorities take responsibility for implementing policy for state-controlled public education and state schools at a regional level. Nigeria provides free, government-supported education, but attendance is not compulsory at any level, and certain groups, such as nomads and the handicapped, are under-served. The education system consists of six years of primary school, three years of junior secondary school, three years of senior secondary school, and four, five or six years of university education leading to a bachelor's degree. The government has majority control of university education. Tertiary education in Nigeria consists of universities (public and private), polytechnics, monotronics, and colleges of education. The country has a total of 138 universities, with 40 federally owned, 39 state-owned, and 59 privately owned. Nigeria was ranked 117th in the Global Innovation Index in 2020, down from 114th in 2019. The education system is divided into kindergarten, primary education, secondary education, and tertiary education. After the 1970s oil boom, tertiary education was improved so it would reach every sub-region of Nigeria. 68% of the Nigerian population is literate, and the rate for men (75.7%) is higher than that for women (60.6%). The largest city in Nigeria is Lagos, one of the largest metropolitan areas in the world and the second largest in Africa.

Lagos State

Lagos is the largest city in Nigeria and the most populous city in Africa, with a population of 14.8 million as of 2015 within the city proper. The Lagos metropolitan area has a total population of roughly 23.5 million as of 2018, making it the largest metropolitan area in Africa. Lagos is a major African financial centre and is the economic hub of Lagos State and Nigeria at large. Lagos is also among the top ten of the world's fastest-growing cities and urban areas. The megacity has the fourth-highest GDP in Africa and houses one of the largest and busiest seaports on the continent. The Lagos metropolitan area is a major educational and cultural centre in Sub Saharan Africa. The Lagos State Government operates state schools. The education system is the 6-3-3-4 system, which is practised throughout the country (as well as by many other members of the Economic Community of West African States). The levels are Primary, Junior Secondary School (JSS), Senior Secondary School (SSS) and university. All children are offered basic education, with special focus now on the first nine years. Lagos is home to various postsecondary schools, universities and other vocational institutions that are either operated by the government or private entities. One of the government owned tertiary institutions in Lagos is University of Lagos.

The University of Lagos, popularly known as UNILAG, is a public research university located in Lagos, Nigeria and was founded in 1962. UNILAG is one of the first-generation universities in Nigeria and is ranked among the top universities in the world in major education publications. The university presently has three campuses in the mainland of Lagos. Whereas two of its campuses are located at Yaba (the main campus in Akoka and the recently created campus at the former school of radiography), its college of medicine is located at Idi-Araba, Surulere. Its main campus is largely surrounded by the Lagos lagoon and has 802 acres of land. University of Lagos currently has twelve Faculties (namely, Arts, Basic Medical Sciences, Business Administration, Clinical Sciences, Dental Sciences, Education, Engineering, Environmental Sciences, Law, Pharmacy, Science, and Social Sciences) and 70 Departments. Adult Education Department is one of the Departments in Faculty of Education, University of Lagos.

Department of Adult Education is saddled with the responsibilities of providing numerous manpower that can educate the adult citizen of the country. The Department through its literacy programme has been able to reach out to various adult in the community to promote learning cities and learning communities in Lagos. Since Lagos is the commercial hub of Nigeria and the largest city in Nigeria and Africa at large, one can conclude that any innovation in Lagos will yield positively and in no time spread round other cities and state. Therefore, if learning city can be achieved in Lagos, it can be achieved in the other part of the country.

UNESCO defines a learning city as a city that effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and fosters a culture of learning throughout life. In doing so, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development. The belief is that when the learning city is achieved there will be outmost development in the society, artisans would be able to function effectively, and everyone would be able to contribute meaningfully into the development of the society. Lifelong learning lays the foundation for sustainable social, economic, and environmental development. The idea of learning throughout life is deeply rooted in all cultures. However, it is becoming increasingly relevant in today's fast-changing world, where social, economic, and political norms are constantly being redefined. Studies have shown that lifelong learners' citizens who acquire new knowledge, skills, and attitudes in a wide range of contexts are better equipped to adapt to changes in their environments. Lifelong learning and the learning society therefore have a vital role to play in empowering citizens and effecting a transition to sustainable societies.

