

**ACCESS, ACQUISITION AND UTILISATION OF BASIC LITERACY  
EDUCATION AS DETERMINANTS OF LIFE-IMPROVEMENT SKILLS OF  
RURAL ADULT LEARNERS IN OYO AND ONDO STATES, NIGERIA**

**BY**

**Adeshina Abideen OLOJEDE**  
*N.C.E (Ilesha), B.Ed; M.Ed (Ibadan)*  
*Matric. No. 108944*

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**SUPERVISOR: PROF. R.A. ADERINOYE**

**MARCH, 2012**

## CERTIFICATION

I certify that this study was carried out by **OLOJEDE ADESHINA ABIDEEN (Matric No: 108944)** of the Department of Adult Education, University of Ibadan, Nigeria under my supervision.

-----  
**Supervisor**

Prof. R.A. Aderinoye  
Department of Adult Education,  
University of Ibadan, Nigeria

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**Date**

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### **DEDICATION**

I dedicate this project to Almighty Allah who has been the pillar of this success. I also dedicate the project to my children:

Gbolahan Hafis,

Ibrahim Korede,

Olaitan Shukurat,

Olawumi Amina,

Oyinkansola Mariam,

Olalekan Qoyum, and

Olabisi Aisat

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## ABSTRACT

The need to expand adult learning programmes for individual in order to function has made the issues of access, acquisition and utilisation of basic literacy education germane in developing countries. Nigeria has been involved in various basic educational activities aimed at increasing access to literacy education for the enhancement of learners' daily living by establishing State Agencies for Adult and Non-Formal Education. However, there is a dearth of empirical studies that show the extent to which the expanded access to basic literacy education has influenced life improvement skills of the beneficiaries. This study, therefore, examined the influence of access, acquisition, and utilisation of basic literacy education on life-improvement skills of rural adult learners in Oyo and Ondo states, Nigeria.

Survey research design of *ex-post facto* type was adopted. A total of 1,310 adult learners (Oyo: 579, Ondo: 731) were selected through stratified and simple random sampling techniques. Literacy Access Questionnaire ( $r = 0.81$ ), Literacy Acquisition Questionnaire ( $r = 0.79$ ), Literacy Utilisation Questionnaire ( $r = 0.75$ ) and Life-improvement Skills Scale ( $r = 0.84$ ) were used for data collection. These were complimented with six sessions of Focus Group Discussion (FGDs) with adult learners. Five research questions were answered and three hypotheses tested at 0.05 level of significance. Data were analysed using percentage, t-test, Multiple regression and context analysis.

Access was expanded by annual average of 15.04% and 35.07% in Oyo and Ondo states respectively. The existing curriculum met the life-improvement skills need of more than 80.0% of the beneficiaries. Significant relationship existed among acquisition and utilisation of basic literacy skills and life-improvement skills of beneficiaries ( $R=0.24$ ,  $p < 0.01$ ). The linear combination of access, acquisition and utilisation of basic literacy skills was significant ( $F_{(3, 1306)} = 351.525$ ,  $p < 0.05$ ) and contributed 42.17% to the variance of dependent measures. Access, acquisition and utilisation of basic literacy skills influenced life-improvement skills as follows: family and home management skills ( $\beta = 0.41$ ;  $p < 0.05$ ), health/hygiene management skills ( $\beta = 0.34$ ;  $p < 0.05$ ), income generation skills ( $\beta = 0.30$ ;  $p < 0.05$ ), social relation skills ( $\beta = 0.29$ ;  $p < 0.05$ ), numeracy skills ( $\beta = 0.27$ ;  $p < 0.05$ ), reading skills ( $\beta = 0.25$ ;  $p < 0.05$ ), writing skills ( $\beta = 0.23$ ;  $p < 0.05$ ), speaking skills ( $\beta = 0.21$ ;  $p < 0.05$ ), conflict resolution and negotiation skills ( $\beta = 0.18$ ;  $p < 0.05$ ). Significant differences existed in the access, acquisition and utilisation of the literacy skills in the two states ( $t = 2.82$ ,  $df = 1308$ ,  $p < 0.05$ ). The FGD also shows that the beneficiaries used skills acquired for their life-improvement activities and they want further improvement opportunities.

Access, acquisition and utilisation of basic literacy skills influenced life-improvement skills of rural adult learners. There is the need for improved funding of basic adult literacy and organisers of adult literacy programmes needs to work collaboratively with learners in developing curriculum that meets their basic life-improvement needs as well as increase post literacy activities that will help in sustaining the skills acquired.

**Key words:** Access to literacy education, Acquisition of skills, Utilisation of skills, Life-improvement skills, Rural adult learners.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The importance of people's ability to read and write has made literacy one of the fundamental requirements of modern civilisation (Chediell, Sekwao and Kirumba, 2000 and Bitenc, 1995). Various research reports such as Basic Education Coalition (BEC, 2004), Amartya (2003), UNESCO (2002), FAO, (2002) and Denga, (1999) have all agreed that the greater the percentage of a functional literate people in a country, the better are the chances for rapid political, social, economic, technology and cultural development. Though, literacy alone is not sufficient to generate development, it is a major factor in the ultimate effectiveness of a country's investments (Amopere, 1984).

Literacy is an indispensable foundation that enables young people and adults to engage in learning opportunities at all stages of the learning continuum. The right to literacy is an inherent part of the right to education. It is a prerequisite for the development of personal, social, economic and political empowerment. Literacy is an essential means of building people's capabilities to cope with the evolving challenges and complexities of life, culture, economy and society (UNESCO, 2009).

In fact, no country has achieved or sustained economic growth without attaining near universal basic education (UBE), the goals of which was to universalise access to basic education, engender conducive learning environment and eradicate illiteracy in the country within the shortest possible time. An educated populace is more likely to enjoy higher agricultural productivity, longer life expectancies, lower infant mortality rates and greater political stability (National Institute of Adult Continuing Education NIACE, 2008; Mylek, 2008, Lind, 2008). Therefore, where the right to education is guaranteed, people's access to and enjoyment of other rights are enhanced (Colclough, Al-Samarria, Rose and Tembon, 2003). Also, the people are better equipped to protect themselves from various diseases particularly HIV/AIDS (BEC, 2004).

Nigeria with an estimated population of about 140 million people is a relatively wealthy nation, if compared with other countries in Africa within the realm of natural, materials and human resources (National Population Commission (NPC 2006; Oyinlola, 2004; UNESCO, 2003). However, Nigeria, like any other developing

nation is facing problems like rapidly increasing population, slow growing economy and many unschooled adults (Haas, 1998).

Basic literacy (both formal and non-formal) in Nigeria has been hampered by many social, political, economic and cultural factors such as insufficient number of schools and quality of physical infrastructure such as school buildings, school furniture and equipment, lack of books, writing materials and teaching supplies, as well as insufficient number of qualified teachers, considerable number of drop outs and repetition of grades at the primary and middle levels.

Schooling in Nigeria provides little preparation for work; curricula are often outdated, continuous strikes by the teachers, low community participation in education, low managerial skills, lack of funds, learners were also found to be travelling fairly long distances (between 200m to 2 km) to learning centres causing low participation and so on (Anyaegebu, 2003).

As a result of aforementioned problems associated with inadequate provision of literacy programmes, many youth and adults could not participate effectively in the development of their communities, do not have enough skills that are relevant to their daily life improvement and at the same time, do not know what their rights are. Those that know do not know how to defend them when assaulted. Many people also believe that educating the adult is not necessary as illiterate adults would soon wither away; therefore, emphasise conceived should be on educating the youth at the expense of the adult parents that would take care of youth's education. Julius Nyerere of Tanzania in a speech while introducing the First Development Plan for his country maintained as quoted by Bhola (1984) that we must educate our adults. Nyerere was quoted to have said further that our children will not have an impact on our economic development for five; ten, or even twenty years but the attitudes of the adults on the other hand, have an impact now.

Against the backdrop of several educational opportunities like formal and non-formal education available in Nigeria, unequal participation and access continue unabated among the citizens (Education for All (EFA) Global Monitoring Report, 2005; Federal Ministry of Education (FME), 2003). In Oyo and Ondo states, more than 30 per cent of the adult population cannot read at all (NPC, 2004, Federal Bureau of Statistics (FBS), 2010). The bulk of these adult illiterates reside in the rural areas and the challenge of education to serve rural development is one of the main themes of the Education for All (EFA) effort. It should be noted that 60 per cent of the

people in developing countries (70 per cent of the population in Nigeria) still live in rural areas (NPC, 2004). While rural-urban statistics on education are scarce, many countries report that non- school attendance, early drop-out of students; adult illiteracy and gender inequality in education are disproportionately high in rural areas (Nigeria DHS EdData Survey, 2004). Urban-rural disparities in educational investment and in the quality of teaching and learning are widespread and need to be redressed (Nigeria DHS, 2004).

Education, as a lifelong process, is widely accepted as a fundamental prerequisite for the achievement of sustainable development. Education, whether formal, informal or non-formal, is regarded as a process by which human beings and societies can reach their full potential. There is a close association between the general level of education attained and the persistence of poverty irrespective of the level of a country's development. Literacy is also vital to changing people's attitudes to achieve ethical awareness, values, attitudes, skills and behaviour consistent with the goal of building a more sustainable society. In this respect, people are better equipped to participate in decision-making that adequately and successfully addresses environment and development issues around them. To achieve a sustainable developed community in Nigeria, the government need to strive for universal access to basic education, reduce adult illiteracy and integrate sustainable development into all education programmes.

Given that education serves as a catalyst for poverty reduction and also helps to reduce disparities in living standards of the beneficiaries which are essential to an improved standard of living, disturbingly many farmers in most rural communities are still without basic literacy skill and have no access to Information and Communication Technology (ICT) and thus cannot be sufficiently productive (Baseline, 2001). This is against the fact that a farmer who is educated and understands how to measure and apply fertiliser on the farm would have a good yield unlike those that could not read the instructions on how best to apply fertiliser (Lind, 1996). When learners are equipped with life improvement skills such as - writing, reading, speaking, health/hygiene management skills, conflict resolution skills, social and home management skills as well as numeracy skills, they are equipped to make more informed decisions concerning their lives and communities as well as being active participants in identified spheres of sustainable development indicators such as economic, social, health, political, environmental and institutional development (Lind,



2008). It should be noted that sustainable development aims at the highest possible quality of life like living comfortably for all people, individually and collectively. It is based on the natural limits of our environment and the comprehensive needs of the people, food, shelter, water, good environment (Sustainability Indicators Project, 1998).

Rural people and areas are not homogenous and so, for education to be relevant to people living in rural areas, in terms of genuine economic and social development, it needs to respond to the diversity of rural situations. Also, for education to be sustainable especially in the rural areas, the beneficiaries have to put skills acquired into their daily activities on issues like health, environment, economic, social and human settlements. They are expected to use the skills in practical ways especially in their interaction with members of the community where they are resident. Rural people should also be able to promote a good living environment along with healthy lifestyles and preventing health threats. They are expected to promote social and civil activities, sustainable crop production patterns as well as consumption habits.

Understandably, the impacts of adult literacy first appear in the individual learner by way of new cognitive behaviour and ways of understanding reality which engender in the individual, a new self-concept accompanied by greater self-confidence and self-esteem. The ability to read will enable an individual to comprehend and use the modern technology. Learners' ability to read and write will help to keep their privacy. Some new literates may be satisfied with reading the scriptures while others may want to read folk tales and the ancient epics of their culture. Some may want to read newspapers to find out what is going on in their immediate or wider surroundings. Utilitarian uses of literacy by individuals may include generating income for better livelihood or making one's voice heard in situations where social and political decisions are made.

Neo-literate adults who head families and feel responsible for them may want to change the culture and the cultural capital of the family which they feel is now within their locus and context of control. Family history and records will be kept for posterity. They would perhaps want to send their children, especially daughters, to school. They might develop a new attitude to their wives and children and wish to treat them as persons rather than possessions. They may also want to access and use developmental knowledge about health and nutrition to protect themselves and their

family by living in a clean and safety environment and encouraging nutritious and balanced diet.

Most importantly, they may want to understand and protect their immediate environment especially within the family and community they live, all these are central to achieving life improvement skills that help to promote sustainable development. Quite unfortunate, most of the non-literate are residents in the rural areas where majority of the population are located, and for this, there is need for special consideration on what would promote equity in the promotion of amenities that make life worth living. For the development of the Nigerian society, there is the urgent need for development programmes to focus on this neglected section of the Nigerian community.

It should be noted that in September 2000, at the United Nations Millennium Summit, world leaders agreed to a set time bound, measurable goals and targets for combating poverty, hunger, disease, illiteracy, environmental degradation. The eight goals proposed for achievement by 2015 were:

*Halve Extreme Poverty and Hunger; Achieve Universal Primary Education; Promote Gender Equality and Empower Women; Reduce Under-five Mortality; Reduce Maternal Mortality; Reverse the Spread of Diseases, Especially HIV/AIDS and Malaria; Ensure Environmental Sustainability; and Create a Global Partnership for Development.*

Achieving any of these goals might not be easy if the people for whom they are designed are not literate. Knowing the importance attached to education and the need to tackle this decisively, there is already a considerable degree of alignment of the education goals as the millennium declaration reflects two of the Education for All (EFA) goals adopted at the World Education for All forum in Dakar in April 2000, the “Dakar EFA Goals”. UNESCO contributes to the achievement of the MDGs through its programme sectors: Education, Sciences, Culture, Communication and Information.

Notably, the 2006 EFA Global Monitoring Report note the following in achieving the EFA goals:

- Sharp enrolment increase in Sub-Sahara Africa(SSA) and South Asia
- Over 100 million children are still not enrolled in primary school (70 per cent of whom are in SSA and South and West Asia)
- 67 countries are at risk of not achieving UPE by 2015. In 23 of the 67 countries, the enrolment ratios are declining

- Over 80 countries still charge fees for primary education.
- Sixty per cent of bilateral aid still goes to post-secondary education.
- Total estimated external aid to education required to achieve UPE of reasonable quality by 2015 is US\$ 7 billion.
- Despite considerable progress noted in countries with the lowest gender parity index, 94 countries missed the 2005 gender parity target.
- Disparities at the primary level in 60 countries are nearly always at the expense of girls.
- At secondary level, boys are under-represented in 56 countries.

The EFA report stated above have implication for Nigeria because Nigeria is one of the countries where there is a risk of not achieving UBE by 2015 and where there is lower enrolment of girls to boys in education. As stated earlier, basic education is the foundation for sustainable lifelong learning. It provides opportunity to read, write and acquire numeracy skill which in turn affects procession and utilisation of life improvement skills such as income generating skills, conflict management and resolution as well as health management skills. It comprises a wide variety of formal and non-formal education activities and programmes enable learners acquire functional literacy.

In Nigerian context, basic education includes primary, junior secondary and nomadic education as well as adult literacy. Nigeria is a member of the Group of E-9 nations committed to the total eradication of illiteracy. In spite of this, the nation's literacy rate is presently estimated to be 53 per cent of the 140 million people (NPC, 2007). Education statistics for 1996 and the upward review of the statistics show that only 14.1 out of the 21 million children of school age are enrolled in primary schools. The completion rate was 64 per cent while the rate of transition to junior secondary school was 43.5 per cent, there is overwhelming evidence that these vital literacy indicators have not improved (UBEC, 1999, 2000 and 2005), and this have implication for adult and non-formal education.

The UBE scheme was designed to address these challenges. The goals of the scheme were to universalise access to basic education, to engender a conducive learning environment and to eradicate illiteracy in the country within the shortest possible time. The specific objectives of the scheme also include to:

- i. develop in the citizenry, a strong consciousness for education and a strong commitment to its vigorous promotion;

- ii. provide free, compulsory UBE for every Nigerian child of school-going age;
- iii. reduce drastically drop-out rate from the formal school system through improved relevance and efficiency;
- iv. cater for drop-outs and out-of-school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education; and
- v. ensure the acquisition of the appropriate levels of literacy, numeracy, manipulative and life skills (as well as the ethical, moral and civic values) needed for laying the foundation for lifelong learning.

In response to the demand for equal opportunity of education for all, the governments of Oyo and Ondo states (through their agencies of Adult and Non-formal Education) established literacy centres spreading across their local government areas. Access to literacy opportunity was provided through the establishment of literacy centres where learners are encouraged to register for literacy programmes established within their communities. In the two states, the agencies are well staffed with professional adult education officers who organise, establish, mobilise illiterate adults for registration.

Facilitators who are well-known and resident among the learners are recruited to teach and guide the learners. Various learning materials like primers, free pencil and notebooks are also provided to the learners. Basic literacy programme is being taught in Yoruba language the predominantly spoken language in the two states. Lessons are taken twice or thrice a week within a duration of nine months at end of which examination is conducted.

Despite the phenomenal growth in the formal educational system and the interest shown to non-formal education in the past decades, some members of the population are still found to be non-literate in the two states. The total population of 5,591,589 (male = 2,809,840 female = 2,781,749) was recorded in Oyo state according to 2006 population figure. Of the total population, 62.6 per cent are literate in English language while 71.3 per cent are literate in the native language (Yoruba). In Ondo state, the total population was 3,441,024 (male = 1,761,263 female = 1,679,761). 66.6 per cent of the population Ondo is literate in English while 74.3 per cent are literate in Yoruba. This data indicate that an average of 30 per cent of the population in the two states is not literate (N.P.C, 2006 and National Bureau of Statistics (N.B.S, 2010).

Thus, the following questions come to one's mind: Why do we still have illiterates in the two states? Who are these non-literates? Where are they? In general, illiteracy is characteristically found among poor people in rural areas and marginal groups in urban areas. Particularly, the rural poor women and ethnic minorities who have somehow missed the benefits of modernisation and democratisation of the state and society have remained non-literate.

The above scenario, therefore, shows the present limitations of non-formal education, this questions the extent to which the non-formal education system prepares Nigerians especially, rural people for competencies required in the world of work and life in general. It is against this background that the study is out to examining how accessible the literacy centres are, how relevant are the skills acquisition and how the life improvement skills acquired are utilised among the rural dwellers in Oyo and Ondo states of Nigeria.

### **1.2 Statement of the Problem**

Nigeria has been involved in various educational activities aimed at increasing access to literacy education. The two states, Oyo and Ondo set up agencies for adult and non-formal education since 1980. In spite of these developments, about 30 per cent of the population of the states could still not read and write (NBS, 2010). There is also a dearth of studies to empirically show the actual extent to which the expanded access to basic literacy education has influenced life improvement skills of the beneficiaries in the two states. There is also little or no information on how relevant are the skills being taught to the needs of the learners with a view of strengthening the literacy programme of the two states. This study therefore attempts to examine the degree of access, skills acquired and utilisation of basic literacy education in the two states as a way of bridging the gap in the non-availability of empirical studies in the area.

### **1.3 Objectives of the Study**

The broad objective of this study is to investigate the extent to which access, acquisition and utilisation of basic literacy education influenced life improvement skills of rural adult learners while the specific objectives are to:

- (i) assess the annual average expansion rate in access, acquisition and utilisation of basic literacy education;

- (ii) examine the extent to which the existing curriculum of basic literacy education meets life improvement skills of rural adult learners;
- (iii) establish if there is any significant difference in the access, acquisition and utilisation of the literacy skills in the two states;
- (iv) analyse the extent to which age, gender, marital status and occupation influence the access, acquisition and utilisation of basic literacy education;
- (v) determine the type and method of literacy skills acquired by the adult learners in literacy programmes;
- (vi) investigate how life improvement skills acquired by the adult learners at the literacy centres are utilised for their personal socio-economic development;
- (vii) identify if there is a joint effect of access, acquisition and utilisation of adult basic literacy education on life improvement skills;
- (viii) identify problems facing adult learners in the area of access, acquisition and utilisation of literacy education; and
- (ix) suggest basis/criterion upon which model literacy centres could be built.

#### **1.4 Research Questions**

In order to achieve the objectives stated above, the following research questions are raised to anchor the study:

1. To what extent will access, acquisition and utilisation of basic literacy education influence life improvement skills of rural adult learners?
2. What is the annual expansion rate of access, acquisition and utilisation of basic literacy education?
3. Does the existing curriculum of basic literacy education meets the life improvement skills of rural adult learners?
4. How can the demographic factors such as age, sex, marital status and occupation influence the access, acquisition and utilisation of basic literacy education?
5. What are the types and methods of literacy skills acquired by adult learners in the literacy programmes?
6. How has the beneficiaries been utilising basic skills acquired to improve their life?
7. What are the problems facing adult learners in the area of access, acquisition and utilisation of literacy education?

### **1.5 Significance of the Study**

This study is significant in many ways to all the stakeholders in adult literacy education. The stakeholders include the governments at all levels, non-governmental organisations (NGOs), multilateral agencies/donors and researchers in adult literacy education. The study is expected to aid the stakeholders' understanding of the factors that promote access, acquisition of literacy skills and the ways the learners actually make use of the skills in their different endeavours. The expected findings will hopefully help adult educators and other stakeholders in improving strategies of adult education in such a way that will enhance improved living standard of adult learners and assist policymakers in national development. It is anticipated also to help in planning on how to improve access to literacy education; method of teaching adults and what needs to be done that will encourage the use of learned skills for sustainable development in the societies.

The anticipated findings of this study will shed light on the importance of understanding literacy and learning from the micro perspective in the two states, as a basis for long-term effectiveness in public policy. It is hoped that discussion of the results would play an important role in adult literacy policy development and implementation. The expected outcome report from this study will serve as a database to fill the gap in the dearth of empirical studies with respect to utilisation of adult basic literacy education and be a source of better-informing stakeholders of the need to see education generally and adult basic literacy in particular as an investment desirable for the sustainability of our societies. Therefore, literacy advocates, policymakers, international organisations especially UNESCO and the public are expected to find the research outcome useful.

### **1.6 Scope of the Study**

The study is limited to rural literacy centres established by AANFE in Oyo and Ondo states. The two states are selected because records showed that the literacy centres established by the agencies are more viable when compared with other states in the region. Further, the study is delineated to cover 127 literacy centres established and run by AANFE in the two states in 12 communities. The communities selected are as presented as depicted in Table 1.1

**Table 1.1: Literacy centres of selected Communities**

<b>Communities Selected</b>	<b>Literacy Centres</b>
Ile-Oluji/ Oke-Igbo	08
Ilaje	10
Akure North	12
Ifedore	10
Akoko S.W.	11
Ose	14
Iddo	11
Ibarapa	10
Egbeda	10
Akinyele	10
Saki	11
Itesiwaju	10
<b>12</b>	<b>127</b>

### **1.7 Operational Definition of Terms.**

Some of the concepts used in this study are explained below in order to avoid any ambiguity that might arise from their usage.

