

KIU Journal of Education (KJED)

Volume 3 Issue 2

Page 41 - 47

October – November 2023

<https://www.kjed.kiu.ac.ug>

Repositioning of various Funding in adult education (Nigeria) In 21st century

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Abstract

Funding is the life wire of all organizations, and adult education is no exception. Adult education involves many spheres of learning activities and indeed is eclipsing formal education in Nigeria because it provides learning activities for the young and old. It has metamorphosed into an unimaginable degree because learners are involved in lifelong education, nomadic education, distance learning, literacy education and linkages in its non-formal nature. This paper is posed to investigate the issues militating against the funding of adult education and predict ways of repositioning the funding of this sector. The paper will attempt to recommend panacea to solving the funding of this sector.

Introduction

The purpose of adult and non-formal education is to give adults and young people who were unable to attend formal schooling access to literacy and ongoing education. When defining adult education, it is important to take into account many viewpoints, including

1. Adult education is lifetime learning and adult literacy.
2. Adult education, which includes all types of instruction offered for people who are willing to raise the standard of their education, regardless of their occupation, include housewives and working men and women.
3. Adult education as an extracurricular activity or university extension.
4. Adult education as community development, social welfare, agricultural extension, and reading and writing proficiency.
5. Adult education as continuing education through distance learning, which updates the adult's prior educational background.
6. Adult education is industrial and vocational training that promotes using one's head, hands, and heart.

In section 6 of the National Policy on Education (2010), the objectives of education are explicitly outlined as an instrument 'par excellence' and is organized to usher in development. Through the marked dropouts in the formal school systems, the likelihood of young people joining the adult setting cannot be over ruled. This category of learning which is called Adult Education is conceived by the learners after they have realized themselves. Adult Education also provides education for people who have completed formal education system but Individuals aiming to enhance their fundamental knowledge and abilities.

Also, it is recognized that people in this category of learning situation have chances for training in diverse professions, encompassing in-service, on-the-job, vocational, and professional training. In response to the yearnings of Nigerian youths, about a hundred and thirty-five (135) Universities have been established (National University Commission, 2018). But sadly enough those Universities have produced half-baked graduates who are unable to defend their status as graduates. But such graduates have enrolled into continuing education system in view of improving their status through adult learning. This is a practical sign that Adult Education is eclipsing formal education. This position is anchored by Akubuibo (2012) who argued that more efforts are essential for maintaining adult education, which has served as the cornerstone of lifelong learning. Lifelong learning is a situation whereby people who have become graduates can still vouch into areas that are in vogue for economic sustainability.

Wonah & Bullem (2019) are of the view that Nigeria has placed undue emphasize on formal education at the expense of non-formal and adult learning by refusing to fund this unit of education. Adult also need to developed their skills to enhance productivity and efficiency as it rationale, assuming

that there is a direct link between all manners of adult learners which has roots in involvement in decision – making, increase in productivity and work outcomes such as increase of job satisfaction, productivity and lifelong learning, then funding would not be a problem (Edoho, Asor & Ukanga 2023). Adult education is in a position to address the various social ills of internal security, insurgencies, terrorism, environmental, health and unemployment. This is possible because Afolabi (2012) argued that adult literary has the capacity to move people from their insensitivity because of lack of sensitization to a level of critical consciousness that can cushion their minds to ask questions about their environments.

When adult education is mention, our minds goes to the aim which is to offer citizens the opportunity to expand, update, finish, and acquire new information and skills for their professional and personal development in order to support the expansion of economic sustainability for those who are above the age of 18. It consists of various programs organized by the municipal, state, and federal governments as well as the job and education sectors. He affirms that the Ministry of Education and Vocational Training's 2018 state budget sets the following goals for adult education:

1. Encourage adult education as a vital part of lifelong learning.
2. Support social inclusion, employability, and labor market mobility.
3. Make certain that the services are of a high caliber and set up a framework for tracking adult education.
4. Put in place procedures for acknowledging skills obtained outside of the formal school system.
1. Ensure that the competencies needed for lifelong learning are acknowledged, keeping

in mind that they can be learned and recognized at all educational levels.

On the other hand, labor authorities establish the following objectives for Vocational Training for employment:

1. Promote lifelong learning among working and unemployed individuals to enhance their professional competencies, job and training opportunities, and personal and professional growth.
2. By giving employees the necessary skills, information, and practices, you may help businesses become more productive and competitive in the eyes of the labor market and business demands.
3. Increase workers' employability, particularly for those who are more difficult to integrate into or stay in the labor market.
4. Encourage the certification of employees' professional competencies obtained via education or on-the-job training that increases and expands the advantages of information and communication technology for workers.
5. Encouraging the closing of the current digital divide and making sure that it is accessible.