Learning cities at all stages of development can benefit greatly from sharing ideas with other cities, as solutions for issues that arise as one learning city develops may already exist in other cities. The Network supports the achievement of all seventeen Sustainable Development Goals (SDGs), in particular SDG 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and SDG 11 ('Make cities and human settlements inclusive, safe, resilient and sustainable'). The UNESCO GNLC supports and improves the practice of lifelong learning in the world's cities by promoting policy dialogue and peer learning among member cities; forging links; fostering partnerships; providing capacity development; and developing instruments to encourage and recognize progress made in building learning cities. While national governments are largely responsible for creating strategies for building learning societies, lasting change requires commitment at the local level. A learning society must be built province by province, city by city, and community by community. In other words, to achieve a learning city, adult education could be used as a tool by gathering adults from various backgrounds as the respondents. Adult education changes the social and psychological minds of adults more than any other profession, instils lost hope in them and liberates them from their prejudice of seeing themselves as not beings that are capable of learn.

Adult education awakens adult learners to become aware of their environmental (social, economic, cultural, and political) and psychological potentials and hidden abilities. It also exerts enormous influence on the larger society in terms of national development. Adult education continues from where the teacher in the formal school system who rigorously inculcates in the individual the desire for knowledge, understanding and education stops. Adult education is one of the fields of academic endeavour that is saddled with the responsibility of solving socioeconomic, cultural, political, and environmental problems. There is positive association between adult education programmes and increased levels of self-esteem and high levels of knowledge and skills which thereby encourage positive and active engagement of people in their own development.

The objectives of adult education shall be to:

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

Monye (1981) opines that all these objectives have one end in view-to equip the adult with everything he needs for life to be relevant to his society by helping to solve some of its problems. We have to recognize that development is of man, by man and for man. Man is the master of his destiny and adult education serves to bring about a fundamental change in man's attitudes and lifestyle. To survive, people must have awareness and to become aware, they must be literate.

By its nature, adult education covers a wide range of issues. It often focuses on all activities of adults aimed at self-awareness, wider process of life-long education, and general, vocational, professional, civic, cultural as well as recreational education of all adult stages. The span of adult education extends to all part-time activities, industrial training, professional refresher courses, informal and ad-hoc workshops and conferences. It entails a lot of learning by doing as is very much found in informal education. Adult education is better understood as a rich field of study, a practical activity full of varied experiences. The work of an agricultural specialist must be linked with that of the nutritionist, that of a car seller to a driver, mechanic etc. Hence, a better understanding of adult education is that which knot together, each level strengthening the order, and each connected to the other to make a meaningful whole.

Adult Education and Sustainable Development

The role of adult education in national development is multi-dimensional. Indeed, as are of the building blocks of human development, and not just a basic right, education, including adult education, is a foundation for progress in areas such as human capital, health, nutrition and the development of institutions and democracy. Therefore, the role of adult education in development can be apprehended through the complex relationships existing between all its forms and the economic, political, social and cultural determinant factors of Nigerian development in particular and Africa as a whole. The economic role of adult education in development is apparent in its contribution to human capital formation. It is now well established that, alongside health care, sanitation, and nutrition that improve people's standard of living and productivity by reducing sickness and mortality rates and by increasing life expectancy, adult basic education, by equipping recipients with essential literacy and numeracy skills, yields high rates on investment, thereby enhancing labour productivity. An educated population also provides a more attractive investment climate. Thus, investment in the development of human capital, through adult education, is crucial for developing a labour force and managerial know-how, able to compete in today's global economy (Seya, 2014). Formal education alone is not sufficient for playing this role as even those categories of the population who have had formal education and training might need to be updated and reskilled through adult education, mainly because today's knowledge society tends to render previously acquired knowledge and skills inappropriate and obsolete. Adult education is also instrumental in familiarizing the active population of Nigeria with Information

Communication Technology (ICT), a decisive tool for the smooth integration of Nigerian economies in the global economy. The importance of this cannot be overemphasized as the world is rapidly moving towards knowledge-based economic structures and information societies that comprise networks of individuals, firms, and countries linked electronically in inter-dependent and interactive relationships. Adult education

also plays a major role in social development. It is now widely admitted that growth will not reduce poverty unless poor people are able to actively participate in it. Such participation can become effective through adult education. Indeed, the African, and of course, Nigerian population will need some kind of formal and non-formal education and training to be able to benefit from basic health care, including sexual and reproductive health services, the development of new medicines, and thus be able to free itself from diseases that devastate poor people, such as HIV/AIDS, tuberculosis, malaria, and other parasites. Adult education will also be needed to enable the Nigerian poor to really take advantage of programmes aimed at protecting orphans and vulnerable children or drastically reducing the number of people without access to safe water and basic sanitation. The role of adult education in development is not limited only to economic and social spheres. It also has a political dimension. There is a strong link between adult learning and democracy. This is so because, as acknowledged at the UNESCO Fifth International Conference on Adult Education held in Hamburg in 1997,