**Access:** Access in the context of this study includes openness of policy, enrolment at adult literacy centres, maintaining regular attendance, availability of learning materials – primers, facilitators being friendly to learners, nearness of centres to learners’ residence, completion of the prescribed number of months of literacy and the successful participation in graduation ceremony and adequate funding.

**Adult Literacy Education:** The first stage of the adult learning activity that comprises the 3Rs: reading, writing and arithmetic.

**Skills Acquisition:** This relates to the various skills that are included in the curriculum of the two states literacy programmes that will enable learners have knowledge of writing, reading and numeracy especially in the local language of the beneficiaries.

**Skills Utilisation:** This relates to the use adults’ learners made of skills acquired, for example, in letter writing, signing of documents, filling withdrawal and savings bank forms, monitoring of children’s school work and reading of private letters.



**Life Improvement Skills:** These are skills an individual learner acquired to enable them function effectively as an individual and among other members of their community. Examples are income generating, family and home management, health/personal hygiene, reading and writing skills.

**Development:** This refers to the general improvement in economic, social, educational and political conditions of the whole society in terms of reduction or elimination of poverty, inequality, injustice and unemployment within the context of a growing economy and provision of basic individual and community basic needs that improve personal skills and income, leading to improved family and personal well being.

**Rural People:** The inhabitants of community or settlement mostly engaged in farming and other agricultural activities, and are closely linked by cultural and traditional ways of life.

**Adult Education:** Educational provision outside the formal school system for people regarded as adults in the two states. It is the education targeted at the development of the recipients who have missed the opportunity of formal education.

**Adult Basic Education:** This refers to the acquisition of literacy (for the beginners) in mother tongue through the mastery of the 3Rs- writing, reading and numeracy.

**Empowerment:** It is a training process through which participants acquire skills in some vocational activities, decision-making, literacy and effective participation in governance.

**Functional Literacy Programme:** It is the introduction of skills acquisition /learning into a literacy programme directed at a particular group.

**Learning:** Learning is the process by which one receives and processes sensory data, encodes such data as memories within the mental structures of the brain, and retrieves those memories for subsequent use.

## **1.8 Historical Background of Oyo and Ondo States**

### **(a) Historical Background of Oyo State**

Oyo State, which bears the sobriquet, “Pace-Setter”, came into existence consequent upon states creation exercises in Nigeria after independence in 1960. Going down memory lane, Western Region was one of the three regions created by the Marcepherson Constitution of 1954 which accorded the region a high level of autonomy. Western region which was led by the late sage, Chief Obafemi Awolowo as the first Head of Government and later Premier, became self-governing in 1957 as a prelude to political independence of the country in 1960.

In 1963, the Mid-Western Region consisting of the present Edo and Delta states was excised from the region. Also in the 1967 state creation exercise, western region was renamed western state. Further, during the 1976 states creation exercise, both Ondo and Ogun states were created from the western state and what remained of the state was renamed Oyo. Again in 1981, Osun State was carved out of the old Oyo state. Right from the western region days, Ibadan, reputed to be the largest indigenous city in Africa, South of Sahara, has been the capital and centre of administration.

The present Oyo State forms the nucleus of the former Western Region of Nigeria. The state now covers a total of 27,249 square kilometers of landmass, bounded in the south by Ogun State (Gateway state), in the North by Kwara State. To the west, it is bounded partly by Ogun State and partly by the Republic of Benin while in the east, it is bounded by Osun State.

The state is homogenous comprising the main people of the Yoruba ethnic group who speak Yoruba language. Like any other Yorubas, they claim descent from Oduduwa which implies they originated from Ile-Ife. Oyo State is one of the 36 states of the Federal Republic of Nigeria. It consists of 33 local governments and according to the 1991 census, the population stands at 3,452,720 comprising 1,711,428 males and 1,741,292 females. The 2006 population puts the state at over five million, a figure that has been subjected to controversies.

The state is divided into three senatorial districts of Oyo North, Oyo Central and Oyo South. Oyo North has 13 local governments viz, Saki West, Saki East, Atisbo, Irepo, Olorunsogo, Kajola, Iwajowa, Itesiwaju, Ogbomoso North, Ogbomoso South, Oriire, Oorelope and Iseyin local governments. Oyo central comprises 11 local governments of Afijio, Akinyele, Egbeda, Ogo-Oluwa, Surulere, Lagelu, Oluyole, Ona-Ara, Oyo East, Oyo West and Atiba. Oyo South consists of nine local governments. They are Ibadan North, Ibadan North East, Ibadan West, Ibadan South

East, Ibadan South West, Ibarapa Central, Ibarapa North, Ibarapa East and Ido local governments. The State has three elected senators, 14 in the House of Representatives and 32 members in the state house of assembly.

Education has always been and still remains the major industry of the state. This is so because a great percentage of the state budget is allocated annually to this important sector. The United Nations organisation recognises education as an inalienable right of every citizen and also as a powerful weapon to banish ignorance, poverty and disease. To this effect, there are 15 nomadic schools in the state, these are Gaa Joro and Gaa Baale, both in Kisi (Irepo local government); Baochilu (Saki West); Tede, Irawo, Baasi and Ago-Are, all in Atisbo local government. Arin-Oye, Abidogun, Okaka and Baba-Ode (Itesiwaju local government, Iganna (Iwajowa local government), Gaa Kondo and Igbo-Ora (Ibarapa Central local government) and Sepeteri (Saki East local government). There are continuing education centres spread all over the state and there is provision for the adult illiterates in the state. In year 2000 alone, about 455 classes of adult education were established by AANFE in all the 33 local governments of the state. The enrolment then was put at 14,500 consisting 6500 males and about 8000 females, this has continued to be the trend of events in the state. About 55,000 people had enrolled in the agency literacy programmes between 1996 and year 2000 and more than 500,000 illiterate adults have benefited from the adult basic education programmes of the agency since its creation in 1989. Other educational provisions are as stated below:

- 1,805 Public Primary Schools (Regular and Special)
- 57 Nomadic and Migrant Farmers Schools
- 1,143 Private Nursery and Primary Schools
- 204 Private Secondary Schools
- 797 Public Secondary Schools – (637 Junior Secondary Schools, 160 Senior Secondary Schools)
- 7 Schools of Science
- 5 Government Technical Colleges
- The Polytechnic, Ibadan with Campuses at Saki and Eruwa
- Emmanuel Alayande College of Education, Oyo with a satellite campus at Lanlate
- Ladoke Akintola University of Technology (LAUTECH, Ogbomoso) (jointly owned with Osun State).

- The University of Ibadan
- Federal College of Education (Special), Oyo.
- Nigeria Institute of Social and Economic Research (NISER).

**The People**

The State is homogeneous comprising the main people of the Yoruba ethnic group who speak the Yoruba language. Like all other Yorubas, Oyo State people claim descent from Oduduwa. They are rich in culture and believe in strong kinship ties as a means of holding the society together. This is revealed in the extended family system. This notwithstanding, there is a substantial number of people from other parts of the country who settle, live and trade in the state, mostly in the urban centres. Non-Nigerians from West Africa and those of Asian, European and American stocks are also residents in the state.

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**Table 1.2: ENROLMENTS IN ADULT LITERACY CLASS ACCORDING TO SEX AND LOCAL GOVERNMENT (1996-1998)**

Local Govt.	1996/1997			1997/1998		
	Male	Female	Total	Male	Female	Total
AFIJO	134	341	475	238	476	714
AKINYELE	350	397	747	312	467	779
ATIBA/OYO EAST/WEST	305	217	522	1196	705	1901
ATISBO/SAKI EAST/WEST	235	420	655	844	1210	2054
EGBEDA	93	180	273	280	391	671
IBADAN NORTH	249	321	570	466	731	1197
IBADAN NORTH EAST	137	206	343	206	618	824
IBADAN NORTH WEST	124	116	240	326	463	789
IBADAN SOUTH EAST	119	137	256	284	377	661
IBADAN SOUTH WEST	382	338	720	399	1092	1491
IBARAPA CENTRAL/NORTH	340	185	525	720	376	1096
IBARAPA EAST	186	472	658	484	787	1271
IDO	162	131	293	301	511	812
IREPO/OLORUNSOGO	267	600	867	634	686	1320
ISEYIN/ ITESIWAJU	572	428	1000	1092	956	2048
IWAJOWA/ KAJOLA	401	370	771	673	718	1391
LAGELU	359	461	820	486	827	1313
OGBOMOSO NORTH	283	795	1078	539	1419	1958
OGBOMOSO SOUTH	471	479	950	299	918	1217
OGO OLUWA	380	520	900	244	451	695
OLUYOLE	302	232	534	415	500	915
ONA ARA	226	265	491	506	786	1292
OORELOPE	191	185	376	269	588	857
ORIRE	233	285	518	539	730	1269
SURULERE	375	558	933	531	1185	1716
SPECIAL CENTRE	-	-	-	65	41	106
<b>Total</b>	<b>6,876</b>	<b>8,639</b>	<b>15,515</b>	<b>12,348</b>	<b>18,009</b>	<b>30,357</b>

Source: AANFE Oyo State Annual Report, 1999

**Table 1.3: ENROLMENTS IN ADULT LITERACY CLASS PREMISED ON SEX AND LOCAL GOVERNMENT IN OYO STATE (1998-2000)**

LOCAL GOVT.	1998/1999			1999/2000		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AFIJO	350	720	1070	290	380	670
AKINYELE	345	565	910	320	415	735
ATIBA	500	840	1340	335	450	785
ATISBO	500	850	1350	298	375	673
EGBEDA	310	435	745	340	435	775
IBADAN NORTH	530	840	1370	400	535	935
IBADAN NORTH EAST	260	740	1000	375	425	800
IBADAN NORTH WEST	410	550	960	337	423	760
IBADAN SOUTH EAST	375	425	800	350	425	775
IBADAN SOUTH WEST	450	1175	1625	390	385	671
IBARAPA CENTRAL	560	650	1210	295	376	671
IBARAPA EAST	530	850	1380	320	315	635
IBARAPA NORTH	450	525	975	340	370	710
IDO	450	620	1070	310	400	710
IREPO	600	775	1375	288	375	663
ISEYIN	850	1320	2170	420	530	950
ITESIWAJU	520	650	1170	315	365	680
IWAJOWA	450	550	1000	280	340	620
KAJOLA	650	960	1610	395	475	870
LAGELU	520	935	1455	350	470	820
OGBOMOSO NORTH	620	1520	2140	415	420	835
OGBOMOSO SOUTH	420	960	1380	385	435	820
OGO OLUWA	350	580	930	395	365	760
OLORUNSOGO	400	820	1220	290	340	630
OLUYOLE	500	630	1130	270	340	610
ONA ARA	600	820	1420	310	335	645
OORELOPE	350	620	970	325	365	690
ORIRE	620	815	1435	320	315	635
OYO EAST	500	620	1120	400	450	850
OYO WEST	500	720	1220	370	395	765
SAKI EAST	520	800	1320	350	397	747
SAKI WEST	510	650	1160	415	485	900
SURULERE	620	1280	1900	380	420	800
<b>TOTAL</b>	<b>16,120</b>	<b>25,810</b>	<b>41,930</b>	<b>11,373</b>	<b>13,326</b>	<b>24,699</b>

**Source:** Oyo State Statistical Year Book 1997-2001

The state is one of the most urbanised in the whole federation. Besides Ibadan, there are four big towns with large population. They are Ogbomoso, Oyo, Iseyin and Saki. Other fairly big towns in the state are Igboho, Kisi, Igbo-Ora, Okeho, Lalupon, Ilero, Eruwa and Igbetti.

### **(b) Historical Background of Ondo State**

The present Ondo State was an integral part of Ondo Province in the post-Independence Western Region of Nigeria. In 1967, it was part of the newly evolved Western State. Ondo is located in the south western part of Nigeria. The state lies within latitudes 5 45 and 8 15 north and longitudes 4 45 and 6 east. It is bordered in the northwest by Ekiti and Kogi states; west central by Osun state; northeast and east central by Edo State; Southwest by Ogun State and Southeast by Delta State. The southern coastline rests on the Atlantic Ocean with considerable territorial waters offshore and is rich in aquatic and mineral resources of significant importance.

### **Environment and Physical Characteristics**

Ondo State has a surface area of approximately 15,317km, which represents only 1.66 per cent of the total surface area of Nigeria. There are 18 LGAs in the state. The LGAs vary considerably in size, ranging from 1600km in Idanre to 180km in Ifedore. The state has a variety of land forms from coastline in and around Ilaje and Ese-Odo LGAs, the land rises to an undulating landscape with considerable elevations in the Idanre Hills in Akoko-South West LGA.

The 1991 census forms the basis of the analysis of the population of Ondo State and its spatial distribution, demographic characteristics and projections up to 2008. The total population in 1991 was 2,249, 548 made up of 1,121,898 males (49.87 per cent and 1,127,650 females (50.12 per cent) this ratio is in the proportion of 50.04 per cent male to 49.96 per cent female, obtained at the national level in 1991. the total of the state was about 2.5 per cent of the total of the country in 1991 which made it rank amongst the ten smallest states of the federation. From records, 60.92 per cent of the populations live in the rural areas with the remaining 30.08 per cent live in the major urban centres of Akure, Ondo, Owo, Ikare and Okitipupa. The average number of persons per household was put at 4.6 persons in the 486,710 households in 1991.

### **International Literacy Day**

At least not less than 70 adult learners participated in the annual international literacy day celebration in Ondo State. The theme of 2007 literacy day/graduation of adult learners and award of certificates witnessed by the researcher was “Literacy, Key to Good Health and Well-being”. It was at this ceremony that more than 40 adult learners who had eye problems were given reading glasses. Provision of these reading glasses was as a result of collaboration between the Agency and the Ministry of

Health in the state. Observation of yearly literacy week has helped in the promotion of literacy activities. This is worth of emulation by other states in the country.

The guest speaker at the 2007 Ondo State International Literacy Day, said literacy is more than reading and writing alone. It could be measured through intra and inter personal relationship in the society. He also emphasised the use of right communication and that healthy living are ways by which we could make use of literacy in the society. He also identified the following as the ways by which literacy can be effectively used for the development of the society: Recording of date of birth, keeping of biography and family records; medical history; reading, writing and receipt of prescribed drugs; Prevention of self medication; understanding the need for and keeping good eating habit; importance of regular exercise; promotion of cultural values that promote healthy living among others. The guest speaker in his closing remarks affirmed that literacy acquisition is the best way for life improvement skills to be maintained among rural adult learners.

Literacy was also seen to make participants understand market value of whatever commodity they are buying, understand the world around them, be responsible to themselves and their societies. Both the successive state governments and the generality of the people of Ondo State are reputed for their heavy investment in education of their people. This is in consonance with their strong belief that human capital development is the most important ingredient in nurturing good citizenship and sustainable development. The immediate past government of Governor Agagu approved the changing of agency for Adult and Non-formal Education into a full ministry in 2010. The current administration in the state has resolved not only to sustain but also improve upon the tempo of educational achievement of the people. The current administration is deeply committed to achieving the Millennium Development Goal (MDG) of EFA by year 2015.

There are 1,153 Public primary schools, 281 secondary schools, 5 technical colleges, 19 skill acquisition centres, 180 literacy centres, 5 Prospect High Schools (continuing education centres) and 5 tertiary institutions. In addition, there are 450 approved private nursery/primary schools and about 120 approved private secondary school inn the state. There are also several health education institutions including a school of Nursing and a school of Health Technology.



**Table: 1.4: Ondo State Basic Literacy Centres by Local Government and Enrolment (2004)**

SN	LOCAL GOVT. AREA	NO OF CENTRES	MALE	FEMALE	TOTAL
1	AKOKO N. EAST	10	100	122	222
2	AKOKO N. WEST	10	39	85	124
3	AKOKO S. EAST	10	38	194	232
4	AKOKO S.WEST	10	80	165	245
5	AKURE NORTH	10	136	161	297
6	AKURE SOUTH	10	60	162	222
7	ESE ODO	10	68	142	210
8	ILAJE	10	32	178	210
9	IDANRE	10	32	128	160
10	IFEDORE	10	38	131	169
11	ILE OLUJI/OKEIGBO	10	112	202	314
12	IRELE	10	54	150	204
13	ODIGBO	10	87	191	278
14	OKITIPUPA	10	75	196	271
15	ONDO EAST	10	30	141	171
16	ONDO WEST	10	29	113	142
17	OSE	10	63	75	138
18	OWO	10	35	141	176
	<b>TOTAL</b>	<b>180</b>	<b>1108</b>	<b>2677</b>	<b>3785</b>

**Source:** Ondo State Economic Empowerment and Development Strategy, (ODSEEDS, 2005)

**Table 1.5: Local Government Sponsored Basic Literacy Centres**

SN	LOCAL GOVERNMENT	NO OF CENTRES
1	IDANRE	7
2	ONDO WEST	10
3	ILE-OLUJI/OKEIGBO	5
4	AKURE NORTH	5
5	AKOKO SOUTH EAST	2
6	OSE	3
	<b>TOTAL</b>	<b>32</b>

**Source:** Agency for Adult and Non Formal Education, Akure, Ondo State (2007)

**Table 1.6: LEARNERS ENROLLMENT FOR ONDO STATE (2000-2007)**

	<b>LOCAL GOVT.</b>	<b>ENROLLED</b>	<b>EXAMINED</b>	<b>PASSED</b>	<b>FAILED</b>	<b>DROPPED OUT</b>
<b>1</b>	AKOKO NORTH EAST	5465	4941	4822	119	524
<b>2</b>	AKOKO NORTH WEST	5326	4863	4763	100	433
<b>3</b>	AKOKO S. EAST	6794	5914	5778	136	936
<b>4</b>	AKOKO S.WEST	6560	6001	5834	167	493
<b>5</b>	AKURE NORTH	4643	4136	4016	120	607
<b>6</b>	AKURE SOUTH	5634	5119	4970	149	515
<b>7</b>	ESE ODO	6106	5455	5278	177	651
<b>8</b>	ILAJE	5813	5261	5117	144	612
<b>9</b>	IDANRE	6518	5829	5735	94	700
<b>10</b>	IFEDORE	7376	6422	6206	216	692
<b>11</b>	ILE OLUJI/OKEIGBO	7920	7081	6865	216	976
<b>12</b>	IRELE	8775	7620	6822	798	1271
<b>13</b>	ODIGBO	7347	6600	6458	142	747
<b>14</b>	OKITIPUPA	6808	6131	5926	205	677
<b>15</b>	ONDO EAST	4659	4157	4009	148	502
<b>16</b>	ONDO WEST	7552	6546	6366	180	1006
<b>17</b>	OSE	6256	5421	5275	328	835
<b>18</b>	OWO	5181	4358	3989	331	803
	<b>TOTAL</b>	<b>114,733</b>	<b>101,855</b>	<b>98,229</b>	<b>3,662</b>	<b>12,980</b>

**Source:** Agency for Adult and Non-Formal Education, Akure, Ondo State, 2007

It is noteworthy that in Ondo State, there is no noticeable gender disparity in enrolment of students. Enrolment data at the mass literacy centres indicates that men accounted for two-thirds of the registered learners. It also reflects the desire of the people to use education as a tool to fight illiteracy, poverty, transform and empower children and adults to acquire skills and knowledge that would prepare them for self reliance. Ondo State was ranked 13<sup>th</sup> in literacy level of status between among the 36 states in Nigeria is a testimony to the gravity of the problem facing the state. The cardinal educational policy of the state government is the provision of free and qualitative education at the primary and secondary schools, technical collages and a subsidized system at the tertiary level. This policy also makes primary school education compulsory in consonance with the Federal Government policy. The state policy on education also advocates strong support for the Adult and Non-formal Education (AANFE) programme.

**Table 1.7: Enrolment in Continuing Education Centres, Ondo State.**

S/N	LOCATION	Student Enrolment 2004				
		SSS 1	SSS II	SSS III	WAEC	NECO
1	AKURE	150	208	103	206	194
2	IKARE	-	20	49	140	102
3	OKITIPUPA	5	21	21	30	30
4	ONDO	8	27	41	106	116
5	OWO	-	1	53	-	126

**Source:** Agency for Adult and Non-Formal Education, Akure, Ondo State, 2007

### **Skill Acquisition Centres**

In its bid to alleviate poverty in the state, Ondo government has taken over 19 existing skill acquisition centres, with the aim of establishing at least a functional centre in each LGA. The skill acquisition centres are helping the learners not only to know how to read and write but also to be self reliant.

### **Women Education Centre**

At present, only one centre is being operated by the Ministry of Education. The centre is mostly for female school dropouts who wish to learn a skill or the other that will empower them economically. It therefore offers short-term courses in Fashion Designing, Tie and Dye, Catering, Food Processing, Business Studies, Information Communication Technology (ICT) as well as remedial courses in English Language and Mathematics. This will enable them retake their WASSCE, NECO and NABTE examinations.

### **Ministry of Adult, Vocational and Non-formal Education**

Ministry of Adult, Vocational and Non-Formal Education formerly known as the AANFE manages about 180 adult literacy and five continuing education centres, which are referred to as (Prospect High Schools). The aim of the government is to establish a coordinated system for eradication of illiteracy in the state. The state government and the National Mass Education Commission fund the adult literacy and related programmes jointly. This programme operates from all the LGA, and the state is looking forward to establishing over 500 centres before the end of year 2008. In addition to the centres operated by the state, there are 32 local government sponsored centres by NGOs.

## CHAPTER TWO

### THEORETICAL FRAMEWORK AND LITERATURE REVIEW

#### 2.1 LITERATURE REVIEW

The study relied on the existing literature on the subject matter. It therefore reviewed the following among others, as they relate to the context of the study:

##### 2.1.1 Adult Education

The term 'education' is derived from the Greek word "Edsouke" meaning to 'appear or to become visible' (Griessel, Louw and Swart, 1993). According to them, education is a process that begins at home when adults guide their children to the values and norms of the society they live. Although this kind of education only forms the basics in the life of a child, it is important because much of it contains the norms and values without which the child will grow without direction. In essence, the home provides an informal education that is directed towards the social, physical, spiritual and emotional development of a child. As children grow older, certain relevant skills will be demanded from them, which the home may not be able to provide, and this is where formal education becomes a necessity.