These questions asking can bring them to surface to tackling social ills as enumerated above. Ugwuegbu (2003) argues that:

Adult education and literacy are essential for ensuring an informed populace and government, as their actions, viewpoints, and decisions are crucial to the advancement of education and the accomplishment of national objectives. In order to guarantee the concept of self-reliance in both national and individual endeavours, development-oriented non-formal education appears to be more necessary in Nigeria nowadays.

Onyenemezu (2012) noted that adult education is supposed to address the social-economic, cultural, political, and environmental issues plaguing humanity in our diverse societies. She also noted that the objectives of adult education, as outlined in the Federal Government's National Policy on Education, have not yet been met.

Adult Education Dynamics

The ever-changing nature of adult education necessitates ensuring its continued financial support and sustainability. The attribute of this sphere of education has the ability and opportunities to help alleviate the staggering unemployment situation in Nigeria. The unemployment situation in Nigeria can be managed if adult education takes its proper place in the annals of learning. But this is impossible because funding has drastically reduced the concept of adult learning which is expected to explore learning which is in vogue. Learning which is in vogue like the Information Technology Communication (ITC), climate change and exploration of new areas of investments are issues geared towards helping to cultivate and expand the country's economy.

Given this context, Knowles (2015) outlines the features of adult education, providing a rationale for supporting it through financial means. These features encompass:

1. The landscape of adult education comprises: i) liberal adult education; ii) public affairs education; iii) adult recreational education; iv) science education, and v) occupational education.
2. The field of adult education is quite broad and adaptable.
3. The field of adult education is evolving into a multifaceted social structure.

4. Adult education has been extensively enhanced and specialized within certain institutional types like colleges, universities, libraries, public schools, as well as government agencies, mass media, and museums.

Previously, the researcher had proposed that adult education is surpassing the formal education system. This is anchored by Knowles (2015) delineation of the characteristics of adult education. It is the researcher's view that formal education system is not as embracing as the characteristics of adult education enunciated above.

Repositioning of funding

Nigerians should shift from the mentality that funding of education is an exclusive service of government. The public's notion that the responsibility for funding education should lie with all three levels of government is partial. The responsibility of government is enormous and the call from this paradigm that government should do it all is no longer realistic and there should be a change to align with global realities. These global realities have promoted improvement in rapid technological changes.

UNESCO (2003) recommended that a country devote 26 percent of its annual budget on education is yet to be implemented in Nigeria. The country's budget allocation on education spans between 4% and 11% since 1999. It will be of interest to feature the budget allocation of some African countries and reflect on the Nigerian aforementioned allocation. The countries and their allocations are;

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|----|---------------|-------|
| 1. | Botswana | 19.0% |
| 2. | Morocco | 17.7% |
| 3. | Cote d'ivoire | 30.0% |

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| 4. | Tunisia | 17.0% |
| 5. | Uganda | 27.0% |
| 6. | Kenya | 23.0% |
| 7. | Swaziland | 24.6% |
| 8. | Lesotho | 17.0% |

Source: Field Research

It should be noted that they are all African countries. The interesting thing about the data featured is all above the budgetary allocation on education in Nigeria. Surprisingly, UNESCO (2017) postulates that the developed countries, USA, Australia, Canada, Chile, France, Germany, Israel, Greece, and indeed all the developed Nations of the world administer the 26% benchmark. Funding of education is likely to provide money to hire and train instructors, supply and maintain resources (such as classrooms, labs, studios, and workshops), and regularly replace worn-out equipment. These facilities mentioned above are needed to provide a conducive atmosphere to promote learning. It's regrettable that education, as defined by Fafunwa (2006), has been characterized as follows:

All deliberate, incidental, and indirect efforts undertaken by a community to achieve specific goals that are deemed desirable in light of both the requirements of the person and the needs of the community where the education is based.

Should learning suffer such neglect that has been shown by the budgetary allocation? However, rescue is recommended by UNESCO (2003) about the funding of education in Nigeria. The recommendations are; Government grants, school fees, external aids and revenue yielding business. The organization went ahead to recommend other sources of revenue to funding of education to be;

1. Charitable contributions and financial gifts
2. Parental donations
3. Corporate income tax
4. Borrowings
5. Employment-oriented study initiatives
6. Corporate sponsorship
7. Revenue tax
8. Acquisition levy (Value Added Tax - VAT)
9. The entertainment tax

But this presentation's main goal is to reallocate funds for adult education. NPE (2004) is emphatic about what Adult Education is. The policy described Mass literacy, Adult and non-formal education is defined as the kind of learning that supports functional education in all its forms, including remedial, vocational, and literary programs, provided to youth and adults outside of the official school system. NPE (2010) lists providing functional literacy and continuing education for adults and youth who have never benefited from formal education or who did not finish their elementary education as some of the objectives of this educational level. These comprise the disabled, migratory families, nomadic people, and other groups, particularly the underprivileged gender. For young people who did not finish their secondary school education, the government should offer functional and remedial education.