“Substantive democracy and a culture of peace are not given; they need to be constructed “(UNESCO, 1997). For democracy to be achieved, adult education is needed as to inform them of their rights and responsibilities as democracy also requires people to actively participate at local, national, and global levels. It is today admitted that the lack of recognition of the need to involve civil society, especially grassroots organisations, by giving them a voice in decision-making and the means to participate effectively in society is one of the major causes of development failure in many African countries. Abuse of human rights and social injustice leading to the exclusion of important segments of society, have also constituted stumbling blocks to economic and social progress on the continent and paved the way to violent conflicts (Seya, 2014). Adult education may prove to be a powerful tool for favouring inclusive development through democracy, thereby ensuring peace and stability, as several studies have shown that prevention (through adult education) is much more effective than intervention. Prevention of political disorders and civil unrest can be made possible through various adult education strategies. Several adult education policies promote democracy and peace have been proposed during the Fifth International Conference on Adult education (UNESCO, 1997). They tend to attain their objectives through various strategies that promote an active civil society, reinforce gender democracy, and help to solve conflicts between different countries and groups to the extent that the world at large is experiencing the effects of multi-faceted globalization with varying degrees of impact on peoples and cultures. It is apparent from the foregoing that adult education is an indispensable vector for social, economic, and political progress in any society.

Wider Benefits of Adult Education

Over the last few years, political as well as scientific debates have stressed the growing importance of adult education. There prevails a consensus that adult education plays a significant role in promoting personal, social, and economic well-being, which has also long been recognised by DVV International. There is a deep-rooted belief that adult learning has the potential to create personal, economic and social value (Motschilnig, 2014). This paper argues that adult education affects people's lives in ways that go far beyond what can be measured by the labour market earnings and economic growth. Important as they are the wider benefits of adult learning are neither currently well understood nor systematically measured.

Economic Benefits of Adult Education

Adult learning can improve employability and income, which is a key pathway to realising a range of other benefits. For example, it enables people to some extent, choose and shape the context in which they live and work and even increase their social status.

Health Empirical: It is evident that adult learning can have both transforming and sustaining effect on health. Transforming effects are when adult learning changes health behaviour (for instance from smoking to non-smoking) while sustaining effects are when health behaviour is maintained, for example, the likelihood of remaining a non-smoker. Therefore, people attending adult education courses are more likely to have healthy lifestyles, and there is a body of literature which describes adult learning and its relation to mental health. Also, intergenerational effects of educated parents on the health of their children are very relevant Manninen (2008).

Civic and Social Engagement: Many countries share a concern about declining levels of voter participation and about the state of civic participation. It is possible that adult learning might inspire a change in attitude, which in turn brings about a change in behaviour. Several studies (OECD, 2007; Desjardins & Schuller, 2006, 2006; Field, 2009) amongst others show that learning can promote social cohesion and strengthen citizenship. Adult learning may support the development of shared norms, greater trust towards other individuals and the government and more civic co-operation.

Attitudes Change: An individual who participate in adult learning may differ from the one who does not in terms of prior attitude. It was found (Feinstein et al, 2003) that adult learning is associated with more "open-minded" perspectives on race and authority, greater understanding of people from different backgrounds, challenging previously held beliefs and with a sustaining effect on non-extremist views. Especially academic oriented courses are most suited for opening minds and generally link adult learning to increased racial tolerance, a reduction in political cynicism and a higher inclination towards democratic attitudes.

Educational Progression: Progression into other learning is an important outcome of adult education. There is clear a evidence that (successful) engagement in learning provides incentive for further learning. Manninen (2010) found that 93 percent of course participants said that their participation has motivated them to learn more. Further, learners described their progress by referring to real life activities they could now do in a wide variety of life contexts (every day and leisure practice, work) community and educational practice). Selfconfidence, finding voice and opening up to learning were identified by almost all learners and seemed central to their perspective on learning. These outcomes provided improvement in the quality of their lives and become part of their learner identity.