Formal education is the type of education that is structured and aims at guiding the child, systematically focusing on perceptual and mental abilities with the aim of leading the child to a complete being and to self-realisation (Griessel, Louw and Swart, 1993). The school is where educative teaching takes place. Skills such as reading, writing, and numeracy are taught. The main task of education is to facilitate understanding, acceptance and the constitution of the world by means of orientation. This means that human beings who are in an ever-changing environment have to be guided in such a way that they do not only gain reading, writing and numeracy skills, but also be capable of facing the demands made on them by life. However, the inability of the formal education to cope with the demand of educational needs of the people makes the adoption of non-formal education under which umbrella adult education is provided a necessity and alternative route to accessing education not only in Nigeria but all nations of the world.

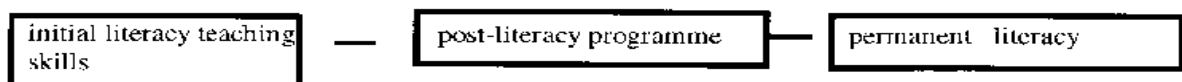
Adult education is provided and controlled by the three tiers of government in Nigeria. The National Policy on Education, 2004 states separately the functions of each tier of the government which should be taken as part of the national development effort, in addition to the broader basic education policy, the Federal Government also

created the National Mass Literacy Education Commission (NMEC) in Abuja and States Mass Literacy Commission which are the primary provider of adult basic education. There are of course various Non-Governmental Organisations (NGOs), International Agencies like UNESCO, UNICEF, Dfid, British Council, among others that are involved in the provision of literacy programmes in the countries. The NMEC remains the major policy guide for public and private education and national training institutions.

Education is a very powerful tool of liberation. Educated people can analyse situations, define strategies, draw up programmes of action and opt for a better deal on any socio-economic and indeed political matter. An argument was put up against this that the leading elite stands to lose by educating the ignorant masses, as they would be more critically mind and possibly overthrow self-gratifying governments (Olinga & Lubyani, 2002).

The rural objective of development should be to create an enabling environment for all people to use the available methods for their well-being. Education gives people variety of choices and thus power, and educated people will tend to reject detrimental policies and make informed choices of leaders and development patterns. Literacy benefits both individuals and their communities. Learning to read boosts self-esteem and provides important new skills. Summer Institute of Linguistics (SIL,1990) reports indicate that in some parts of Africa, farmers discovered that they began getting better prices for their crops when it was evident they could read and write.

As understood in the International Adult Literacy Survey (IALS, 1989), literacy is not a simple dichotomy that distinguishes those who have it, from those who do not. Rather it is a continuous distribution of abilities that depend on the type of information and the complexity of the tasks presented. Such understanding of literacy recognises that everyone has some level of literacy skills and proficiency. It acknowledges that the literacy skills of adults are created and maintained, not only by formal education but also by various other ways of learning, including formal and informal learning at work, and by applying these practices and behaviour in daily life. This application can be graphically described as: He observed further that:



Citing education as a pre-requisite for development, Eid (1996) observes education enables people to improve their social, cultural and economic situations. He maintains, “Knowledge is the pre-requisite for self-determination and self-realization. Being able to read and write allows people to assert their individual rights and participate in society.” Well-trained skilled workers increase productivity and improve the quality of work. He observed further that:

- Health education improves hygiene and nutrition and thus also helps to improve the quality of life and life expectancy.
- Environmental knowledge is the basis for more sustainable use of natural resources and the protection of our environment.
- Good education gives the chance for a fulfilled professional career.

### **2.1.2 Concept of Literacy**

The term ‘literacy’ does not lend itself to easy definition. This is because of the interdisciplinary, complexity and diverse nature it possesses. There are therefore, different forms of literacy. A person could be literate in his dialect but be illiterate in the regional, national or another man’s language. A Professor of Mathematics could be an illiterate in computer application/programme or even in a language different from English language he is familiar with. There could also be verbal or visual literacy. To most people, literacy means the ability to read and write, to understand information, and to express ideas both concretely and abstractly. The assumption is that “to read and write” means to read and write text. Although media and computer literacy are occasionally mentioned in these definitions, media literacy is most often defined as the ability to understand how television and film manipulate viewers, and computer literacy is generally defined as the skills to use a computer to perform various tasks such as accessing the web (Daley, 2003).

UNESCO defines education as a fundamental human right. UNESCO’s mandates and founding principles are based on this vision, which ultimately affects the way educational policies are defined and viewed. Contemporary societies formally proclaimed this view of education in the Universal Declaration of Human Rights in 1948, following the catastrophic experience of World War II. Education is seen as intrinsically important for human development. It is embedded in the process of enhancing each person’s opportunities and freedoms to pursue the kind of life he or she values while respecting other people’s rights. Education is, therefore, a key element for the fulfillment of the human condition.

Furthermore, UNESCO's conceptualisation of education is based on the four pillars, as presented in 1996 by the Task Force on Education for the Twenty-first Century (UNESCO, 1996). That is to say, education plays a major role in the development of self-identity (learning to be) in relation to a collective setting where individuals experience sharing their lives with others (learning to live together), enabling them to continuously improve and expand their capacities (by learning to know), which would translate into their capability to act in different domains of the world (learning to do). For its part, literacy is a central component of education in general and especially in relation to the operation of national education systems conceived as a way to guarantee that each citizen is equipped with basic literacy skills. Ensuring basic literacy skills for all is a central goal of every education system in the world. Nevertheless, it is important to take into account that views of literacy have evolved over time. UNESCO has made four major statements in relation to this:

- a) *A person is literate who can, with understanding, both read and write a short simple statement on his or her everyday life (UNESCO, 1958);*
- b) *A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development (UNESCO, 1978);*
- c) *Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential, and participate fully in community and wider society (set in 2003 and published in UNESCO, 2005); and*
- d) *Finally, the notion of "plurality of literacy" (2004) was advanced to stress the social dimensions of literacy in relation to both acquisition and application.*

Based on the aforementioned, literacy is seen as comprising diverse practices embedded in socio-economic, political, cultural and linguistic contexts, acquired in school and outside of school. It also involves family and community contexts; the media in various forms of technology; skills for further learning; and the world of work and life in general. Thus, this concept of literacy emphasises the literacy challenge as making societies literate and not simply as making individuals literate (UNESCO, 2004).

These evolving ideas pay attention to some key elements that have to be taken into account in any discussion about literacy and literacy measurement:

- i) the centrality of using texts;

- ii) ii) the need to use texts with understanding, that is, competently;
- iii) iii) not to be restricted to texts, but also including numeracy issues;
- iv) iv) the need to explore these issues anchored to everyday life experiences where the diverse and manifold aspects of social life are instantiated; and
- v) understanding that everyday life in any social setting is never an isolated, individually-bound reality.

These definitions of literacy are linked to different periods and were established in dialogue with the knowledge advanced by the academic debate on the subject, particularly the outcomes of policy interventions intended to cope with literacy challenges. For instance, the Global Campaign for Education has conducted a major consultative effort that led to the establishment of a set of International Benchmarks on Adult Literacy, which includes a definition that has some common elements with those previously quoted:

*Literacy is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality. The goals of literacy programmes should reflect this understanding.*

(Global Campaign for Education, 2005)

This definition stresses two elements: skills (reading, writing and numeracy) and different arenas of social life where literacy skills are actualised. Thereby, the authors want to stress that literacy skills and their use are inextricably intertwined. A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning in his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development" (UNESCO, 1979). But in today's world, where we read not only words in a written text, but also a wide variety of other symbolic codes for transforming reality, literacy can be defined as "the ability of a person to code and decode, smoothly and effortlessly, and with understanding, a living and growing system of symbolic transformations of reality, including words, numbers, notations, schemata, diagrammatic representations and other marks, inscribed on paper or other two-dimensional surfaces (cloth, celluloid or the screen of a computer terminal), all of which have become part of the visual language of a people and have thus come to be collectively and democratically shared by both the specialist and the non-specialist



(such ability having become part of the current social, economic, political and cultural demand system of a society” (Bhola, 1984).

As stated by the Global Campaign for Education (2005), if the fact that a lack of literacy skills represents a major violation of fundamental human rights is not enough to persuade governments and donors of the need to invest now in coping with literacy challenges, there are other arguments that clearly show the interactions between literacy and other spheres of social life:

- Literacy is a key element to reducing gender inequality;
- Adult literacy is critical for the healthy development and education of children;
- Literacy is a key element for human and economic development, given the deep impact these skills can have on economic performance; and
- Literacy is vital for promoting health and fighting diseases, such as malaria, cholera and AIDS.

The literacy skills of an individual can be measured to provide a better picture of literacy-related phenomena. However, individuals do not live in isolation and use their skills in social settings to interact with one another. As pointed out by several authors (including Street, 2004 and Hamilton, 2001), even individuals who are not competent readers may still cope with situations involving written texts by relying on others such as relatives, friends, co-workers, etc. Complex social practices, however, ultimately rely on individuals being able to exercise their own power when interacting with others. Thus, the previous observations make it even more important to measure those individual skills and how they are distributed across society. The argument expressed here is yet another reason why measuring individual skills, though extremely important, is not sufficient to address literacy issues as a whole. The standardised measurement of skills provides rich and systematic information to serve key policy purposes, but it does not preclude the significant contributions from other studies.

Adults use literacy for many purposes and acquire literacy in many ways. The motivation to improve literacy in adult life is frequently connected to change, whether in personal life or in society. Adults may recognise a need to improve their literacy skills when they start a new job, when their children start school and want help with homework, when a relationship ends, or when they lose their usual forms of employment. Societal changes demanding new skills in literacy and numeracy may

include economic or forced migration, industrialisation and the passing of subsistence economies and traditional forms of labour, social and economic development, and deepening of democracy.

Worldwide, fewer women than men are literate, as fewer girls attend school. When women become literate the power dynamics between women and men change. If we examine the concept of literacy we find it has evolved over years. The traditional understanding has dealt solely as the ability to acquire the 3 Rs (reading, writing, and arithmetic). At the end of the Second World War, UNESCO assumed the responsibility for putting literacy on the educational agenda of the national governments. Since the narrow understanding of literacy had led to motivational problems for adults, the concept of 'functional literacy' was introduced. This focused on the economic and development potential of literacy and was later put into practice in the form of Experimental World Literacy Programme (EWLP) that was conducted by UNESCO from 1967 to 1973 in eleven experimental projects around the world. The EWLP experience, however, showed that illiteracy still remained a problem with the marginalised groups.

In the 1970s, due to the influence of Paulo Freire, literacy was seen as a strategy for liberation. The aim was to enable the adults not only to read the word but also to 'read the world.' Freire's (1970) emphasis on literacy to 'liberate' as opposed to literacy to 'domesticate,' captured the imagination of those who started understanding the transformative potential of literacy. Further developments in the last two decades have helped in viewing literacy as a broader and more complex social construct. Levine (1984) had focused attention on the social dimension of literacy and on the importance of understanding the social context in which literacy was being used.

Street (1995, 1984) refers to two models of literacy. These are the autonomous model and the ideological model of literacy. In the former model, there is a distancing of language from the learners. Language is treated 'as a thing,' distanced from both the teacher and the learner. External rules and requirements are imposed and the significance of power relations and ideology in the use of language, ignored. In this model, language is conceptualized as a separate, reified set of 'neutral' competencies, autonomous of the social context. With regard to schooled literacy as well as of most adult literacy programmes, it is the autonomous model of literacy that has generally dominated curriculum and pedagogy.

### 2.1.2.1 Types of Literacy

In line with the post-modernist tendency to see reality as socially constructed, there is an increasingly widespread use of the plural term “literacies” (Cook-Gumpertz, 1986). Literacy outside the culture of adult education had always been used as a metaphor for knowledge and understanding. Educated and cultured men and women were referred to as “literate”. Special knowledge or lack of it was labelled in terms such as “scientific literacy”, “environmental literacy”, “media illiteracy”, or “musical illiteracy”. Literacy, within the culture of adult education, has tended to be linked with a particular context or purpose, such as school literacy, family literacy, women's literacy, farmers' literacy, workers' literacy, and literacy for prisoners. But the idea of literacies was more radical, suggesting that literacy is not “autonomous” but is subservient to particular ideologies that colour the definition of literacy in particular settings (Street, 1984).

The concept of social construction of literacy was later used to caution literacy workers about the utility (or rather the futility) of literacy campaigns and large-scale literacy programmes as being too catch-all and therefore of little relevance to the lives of learners in particular contexts. Lurking behind this discussion of literacy versus literacies is not only the positivist versus the constructivist epistemology debate but also the dialectic between the ‘etic’ and the ‘emic’ approach. The former involves approaching the subject from a standpoint of distanced objectivity, with criteria external to the system. The ‘emic’ standpoint and criteria are internal, based on the insider's familiarity with the system (Wise, Headland and Brend, 2003). But the two approaches are a dyad rather than a contradiction. The teaching of literacy comes from the outside and therefore is etic. However, in the very process of acquisition and utilization of literacy by the learner, or group of learners, literacy becomes emic. The so-called autonomous literacy becomes personalized and ideologized by learners as multiple literacies. The process of the etic becoming emic need not be left to chance or time but can be consciously furthered (Bhola, 1989).

According to Street (1995) the notion of multiple literacies is crucial in challenging the autonomous model which has promoted the notion of a single literacy, with a big ‘L’ and a single ‘y.’ It is important to recognize that this is only one sub-culture's view and that there are varieties of literacy practices. He advocates the ideological model of literacy that views literacy practices as being inextricably linked to cultural and power structures in a given context. The work that has been done in the

fields of linguistics, anthropology and education suggests for him new directions for literacy research and practice. In recent years, literacy is increasingly being conceptualized as multiple, socio-cultural, and political. UNESCO (2002) now conceives of literacy in the plural as 'literacies' and embedded in a range of life and livelihood situations. Thus, literacy differs according to purposes, content, use, script and institutional framework.

### **2.1.2.2 Literacy as Skills**

The idea of 'literacy as skills' underpins much traditional schooling, where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules. In adult literacy, these are generally found in primer-based approaches. Definitions of literacy based on skills are often called 'competency' approaches. The term is sometimes used loosely and confused with 'functional' literacy. In the Organisation for Economic Co-operation and Development's (OECD) International Adult Literacy Study (IALS) and similar recent initiatives, literacy is conceived as a set of 'information-processing competencies' or skills. The literacy definition used in IALS surveys conducted between 1996–2000 has a primary focus on skills, but recognises the uses of skills in daily life: *The ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential* (OECD, 2000)

The skills are viewed as generic and independent of the context in which they are used, so a skill used in one setting can be applied in another and can be measured through tests. Indeed, the IALS uses common test items to measure literacy in different countries, providing comparative data across social, cultural, and economic boundaries. While the IALS has been the dominant measure of literacy skills in the North, it has also spawned similar kinds of literacy surveys in countries in the South (Aderinoye, 2007; McCaffery, Merrifield and Millican, 2007).

### **2.1.2.3 Literacy as Tasks**

The recognition that literacy is more than an abstract set of skills to manipulate text led to a more contextualised view of literacy as the ability to accomplish tasks in daily life. This approach has generally been described as 'functional literacy'. However, as with competency the term has sometimes been used loosely. The term 'functional literacy' was first coined by the United States Army

during the Second World War to indicate ‘the capability to understand written instructions necessary for conducting basic military functions and tasks’. In functional literacy approaches, the abstract ability to decode text is less important than the ability to carry out life tasks – most often those related to work.

The definition of functional literacy adopted at the UNESCO General Conference in 1978 is still in use, almost 30 years after it was created:

*A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his [sic] group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development*  
(UNESCO, 2005).

UNESCO's Experimental World Literacy Programme (EWLP) in the 1970s was intended to promote functional literacy for specific groups of adults in key growth sectors of the economy within certain countries designated as ready for economic ‘take-off’. It was intended to distinguish this approach from one focusing on individual needs or aspirations – the important ‘functional tasks’ were to be defined by government. Thus the ‘literacy as tasks’ approach to literacy education as promoted by UNESCO and many national governments from the 1970s onward has a specific ideological connotation. Later programmes taking a functional literacy approach incorporated a wider array of tasks in spheres beyond work, including citizenship, families, and community involvement. Nevertheless the functional literacy approach usually defines the important tasks in advance and from the outside (McCaffery, Merrifield and Millican, 2007).

#### **2.1.2.4 Literacy as Social Practices – Social-Contextual Approaches**

More recently, international development agencies have broadened their view of literacy to incorporate ‘literacy as practices’. The report of the sixth meeting of the Working Group on Education for All, for example, upholds literacy as ‘a broad range of continually evolving competencies and practices’ (UNESCO, 2005). The social practices view of literacy has been shaped by the substantial base of research and theory built up in New Literacy Studies. In this concept, reading and writing does not simply involve the skills of encoding and decoding words, or carrying out specific tasks in isolation. Literacy involves values, attitudes, and social relationships – not just skills and activities. Different literacy practices (or literacies) are associated with

different domains of life – home and family, school, the workplace, communities, religious institutions, politics. Some of these domains are dominated by males, especially the public domains. Others relate more to domestic and family spheres of life and more often involve women.

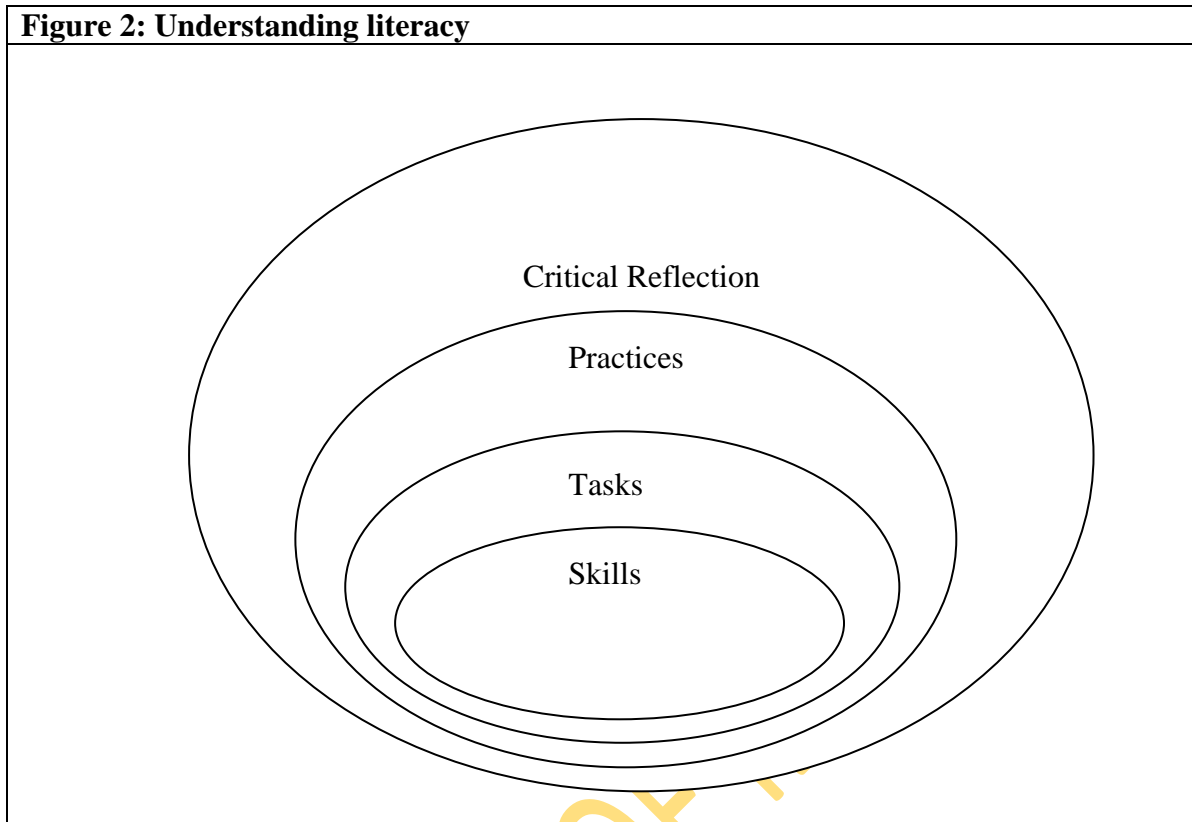
Reading and writing activities are embedded within social and cultural structures and help form these.

Literacy practices are shaped by ‘social rules that regulate the use and distribution of texts, prescribing who may produce and have access to them’ (Barton and Hamilton 1998: 7). Reading and writing vary in their functions and uses across history and cultures. In some cultures, different literacies may have very specific contexts and uses: for example the Vai in north-west Liberia have different literacies for religious and market purposes (Scribner and Cole 1981). The concept of ‘literacy as social practice’ has been adopted in the Nigeria Community Education Programme, using a method called Learner Oriented Community Adult Literacy (LOCAL). Facilitators identified with learners what they needed literacy for, and brought materials related to these needs into the learning group. The Community Literacies Project Nepal (CLPN) used a similar ‘real materials’ approach (McCaffery, Merrifield and Millican, 2007).

#### **2.1.2.5 Literacy as Critical Reflection – Radical Approaches**

Literacy is often claimed to be a tool for ‘empowerment’ by those who engage in all of the approaches to literacy education. However, the development of literacy skills *on their own* does not necessarily lead to empowerment or social change. But literacy can be a tool for working towards transformation at both the individual and societal level. It can be geared towards combating poverty and deprivation, the enhancement of social justice, and the promotion of equal opportunities. Radical approaches to literacy engage people in actively constructing literacy as a tool for change. They incorporate experiential learning, critical analysis, and problem solving in the programme (McCaffery, J.; Merrifield, J. and Millican, J., 2007). Freire was perhaps the most important influence on adult literacy in the last century. His theoretical analysis and teaching methodologies provided an alternative concept of adult literacy in both the industrialised world and the global South, showing how it could contribute to changing society rather than adapting to it. He defined the central purpose of education as ‘reflection and action upon the world in order to transform it’ (Freire 1972: 28).

**Figure 2: Understanding literacy**



*Source:* McCaffery, J.; Merrifield, J. and Millican, J., 2007

For Freire, the purpose of education is not to help people fit in and conform, not just to get a job or engage in economic activity, not only to enable women and men to read a voting paper or help their children in school. It is above all to enable people to engage actively in developing their communities and the world. REFLECT is the most extensive current programme based on Freire's ideas, and has been implemented in some 350 organisations in over 60 countries. The programme follows in a long tradition of adult education creating a democratic space for questioning, analysing, and creating. REFLECT begins with social development and moves on to literacy 'at the point of need' and when there is a purpose for reading and writing within that development. REFLECT practitioners see the process of analysis and articulation of issues as an important part of literacy, and reading and writing as an element within this. This is in contrast to other development programmes that see literacy as an 'entry point' or a way of mobilising people into development activities following on from this.