The initial elementary school, founded in 1842 by the Wesley and Missionary Society in Badagry, catered to adults. Similarly, the C.M.S Grammar School established in Lagos in 1859 by the Church Missionary Society was also intended for adult education. This is so because the colonial masters and the missionaries were only interested in training interpreters for trade and the preaching of the gospel. Indeed, the established school in 1842 was attended by adults as Adult Education was defined as being for people who were above the age of twelve. The pupils of this school were people

who were to return from work before school. The school was described by Fafunwa (2006) as an "afternoon or rather an evening school".

For this reason, the colonial government did not prioritize money for education. until 1882. One can imagine that government did not contribute to funding of education forty (40) years after the first primary school was established. Adesun (2001) argued that primary school was attended by adults who were persuaded with gift of towels, clothing's and other toiletries to cajole them. But these schools were financed by the church. In the church, they were- individuals who were financially comfortable that provided the church with the money, the church used in the funding of the schools. The church was also interested in trade which helped in financing schools.

According to Olabisi & Edoho (2023), Education is the right of all Nigerians and should be given free at all levels. Goal four of the sustainable development agenda guarantees inclusive and equitable education and encourages opportunities for lifelong learning for all. The SDG four (4) is asking for national development through the promotion of lifelong learning. By Nigerians inability to meet UNESCO bench mark of 26% budget allocation to education, adult education can resort to repositioning funding to this unit of education. Some of the sources that easily come to mind are:

1. Education Trust Fund (ETF)
2. Industrial Training Fund (IRF)
3. National Science and Technology Fund (NSTF)

Adult education is embracing and can access all the above-named funds because vocational and functional literacy require laboratories, studios and workshops which formal education possess for the accession of the above funds.

Government grants

Government grants should be intensified. According to Transparency International (2017) that classified Nigeria as the 38th most corrupt country in the world said that even the 7% allocation to the education ministry in 2017 was diverted by corrupt officials of education. To appropriately realign the financing of adult education in Nigeria, allocate funds designated for adult education projects distinctly in the budget and distribute them directly to all Federal Universities housing departments of Adult Education.

External Aids

Universities with departments of Adult Education should be given free hands to access or apply for external aids. Wonah (2018) assertion of external funding for development projects in Africa as a "form of small animal with a loud roar" should be waved because at the time these funds were assessed through the Federal Government. Such applications should be generated through Universities with Adult Education departments. Such innovation in fund accession will reposition fund raising in Adult Education.

Departmental Revenue yielding Businesses

In some Universities, they have established Entrepreneurship Directorates. Such directorates that are training their students into sustainable enterprises are generating money. More importantly, the students after graduation can become self-employed. Adult education according to Onyenemezu (2010) "In apprenticeship, individuals considered adults within their societal context nurture their skills, enhance their understanding, and refine their technical or professional expertise" This description aligns with a certain form of autonomy. Entrepreneurship is and adult education may not necessarily only go

cap-in-hand to generate money for her further projects. Other sources of funding are; Endowment funds, donations and loans: They are some wealthy and well-placed Nigerians who have gone through adult schooling. Such Nigerians should form alumni of the localities in which they got their tutorials. They have the option to create their own groups and generate funds to improve adult education in the nation. This group can establish funds to support universities that have adult education departments. Even secondary schools have established strong alma maters to aid and rescue the secondary schools they attended. With strong affiliation, departments of adult education can access agricultural loans, grants-in-aids, through organizations to establish businesses that can generate money to sponsor the development of adult education as a way of repositioning funding in adult education.

Conclusion

Management of resources in Nigeria is a bane that needs special treatment. Education is a bedrock by which all development stratum must pass through. Families and communities who invest on it are bound to rise above the investments of all other sectors. The common popular saying in Nigeria that if education is expensive, try ignorance cannot be doubted. The repositioning of funding in adult education is an issue of urgent need that must be seriously tackled. The combined efforts of stakeholders, practitioners and volunteers are required to make this dream come true. Funding is the life wire of all organizations. The repositioning of funding of adult education should not be a mirage. This is a task that can be achieved.

Recommendations

1. Nigeria should implement 26% benchmark recommended by UNESCO in her budgetary allocation for education

2. Departments of Adult education in Nigerian Universities should be allocated grants directly from the federal allocation.
3. Departments of Adult education should be given free hands to establish and run businesses as Directorates of Entrepreneurs do to assuage repositioning of funds.
4. Officers in the education industry who encourage budget padding should be dealt with by the Economic Finance Crime Commission (EFCC).
5. Only experts in adult education should be employed to manage adult education units in the local governments, states and federal units of adult education.
6. For a nation to attain sustained economic prosperity, it is essential to enhance the literacy rates of its population. Consequently, Nigeria must realign its budgetary allocations toward education.
7. Federal government should make adult education autonomous, enabling her to access foreign aids and grants directly.

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