Poverty Reduction: Although inadequately understood, adult education has been cited as a key in reducing poverty levels around the world (UNESCO-UIL, 2009 in EAEA, 2010) as it has the capacity to positively affect many dimensions of poverty. Results show that adult education has a role to play in nurturing the skills and knowledge necessary to both reducing the risk of poverty, but also for providing the capacity to withstand poverty-inducing pressures. EAEA (2010) underlines the empowering role that adult education can have in times of crises, providing a stable community, a chance for reorientation, a safe place and social recognition. Also, the United Kingdom, the Inquiry into the Future of Lifelong Learning (IFLL) (Sabates, 2008) concludes that participating in adult learning can help substantially to reduce poverty through enhancing employment prospects, improving health levels of poor people and giving better chances of acquiring the tools needed to run their own lives. Therefore, it should be a part of any approach to reducing poverty, as multiple initiatives are needed to lift people out of poverty.

Main Gaps and Shortcomings

Reviewing the literature and research on the benefits of adult learning, some shortcomings were identified:

1. **Gaps in Knowledge Base:** First of all, only a few studies focus on adult learning and its learning experiences that matter for wider benefits, which mean that there are substantial gaps in our knowledge base on the potential impacts on adults learning (Motschilnig, 2014).
2. **Focus on attainment in formal education:** There is a focus of empirical evidence on formal education attainment, without considering non-formal and informal learning. Most studies focus on the number of years/months or level of educational attainment and formal qualifications as an indicator of output mainly because these kinds of data are cheaply and easily collectable.
3. **Focus on human capital and economic outcomes:** So far human capital theory has linked education to economic outcome, and still the emphasis very often lies on the economic benefits of learning.

4. **Focus on vocational training:** Moreover, data is primarily available for vocational training. Little research and specific evidence exist on general and leisure adult learning. There is no empirical evidence exactly how and which types and approaches of learning interventions are most effective and generate higher benefits for adults.
5. **Transferability:** Another issue is the transferability of results between regions as well as between types of adult education provision within the sector itself. Also, international results of studies often cannot be compared since the instruments and International Letters of Social and Humanistic Sciences Vol. 32 39 national meanings of adult education differ considerably from one country to the other.
6. **Methodological challenges:** Finally, methodologically, the analysis of learning benefits is changing as it is seemingly hard to quantify the impact of adult education. Often, the benefits evaluation is based on subjective valuations and learners' responses to surveys and interviews. Most of the studies focusing on adult education are both small-scale data sets containing information on adult education are in development, in most countries' representative longitudinal studies with the focus on educational issues do not exist (Motschilig, 2014).
7. **Different Clientele of Adult Education:** The clientele of adult education ranges from all walks of life. These include artisans, professionals, market women/men, etc.

Providers of Adult Education

The provision of adult education has been carried out over the years by a large and varied group of providers. As adult education has grown, providers have become more diversified and specific in their purposes to make learning and studying opportunities available and known to adults, there must be some forms of organization of potential and established providers. Organizations sponsoring adult education include federal, state, local governments and other government agencies, corporations, labour unions, employer associations, professional bodies, cooperative movement, religious or faith-based bodies, arts, culture and leisure groups in general terms, civil society and philosophical groups.

For the scope of this presentation, we shall examine the internal providers under the classification of statutory, quasi-statutory and non-statutory providers. External providers will be identified as international and regional organizations, trust, and charitable institutions.

Internal Providers

These are the providers that operate inside a country. Their formation and organization are locally based.

Statutory Providers: these are the providers set up by specific laws and whose activities are further backed up by such laws. These providers have core aims of supporting adult education e.g. various ministries, local Government councils, National Commission for Mass Literacy and Non formal Education (NMEC) etc.

Quasi-statutory providers: Organizations in this group are set up by law but they are not in any way compelled to carry out adult education functions. At the same time, some of their functions require meeting the education needs of adults e.g Universities, Mass media, Industrial Training Fund (ITF), Museums, Library, Centre for Management Development etc

Non-Statutory Providers: In this class of providers, one finds those organizations whose set up and activities are not backed up by law. Although they are often registered with Corporate Affairs Unit, they are free to operate within the guidelines of their own descriptions and focus. They operate under various groups which include non-governmental organization, faith-based and philosophical organization, work oriented organization, commercial undertakings, cooperatives and support services etc

External Providers

These maybe described as global, international, and regional organizations that concern themselves with the provision of adult education.