Literacy is indeed an essential right: it ensures full participation in development and is powerful tool for national socio-economic growth with regard to key priorities and challenges such as poverty elimination, HIV/AIDS prevention and

mitigation, behavioural change regarding gender equality, as well as good government for democratic societies. Still, the priority given to literacy programmes in educational policies is disturbingly low and overlooks large sections of society, namely youth, adults, and marginalized groups. Despite agreeing to the EFA goals, in practice African states have concentrated their efforts towards achieving universal primary education at the expense of adult education, and literacy in particular. The absence of effective contextualized state supported literacy programmes aimed at sustainable livelihoods limit the possibilities of changing the socio-economic conditions of the poor. Unless the knowledge capital and reality of lives of the poor and marginalized are changed, they will persist with behaviours which expose them to HIV infection (and all the consequences of this for themselves, their families and communities) and other high risk situations.

Literacy can be a powerful leveraging tool in this regard: it allows a negotiated behaviour towards diverse forms of risk to the social fabric (HIV, malaria, child labour, gender inequality, social fractures, conflicts, the challenges of globalisation), as well as catalyzing a proper gender and social equality perspectives embedded in a secure environment. Another area of concentration was the revamping of literacy programmes to integrate poverty elimination, HIV/AIDS prevention, critical citizenship and good governance and acquisition of life skills for better livelihoods. Analysis of the various studies has shown that the following principles are critical for implementing literacy programmes:

- Effective and strong political will;
- A broad and national framework for policies and programme implementation;
- Adequate funding;
- Outsourcing of tasks that the state cannot manage;
- Knowledge of the local culture and community;
- Community and learner involvement and ownership;
- Local leadership, contextualization and relevance of programme;
- Importance of the training of trainers and facilitators;
- In-built monitoring of all aspects of literacy programmes

(ADEA Newsletter, 2006).

On the basis of these submissions, literacy is seen to mean different things to different people, depending on the prevalent condition and its national needs. Natural need for literacy by each country determines the type of literacy that would evolve in



such country. For example, in the October 1989 Revolution, the USSR introduced literacy based on the need for the masses to understand party ideology and what the Revolution required of the citizenry. Also in Cuba, the Cuban leader introduced mass literacy in order to consolidate and protect the country's revolution. Nigeria needs on literacy are based on manpower needs of the country (Ahsby Reports, 1960). The definitions these countries have on literacy, therefore, is dictated by the prevalent condition and the need for it at that given period.

Analysis of the UNESCO definition shows that the simple ability to read and write does not make a man to be literate; rather he should be able to do so at a certain level equivalent to four to five years of primary school education. He should be able to function effectively within the scope of his community. For example, Adult Basic Education in Botswana provides people with opportunity to gain basic literacy and numeracy skills and progress to the equivalents of Grade 7. Following this trend of discussion on literacy definition is the International Adult Literacy Survey (IALS, 1996) which defines literacy as 'the ability to understand and employ printed information in daily activities, at home, at work and in the community, to achieve one's goals and to develop one's knowledge and potentials'.

The IALS (1996) argues that literacy cannot be narrowly defined as a single skill that enables people to deal with all types of text. People in industrialized countries face many different kinds of written materials everyday, and they require different skills to understand and use information. To reflect this complexity, IALS assessed three categories of literacy.

- Prose literacy: the ability to understand and use information from texts such as editorials, news stories, poems and fiction.
- Document Literacy: the ability to locate and use information from documents such as job applications, payroll forms, transportation schedules, maps, tables and graphs.
- Quantitative literacy: the ability to perform arithmetic functions such as balancing a chequebook, calculating a tap, or completing an order form.

However, in the Literacy: An International Handbook by Daniel Wagner (1999), the editors comment on "the increased use of the term 'literacy' to stand in for expertise in such areas as computer literacy, geographical literacy, statistical literacy – a veritable host of literacies. They note that the plural form of the term is used to describe not only these multiple areas of expertise, but also to point out that all

definitions of literacy are to some extent, a function of culture: the new term ‘illiteracies’ was coined as a way to break both conceptually and practically – with what was thought to be a much more skill-driven and restrictive notion of literacy ... literacy is not a single, essential thing, with predictable consequences for individual and social development – rather, illiteracies vary with time and place and are embedded in specific cultural practices.

Literacy improves the quality of life of people in many and most profound ways, not necessarily economic in nature. As has been traditionally acknowledged, literacy is related to human dignity, self-esteem, liberty, identity, autonomy, critical thinking, knowledge, creativity, participation, empowerment, social awareness and social transformation, all of them important human satisfactors, beyond material conditions. The use of the phrase “adult literacy” (as distinguished from “literacy” in general) is meaningful. Adult literacy, of course, covers both males and females, but the cut-off point for adult literacy statistics differs across countries. UNESCO in its statistical data on adult literacy, uses the cut-off point of 15 years of age – an age by which those who were able to benefit from schooling would have completed about 9 years of schooling, and those not proceeding with their education would be old enough to join the economy (UNESCO, 2003). Some adult educators let children as young as 8 or 9 join their programmes arguing that some children of that age are forced to assume adult roles for reasons of poverty or untimely death of parents or wards, or simply because there were no schools for them within reach..

While all sectors of education are important for “sustainable development” and the reduction of poverty, the adult literacy sub-sector clearly has a key place. Gone are the days when alphabetic methods of literacy teaching were used, and sometimes children’s reading materials used in schools were borrowed for use with adults, driving them to boredom and despair. Today almost all adult literacy projects and programmes use primers specially written for adults. These primers use word or sentence methods of teaching literacy so that adult learners learn to read meaningful groups of words, with relevance to their lives, on the very first day as adult learners. We are realizing that literacy acquired in school is not necessarily the same kind of literacy as that provided to adult learners by-passed by the school. All literacy is inherently functional, but adult literacy today is almost always explicitly connected with functional knowledge.

New generations of adults wishing to fulfill their knowledge needs will be making more and more use of adult education provision. In other words, adult education today will always be joined with lifelong education. Ideally, adults should become self-directed, independent learners, who should be able to determine what educational needs they have, and then should be able to pursue materials, and mechanisms for obtaining that education. This ideal of “adult learning”, however, is not possible to realize in today's world, and certainly not in the Third World. In the Third World and in many other transitional societies, “adult learning” will have to be contingent on “adult education” for decades to come. What Slovenian adult educators have called “organized self-directed learning” (Perme and Oresnik, 2004) will have to be the model for most “adult learning”.

#### **2.1.2.6 Measuring Literacy**

Given the definitional issues raised above, it is not surprising that the question of how to measure or assess literacy skills has bedeviled researchers and commentators. Grade level completion has frequently been used as a proxy for literacy levels. For example, a study of literacy provision in Saskatchewan used the Grade 9 completion rates in census data to profile literacy needs in the province (Hindle, 1990). In Canada, a Grade 8 education sufficed when the economy was largely an agricultural and resource based economy; whereas today a Grade 12 education is currently considered as a minimal credential for employment in Canada. In Sweden, there are nine years of compulsory schooling, *grundskolan* (<http://www.skolverket.se/english/system/swedish.shtml>).

In Nigeria the UBE scheme encouraged a learner to spend nine years to obtain a basic education. This basic education is measured at the first six years when a child is expected to have finished primary education. Education is then measured with Primary School Leaving Certificate Examination which is the entry point to the Junior Secondary School. At the JSS, a child is expected to have spent another three years to have the solid basic education with the Junior Secondary School Certificate Examination.

However, at the adult education class, learners are exposed to end of the session evaluation test where adult learners are examined to determine the level of acquisition of literacy education. The test been carried out has not been standardised; hence, each state of the federation has different types of examining the learners based on the cultural, social, political and economic circumstances available in the state.

The use of grade level to assess literacy skills, whether of children or adults, is based on the assumptions that schooling provided the necessary literacy skills and that these skills, once obtained, are retained. “It is clear that such distinctions [based on grade level] are not accurate and...provide little insight into the actual abilities and the educational needs of adults” (Verhoeven, 1994). Basic literacy (however “basic” is understood) and functional literacy are examples of autonomous definitions of literacy that have been measured by quantitative means. It is not surprising that business and government leaders were interested in comparing adult literacy levels between countries as a result of increased globalization and competition in the marketplace. The limitations of census data and school-based tests led to the development of a more sophisticated measure of adult literacy skill levels, a measure that first provided by the International Adult Literacy Survey (1995).

### **2.1.3 Access to Basic Literacy Education**

Many people according to Boshier (2006) still think education only occurs in schools, colleges and universities. If a country can afford formal education, it is surely worth having. But no society can depend on formal settings to satisfy all learning needs of the citizenry. Moreover, if it were possible to detect all instances of education, mappers would find most occurs in informal and non-formal settings. Although schools and universities are prominent, they contain only a tiny part of what goes on under the rubric of education.

Access to education has always been an issue. It is as old as education itself. Providers of education have necessarily been selective regarding location of schools and enrollment of learners- with considerations of population densities, as well as the gender, class, and creed of prospective learners (Bhola, 2006). During the last half-century, as more and more western colonies gained their independence, the issue of access to education came to be central to the overall project of planned socio economic development, modernizations, and democratization of Third World nations.

Historical and social analyses made the injustices and disparities in the structures of access to education transparent both in the old colonizing states and in their erstwhile colonies, which had now become independent states. International memorandum like Jomtien World Declaration on Education for All (1990) and the Dakar Framework for Action (2000) among others are set to universalize access to education and promote equity. These are in addition to Article 26.1 of UNESCO in

1950 (Universal Declaration of Human Rights) which makes it a right for all to have adequate education.

Bhola (2006) states that access to education was seen merely as a matter of educational expansion- seeking to bring education to as many school-aged children as possible- and in some rare cases, also seeking to bring literacy or adult education to adult men and women who had been bypassed or underserved by school systems. Access inevitably became bound up with the exclusion or inclusion of particular groups of learners and that the statistical expansion was at the same time also a structural intervention.

The challenge of the new century is to expand access, while dismantling existing structures of exclusion and discrimination and, at the same time, reconstructing a new order of educational access to education- which would simultaneously serve the interests of individuals, collectivities, and societies and states in the context of social justice, thereby serving the cause of prosperity and peace within, between, and among the nations of the world (Osborn, M., Broadfoot, P., Planel, C., and Pollard, A.,1997). Bhola, 1989, 1995, 1998 and 1999 suggests that in-school education for children and out-of-school education for adults should get equal attention in the form of resource allocations, recruitment and selection of leadership, mobilisation of learners and training of teachers, and the institutionalization of arrangements for delivery of adult and lifelong education (Bhola, 2006).

I===== Context(s) =====I  
Populations--- (Access x Retention x Success) --- Life and work  
I=====Condition(s) =====I

**Source:** Bhola, (2006). Skeleton of a general operational model for promoting access to education.

Throughout the ages, education has been the most powerful agent of change. Many of the world's leading thinkers, political leaders, development specialists and others have come to recognize that the empowerment of individuals through the provision of learning as a basic human right is very essential responsibility. The right to education is essential and indispensable for the exercise of all other human rights and for development. "As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities"

(UNESCO, 2003). Individuals can exercise none of the civil, political, economic and social rights unless they have access to a certain minimum education with which to cope with societal responsibility.

Distance from the learning schools and learning is an important factor in determining access to literacy. When the location of the learning centre is far from the residence of the learners, there is tendency for irregularity in registration, attendance and subsequent withdrawer from the learning centres. For those whose lives take place basically within the confines of their town where there is no adequate provision for schooling, their opportunities for accessing literacy are limited for the most part by what they might encounter there Kalman, 2005. When there is unequal access to literacy, literacy, reading and writing are seen as far off and distant activities.

The acute shortage of skilled educators and trainers in the area of non-formal education also poses a great obstacle to the efficient and productive running of non-formal education programmes and centres. This is because of the dominance of the formal school system and inability of the public to accept and non formal education as a better alternative to formal schooling. Adequate provision of qualified facilitators who really understand what adult literacy is all about constitutes an aspect to look for in accessing literacy education (Ifeyinwa, 2006). Kalman, 2005 in her study emphasized the usefulness of qualified facilitators as access avenue to literacy. She said there was the use of “*senoras*” (facilitators):

*With the senaros in our group, we sought to create a literacy-generating space whose educational objective was to enable different written language practices to emerge and then to create access to reading and writing through their use.*  
(Kalman, 2005)

When the facilitators are friendly and accommodating to learners, it will create more room for participation and successful completion in adult literacy programmes (Fingeret and Drenonnon, 1997). Also, the acute shortage of skilled educators and trainers in the community poses a great obstacle to the efficient and productive running of centres (Ifeyinwa, 2006). Linked to this is the issue of adequate encouragement from friends and family and enabling environment in terms of chairs and tables, books, pencils and paper. When there is a lot of necessity, a lot of hunger, a large family, and so on, the people would not have the mental capacity or sufficient interest to learn. Acquiring books and other related objects related to reading and writing was a luxury that most families could afford. Many of the learners can also be

discouraged and frightened with statements that prove that they will be grouped together with the opposite sex. Women in study carried out in Kalman 2005 felt threatened that the men in their class will take advantage of them.

The learners' interest to learn what they intend to learn especially those that wish to learn based on the association with schooling: spelling of names, basic arithmetic on their business, fluent speaking of modern language or having good and hand writing and so on constitutes access to literacy. Learners' expression of their interest in learning especially in giving a voice to books was shown by one of the participants in Kalman, 2005 study said "*picking up a book and not being able to read it is like being mute p.125*". For her, reading meant giving voice to books and in the process, finding one's own voice. Certain forms of interaction and learning situations promote access to literacy. These are conditions that are created within classroom setting. Here there is a promotion of solidarity and mutual support among the learners. Learners are encouraged to help each other and participate in valid interaction like dictation to friends, writing of text in their words.

Ifeyinwa (2006) stated that access to basic literacy have been starved of money and implemented with an obvious lack of conviction. With obvious lack of resources and commitment, the advancement of the concept of non-formal education, its visibility and availability to those that it is most needed is highly impeded. She also maintained that some cultural restrictions inhibit people mostly women to access to education. This is a result of social taboos and unwelcome traditional belief on the role and status of women, who are regarded as subordinate to men both within and outside the home. Girls and women are prevented from attending school with the flimsy excuse that the education of women will disturb the smooth relationship that exists among family members. In a related development,

Unlike their male counterparts, women rarely leave their homes and when they do venture beyond its limits, they usually go no further than neighbourhood probably to make purchase or see health officers. During special religious business, they may participate but only on rare occasion and under extraordinary circumstances do they travel out without the permission of their husbands. Also, the practice of purdah whereby Muslim women are confined to the house also inhibits access to education by women. Financial resources are scarce; families have to live on micro-economics and must sustain themselves with extremely low incomes (Valdes, 1995).

Ifeyinwa, (2006) maintained further that economic crises with majority of the people living below poverty line constitutes a hindrance to access to education. Since poverty is a function of illiteracy and low quality of education, women's access to education is drastically reduced. Although primary 'good' and resources are open to women, the majority of them does not participate in those spheres and therefore cannot attain all those functioning that could only come about through education and employment (Ifeyinwa, 2006 and Kalman, 2005).

Due to the amount of work and the continuous demands of domestic life, most women have little free time available, and therefore have few opportunities to postpone or put off their household responsibilities. Even though women theoretically have the right to go to school or find a job, very few of them have gainful employment outside their homes or continue to go to school much beyond a basic education. This in turn limits their job opportunities, reducing their options to poorly paid jobs or jobs in the informal sector (domestic work, selling merchandise on street corners, and so on. Their confinement leads to their restrictions and isolation and marginalization educationally (Valdes, 1995). Men on the other hand, are more involve ion farming and crude job when they are not literate. As the head of the family, wish to be more committed to raising their homes.

Kalman (2005) reported that grouping both male and female together in a class constitutes hindrance to access to literacy as the females is threatened for being in the same class with males. Women with children experience problems attending non-formal education programmes due to lack of support from some husbands who might view women's education with suspicion and try to prevent them from attending classes. Lack of affordable day care services and the pressure of housework and income generation which are tiring and time consuming also hinder women's involvement in education.

Another important factor of access to literacy is the recognition for certification of different education levels as a goal for the participation and the motivation to continue to attend. For most learners, it was a long-felt desire to have their grade level achievement certified, which meant achieving the social recognition of a person who has gone to school. If learners sense that there is no provision for acquisition of desired certificate, it will affect the level of participation and commitment in literacy. Along this channel of recognition accorded certification is the issue of good learning environment. When a centre is placed where the comfort of the



learners are not adequately catered for the level of participation in learning will be low and dropout may be experienced (Veeman, 2004). So the need for commensurate certificate to show as their benefit of participation, learning environment and opportunity to use skills acquired determine the participation of learners in literacy activities.

The Federal and State Governments of Nigeria have made certain moves against illiteracy. On Wednesday 8<sup>th</sup> of September, 1982, the Federal Government formally declared a nation-wide war against illiteracy and launched the Mass Literacy Campaign to cover ten years, 1982-1992. The setting up of Mass Mobilization for Social Justice, Self Reliance and Economic Recovery (MAMSER) now National Orientation Agency (NOA) that was charged with responsibility of mobilizing citizens, particularly the rural dwellers, for the revamping of the country's ailing economy through literacy as general mass education was a step taken to educate the masses on their social responsibility and literacy development. Major initiatives that have also taken place include the expansion of basic education in 1992 to include pre-primary, primary, the first three years of secondary education (JSS), Mass Literacy for both adolescents, adults and women's education.

Aderinoye (1997) observed that much effort was recorded between 1989 and 1996 in the educational history but the 'golden age' opportunity was not well utilized because the government failed to back up the various policies made with adequate funding. Other attempts are the establishment of the National Commission for Mass Literacy Adult and Non-Formal Education (NMEC) in 1991, the Universal Basic Education (UBE) in 1999, the Nomadic Education Commission (1990), State Agencies of Adult Education, and the National Primary Education Commission (1993). Before the introduction of UBE in 1999, a six-year level of education was seen as a means of working toward the equalization of educational opportunities by providing a minimum level to which all children would be educated (Adesina, 1982; Ozigi & Ocho, 1981), now six years of primary school and a three year Junior Secondary Education are required before a basic education can be acquired (UBE, 2004). In 1996, approximately 67 percent of males and 52 percent of females aged 6-11 were enrolled in Nigeria schools (Federal Ministry of Education, 1996).

Writing about the current rate as well as state of literacy in Nigeria, Aderinoye (2005), states that we would need to rely on some data emanating from major partners like, UNESCO, UNICEF, World Bank and for NGOS, and we cannot write a

complete thesis without acknowledging the singular efforts of University Village Association (UNIVA) in partnership with these agencies. UNICEF in 2004 put Nigeria literacy rate at 47.5%, because of continued increase in population and with little or no effort on non-formal education, particularly literacy. This was buttressed by the Executive Secretary of NMEC submission in a paper delivered at the marking ceremony of International Literacy Day, Sept. 8, 2003. The percent distribution age 15 and over by the highest level of schooling attended according to background characteristics, Nigeria DHS 2003 is presented in the table above.

Adult in urban areas are more likely than those in rural areas, to be able to read. In rural areas, 38 percent of women age 15-49 and 64 percent of men age 15-59 can read compared with 68 percent of women and 87 percent of men in urban areas. Among regions, differences in women's literacy rates are substantial, ranging from 21 percent in the North West to 86 percent in the Southwest and South East.

#### **2.1.4.1 Literacy Skills and Individual Development.**

Literacy is useful at the individual level in inculcating humanistic etiquettes and manners. The human benefits from literature are related to factors such as the improved self-esteem, empowerment, creativity and critical reflection that participation in adult literacy programmes and the practice of literacy may produce. Human benefits are intrinsically valuable and may also be instrumental in realizing other benefits of literacy: improved health, increased political participation and so on (UNESCO, 2006).

The most apparent aspects of the human characters influenced by the literacy teaching are the awareness, empowerment and self esteem. Bown (1990) claims that with the acquisition of literacy skills masses become more confident and courageous. The awareness produced among them because of the newly imparted knowledge help them to demonstrate decisive and confident behavior. They become more active in their social and private activities.

Acquisition of literacy skills can also empower learners to take individual as well as collective action in various contexts of their every day life, such as household, workplace and community. These actions can affect two main related ways. First, literacy programmes themselves may be designed and conducted so as to make participants enough able to become authors of their own learning, developers of their own knowledge and partners in dialogue about limited situations in their lives. Second, literacy programmes can contribute to broader socio-economic processes of

empowerment provided they take place in a supportive environment. Many learners of both the genders want to become able to read and write letters, deal with money only because they desire to be self-reliant and to exert control over everyday-life situations, citing, for instance, keeping secrets and not being cheated (Lind, 1996).

#### **2.1.4.2 Literacy Skills and Economic Development**

An educated and skilled workforce is one of the pillars of the knowledge-based economy. Increasingly, comparative advantages among nations come less from natural resources or cheap labour and more from technical innovations and the competitive use of knowledge. Education is one of the most powerful instruments known for reducing poverty and inequality and for laying the basis for sustained economic growth. Literacy has a wide range of advantages and benefits for economic, social and political development of a country.

The positive relationship between economic development and literacy levels and the impact of investment in education on economic growth are well established. Literacy is linked to economic success as literacy levels help determine the kind of jobs people find, the salaries they make and their ability to upgrade their work skills. Literacy and adult education have been recognized as essential elements of human resource development. It is a big factor in the economic success of a society. That's because our literacy levels help determine the kind of jobs we find, the salaries we make and whether we're likely to experience unemployment in our lives.

Literacy is one of the major objectives of the educational system, and the number of years of education has long been found to be a good predictor of individual earnings. How much of the benefits of education can be accounted for by an individual's level of literacy is described by Osberg, (2001) in the following way: the first examination of men employed full time and full year shows that literacy accounts for about 30% of the return to education. Whatever way the literacy scores is stretched for the full-time, full-year work force, it is always statistically significant.

In the same way while discussing the benefits of the acquisition of literacy skill Osberg, (2001) describes the impact of literacy upon the personal earnings regarding one's investment in the process of literacy acquisition is as under; If we look at males who work full time, full year, and measure education by credentials obtained, the conclusion that literacy skills explain a significant fraction of the return to education is altered. In some cases, the impact of literacy skills appears greater. It appears that including a control for measured literacy skills reduces by 40% to 45%

the estimated benefit of a university education. Although the impact of including measured literacy with very low education is less (a 16% to 26% decline), this examination still indicates that much of the measured benefit of education is due to literacy skills.

Likewise, Fiedrich and Jellene (2003) state that a substantial body of evidence indicates that literacy increases the productivity and earning potential of a population. An educated person earns more and has greater labour mobility. While analysing the impact of literacy UNESCO (2005) observes that literacy not only enhances the individuals earning, it also has positive influence upon the economic growth of a country. Around the world, renewed emphasis is being placed by governments and employers on literacy and numeric skills for all people to enhance their employability, job satisfaction, level of remuneration and community participation. Recent OECD research has indicated that raising a country's literacy score by 1 per cent leads to a rise in productivity of 2.5 per cent with the flow-on increase of 1.5 per cent in GDP.

Education investments are also crucial for the sustained economic growth that low-income countries are seeking to stimulate, and without which long-term poverty reduction is impossible. Literacy directly contributes to worker productivity, and can promote better natural resource management and more rapid technological adaptation and innovation. The same findings are described by Hanushek and Kimko (2000) when they say: It is fundamental to the creation of a competitive, knowledge-based economy, not only for the direct production of the critical mass of scientists and skilled workers that every country requires—no matter how small or poor—but also because broad-based education is associated with faster diffusion of information within the economy, which is crucial for enabling workers and citizens in both the traditional and modern sectors to increase productivity.

In the present era, literacy is also recognized as an important tool for national development. It is also important to describe the contribution of literacy in various aspects of other development. Literacy is often understood as something that is good for the individual and society. According to Carr-Hill et al. (2001) the education of each individual has the possibility of making others better off (in addition to the individual benefits). Specifically, a more educated society may translate into higher rates of innovation, higher overall productivity through firms' ability to introduce new and better production methods, and faster introduction of new technology.

#### **2.1.4.3 Literacy Skills and Social Development**

Literacy may also have social consequences that are important objectives for national policy planning. Particularly in developing countries, the gender dimension of illiteracy has been raised in this regard, as the majority of illiterate or low-literate adults tend to be female in the poorest developing nations (Stromquist, 1999). Furthermore, there are numerous empirical relationships between literacy and fertility, infant mortality, and so forth. It is an admitted fact that literacy occupies an essential place in the life of the community. Beyond a reflection on citizenship, we put forward the idea of an active society in which individuals have a sense of freedom, but also one of responsibility. There will be no progress for mankind without an awareness that each one of us has for their freedom and their responsibility, whether in their community, their nation or in the world. Links between education and society are strong, and each influences the other. Education can help change society by improving and strengthening skills, values, communications, mobility, personal prosperity and freedom.

UNESCO (2006) observes the influence of literacy upon the social life of an individual in the following way: the practice of literacy can be instrumental in people's achievement of a range of capabilities such as maintaining good health and living longer, learning throughout life, controlling reproductive behavior, raising healthy children and educating them. Improving literacy levels thus has potentially large social benefits, such as increased life expectancy, reduced child mortality and improved children's health. The evidence has often focused on the benefits of education, as opposed to literacy per se, but evidence on the effects of adult literacy programmes is beginning to accumulate.

The changes in society have also affected our roles as parents and family members. Parents are the first and most important teachers of their children, and their role is becoming increasingly more demanding. Standards-based education reform is raising the bar for children, and higher standards may force more children out of the traditional school system before they have acquired needed skills. Children profit from the support of educated, concerned parents in meeting the learning challenges that face them. Parents need adequate literacy skills to help children prepare to enter school and to support children's continued learning. In homes where parents have low literacy skills and do not model literacy as an important value, children's learning can suffer. In fact, problems associated with low literacy are often intergenerational.

Parents with low literacy skills are often unable to help prepare young children for school or participate fully in the academic activities of their school-age children.

The acquisition of literacy benefits personal health. Particularly powerful for girls, it profoundly affects reproductive health, and also improves child mortality and welfare through better nutrition and higher immunization rates. A growing body of longitudinal research evaluating the health benefits of literacy programmes points to the same impact as that of education, and indeed in some cases, to a greater impact. For example, infant mortality was less among Nicaraguan mothers who had participated in an adult literacy campaign than among those who had not, and the reduction was greater for those made literate in the literacy campaign than for those made literate in primary school (Sandiford et al., 1995). Similarly, Bolivian women who attended literacy and basic education programmes displayed gains in health-related knowledge and behavior, unlike women who had not participated in such programmes (UNESCO, 2006). Moreover, it seems that in the future education may be the single most effective preventive weapon against HIV/AIDS.

#### **2.1.4.4 Literacy Skills and Cultural Development**

Literacy has an important relation with the culture. This relation is of two modes. Firstly, literacy influences the culture. It is helpful in bringing the cultural change and preservation of the present cultural values and norms. Moreover, the transformation of culture, in one way or the other, is also dependent of literacy. Secondly, literacy itself is influenced by the prevailing cultural environment as planning of a literacy programmes is usually done according to the present culture along with the future needs and requirements. That is why the literacy materials, and the strategies of literacy imparting always correspond with the cultural aspects. At the same the cultural benefits of literacy are harder to identify clearly than benefits in terms of political participation. Adult literacy programmes may facilitate the transmission of certain values and promote transformation of other values, attitudes and behaviors through critical reflection. They also provide access to written culture, which the newly literate may choose to explore independently of the cultural orientation of the literacy programmes in which they participated. Adult literacy programmes can thus be instrumental in preserving and promoting cultural openness and diversity. However, 'any effect that literacy may have on the culture (i.e. what people believe and how they do things) of an individual or group will be slow, will not be easily and immediately accessible, and will be difficult to identify as the

outcome of a single intervention such as a literacy and adult education programme (Farah, 2005).

#### **2.1.4.5 Literacy Skills and Political Development**

Literacy is a tool for creating the political awareness among the masses. It helps them to understand the nature of government in their country and ways for effective communication with it for the solution of their problems. Literacy possesses the empowering potential that can be translated into the increased political awareness and participation. It in return contributes to the quality of public policies and the democracy. As far as the relationship between education and political participation is concerned, it is well established (Hannum and Buchmann, 2003). Educated people are to some extent more likely to vote and voice more tolerant attitudes and democratic values. According to Carron et al. (1989) participation in adult literacy programmes is also correlated with increased participation in trade unions, community action and national political life, especially when empowerment is at the core of programme design. Evident are there that the expansion of education may contribute to the expansion of democracy and vice versa (UNESCO, 2006). In return the democratic classroom practices are the most effective means of promoting civic knowledge and engagement among students.

#### **2.1.5 Adult Literacy Skill Acquisition and Sustainable Development**

Literacy acquisition is not just about learning in school or adult literacy classes. As a literary survey in Botswana and Mexico have shown, people can also learn on their own without having been to school or to literacy classes. This is the case of 11 percent of all literate adult in Botswana (Hanemann, 2005). People teach and learn from each other at home, at work, and in other common meeting places (Kalman, 2005). Strangely enough, the available reviews and evaluations are more about what learners learn and how they are taught than about how they learn. There are a number of factors in the design, content and methods in adult literacy which according to available reviews and evaluation studies are considered important for literacy acquisition, particularly when motivation is high.

#### **2.1.6 The choice of Language of Instruction**

The choice of language of instruction is critical for motivation and learning. A number of crucial considerations need to be taken into account. First, the mother

tongue, or a language the learners are fluent in, is the most appropriate for learning. Second, it is important to find out which language the learners demand. Otherwise, they may resist and drop out, as in the case of Mozambique, where learners' motivation for literacy was tied to learning Portuguese. Third, learning literacy in a language without written material is not very meaningful. A bilingual approach is often recommended, but is not always easy to implement. The most sensible option is to use local languages for initial literacy teaching, and then to provide a route to the official language for those who have acquired initial literacy. Once the choice of language of instruction has been made, this will have implications which learning method or methods to use; since both the structure of the language and how writing relates to speech must be taken into account in the design of a literacy programme (Fordham, Holland and Millican, 1995).

### **2.1.7 Facilitators' Recruitment and Training**

Facilitator recruitment and training is, according to most evaluations and review, the weakest point in literacy programmes. Recruitment criteria are not strict enough, as facilitators' background education and experience are either inadequate or their experience, understanding and attitudes are not appropriate. Training is normally very short in relation to the expectations of their performance as facilitators in participatory learning processes, literacy, and empowering or development-oriented skills (Ridell, 2001; Lauglo, 2001; Lind and Johnson, 1990 and) in-service training and teaching material tailor-made for participatory pedagogy the means adopted to maximize pedagogic participation (Lauglo, 2001).

Several studies have shown that literacy facilitators' formal qualifications or pedagogical training is less important than their positive attitudes and rapport with the community (Lind and Johnston, 1990). An evaluation study of adult literacy programmes in Uganda (Carr-Hill, 2001) recognized the key role of the facilitators, in spite of findings suggesting that the effectiveness of literacy education did not depend on the educational qualification, training, support or payment of the facilitators.

When the facilitator is at home and friendly with the learners, it will enhance learning activities but hostile and unfriendly facilitators will always drive away learners no matter the level of interest to acquire knowledge. Almost all adult literacy programmes require that a group of learners meet regularly together with a teacher or facilitator, even if the group is very small, consists of adults and children (as happens



in family literacy), and uses radio, TV or other information and communication technology (ICT).

### **2.1.8 Learning Spaces**

Scholars studying the history of written culture, reading, writing and the publishing industry have considered a series of indicators in order to depict the access and availability of written language at different times and places. Gilmore (1989) proposed studying family libraries, subscriptions to magazines and other publications, and religious texts as a way of documenting the different features that characterize the dissemination of literacy and the establishment of reading and writing practices. Graff (1987) looked at the relationship between economic development of Western societies and the distribution of printed matter. Experiences from the field as well as various studies have shown that individual learners' needs are determinant of how they relate with what the facilitator teaches them.

The range of acquisition grows and end result will be positive when adults' learning needs are met (Lind, A, 2008 and Kalman, 2005). Ronald Zboray (1993) noted the importance of exploring what he calls literacy generating spaces, such as the family and the church, as a way of understanding and literacy processes at work in a community and its members' opportunities to learn and amplify their knowledge about reading and writing. He particularly emphasized the intersection of economic development, the rise of the publishing industry, and the growth of a reading public in the United States during the antebellum period while Roger (1997) studies the relationship between materials, forms of representation, and reading and writing practices.

The notion of a literacy-generating space include three types of situation, which are termed 'literacy-demanding situations', 'literacy-scaffolding situations', and 'volunteer literacy situations'. The first one refers to situations that require knowledge and use of reading and writing in order to participate in the (for example, casting an individual secret vote in an election, following a road sign, or signing legal documents), the second type of situation presents opportunities for learning about reading and writing through collaboration with other (Lee and Smagorinsky 2000; Newman, Griffin, and Cole, 1991; Bruner, 1975) and the third type includes situations in which readers and writers choose to use literacy simply because they wish to do so.

In situations in which literacy is required, reading and writing may be an individual activity or it may include collaboration with others; for example, when

filling out a credit application or writing a receipt for intending customers, two or more people may discuss what information is being requested and how to respond (Kalman, 1999). Scaffolding situations are always mediated by others because they imply that a reader or writer receives help from another reader or writer, even though the purpose of the interaction may not necessarily be to teach about reading and writing: two women may read information about daycare facilities together or two farmers may wish to discuss how to apply fertilizers to their crops (Heath, 1983); travel agents may explain the characteristics of an airline ticket to their customers (Barton, 1994); or a public scribe may help a client with the wording of a document (Kalman, 1999).

### **2.1.9 Generating literacy practices in Social Spaces**

The Schools have multiple responsibilities: to teach new generations to read and write, offer a primary education to children, improve the quality of services offered, and reduce, in the short run, the number of people who fall behind educationally. However, because the schools do not always fulfill public expectations, their effectiveness is often questioned. On the other hand, schools are an active disseminating force of literacy in the communities in which they are located. This is not only true for the children who learn to read and write there, but also for others: those literacy practices necessary for formal education tend to spill over to other family members through the children and into the community. The literacy practices of schooling are appropriated by many, sometimes being partially transformed in the process (Kalman, 2005).

The classroom is a mediation-intensive space in which students and teachers interact constantly with each other around written language. Volunteer literacy situations are also organized in a variety of ways: they can be individual reading and writing activities (recreational reading, doing a crossword puzzle) or they can also be collective activities (playing scrabble, writing a letter to the editor of a local newspaper). Each one of these reading and writing situations occur separately in different places or coincide in one event: the notion of space refers to an interactive situation more than to a geographical or institutional entity.

Although school was not evenly distributed among the communities and although not all of those who began attending school completed the cycle of basic education, its presence in the community always leave a notable mark. School materials, ideas about literacy, and written language practices are disseminated

through the community in a variety of ways. Children's school attendance and the availability of educational materials within household interactions support other family members' appropriation of literacy practices. From this point of view, doing homework (such as reading assignments, writing compositions, solving problems, and looking up information) creates spaces that generate different reading and writing activities around a variety of printed matter. What is more, through interactions in the home, family members of different generations have the opportunity to participate in reading and writing events and to learn school literacy practices. By doing homework, an after-hours activity devised for children, others participate in situations in which reading and writing take place, creating literacy-generating situations where school practices are displayed and appropriated by participants (Lave and Wenger, 1991).

Despite the large number of published religious materials that are available, in the community's participation in the church/mosques around and religious training activities the privileged means of communication and information continues to be oral language (although there are some signs of an emerging use of written text). The availability of tracts and Bible encourage reading and remembrance of biblical stories, readers recognize it on sight, know about its contents, they know about whom, when and where it is read and for what purposes. Also, unlike before, various Arabic translation of the Holy Quran is also been used to acquire more knowledge especially those who could not read the Arabic version and relate this to whatever sermon they hear from the Alfas and Imams of their mosques. Based on this brief analysis, we can also state that, through these activities around religious writing, religion maintains the important tie to written culture it has had for centuries (Cavallo and Chartier, 2001).

In the various activities, access to literacy is mediated by an authorized participant's reading and interpretation. In this case, the objective is to disseminate certain meanings established by religious leader. In the training of local missionaries, there are situations of collective reading and oral and written commentary on texts which follow specific guidelines for reading comprehension. Many of the participants in Kalman (2005) study revealed that much of what they hear from their canon helped them in understanding their lessons.

The post office is responsible for delivering mail to individual homes, the bulk of which are commercial and administrative notices: the water bill, bank accounts,

advertisement, and some periodical publications. People seldom use the mail services for personal matters for a variety of reasons:

- (a) many people do not know how to read and write,
- (b) the post office was scantily built and
- (c) it was not necessary because most people knew each and ran into each other often.

Because most of the rural dwellers spend their time within their domain and they had very little contact with the outside, writing was not really necessary. When most non-literate receives letters, a literate family member reads the letter aloud several times and sometimes such letters have enormous sentimental value. However, a literate person does not need the help of anybody to read and reply his mail. He is thus responsible for the reading, writing and sending the mail in the post office. This implies that only the literate make use of the post office. For most of the women in Kalman, 2005 study their use of post office increased tremendously after they had participated in literacy programme and this of course improve their knowledge in reading and writing their letters which they no longer give to anybody to read for them. This reports show that for the post office to serve the purpose for which it was established, it is important that people appreciate its functions and make adequate use of it; this therefore calls for the expansion of mail service in the community.

In the library, for example, there are scaffolding situations (for example, when the librarian explains to a visitor how to look for a book on the computer), literacy-demanding situations (when the visitor goes to the computer to look for the book without assistance), and volunteer situation (when the visitor take a book from the shelf and sits at a stable to look through it because it caught his or her eye). Besides a reference room and lending privileges (which requires acquiring a library card), the library offers other services. It organizes special reading activities (story time, reading circles), workshops (language classes, handicrafts, theatre, thematic learning groups concerning inventors, artists, scientists, etc), movies, book displays, children's activities, and guided tours. Young children attend the library to do homework, especially showing the impact the school has on the community (Hamilton, Barton and Ivanic, 1994). Through these activities the school and the library intertwine as literacy-generating spaces: in the national curriculum and the textbooks for primary education, special emphasis is placed on visiting the public library and using its

resources (particularly because most public primary schools do not have a library of their own).

Most rural people have never been to the library, despite the fact that some have it only a few blocks from their homes especially in schools where there is one. Yet they did know something about it: they knew, for example, that they had to have a library card to check books out; they also knew that to get a library card they needed to turn in photographs, give their home address, and have a co-signer. Very few however, knew the library's schedule and some of the rules for using the collection. Reporting on the significance of the library as a source of generating learning, Kalman, 2005 reports that some of the participants in her study have never been to library (because they are non-literate) but have seen their children who with their homework attended one around them. Establishment of library is therefore necessary to generate the use of literacy in our community. Kalman however conclude that the presence of library enhances acquisition of literacy skills and using the same as most parents would encourage their ward to visit and use the library.

Newsstands are places where several reading practices are generated in relation to the different publications on display; in some cases they involve reading instructions on the cover of a do-it-yourself magazine, in others they involve reading the newspaper or looking up information about a favourite television programme. They are also places for reading in situ, some people stop to look at the covers of the publications regardless of whether they buy them or not. Readers passing by stop and take a look for a few minutes before they continue on the way.

This situation reflects the complexity of the processes of literacy dissemination: anybody who read newspapers have more economic resources, more schooling, and better living and working conditions than those who do not (Kalman, 2005). The availability of printed matter on newsstands is only part of the distribution process; others are: who has the economic capacity to purchase them, who reads well enough to take a look at them, and who is interested in its contents. Knowing how to read the newspaper and having interest in its contents are achieving only once one has gained access to reading practices, which is accomplished by interacting with other readers and with written contents (Kalman, 2005).

The availability of these materials (commercial publications and free local newspapers) has a direct impact on different aspects of social participation, creating multiple opportunities to use written language. These newspapers circulate in

different ways: some are purchased, others are borrowed; their availability in shared spaces, such as beauty salons, barber shops, waiting rooms, or on display at newsstands, creates learning situations. The specific purpose of these reading events depends on the situation, but it is safe to assume that readers pick up these publications with a view to recreation and gaining information. They also open opportunities for social participation: the local publications publish letters to be editor, public invitations to local events, commercial advertisements, articles on local activities, and debates on current community issues. The interaction that takes place around the newspapers and magazines creates opportunities for literacy use that can range from a crucial comment on a recent story to participating through writing in one of the local publication.

Different literacy practices are common within the family sphere, practices produced as part of activities in literacy-generating spaces: the school, the church, the library, the post office, and the sale and distribution of local and commercial publications. Zboray (1993) suggests that one of the ways to research the reading and writing practices in the family environment is to study the family library, meaning the printed matter that families choose to collect, read and keep. With the acquisition of matters affecting the family lineage, the family make use of literacy skills for different reasons: administrative/civic documents (voter registration, birth certificates, property titles, etc); school documents (report cards, school diplomas); religious documents (baptismal certificates); and health documents (medical identification, vaccination records). All of these are related to different spheres of social activity in which literacy is widely used and which involves one or more family members.

The different types of situation related to the documents sometimes privilege women's participation, given the role they usually play within their families, particularly those practices related to health, education, and family matters. Each one of these situations is socially constituted; each is a response to a literacy demand, with help from others or in an individual act of reading and writing. The organisation of each of these activities varies: when they occur, they can be individual or collective, with symmetric participation (among equals) or asymmetrical involvement (some participations direct the activity while others receive needed support). In general, most learners responded positively on the variables of the learning satisfaction survey. Most felt that they were treated fairly, that the hours were convenient for them, that the programme was explained clearly to them, that they made good progress, and that

the learning activities were useful in helping them achieve their goals. The vast majority either agreed or strongly agreed that they were satisfied with the programme and would recommend their particular agency to others.

#### **2.1.10 Determinants of Literacy Acquisition**

Several social and institutional factors and forces influence and transform written language practices: formal education, the demands and norms of social interactions, the social value given to reading and writing, the relationship between literacy and work, the accessibility and availability of printed matter, and the distribution of technologies. Change in any one of these impacts written language practices and their use in the social world. Economics, social, and cultural processes have a bearing on the generation of new literacy practices, transforming some and discontinuing others (Chartier 2001; Wittmann 2001; Lyons 2001; Brandt 1999; Barton and Hamilton 1998).

The availability of printed matter influences how opportunities to access reading and writing practices surface, and vice versa. However, the physical presence of written materials by itself is not enough to disseminate written culture. Written language practices spring up and evolve in response to specific communicative and cultural needs, transforming and modifying written materials at the same time. Although school is a privilege site for learning to read and write, it is clear that it is not the only one; there are other contexts for learning to read and write or for using reading and writing as a means of communication (Kalman, 2005). Clearly, reading and writing are also learned through everyday use.

A critical issue in deciding whether models of children's reading acquisition (or of skilled readers) are relevant to adult reading acquisition depends on how we define the relations of adult learner to the normative social contexts and goals of learning to read. Several groups of adults need to be considered. The first is the truly "non-literate" Rare in the industrialized countries and therefore less studied, non-literates would typically never have attended school and would have had minimal exposure to print in any social contexts. In countries with an alphabetic script, they would have no decoding skills, though they might recognize some sight words. The study of the truly non literate or non schooled can be useful in addressing issues of cognitive maturity (Morais et al. 1979) versus formal schooling (Scribner and Cole, 1979) in the acquisition of reading skills.

A second group, including low literate adults, has been studied more frequently in industrialized countries. The low literate adult would be defined as an individual who has been raised in a literate society and most likely attended school but for various reasons did not complete his or her education. Whether such adults have specific learning or reading disabilities has not been typically a central concern of adult literacy researchers; however, for planning comparative studies, additional testing may be useful (Fowler and Scarborough, 1993)

A third group, reading disabled adults, has been studied from the disabilities perspective. Reading disabled adults would be defined as learners who were diagnosed as having disabilities in schools, and then studied as adults by researchers. In the disabilities literature, the studied individuals often have high intelligence scores and come from middle to high socio-economic classes. This result is a function of using achievement – discrepancy scores as criteria for defining disability (Fowler and Scarborough, 1993). Given the uneven standards of defining disability and of providing special educational support, these studies may not generalize to the majority of adults in existing community and institutional programs.

A fourth group, second language learners, is of great concern in adult literacy in many countries but represents a quite different group that poses complications for theoretical generalizations. One complication is whether the learner was literate in the script of his or her first language. A second is whether that script was alphabetic, syllabus, logographic, or mixed. A third is assessing the learner's level or command of the oral form of the second language. Also, the educational history of second language learners is complicated because they may have started English language courses in their native lands at various ages. Despite the complications, the potential for performing natural experiments to test whether empirical generalizations hold for different scripts or different forms of schooling makes research on this group critical. In sum, studying such adult learners is essential for understanding how adults learn to read.