A. Global Organization

1. Non-governmental organizations
 - a. Those with adult education as their exclusive concern e.g ICAE
 - b. Those in which adult education forms part of their work e.g IPPF, (YM/WCA)
2. Inter-governmental Organization
 - a. Those with adult education as an important part of their work e.g UNESCO
 - b. Those with some interest in adult education e.g ILO, WHO
3. Trust and charitable institutions e.g Ford Foundation and Friedrich Ebert Foundation

B. Regional Organizations

1. Non-governmental organizations
 - a. Organizations with adult education as their exclusive concern e.g Africa Adult Education Association
 - b. Those with some interest in adult education e.g Association of African Universities
2. Inter-governmental Organizations e.g African Union (AU) and European Union (EU)

The Good Practice

Universities as one of the providers of adult education, and adult education department as one of the departments in university of Lagos, is saddled with a lot of responsibilities amongst which is to establish

mutual relationship with the institution and neighboring communities to eradicate illiteracy, ignorance, poverty to develop learning cities and communities. Therefore, to develop learning cities and communities, the role of adult education cannot be overemphasized. Hence, the Adult Education Department, University of Lagos established a literacy centre and send undergraduate students to Vocational and Technical training Centre to acquire specific skills.

Adult Education Literacy Centre

Brief History of Department of Adult Education, University of Lagos Literacy Centre

The Adult Education Department, University of Lagos Literacy Centre was established in April 2010 under the leadership of Prof. Supo Jegede. The initial idea was to promote the Department and practicalize what the Department stands for – empowering the adult learner in every way possible. It is the Department's social service to the community and environs. It is run totally by the Department in collaboration with the Lagos State Agency for Mass Education (LSAME); the Non-Governmental Association for Literacy Support Services (NOCALSS) and the occasional contributions from international organizations like UNICEF. The coordinator from inception has been Dr. Blessing Anyikwa, a Senior Lecturer in the Department of adult education, whose coordination has been remarkable.

The Centre started at the Oluwole Primary School near the University's first gate with the permission of the Lagos State Universal Basic Education Board (SUBEB). As at 9th of June 2009, the literacy school first kicked off at Oluwole Primary School Akoka, Lagos State in 2009/2010 session. It was later moved to the University of Lagos Staff School. The program began with the enrolment of 10 students from within the University and the neighbouring communities and grew to 180 learners segregated into the Basic (beginners) class for nonliterates; the second level is the equivalent of Nursery to Primary 1 and 2 in the formal school setting; the intermediate class is the equivalent of Primary 3, 4 and 5 and the advanced class is for Primary 6 and up to JSS 1 and 2 as the post-literacy class. The Centre equally organizes the occasional Vocational and Skill acquisition program for the learners.

The success of the Centre is strongly based on the supervisory role played by the Lecturers in the Department and 300-year level students who use the Center for their Internship/Practicum experience to work with adult learners. The need for the provision of this literacy school sprang up because of the high alarming rate of illiterates in the community and country at large. After several developments, the literacy school was moved to the premise of University of Lagos Staff School inside the vicinity of University of Lagos. The literacy school was established with the following objectives:

1. To provide continuing education to adults that dropped out of school for one reason or the other who have now decided to continue.
2. To help the adult learners learn how to read, write and socialize.
3. To provide both functional and literacy education to adult learners that want to add value to their lives.
4. To provide basic literacy education to adults that have not being to the four walls of the school i.e. adults that has no formal education.

Railway Technical Training School Internship

Historical Background

Railway Technical School (RTS) was established in the year 1924. The primary aim was to train craftsmen and technicians for effective maintenance of Locomotive engines, Rolling Stock and other Electrical/Mechanical installations. This orientation changed particularly from 1987 when the Federal Government of Nigeria discovered the potentials in the school through the National Directorate of employment NDE In the implementation of the technical agreement between the Government of Nigeria and the Federal government of Germany in the training of un-employed youths of our country. The technical agreement which lasted for ten years ended in June 2002 RTS since then has been offering skills training to the youths and upgrading the skills of workers from industries tor enhanced performance. The major aim of our training is to equip unemployed youths with marketable skills and knowledge leading to self-reliance through well-packaged demand driven activities. Since 1987, a good number of trainees above 4,000 under the National Directorate of Employment NDE of the National Open Apprenticeship Scheme NOAS have benefited from the training. We have presently about 300 private students in different trades including about ten female students.

The programme was designed for the adults who were within the age of 18 years and above. Graduates are not left out of this programme, they are also trained on the practical field of what they have studied in schools, which include the likes of electrical engineering, woodwork, mechanical engineering, and so on.