Studies of reading and skill acquisition in children have focused on emergent literacy concepts and word-recognition abilities (Gough, Ehri, and Trienman, 1992). In studying adults in industrialised countries and elsewhere, the dominant perspective has been that of disability or remediation rather than acquisition, focusing on the fact that adults had failed to acquire reading ability after receiving instruction in



childhood. From late grammar school on through adulthood, the focus is on reading comprehension and on the processing of:

- propositions, basic units of meaning each consisting of an argument and a predicate, and
- Schemata, abstract mental structures that serve as frameworks for processing and interpreting incoming information (Kieras and Just 1984; Perfetti 1984, van Dijk and Kintsch, 1983).

These theories account for language comprehension in general and are applied to reading based on the simplifying assumption that language and reading comprehension are practically synonymous once fluent word recognition has been achieved (Rupley, Willson, and Nichols 1998; Carver 1997). However, the method of equating reading and listening by providing oral and written versions of a traditional reading comprehension are synonymous when based on a construct of reading as taught in schools. Broader definitions of reading and language practices, as discussed briefly later on, may require more elaborate models.

One central issues of adult reading acquisition is the development of basic and advanced word-recognition ability. Siegel (1993) identified phonological processes; syntactic awareness, working memory, semantic processing, and orthographic processing as cognitive components critical to word-recognition ability and these processes are disrupted in children who are reading disabled. Semantic and orthographic processes are used by such children to compensate for weaknesses in the other processes, known as the compensatory hypothesis (Stanovich, 1980).

Systematic research of these critical components as they relate to adult reading acquisition has been implemented in the Study of Adult Reading Acquisition (SARA) (Sabatini 1997; 1996). In SARA, 101 adults with reading abilities ranging from elementary to college level were tested with a battery of computerised, cognitive assessments consisting of decoding, word recognition, and sentence-level processing tasks and with tests of overall word-recognition ability and reading comprehension. Each of the components skill tasks included accuracy and a response rate measure.

The findings support previous results with children, demonstrating the strong contribution of phonological processes to word recognition (both decoding and sight word-recognition skills) and reading-comprehension ability in low literate adults. Results also show a strong correlation between accuracy and speed of responses; that is, as ability levels increase, mean response rates also become more rapid. In

addition, there is a significant independent contribution of response rate after controlling for accuracy in decoding and sight word-recognition tasks. These results suggest a strong theoretical relation between theories and process of children's reading acquisition with adults' reading acquisition.

A second issue is to understand reading and language comprehension abilities in adults inside and outside of the traditional school setting. The goals of adult literacy instruction have often been treated as ends in themselves. Implicit in the language comprehension skills referred to by psychological researchers is "schooled literacy," used here in the sense of the discourse or language of secondary and higher education. In any culture, the discourse of schooling is privileged; commanding it provides access to achieving higher-level societal goals for oneself by exploiting the intellectual resources of the culture (Olson 1994). Included in "schooled literacy" are various forms of communicative competence, written and oral; knowledge of grammatical and logical structures of complex sentences; the warrants used in scientific, legal, or social argument; and so forth. Most traditional reading-comprehension tests and models of language comprehension assume schooled literacy.

Studying discourses is usually the concern of sociolinguists (Gee, 1988), but the issue is also important to modeling reading-comprehension processes, because the reading goals that learners set themselves are directly relevant to the comprehension processes they will apply and acquire, whether these correspond to goals of school curriculum or not. This is as true of adults as it is for children and is reified in the texts chosen and questions posed in traditional reading comprehension tests. The overt goal of adult basic and secondary education programmes is to inculcate a form of schooled literacy in learners, though the instructional approaches adopted by these programs are not synonymous with achieving schooled literacy. Making explicit assumptions implicit in the construct language-comprehension ability is an important issue that adult reading acquisition research is in a unique position to address. A systematic research agenda that compares schooled to non schooled comprehension skills would provide key insights in this regard.

Elley (1996) has noted the importance of having an abundance of books and printed matter, reading aloud, and commenting on texts as a way of fostering reading in developing countries. This was confirmed as well as shared reading and oral commentary was among the most continuous activities in Kalman study. Learners

were guided to systematically read several books together and commend on them on a regular basis. Later the facilitators distance themselves from the group while the learners continue to meet to read books together to the extent that they were able to provide for themselves from their family libraries and others that were donated to the group. Reading together constitutes in the learners the ability to cooperate and read together, read aloud one after the other, reading their own writing and individual writing.

When a reader is having difficulties with the text, the others would help her by reading along with her a word or phrase that was holding her up. The readers also took responsibility for the turn-taking: when one of them had not read out aloud, the others insisted that she take a turn. This method of reading together create in them ability for self independency, group cooperation and above all ability to acquire knowledge in a large scale. The learners developed strategies of solidarity to read together; helped each other to sound out unknown words and they examined some aspects of language. Working together gave the learners confidence in themselves and ability to express their mind in public situations.

#### **2.1.11 Utilisation of Adult Basic Literacy Skills and Sustainable Development**

How literacy skills are used depends very much on language situations. Even when the dominant language is known and spoken by people somewhat literate, formal and official bureaucratic language differs from spoken language. This implies the exclusion of large population groups not belonging to the 'elite'. Unnecessary gaps exist between the literacy used in personal and family relationships and the functional literacy required for relating to public institutions or other power structures. The challenge of literacy for all must also take into account the increasing numbers of children, youth and adults who have learned to read and write but who do not make active or meaningful use of their literacy skills. In brief, the problem of functional illiteracy is much bigger than the literacy statistics indicate.

The ability to read, write and use numerical information is crucial for labour market success and social well-being. Research has shown clearly that inadequate literacy skills reduce an individual's employment prospects and limit his or her opportunities to participate fully in society (OECD/Statistics Canada 1995; Centre for Educational Research and Innovation (CERI, 1992; Power 1983). Also, it is widely accepted that societies with highly literate populations will be more competitive. The argument goes that success in today's global economy requires skilled workers

capable of continually learning and adapting to change (Statistics Canada 1996; Clark 1996; OECD/Statistics Canada 1995; CERI 1992; Bruner 1991; Chisman 1990; Chisman and Campbell 1990; Maynard 1989). For a man to succeed in the present day life, he needs literacy not only for himself but for other people that will have direct contact with him.

*We have come to recognize that literacy is linked with virtually all aspects of our national life, public and private. It is a passport to employment and a key ingredient to a fulfilling life. And without requisite literacy ... we can neither survive as a democratic nation nor prosper as an economic power* (Bruner 1991).

Historically, Marxists in China have considered adult literacy as a paramount instrument for involving citizens in both politics and economy (Tang, 2006; Bhola, 1984). In fact, political analysts today marvel at the happy irony of the history of literacy in China. Literacy promotion, which was first used for indoctrination of the masses in the Marxist ideology and in the preparation of workers for the socialist economy, has now been put to a completely unexpected national agenda: to transform the socialist economy into capitalist economy and to compete successfully in the competitive global market economy today.

Thus, literacy is central to policy discussions about human resource development and usage at the individual, workplace and national levels. IALS has drawn attention to the argument that, if literacy skills are not used, they could be lost. *Literacy, Economy and Society* (OECD/Statistics Canada 1995, 116) observed “[f]ormal education provides only the raw material for adult literacy. Evidence in a related study shows that the lack of application of literacy in daily life is associated with lower levels of performance” (Crompton, 1996). This assumption has also entered the policy arena, as expressed recently by Human Resources Development Canada: “Literacy practices at home and in the workplace are crucial to literacy. Like physical fitness, ‘literacy fitness’ requires continual practice. What you don’t use you lose,” (Human Resources Development, Canada 1996).

Investment in human capital, such as education and skills training, is three times as important to economic growth over the long run as investment in physical capital, according to study by International Adult Literacy Survey in 1996 and Rogers, 1994. The study found that education just isn't the product of economic growth. It shows clearly that education, and the skills it creates, play a role in creating economic growth, and that gains in skills actually lead gains in economic growth. The

analysis of the study by IALS was based on data for 14 OECD economies between 1960 and 1995. It uses the estimated literacy and numeracy skills of young adults aged 17 to 25 in each period as a proxy for the quality of educational investment, which is a key determinant of the available stock of human capital. These estimates were derived from the International Adult Literacy Survey (IALS), the world's first multi-country, multi-language direct assessment of adult literacy and numeracy skills (The Daily Newspaper, 2004).

The level of literacy required of adults today has, in fact, increased, because of the rapidly changing economic and technological environment (Lowe, 1997; Crompton 1996, 14; CERl, 1992). Adults with limited literacy skills were much less likely to find satisfactory employment and, consequently, to enjoy a reasonable standard of living and some control over their lives (Chisman, 1990; Power, 1983). Furthermore, because such individuals were usually less informed as citizens, they risked being marginalized in the democratic process (CERl, 1992; Damon, 1991; Bruner 1991, Chisman, 1990).

Identifying the use of literacy skills Kalman, 2005 noted that the notion of a literacy-generating space include at least three types of situation, which were termed 'literacy-demanding situations', 'literacy-scaffolding situations', and 'volunteer literacy situations'. The first one refers to situations', that require knowledge and use of reading and writing in order to participate in them (for example, casting an individual secret vote in an election, following a road sign, or signing legal documents); the second type of situation presents opportunities for learning about reading and writing through collaboration with others (Bruner 1975; Lee and Snagorinsky, 2000; Newman, Griffin, and Cole 1991); and the third type includes situations in which readers and writers choose to use literacy simply because they wish to do so.

### **2.1.12 Literacy and Development**

The current thinking on education and development is shifting from the concept of basic needs to basic rights. The shift is necessitated by the fact that learners work a right to education and other basic needs and for the objectives of sustainable human development to be achieved, respect for human rights and fulfillment of basic human needs are imperative (Thompson, 2002).

Literacy is about more than reading and writing – it is about how we communicate in society. It is above social practices and relationships, about

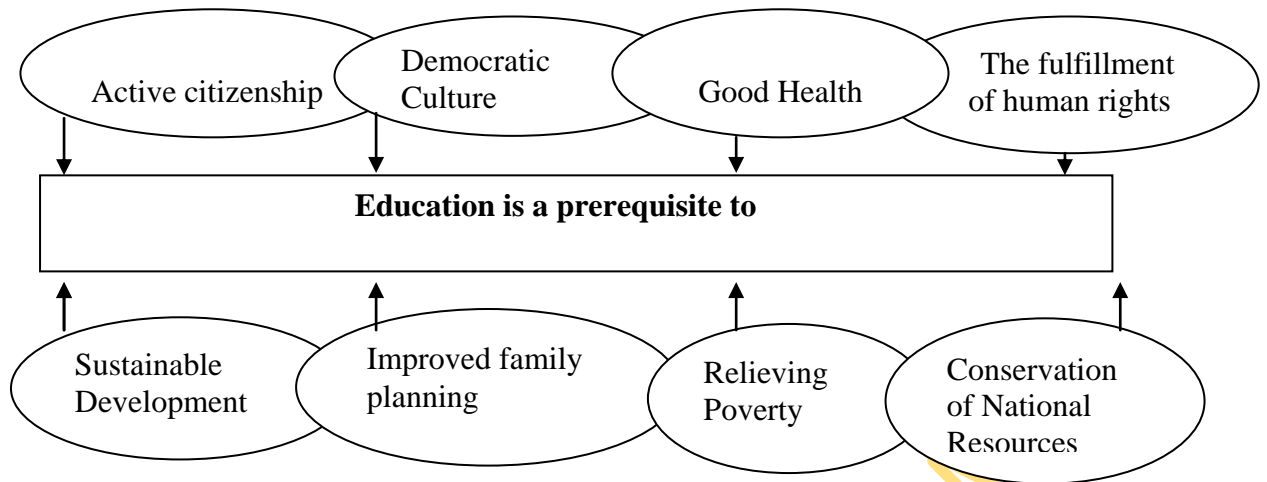
knowledge, language and culture. Those who use literacy takes it for granted, but those who cannot use it are excluded from much communication in today's world. Indeed, it is the excluded that can best appreciate the notion of literacy as freedom.

However, there has been an established relationship between education and the environment on the continuous search for promotion of a framework for sustainable society, through a re-defined concept of development. The substance of this development is in the eradication of the basic causes of poverty, hunger, exploitation of any form, and illiteracy (Ehinder, 1994). It is believed that effective and aggressive education exposes attitudes and behaviour of an individual and the societies. Literacy in Africa generally should help people to develop positive self-esteem and a sense of personal and community significance as they contribute to public good as farmers with their improved skills and competences.

Development must be sustainable. That means we must meet our needs today and those of future generations without sacrificing the resources we need now and in the future. For without sustainable development we will not be able to eliminate poverty. To be able to eliminate poverty, we must protect everyone's human rights, including those of the poorest and most disadvantaged people. Basic needs such as fresh water, food, basic education and health care must be provided if we really want the people to take charge of their own future. Sustainable development is all about man and his environment. In fact, for any meaningful development to take place, it must be human-centered. Human centred development is believed to alleviate societal penury and pestilence.

According to UNDP (1994), sustainable development is considered as:

*development that not only generates growth but distributes its benefits equitably; that regenerates the environment rather than destroying it; that empowers people rather than marginalizing them. It is development that gives priority to the poor enlarging their choice and opportunities and providing for their participation in decisions that affect their lives. It is development that is pro-people, pro-nature, pro-jobs and pro-women.*



**Source:** Focus on Adult and Non-formal Education in Ethiopia Newsletter No.10, Addis Ababa, IIZ/DVV-ETH June 2002, p45

Osorio (1996) admits that sustainability has become a keyword not only with the environment but also with the economy and policies of human development. In the same way, sustainability relates with education as it relates to human development. Sustainability in education according to Osorio implies a situation whereby people are capacitated to be capable of mastering modern codes of information and expression, where they are able to make critical and responsible value judgments and where they are in a position to exercise their rights of participation, work and democratic sovereignty.

### 2.1.13 Literacy Education and Quality of Work

The level of literacy required of adults today, has in fact, increased because of the rapidly changing economic and technological environment (CERI, 1992). It is often argued that work is gradually getting organized in a way that requires of workers more complex skills. Persons with low educational qualifications almost do not have a chance to find work outside the secondary labour market. Most new jobs have been created in the service sector, which tends to demand higher levels of skills. In relation to that, high emphasis has been put on the development of a highly skilled labour force, in particular the need for transferable skills and for skills enabling learning throughout the working life. With expanding globalisation processes, flexibility has become a key word. The concept of lifelong learning has been in the last decade defined as a main vehicle for improving human capital and human resource development (Korsgaard, 1997).

Literacy skills are considered to be a key/tool in acquiring new skills and taking advantage of occupational changes characteristics of the knowledge society. With a considerable amount of reading, writing and calculations taking place at work, it is expected that workers with better skills tend to organize their work in a way, which enables more harmonious utilisation of these skills. The best predictor of participation in adult education is the intention to perform an action. The intention can be predicted by two motivational factors, (a) the person's attitude toward participating as a subjective norm and (b) one factor labelled "perceived behavioural control." The latter refers to the extent to which the person has control over the action in question. This approach neglects the individual's life context and the broader structural, economic, public policy and cultural context. The importance of addressing these aspects is supported by findings in recent national and international surveys on supply and demand of adult education and training (Illeris, 2004; Statistics Finland, 2000).

#### **2.1.14 Approaches to Literacy Promotion**

Several approaches have been used to deliver literacy education, these include:

##### **2.1.14.1 Literacy Shop**

This is a shop originally meant for sale of articles but used to sensitise buyers as well as sellers for effective participation in literacy (Aderinoye, 2005). The idea for the literacy shop was part of the search for different ways of helping adults with their real life daily literacy tasks. It is an experiment that may help some people. It is based on the idea that many different kinds of assistance need to be made available rather than one comprehensive learning programme to meet the needs of all persons.

The literacy shop is based on the concept of a drop-in center – a place that is open to the public to come in at any time of their choosing to gain or learn what they individually wish to acquire or learn. It must be accessible in every way to persons who might feel hesitant about whether it is really for them or not. It needs to be close to where they live and work. Literacy shop is not located within a school or educational establishment so as not to discourage adult learners whose confidence might be shaken on such a learning environment.

##### **2.1.14.2 Laubach Approach**

This is known as each-one-teach-one, which is currently in use in Nigeria. The principle entails sitting by the learners, not necessarily in class where the facilitator appears superior, but in an atmosphere which removes the feeling of inferiority. It



advocates that once a learner has learnt a lesson, he is set to teach another and by the time he has done this, the lesson is fixed in his head. Its benefit is the spirit of voluntarism and sharing fostered in adult clientele.

#### **2.1.14.3 Freirean Approach**

This approach is based on Freire's belief that the whole essence of teaching should be the conscientisation of individuals. It is a process of learning through dialogue. Freire believes that adult should be seen as subjects and not objects in the teaching-learning process. He feels that adults should be assisted to be responsible for their own well being. They should be able to take decision on their own and by themselves on issues that affect their lives. They themselves, make their own judgments in matters that affect them. Freire object to the situation where what the teacher says takes priority, thus, students become depositories, reservoirs, containers and collectors of information. He describes this method as accumulation of information, which does not lead to action or change.

Learning through dialogue involves reflection and communication, which enable adults to discuss their problems with the facilitator, who encourages them to think critically about it and eventually share their reaction with others. This is a problem-solving method, which engages all members in the group. The facilitator is not a custodian of knowledge because knowledge belongs to everyone.

#### **2.1.14.4 Real Literacy and Learner Generated Materials Approach (RLM & LGM)**

This is a technique advocated for the teaching of English in West Africa. The purpose is for adult literacy planners and facilitators to examine their activities in a new perspective and adopt new ways of producing literacy-learning materials for post-literacy. The focus is on the use of real materials available in the environment as opposed to the use of primers designed and prepared by experts without the involvement or participation of adult learners. RLM & LGM involve the learners and facilitator in the collection of real literacy materials that will be used to teach them. The materials thus generated are not only used in the class but are also disseminated to the community.

#### **2.1.14.5 The Participatory Element**

There is no perfect or ideal method otherwise there will be no need for research or experimentation. Experience has shown that where adults participate or

are involved in their own learning process, they are motivated to continue learning and are likely to sustain the programme. In order to encourage participation of learners, two or three methods could be fused into one method for successful implementation of the programme.

#### **2.1.14.6 Participatory Rural Appraisal (PRA) / Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT)**

REFLECT is a fusion of three approaches – PRA, PLA and REFLECT

PRA - Participatory Rural Appraisal

PLA - Participatory Learning and Action

REFLECT – Regenerated Freirean Literacy through Empowering Community Techniques. REFLECT begins with PRA, a process of analysing the strengths, weaknesses, opportunities and so on of the local people and their situation, by the people and the facilitators as equal partners towards the achievement of the people's definition of their circumstance and development.

The core of PRA is the recognition that poor communities have a wealth of local technical and social knowledge, which they bring to bear on their learning. The fact that they have survived difficult situations over the years is evidence that their wisdom and experience must be tapped. What is needed is a strategy to enable them to articulate their knowledge. Facilitators should be conscious to start from what the people know and not what they (facilitators) want to teach them.

PLA is learning put into action. It means that all the people in the community are involved and moved to action. All individuals are involved from the appraisal stage, execution, monitoring, management and evaluation to the celebration of their success using locally available materials. This leads to a strong ownership of their development, which they will jealously guard and maintain for its sustainability. Community participation leads to conceiving projects as their own and nourishing, it to completion and sustainability.

REFLECT does not need a primer or pre-packaged material except a manual for the facilitator. What to do is to divide the people into literacy circles and each circle develops its own learning material through construction of maps, matrices, calendars, diagrams and so on which represent local reality and which address their problems. These are discussed and put into more diagrams. This becomes a record for their local development initiatives.

### **2.1.15 Adult Literacy Education and Life Skills**

Adults have a reservoir of knowledge and experience which they gain in their day-to-day activities. The teaching of reading, writing and numeracy in literacy programmes is done in order for adult to acquire skills, which will help them face pressing societal and technological development such as employment and poverty. The provision of life skills therefore would make adult learners to feel competent and gain confidence in different situations (Macleod and Straw, 2010). They asserted that adult learners having gained enough skills would have reached a level of self-actualisation because of their drive and need to learn that have been met. Ability to read, writing and numerate would have served as motivational factor that enriched their desire to meet immediate goals.

However, there is a dearth of information and literature as far as empirical evidence can show on the adult literacy education and life-improvement can establish, however, in the context of CfBT and evidence from recent UK and international literature as cited in Macleod and Straw, 2010 , 'basic skills' that really show the extent at which education received can show, covers the ability to read, write and speak the language that is widely accepted by the majority of the people in a particular geographical location, be it English (Yoruba as in the case of this study), and so on, and use mathematics at a level necessary to function and progress at work and in society. It also spans basic skills which are acquired for different purposes such as financial capability) or through different modes of learning such as work-based learning (Macleod and Straw, 2010).

### **2.1.16 Impacts of Adult Basic Literacy Skills on Personal Development**

Improvements in learners' self-confidence, self-esteem and personal capacity to effect change in their lives are the most common impacts for adults engaged in basic skills training. This enhanced personal capacity manifests itself in related attitudes and behaviours ranging from higher motivation and self-directedness to an improved sense of self-awareness, resilience (especially among women and those experiencing multiple disadvantages), self-efficacy and self-advocacy.

Participation in family learning programmes significantly increases confidence in the ability to learn. Increased self-esteem enables adults to engage in self-advocacy and risk taking, which is necessary for learning. Commonly, adults who have taken steps to develop their basic skills also experience several positive changes in their attitudes to learning and the value they place on their new skills. Impacts include

greater confidence in their ability to learn; increased motivation; higher likelihood of participating in further learning (sometimes, progressing to further or higher education); and a clearer appreciation of the benefits of basic skills, particularly in terms of literacy skills.

In conjunction with changes in attitudes towards learning and higher levels of literacy and numeracy (an impact which is amplified amongst those furthest from the labour market), other skills-related impacts can be anticipated. These include better meta-cognitive skills, such as planning and self-management, and increased ability to apply literacy and numeracy skills to everyday activities such as reading and writing numerical information. Learners' gains in confidence and self-direction can be impressive, and those with the lowest levels of aptitude in basic skills are seen to gain the most in terms of, for example, confidence and ability to complete a task.

In developed countries like UK, USA, Vietnam, even Cuba where adult literacy is well organised and catered for, the impact that improved basic skills have in supporting adults to become more employable and enter the labour market. Adults' development of their basic skills strengthens their capacity to identify employment opportunities by widening their options for looking for work; enhancing their self-belief of being nearer to getting a job; and sharpening their focus on developing clear career aims. It also increases their likelihood of obtaining employment as a result of improved core employability skills (such as communication, team working, problem-solving and Information Technology skills in most of the developed countries) and other valuable skills such as the ability to plan ahead and budget effectively.

Participation in basic skills learning also leads to several benefits for those adults already in employment and, most commonly, these are centred around increased job satisfaction; improved performance at work (where this learning takes place in a work context); better access to employment or further learning opportunities; and a greater likelihood of sustaining a job or improved job status. Bynner and Parsons, 2006 have also reported that individuals who improve their basic skills in adulthood are more likely to own their own home, have savings, and are less likely to be on benefits than those who do not.

#### **2.1.17 Impacts of Adult Basic Literacy Education on Interpersonal Skills of Adult Learners**

Impacts for individuals frequently include soft outcomes, for example personal and interpersonal outcomes, impacts on home and everyday life, and social wellbeing

outcomes. Several reviewed literature provide evidence of these types of outcomes, mainly via self-reported perceptions, but some through longitudinal and comparison data. The most frequently reported personal impacts for individuals include:

- increased self-confidence (for example, Balatti *et al.*, 2006; Cutter *et al.*, 2004; Skaliotis *et al.*, 2007; Tett *et al.*, 2006; Wolf, 2008) and the confidence to try new things (for example, Frontline Consultants, 2006)
- increased self-esteem, self-worth and positive self-image (Goodison *et al.*, 2004; Hamilton and Wilson, 2005; Metcalf *et al.*, 2009)
- enhanced belief in own abilities and sense of personal achievement (Dench *et al.*, 2006; Evans and Waite, 2008)
- reduced sense of embarrassment or stigma about having low levels of basic skills (Frontline Consultants, 2006; Warner and Vorhaus, 2008)
- better physical and mental health (Metcalf *et al.*, 2009; Skaliotis *et al.*, 2007)
- overall more positive attitudes towards life (Terry, 2006). Impacts on individuals' home and everyday lives include:
  - feeling better able to help their children with their homework, including reading with their children (Evans and Waite, 2008; Frontline Consultants, 2006; Peters *et al.*, 2003; Warner and Vorhaus, 2008), and increased confidence to engage with their child's school and talk to teachers (Skaliotis *et al.*, 2007)
  - increased confidence and capabilities to undertake everyday tasks involving literacy and numeracy, such as household budgeting, checking bills, telling the time, e-mailing, understanding supermarket three-for-two offers, and using bus timetables (Peters *et al.*, 2003; Skaliotis *et al.*, 2007, Warner and Vorhaus, 2008), these are defined as 'personal effectiveness outcomes' by White (2003)
  - greater ability to contribute to family life (Tett *et al.*, 2006; HM Inspectorate of Education, 2005).

Specific impacts relating to social wellbeing (in addition to those above, which undoubtedly also contribute to individuals' social wellbeing) include:

- increased social networks and socialisation, and reduced isolation (Metcalf *et al.*, 2009; Frontline Consultants, 2006), including 'getting out of the house more' (Warner and Vorhaus, 2008).

- increased confidence to take up volunteering opportunities and engage in society (Frontline Consultants, 2006; Hamilton and Wilson, 2005). Despite being described as soft impacts, personal and interpersonal impacts are by far the most frequently reported, and have the potential to knock on to many other impacts.

Indeed, some research shows that these are pre-requisites for individuals being able to maximise other learning impacts (for example, Balatti *et al.*, 2006). On the other hand, Warner and Vorhaus (2008) say these softer impacts come about as a result of the transfer of learning from class.

### **2.1.18 Impacts of Literacy Education on attitudes towards, and participation in Learning**

Impacts for individuals also frequently include changes in their attitudes towards, and participation in, learning. Evidence in terms of perceptions and actual progression rates onto other courses include:

- Increased confidence to engage in learning, indeed, to re-engage in learning (an important impact where many adults with low basic skills have had negative experiences of schooling), as shown in Evans and Waite, 2008; Frontline Consultants, 2006.
- Enhanced motivation to engage in further learning, and actively seek further training opportunities (Goodison *et al.*, 2004; Peters *et al.*, 2003). Interestingly, both these examples involve ICT. In Goodison *et al.* (2004) adults often attributed their continuation with learning to the success they had had on ICT courses in UK online centres (a network of public, private, voluntary and community centres set up to provide public access to computers); and Jobseeker's Allowance (JSA) claimants in Peters *et al.* (2003) were particularly motivated by job-related and ICT basic skills courses.
- Increased take-up of other learning or continuation with learning (for example, Cutter *et al.*, 2004; Hamilton and Wilson, 2005), sometimes tracked over time or compared with a non-intervention group (for example, Metcalf *et al.*, 2009; Warner and Vorhaus, 2008) Pippa Lord, Ruth Hart and Iain Springate (2010)

### **2.1.19 Impacts of Adult Basic Literacy skills on families, communities and society**

The benefit of adults' improved basic skills extends beyond family-focused impacts to encompass local communities and wider society. Recurrent in at least three of the chapters, these positive impacts comprise learners' increased opportunities to meet new people and broaden their social networks, as well as strengthen their awareness and respect for different cultural backgrounds. The cumulative effect of such individual benefits is higher levels of social inclusion and people supporting each other within a community.

### **2.1.20 Impacts of Basic Literacy Skills on Employers of Labour**

Improvement in workforce relations is the key impact for employers as a result of their employees' enhanced basic skills, referred to in three of the six chapters, particularly when employers have supported the training taking place in the workplace. The highlight of impacts includes:

- employees' more positive attitudes towards their employers,
- managers being more supportive of their employees as a result of seeing the benefits of increased confidence at work, and
- increased loyalty and employee retention rates, leading to enhanced workforce stability.

Impacts on workforce productivity are also referenced, such as improved attendance at work; reduction in health and safety incidents; and increased employees' flexibility and capacity to engage in innovative practices.

Numerous studies provide evidence of the correlation between basic skills levels, and employability and earnings (Machin *et al.*, 2001; Vignoles *et al.*, 2008). Bynner and Parsons (1997) showed how basic skills have a positive impact on participation in public activities, and physical and mental health, while the lack of them can influence family breakdown. There is also growing evidence of the benefits of improving basic skills in adulthood, and the impacts these can have on individuals, employers and, ultimately, the economy, for example, as summarised recently by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC, 2009). It is this body of literature that this review considers.

### **2.1.21 Life-Improvement Skills**

Personal development is the pursuit of developing and mastering the skills that help us become the best that we can, with all that we have. It is the reaching for and realising of our full potentials as human beings and sustained community development. World Bank report (1991) in Nnadozie (2005) describes development as a sustainable increase in the standards of living of one's country that includes a large number of things: material consumption, education, health and environmental protection. Matlosa et al (2007) accepted that there are as many definitions of development as there are writers on the subject. Along this terrain, development is conceived by Todaro (1992) as a multidimensional process encompassing major changes in social structures, people's thinking, national institutions, an increase of economic growth, reduction of inequality, and eradication of absolute poverty.

Development in all societies must have at least three objectives. The first objective relates to the improvement in the quality of life: improvement in the availability and distribution of basic life-sustaining goods such as food, shelter, health and protection. The second objective is in connection with the economic progress and includes raise in the levels of living, higher incomes, provision of more jobs, better education, and more attention to young avoid risks and hardships and involve them in decisions that affect their lives. It is through life skills that both teenagers and adults can cope with challenges and also be able to make informed decisions especially on things that affect their lives. It is therefore essentials for this category of people to be equipped with skills necessary for them to cope with the demand of making lives easy to manipulate in order to have a meaningful life to live. These skills would assist them to have both intra and inter personal cordial relationship.

A skill is a learned ability to do something well. Life skills on the other hand are abilities individuals can learn that will help them to be successful in living a productive and satisfying life. It is essential learning tools and basic learning content required by human beings to be able to survive, to develop their full capacities and to improve the quality of their lives (Jomtien, 1990). It is also the acquisition of knowledge, values, attitudes and skills through the Four Pillars of Learning: learning to know, learning to do, learning to live together and with others, and learning to be (Dakar, 2000).

A life skills approach to education is one that teaches an essential combination of skills needed in a particular and specific context, both practical and life skills.



UNICEF, UNESCO and WHO list ten core life skill strategies and techniques as: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self-awareness building skills, empathy, and coping with stress and emotions. However, individual nations and countries have the flexibility and opportunity to prepare and develop priority curriculum that address the particular social behavior problem in their own country.

A suggested framework for skills-based programmes aim at developing competencies in the four following areas: knowledge and critical thinking skills (learning to know), practical skills (learning to do), personal skills (learning to be) and social skills (learning to live together). The practical skills are the manual skills under learning to do, and the psycho-social life skills are the skills under learning to know, to be and to live together.

Brazilian educator Paulo Freire famously said literacy is about reading the “world,” not the “word.” Ironically, the prominence given to literacy has led to launching of quick-fix campaigns and “movements,” through the proponents argue that it has to be designed as the first step to continuing, non-formal and Lifelong Learning. The outcome of these campaigns is mostly not much more than a mere passing acquaintance with the alphabet or symbolic signing of one’s name. This is very far removed from Freire’s concept of reading the world, development of critical consciousness, use of knowledge and information to transform one’s life and engagement in further learning (Ahmed, 2010).

In fact, it does not make sense to label people as either literate or illiterate, because literacy and numeracy have to be regarded as a continuum of skills, from very basic to more advance. Literacy for a learner becomes sustainable (i.e., the learner is not at risk of relapsing back into illiteracy, and functionally, useful, only when one goes some distance beyond the basic level and continue to use the literacy acquired to improve his or her life. Thus, Oyedeji (1983) illustrating the feelings of illiterates in India about why there was the need for literacy education and its influence on the life of beneficiaries is quoted as follows:

*To sign one’s name means nothing,  
Or to read a few words means nothing,  
We agree to join the classes.  
If you teach us how not to depend on others any more,  
We should be able to read simple books,*

*Keep our own accounts, write letters, and read and understand newspapers.  
 Can literacy help us live a little better and starve a little less?  
 Would it guarantee that the mother and the daughter wouldn't have to share  
 the same salary between them?  
 Would it fetch us a newly thatched roof over our heads?  
 Would we get better seeds, fertilizer and all the water we need?  
 Would we get proper wages?  
 Will this programme teach us how to think and work together?  
 Will the programme teach us how to take care of our health, and become  
 strong?  
 Would literacy help us know the law and defend it? (p. 212)*

Positive responses to all the questions raised in this poem could be considered as answer as well as life-improvement indicators in the literacy services rendered. This is what Omolewa (1983) responded as meaning of CBA – Community Betterment in Africa. Omolewa believed that ABC that stands for reading, writing and arithmetic means nothing until when merged with ways an individual learners and the community improve altogether. This therefore links literacy with community development which is the anchor for better living and improved life.

Narrating that what they learn improves their lives, a woman from Nicaragua states as that learning as made them to understand how to get themselves organized, to assess risks, keep accounts of their incomes and how to spend it, to invest their money at a profit and also making a joint projects. She said further that exposing them to literacy has enable them discovered a lot of new things about agricultural techniques, and about health and family planning. Life-improvement skills acquired were itemized as sewing project, bakery, and pig and chicken-rearing.

Recalling her experiences Jarquin from Nicaragua reported that:  
*Everything that we have learnt has substantially improved our lives and our families' lives. The project has also changed my position in my family. Even my sons, who help to look after the pigs, no longer see me as "nothing but a housewife". They respect me as a woman who has her own project and earns money. Our husbands, too no longer make difficulties. They accept us and our work. We women have now been working together for almost a year. I now have the confidence to speak openly in front of others. I can talk about my feelings and my life. I see that as my greatest personal progress (Martha Lorena Luna Jarquin, 39 years of age)*

#### **2.1.21.1 Income Generation Skills**

In every country where literacy programmes are well established income generation activities and training programmes accompany some post literacy programmes. These income generating activities are intended to bring economic

benefits and independence to the participants (Rogers, Maddox, Millican, Jones, Papan and Robinson-Pant, 1999). A survey of such activities conducted in 1993 by Department for International Development (DFID) indicates that most of the income generating programmes are kept separate from the literacy instruction, that the income generation activities are often chosen by the providing agency on the grounds that the particular activities selected do not require literacy for the completion of the tasks involved, and that they frequently contain little or no literacy practices in them. In Kenya, for example, participants in a goat-rearing project attached to a literacy class had not learned to read the word “goat” – ‘because it is not in the primer’. On the other hand, there are some instances of such activities using and enhancing the literacy skills of the participants: in Delhi, one women’s literacy group was making advertisement banners to hang across the roads, using their newly developed skills directly for earning income (Rogers, 1994).

Income generating skills enable learners understand the importance of acquiring specific/appropriate skills that will assist them in practicing as well as adhering to good principles with regard to budgeting, spending, saving and investing. As learners would want improvement in their capabilities and this been backed up by literature that learners are better off economically with additional point in educational attainment, income generating skills will make them to decide on their own realistic procedure to start a business and how to manage such a business.

Because most economies are now monetised, the terms “income-generating activities” and “income-generating projects” occur frequently in discussions of literacy projects and programmes. They are not synonymous with “livelihood,” for the available literature suggests that they often—but do not always—generate only small incomes to supplement main livelihoods. Further, the literature gives the impression that, in most instances, income-generating activities do not involve much systematic training, in ways that courses of vocational and technical education would. Instead, a learning group usually seems to undertake an activity that is common, well known and established in the neighborhood and for which little additional instruction is given. Both are often important, but people developing vocational skills often need further support (such as with credit schemes and marketing) to be able to generate income” (UKDFID, 1999).

### **2.1.21.2 Reading Skills**

Reading is one of the four language skills (listening, speaking, reading and writing). Reading is both a receptive and an active language skill which involves identifying or getting meaning from a written or printed material (Ogungbe and Bossan, 2010). Reading is also a multi-dimensional cognitive process of decoding symbols for the purpose of deriving meaning (especially reading comprehension) from a written, printed or visual text. It is a means of language acquisition, of communication, and of sharing information and ideas through mutually understood written or printed codes.

At adult basic literacy level, learners are expected to be exposed to both light and extensive type of reading. This is because as a beginner class, learners are expected to develop a right attitude to reading for enjoyment, leisure, and entertaining purposes, the skill which if well nourished could develop them to read to get detail information, examination and comprehension. Extensive type of reading skill help learners especially beginners to be equipped with skills that help to gather information in a book, passage or paragraph, thus, the reader needs to concentrate on every detail and make notes on them. Learners might need to read a book either personally or in group in order to grasp its central message.

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. A good reader should be able to:

- Read the written form as meaningful language
- Read anything written with independence, comprehension and fluency and
- Mentally interact with the message.

Doing this, the learner would have “word attack skills” in which he is able to figure out new words. He would also have comprehension skills where he is able to predict the next word, phrase, or sentence quickly enough to speed recognition. He also needs to have fluency skills which enable him to see larger segments, phrases, and groups of words as wholes, and also applying his critical reading skills to see the relationship of ideas and use these in reading with meaning and fluency. As practically as possible, facilitator must endeavour to encourage learners to read regularly and assignment is given to them on it as well.

### **2.1.21.3 Conflict Resolution Skills**

The term conflict derives from ‘*confligere*’, a Latin word which means “*to strike together*”. Unlike the way it is now understood in peace literature, the word

according to Albert, (2001) quoting Wright (1990) originally had a physical rather than a moral connotation. Albert (2001) said further that at the technical level, the word could simply be defined as ‘opposition among social entities directed against one another’. Opposition is here understood as a process by which social entities function in the disservice of one another. The way “opposition” is also used is in contrast to cooperation. Hence, when one is not co-operating, one is opposing and then there is conflict. A conflict situation could therefore be said to be where there is too little or no co-operation between social entities.

Conflict is a normal and necessary part of healthy relationships. After all, two people cannot be expected to agree on everything at all times. Therefore, learning how to deal with conflict – rather than avoiding it is crucial. When conflict is mismanaged, it can harm the relationship, but when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between two people. This explains why it is necessary and important that learning activities are structured to include those skills that learners needed to handle conflict within and among the community.

Conflict arises from differences, even in the animal kingdom, disagreement over an issue leads to conflict and this result into fight leading to either wound or death of a weaker animal. In a larger atmosphere, it occurs whenever people disagree over their values, motivations, perceptions, ideas, or desires. Sometimes these differences look trivial, but when a conflict triggers strong feelings, a deep personal need is at the core of the problem.

As conflict emanates from social relationships and assessment of adult literacy provision as a means to promote and encourage social relations, one would see the need for promotion of a cordial relationship that will be less of conflict and encourage a peaceful negotiation and conflict management in the community. Adult literacy therefore serves as avenue to promote all skills necessary for communication which are essentials for active listening skills, alternative dispute resolution conflict management and negotiations.

It has been said that language is the basis of differentiation between social groups. Each member of a social group derives his or her identity and perhaps, *raison d’être* and sense of human worth from linguistic allegiance (Hazoume, 1999). Hazoume (1999) further posits that lack of particular language may lead to exclusion

and possibly conflicts, hence, the need to understand all the necessary skills that make interaction between possible.

#### **2.1.21.4 Numeracy Skills**

The need to understand numeracy skill is borne out of the belief that adult learners independently and collectively require a level of numeracy knowledge to live in the modern society. Of course they need essential numeracy skills. Numeracy, like literacy, provides key enabling skills essential for achieving success in literacy class. The sound numeracy skills acquired support them for effective participation in personal, economic and civic contexts.

The challenge of modern technology and increasing globalisation are enough reason why adult learners need numeracy if they are to be relevant in the labour market. The acquisition by all students of appropriate numeracy skills is now much more crucial than in the past. Numeracy, like literacy, provides key enabling skills for individuals to participate successfully in schooling. Furthermore, numeracy equips learners for life beyond learning environment, in providing access to further study or training, to personal pursuits and to participation in the world of work and in the wider community.

Literacy and numeracy can be viewed as complementary areas of endeavour. Numeracy educators can learn from the literacy experience and there is potential for work in literacy to be informed by work in numeracy. To be numerate is to use mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life.

Numeracy is fundamental to learning at all stages of school and across curriculum areas. As is the case with literacy, numeracy requires sufficient timetabling emphasis, focus and leadership. Effective teaching and learning practices and effective home, school and community partnerships are critical. Studies in the UK have indicated the impact of poor numeracy skills on employment experiences (NFER and The Basic Skills Agency, 1998). For example, even for those with good literacy skills, poor numeracy skills have been found to be associated with reduced employment and training opportunities and progress in jobs (Parsons and Bynner, 1997).

Being numerate enables adults to function effectively in their everyday lives. A wide variety of personal contexts involve numeracy, ranging from routine activities such as shopping, to tasks where a greater range of numeracy skills may be involved,

such as planning a holiday or budgeting. The increasing availability of information technology means that the numeracy demands of everyday tasks are continually evolving (Parsons and Bynner, 1997). Students must gain appropriate levels of numeracy to cope with the demands of everyday living and the lifelong learning skills to cope with changes effectively. In a modern democracy, the quality of civic life is also linked to a numerate community. The ability to make sound judgments and deal analytically and critically with information presented in varied forms and often involving complex data is important for informed citizenship.

#### **2.1.21.5 Speaking Skills**

Acquisition of speaking differentiates human beings from animals and it is the productive skill in the oral mode. Speaking, like other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which human beings find himself: interactive, partially interactive, and non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

Some speaking situations are partially interactive when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. The non-interactive speaking arises when a speech is recorded to be broadcast or listened to after a later day. To be a good speaker is not an easy thing as one is expected to be well composed, have good command of the language he is speaking, be articulate, have command of figurative expressions, proverbs, make the main ideas stand out from supporting ideas or information and make the discourse hang together so that people follow the logical presentation of ideas.

We take for granted the art of speaking because it is what we do every day as human beings, however, there are set of people who cannot speak in a gathering because they are shy or feel incompetent as a result of status or educational achievement. Literacy attainment therefore builds in the learner skills needed to be self confident and be bold to face people even if they are strangers.

#### **2.1.21.6 Time Management Skills**

Time management skill is one of the key factors in learning how to organise learner's life in order to improve their daily activities. These skills are essentials as learners act as parents and would need them because they help reduce the stress that can occur in some families' daily routine. Learner need to understand how valuable and precious time really is. Importance in time management manifests in the phrase 'time is money'. Although we may not get money for our time, we can never have some of those moments back with our children that we have missed, so valuing our time is important. Individual who fails to plan ahead might use his or her time for something that is of no value and end up achieving nothing in a day.

We need to be able to discern whether we spend too much time at the shops, or in the shower getting ready each morning or talking on the phone with a friend rather than making sure dinner is ready for your husband when he gets home. If we evaluate those things, we will feel less rushed; it will reduce the cause for a number of arguments and will allow you to designate your time to what you really value. Some of the skills essentials in time management are: daily routine, allocation of time to go to work, have meal, garden, family budgeting, visit friends, assist children in their school work, watch home video or television, etc. The time and location of a course has been reported to influence an individual's decision to take part in literacy activities. This could be due to childcare, family commitments, getting time off work, transport, travel time and distance from home (Frontline Consultants, 2006; Warner and Vorhaus, 2008).

#### **2.1.21.7 Health/Hygiene Management Skills**

The practice of good hygiene is a necessity for good health. Literate people are likely to promote good hygiene practices more than illiterate counterparts because they know the outcome of living in a dirty environment. Literacy education that encompasses health/hygiene management is therefore beneficial to adult learners as it is linked with awareness on how to live in a good and tidy environment.

Skills acquired here helps learners to know how to keep a small and sizeable family they could cope with. A high birthrate is one of the indicators of low standard of living and lack of development especially in the rural areas. Discussions on issues like family planning, use of contraceptives, use of herbal medicine or concoctions and other health related matters enable learners to have more knowledge and have self confidence of decisions about themselves and family members. Issues relating to



cultural and community rules and regulations are discussed. Learners not only acquire skills but also gain more skills which give them a greater status in their families and communities. Women are more advantage in this skills acquisition as issue like family planning concerns and affect their decisions.

Generally, adult learners are aware of the changing in culture as time changes also and a link with literacy as a key to enhance human capabilities with wide-range benefits like critical thinking, improved health and family planning, HIV/AIDS prevention, children spacing, education, poverty reduction as well as active citizenship is promoted (EFA Global Report, 2006). A study by Tirfe (2010) showed that the participants sampled were able to indicate how literacy programmes contributed to their lives positively in terms of prevention and engaging in preventive measures, the skills they were able to gather from their participation in literacy programmes. The participants also indicated that their knowledge of good health practices and nutrition help them to take care of their children. Creation of loving, caring and healthy environment helps them to build healthy minds, which was a pre-requisite for effective learning.

#### **2.1.21.8 Social Relation Skills**

Social skills are essential for intra and inter-personal relationship. This involves verbal as well as nonverbal behaviours an individual exhibit in social interactions in his community. Skills are needed when making "small talk" in social settings, or eye contact during a conversation. An individual needs not be shy; remove any marital and family conflicts, anxiety disorders, and so on when making conversation or contact with people.