The institute was funded by federal government of Nigeria, until 1986 during General Ibrahim Badamosi Babangida's reign as the military head of state in Nigeria, when the government stop funding the institute. The government ordered the institute to source for fund elsewhere in the management of it affairs. They operated without recruitment from the federal government for years. Annual payment was received from the federal railway corporation internal generated fund. Then the institute shifted it attention and stretched their hands for help to National Directorate of Employment NDE for recruitment of staff.

The objectives of the institution are to empower the adults to make ends meet and not relying only on white collar 's job. In other words, the adults are empowering with what they can do such as skills that they can

acquire to make ends meet and be an employer of labour. The institute commences training at 8:00am and closes 4:00pm every day of the week excluding Saturdays and Sundays. And the learners are not made to attend classes when there is declaration of public holidays. Before now, the institute was dominated by the old and aged adults who were most likely to be 45 years of age and above, but now it is more of youth empowerment because most of the participants are between the ages of 18yrs to 40yrs old. And now it is for everybody who is willing to learn one skill or the other including graduates. The center also gives opportunities to those who do not have aptitude to go through formal education to have alternative means to develop their skills and God-given talent adding that no one is useless.

The average number of participants that enrolled for the programme each year is an average of 300 and 400 students. Each participant must have reached the age of 18years before he or she can enrol into the programme. The curriculum of the programme is more of practical than the theoretical aspect of it part. The institute admits individual who have at least school certificate, it also admits individuals with O'level, A'level and other qualification that have been recognized by the country. The tuition fees are not stipulated by the institute except only for the purchase of admission form which cost only N1, 000.00 and non-training apparel cost N1, 500. In a nutshell, the institution is free of charge to any participants which is initially established by the Federal ministry of adults' affairs and poverty alleviation before it was later funded by the **Nigeria Railway Corporation staff**. The members of staff do play the role of provision of equipment in all departments in the institute. After the purchase of the admission form, the participants are expected to have a guarantor to stand in for them in case of any eventualities and the guarantor must be a responsible member of the country and a regular taxpayer before the applicants are fully enrolled as a student of the institute.

General Programme Objectives

1. To train a skilled force that can adapt to the requirement of the labour market and also to raise the productivity of both formal and informal sectors.
2. To give technical and vocational qualifications to students thus allowing them to acquire and to exercise a profession
3. To give to population without employment vocational qualifications which facilitate their insertion into active life
4. To give under qualified populations qualifications which allow them to improve their productivity.

Challenges

The challenges faced by the providers of these two adult education programmes in Lagos the economic hub of the nation is multifarious. However, for this presentation, the challenges are categorized as:

1. Economic problem
2. Socio-cultural problem
3. Language barrier
4. Lack of political-will
5. Lack follow up

Conclusion

It has been argued in this paper that adult education, referred to broadly as a transmission process of general, technical, or vocational knowledge, as well as skills, values and attitudes mean for mature people, is a powerful tool for development, including poverty reduction, civic and social engagement. Adult education has been often recognised, in theory, as necessary to enhance development, especially in an era of globalization, not only because it produces human capital, but also because it enables people to become well-informed citizens, capable of thinking critically and owning their destiny through active participation. Unfortunately, this recognition has not often been translated on the ground into substantial and relevant programmes. The low amounts of budgetary resources devoted to adult education by African countries reflected the low priority given to this education sub-system by the donor community, despite its inclusion in the global development initiatives adopted since the 90s. If this trend continues, Africa as a whole and Nigeria will be deprived again of a significant human resource so much needed to meet its development challenges. Such as scenario should not be allowed to happen, otherwise the ensuing social, economic, and political consequences would be catastrophic for a continent that already represents the most impoverished part of the world.

Recommendations

Resulting from the investigation for this paper, some recommendations for possible future courses of action can be made:

1. Holistic View: There is still a call for a holistic attitude, beyond qualifications, certifications and economic benefits.
2. Further Research and Data Collection: One of the main challenges to research and evaluation in the adult education sector is the huge complexity and diversity of educational provision. Therefore, it will be essential to provide better research, data collection and analysis. More coherent studies for understanding the effects and causes of (adult) learning need to be developed.

3. Development of Indicators: Indicators should be developed, which provide useful information for (inter)national policy makers, because wider benefits are difficult to measure quantitatively and more complex than one single data set. Indicators are important tool in order to assess benchmarks and to monitor the educational system.
4. More Investment: It was clear from the consultation undertaken for this study that future research will depend on convincing government and research funding bodies. There is need to invest in the quality of adult learning provision.

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