A person who lacks those social skills may have great difficulty building a network of supportive friends and acquaintances, and may become socially isolated. Moreover, one of the consequences of loneliness is an increased risk of developing emotional problems or mental disorders. A facilitator therefore would need to encourage learning in groups to boost ego and independence of reading among the learners.

#### **2.1.21.9 Writing Skills**

Early language and literacy (reading and writing) development begins in the first three years of life and is closely linked to a child's earliest experiences with books and stories. The interactions that young children have with such literacy

materials as books, paper, and crayons and with the adults in their lives are the building blocks for language, reading and writing development ([www.zerotothree.org/BrainWonders](http://www.zerotothree.org/BrainWonders)) however, failure to master this skills when young make it difficult to develop the ability to utilise the skill at an advance stage of human development.

According to (Ogunsiji, 2009) writing is a literacy language skill which has to be learnt formally. In this case, writing is different from speaking which is an oracy language skill that does not necessary need to be formally learnt. Writing is a process of representing our thought in written symbols (letters of the alphabets). In adult education class, effort are geared towards making the adult learners make use of this skills most especially as it will afford them of the opportunity to express their thoughts in a written words most especially in writing letters, taking stock of their markets, writing minutes of meeting and so on.

A good facilitator is therefore sensitive of the need to encourage adequate use of proficiency in adult learners to write as extensive as they could. It is noted that however that due to age and any other factor, an adult learner might find it difficult to hold pencil and write but with persistent, he or she will overcome the problem of inability to hold pencil and frustration of not writing well.

### **2.1.22 Concept of Learning**

Learning is a personal act. An individual has a peculiar way of how he learns what and when he learns. We all have our own learning style. However, the act of learning is paradoxical in nature. It can at times appear to be a very simple act. So simple, that we do not question its presence in how we go about our daily activities, for it is natural to our existence as learning organisms. It is when we encounter difficulties in learning something that we no longer take the learning process for granted. It is only then that our awareness of how we learn is heightened.

The existence of numerous definitions and theories of learning attests to the complexities of this process. Also, there are many classical theorists that have expressed their thoughts on how learning activities take place. Belkin and Gray (1977) define learning as ‘a change in the individual as a result of some intervention’. The intervention mentioned here could be as a result of many different things. The degrees of intervention, by whom or what and how, are the defining factors of a learning theory. These factors help distinguish the many different theories which are not stagnant.

People learn most quickly when:

*They want to learn*-if they have some interest or desire for learning and if this interest is retained throughout the lesson

*They like and trust the teacher*- when they recognize the value of his teaching and the sincerity of his purpose, and develop affection for him

*They understand what is being taught*- when the teacher teaches at a speed that they can follow and in language they can understand.

*The lesson is presented in a variety of ways*-making use of all the senses possible

*They actively take part in the lesson*-by question and discussions.

*They practice* until they acquire the necessary degree of skill.

*They achieve satisfaction* as a result of the knowledge they have gained.

#### **2.1.22.1 The Ladder of Learning**

The stages or steps in the process of learning which result in change can be shown in a diagram known as the Ladders of Learning.

6. He achieves satisfaction
5. He adopts the practice.
4. He tries the practice.
3. He desires to solve it.
2. He takes an interest in it
1. He becomes aware of the problem.

Every person must climb the first five steps before gaining the satisfaction arising from any change in his life. Every facilitator must follow this process as he leads his learners from the existing situation up the Ladder of Learning, towards their desired goal. First of all, the learners must be made aware of the existence of the problems in their everyday life. Their interest in these problems must then be aroused and this must be followed by a desire to solve these problems. It then becomes necessary to persuade them to try the suggested solution in order to convince themselves that it is a practicable solution and one that it is worth adopting permanently as part of their way of life.

### 2.1.22.2 Determinants of participation in adult education and training

The literature review revealed that participation in adult learning programme is organized around four levels of determinants, but our interest is on one:

- Individual level variables such as age, gender and former educational background;
- job characteristics;
- workplace environment; and
- macro-level factors.

#### Individual level factors

Evidence from empirical studies repeatedly points to three individual factors closely related to the probability of participation in employer-sponsored education and training: *age, gender, attained level of formal education* (OECD/Statistics Canada, 2005; Kim and Merriam, 2004; Hum and Simpson, 2004; Evans, 2003; McGivney, 2003; NIACE, 2002; Bérubé et al., 2001; HRDC/OECD, 2000; Williamson, 2000; Keep, 1999; Rees, 1997 and Houkoop and Kamp, 1992).

#### Age

Reflecting life span phases, age is generally the best predictor of participation in adult education after initial educational attainment (Bélanger and Valdiviselo, 1997). Thus, it is not surprising to find that both participation rate and duration vary by age. Several studies indicate that the share of older participants has been increasing over the last two decades. This is partly due to changes in provision, but also to the fact that the new generations of older people are better educated than previously (Statistics Canada, 2001 and Van der Kamp, 1990). Recent research tends to show that adults' readiness to take part in education remains fairly stable from early adulthood to the middle fifties. A sharp decrease in total participation occurs among those 55 years and older. Within a framework of lifelong learning, the major personal investment in education will continue to take place in the early stages of the life cycle. This makes sense economically, because of the longer time period during which individual and social benefits are expected to accrue (McGivney, 2004; NIACE, 2002; HRDC/OECD, 2000).

Some studies reveal that differences within age-cohorts are much larger than between age cohorts and that learning abilities are determined more by previous educational level and occupational status than by age (McGivney, 2003). The fact that

the elderly are less likely to participate in education and training is often not because of aging, but, rather, is due to a constellation of conditions unfavourable to participation, with which old age is often compounded, such as a low level of initial schooling and few occupational possibilities (OECD, 2005b; McGivney, 2003).

### **Gender**

From both human capital and “screening” perspectives, gender is one of the visible employee attributes on which employers can base training investment decisions as they attempt to reduce the “risks” when hiring employees. Since women are often perceived to work fewer hours than men and are more likely to leave the labor force for considerable periods of time, this suggests to employers that training investments in women are less likely to be recaptured through future productivity. Thus, this might result in lower employer-supported training levels for female employees, particularly in jobs involving highly job-specific training (Altonji and Spletzer, 1991). By the same token, employers are also more likely to invest their resources in training male as opposed to female workers, since employers generally believe that men will be more apt to have uninterrupted and long-term careers with their firms. In general, empirical evidence appears to somewhat support both the human capital and “screening” perspectives. Thus, while gender differences in overall participation are quite small and women have a slight advantage (Hum and Simpson, 2004; Kim and Merriam, 2004; NIACE, 2002; HRDC/OECD, 2000), the majority of employer-sponsored training still goes to men (HRDC/OECD, 2000; Rees, 1997).

#### **2.1.22.3 Factors affecting Adult Learning**

The public perception of adults as learners usually sees adult education as simply the provision of basic literacy skills. However, the National Policy on Education in Nigeria (2004) and the Report of the Presidential Commission on Education, Culture and Training in Namibia (2001) make it clear that adults engage in a much wider range of learning activities. These include not only basic education but also activities such as distance study for qualifications, vocational training, extension programmes for rural development, and reading the newspapers. Adult learning takes place in the home, in the community and in the work-place, as well as in education and training institutions. There is in fact a wide diversity of learning opportunities available to adults, provided by different ministries of the Government, by the private sector, and by non-governmental organisations and community-based organisations.

For example, the Ministry of Health and Ministry of Education and Youth and Sport have programmes of public education on HIV/AIDS, International Donors like UNICEF, UNESCO, USAID, private companies, NGOs and individuals are also involve in training and development activities HIV/AIDS whilst the NACA, SACA and LACA provides training and materials on community-based natural resource management. Thus the provision of opportunities for adult learning is a multi-sectoral responsibility in which many organisations are involved.

It is useful to consider the variety of adult learning activities in terms of three dimensions:

- *Formal learning* refers to learning which leads to certification. Formal adult learning therefore includes activities as diverse as part-time study for a university degree, enrolment for a diploma at a vocational training centre, or taking evening classes at a private college to gain a computing certificate.
- *Non-formal learning* means learning which does not lead directly to certification but which is structured in terms of learning objectives, the organisation of time, and the role of a facilitator. Non-formal adult learning includes activities such as farmer training days, refresher courses for teachers, and leadership workshops for community development committees.
- *Informal learning* signifies the learning that results from daily life activities. It is not structured but it does involve the acquisition of new knowledge, skills and attitudes, for example, through listening to a radio programme, operating a new piece of equipment in the work-place, or attending a community meeting on land reform.

Adult learning is part of the wider concept of lifelong learning, which refers to all learning activities undertaken throughout life. The concept covers the continuum of early childhood development, school, higher education, vocational training and adult learning, and it provides the basis for comprehensive policies for the development of education and training systems. Adult learning is an indispensable component of strategies for lifelong learning. The focus of concern for adult learning is people over the age of 18 but all out-of-school youth are a priority group in society for the Government and those below 18 can benefit from the opportunities and approaches associated with adult learning. The learning needs of all out-of-school youth are therefore included in this Policy. For the purpose of this Policy, adult learning is defined as the entire range of formal, non-formal and informal learning

activities undertaken by adults and out-of-school youth, which result in the acquisition of new knowledge, skills and attitudes.

The aim of adult learning for all embodies the equity objective of ensuring that participation is evenly distributed in society. From an international perspective, participation rates in adult learning usually reflect inequalities in the wider society. For example, adults with higher levels of education participate more than those with lower levels of education, those in employment participate more than the unemployed, whilst urban dwellers participate more than rural dwellers. Hence there tend to be patterns of exclusion with regard to disadvantaged social groups, such as the poor, ethnic minorities, and people with disabilities. There is little empirical data on participation rates in adult learning in Nigeria, and it can be assumed that Nigeria, like other countries, faces the challenge of ensuring equitable access to adult learning opportunities.

### **2.1.23 Adult Learners**

An adult learner may be one who has once dropped out or stepped aside from the formal school system. He may also be a person who has once dropped out of the first level of formal education and has reverted to illiteracy with the passage of time. He may also be a person of school age who has no opportunity of attending the regular school system for one reason or the other. An adult learner could also be a person above school age who did not have the opportunity of attending school early (this group of people may range from ten to sixty years of age, or from adolescence to middle age, and then to old age) (Aderinoye, 1997).

Adult common trait is that they are mature enough to be aware or conscious of their education inadequacies and consequently decide on their own to start learning. Unlike the young school pupils, the adult learners have the problem of time. They are usually unable to devote full time to learning (Aderinoye, 1997 quoting Kleins 1972). Adult learners voluntarily signify the intention to attend the literacy class; hence they are in the class for a purpose. It is always the duty of the facilitators to find out why the learners have come forward to attend the class. Tapping the experience and exposure of the learners, the facilitator would be able to assist the learners achieve the aim of coming to the literacy class.

Another major characteristic of the adult learners is that they are involved in the preparation of the curriculum and educational process. As a volunteer, the adult learners tend to drop out of the literacy class easily, and this is one of the problem

facing adult literacy programmes in many of the states of the federation. Many learners also combine domestic affairs, economic activities with the learning programmes; hence, the facilitator has to identify all these and assist the learners to judiciously use the limited time at their disposal.

It is important to point out that age is not the only criterion in determining who an adult learner is in a learning environment. Nigeria law gives recognition to a person aged 18 to be an adult within the law; such a person could be taken responsible for all actions ascribed to him within the law of the land. A person can be regarded as an adult in terms of his size, strength, and his employment responsibilities. Thus, a person who is under age 18 but physically alright, mentally balance, socially responsible and economically fit to find himself in adult literacy class is an adult and must be treated as such.

#### **2.1.23.1 Characteristics of Adult Learners**

##### **(a) Adult Learners are Diverse**

- They vary widely among ages, races, socioeconomic levels, abilities, skills, job experiences, and personal goals.
- They come from varying religious, cultural, and language backgrounds.
- They have a wide range of educational backgrounds including those with little or no formal education, those with a history of special education, those who dropped out at an early age, and those who completed high school.
- They have well-developed identities, values, and beliefs.
- They have a wealth of life experiences, which can become learning resources.

##### **(b) Many Adult Learners Choose to Attend School Voluntarily**

- They believe that education will help to increase their technical competence, employability, and sense of self-worth.
- They expect that education will enable them to respond to competition and change in the job market.
- They hope that education will help them solve problems in their daily lives.

##### **(c) Adult Learners Tend to Be Pragmatic**

- They expect education to be practical and satisfy their personal goals.



- They see instructional quality and relevance of the learning as important factors in educational experiences.
- They have personal, family, and work-related commitments that take precedence over school-related responsibilities.

**(d) Some Adult Learners Have Special Learning Needs**

- They may have special physical concerns or disabilities related to vision or hearing problems, mobility impairments, health conditions, or simple aches and pains.
- They may have learning disabilities that affect visual and auditory processing and cause difficulties in reading, expressive language, math, attention, memory, organization, social interaction, or a variety of other difficulties.
- They may have problems meeting basic needs because of poverty, unemployment, homelessness, alcohol/drug abuse, or psychological impairments.
- They see education as a means to maintain and enhance their social worth and success in other social settings such as the workplace, home, church, or community.

**(e) Adult Learners Often Perceive Many Barriers to School Attendance**

- They may see inconvenient class schedules, inaccessible locations, unclear registration procedures, etc. (institutional barriers) as interfering with their ability to enroll in educational programmes.
- They may allow the opinions of friends and family members (fear of social disapproval) to influence their decision to enroll in classes.
- They sometimes have low self-esteem, memories of prior academic failure, or negative feelings about past school experiences, (dispositional barriers) which impact on their retention during the first few weeks of class.
- They may have problems with family health care, transportation, child care; lack of free time; changes in work schedules; etc. (situational barriers) which often interfere with regular school attendance.

They may lack the organizational, motivational, and problem-solving skills (sometimes due to learning disabilities) necessary for consistent participation in educational programmes (West Virginia Adult Basic Education (WVABE) Instructor

Handbook Section 3, 2007(Rochester Institute of Technology (RIT, 2008; Kjell, R; Desjardins, R. and Yoon, E (2007); International Adult Literacy Survey, (IALS, 2003).

#### **2.1.24 Adult Educator**

For a successful learning in adult literacy classes, the roles of adult educator cannot be underestimated, for he/she is the person who skillfully employs andragogical method to influence the desire changes in the life of adult illiterates. As Malcolm Knowles proposes, to be a successful adult educator, one must recognise that adult learners are self-directed. That is, they know basically what they need to learn at a given point in their career and seek to engage in the process of their learning through active participation.

However, a variety of terms are used to describe the different forms of adult learning in the different countries of the region. These include “adult literacy”, “basic education”, “adult basic education and training”, “non-formal education”, “continuing education” and “community education”. Likewise, terms such as “adult educator”, “facilitator”, “literacy instructor”, “grassroots worker”, “extension worker”, “Community development officer”, “community educator”, “community trainer”, “extension officer”, “health educator”, “family planning officer”, “sanitation officer”, and “volunteer instructor” are used to describe the adult education functionary (Tirfe, 2010).

As these terms suggest, each of these people as members of an educational meritocracy, professional adult educators have a clear stake in the field. It is in their professional interest to promote the professionalisation of the field. This problem of definition and concepts affects the conception people have with the discipline. Quite unfortunately, many of those involved in the teaching of adults are not professional and are not doing the right thing to promote adult literacy.

Adult educator’s recruitment and training is, according to most evaluations and review, the weakest point in literacy programmes. Recruitment criteria are not strict enough, as their background education and experience are either inadequate or their experience, understanding and attitudes are not appropriate. Training is normally very short in relation to the expectations of their performance as facilitators in participatory learning processes, literacy, and empowering or development-oriented skills (Lauglo, 2001) in-service training and teaching material tailor-made for

participatory pedagogy the means adopted to maximize pedagogic participation (Lauglo, 2001).

An evaluation study of adult literacy programmes in Uganda (Carr-Hill, 2001) recognized the key role of the facilitators, in spite of findings suggesting that the effectiveness of literacy education did not depend on the educational qualification, training, support or payment of the facilitators.

### **2.1.25 Methods of Teaching Adults**

Many approaches and techniques have been adopted in literacy education. But one feature of the teaching-learning process that has been given prominence is participatory method, which cuts across all literacy approaches. This presupposes that whatever activities are engaged in, participants and organizers are partners in the process, realizing that adults learn what they want, when they want and for how long they want.

This paper revisits some of the approaches that have been adopted in Nigeria, and examines how participatory they have been in publicizing and sustaining literacy. This is necessary so as to reinforce, update and intensify the approaches found suitable for adult literacy clientele.

According to Okediran (1988) all approaches to the teaching of reading to adults may be grouped into three. These are the synthetic, the analytic and the eclectic. Okediran (1988) quoting (1956) Gray; this classification is guided by:

- The linguistic units that the system made use of and emphasized; and
- The processes employed in the initial stages of teaching reading.

Thus, Gray and Anderson and Dearborn classify any method emphasizing elements of words and their sounds as synthetic, while those methods based on meaning are classified as analytic. The eclectic is a combination of the two methods - synthetic and analytic.

#### **2.1.25.1 The Synthetic approach**

This is the use of the alphabet of the language involved in the teaching of reading to beginners. Thus, the letters of the alphabet are taught with each of them starting the name of an object, backed by its illustration (Aderinoye, 1997).

The letters of the alphabet are combined to form syllables, while the syllables form phrases, and the phrases form sentences. The problem with this, however, is that it is too mechanical and tends to promote rote learning.

This approach comprises three methods. These are the alphabetic, the phonic and syllabic.

#### 2.1.25.2 The Alphabetic Method

This method originated from the Greeks. Harris (1981) observes it is a method used from ancient times to teach reading and spelling. This method is still in use in most Adult Literacy Centres in Nigeria. It assumes that the familiarity of a learner with the forms and names of letters would aid him to pronounce the words of the language in which reading is being taught. Thus in English Language, the word ‘cat’ can be learnt if a learner is able to spell out the letters ‘c-a-t’. The spelling being spelt correctly, is believed would help the learner to guess the actual word ‘cat’. At times, it may happen that someone comes in handy to help the learner by pronouncing the word ‘cat’. Oyedeji categorized the alphabetic method into letter identification in which the learner identifies and recognizes the letters; notes their features and sounds in the word.

#### 2.1.25.3 The Syllabic Method

The method uses the syllable as its basic unit of teaching reading to learners. After some syllables have been introduced and learnt, new syllables are formed to build new words. For example, in Yoruba language, ‘a’ as a syllable may be combined with ‘ja’ another syllable in the language to form ‘aja’ a word meaning ‘dog’. Further combinations of syllables in the language may yield the following patterns and examples.

‘ba’	+	‘ba’	=	‘baba’ or father
‘ta’	+	‘ta’	=	‘tata’ or insect
‘a’	+	‘da’	=	‘ada’ or cutlass
‘ta’	+	‘ba’	=	‘taba’ or tobacco.

However, it must be emphasized that before effective teaching and learning of reading can result, with this method, it is imperative that the learner is first exposed to the vowels and consonants of the language in that order. This is to enable the learner to grasp the essence of the phonetically sound principle that consonants can only be voiced when accompanied by vowels.

#### 2.1.25.4 The Phonic Method

The basic difference between the alphabetic and the phonic method in the synthetic approach is that the latter relates of the alphabet to the sounds rather than

their names, it is sometimes known as the phonetic method as the learner is introduced to the sounds, of the letters in a word in the process of teaching reading. As a rule, the vowels sounds are first taught, to allow for easy combination of the consonant sounds, with the vowels to form syllables. The blending of both letters and sounds then becomes a good clue for the learner to recognize new words and pronunciation (Okediran, 1988).

#### **2.1.25.5 Analytical Approach**

This method involves the use of meaningful whole – like sentences. After the mastery of sentences, then it could be split into words, syllables and alphabets. It stimulates the learners’ interest in reading and learning. They are also able to grasp the meaning of what they read, though it would not assist the learners to grasp the mechanical nature of each of the symbols or the alphabet. The major drawback is that the method needs the expertise of a competent facilitator or else the learners may not be able to understand the process and what is taught.

Under this approach are methods, which include the word, the phrase, the sentence and the short story. They all emphasize the use of meaningful whole units of language that learners can understand as they read or after reading. In other words, learners are made to understand the full meaning of a verbal unit right from the beginning.

The word: The word is used to teach reading with the belief that the learner would recognize whole words before breaking them down into parts. Thus the learner is made to memorize the words by looking at them and associating the printed words them. Pictures are used along with the word to help learner’s recognition. After recognition of a word, the word is then analysed into its letter components thus:

‘Bicycle’ - bi + cy + cle (syllables)

B + i + c + y + c + l + e = Bicycle (alphabet)

Fasokun (1980) cites an example of the word method through the introduction of a sentence frame in Yoruba language.

Baba ge araba ni aba (Yoruba)

Father pull ‘araba’ tree in a hut (English).

The example was an association among the printed words, sound and meaning. With the introduction of few words from the outset, these are well drilled to enable the learner to memorize both the look and the sound of each word. After this, letters making up the words, syllables and sounds are shown to the learners.

The Phrase method: This method is also regarded as the ‘look- and-say’ method in which learners first learn phrases rather than words in isolation Harris and Hodges (1981). This means the initial unit of instruction is a phrase, which is shown to learners. The instructor tells them what it means and learners repeat it after him. They repeat the process until learners can identify the phrase. Individual words are then picked out and analysed first as are the letters and sounds when the word method was used. During drilling exercise, learners are made to realize the meaning of the phrase.

The sentence method. The method is based on the premise that words cannot give much information in themselves but a short sentence would be more meaningful. As a linguistic unit that expressed whole thoughts, the sentence is regarded well than the words or letters. The sentence has a distinctive total sound and appearance and meaning indicated plainly on the way it is spoken when its meaning is felt.

The adult learners can be taught the method because of their intellectual capacity to learn and assimilate that sentence right from the start of their literacy education. The instructor to an object or activity and asks them to make statements about them. From the statements, a sentence is isolated and written on the chalkboard. Learners are then directed to look for important group of words in the sentence and then specific words within each group. With the practice repeated over a period of lessons, learners are able to read familiar words that occur in their text or appear on the chalkboard. They also recognize new words at sight, after sometime. Breaking up the elements of the sentence into their constituent parts, allow learners, to use word recognition skill independently.

#### **2.1.25.6 The Eclectic Approach**

This method combines elements of the analytic and the synthetic methods. Both are used right from the beginning of the lessons. The eclectic method equally fits into the real literacy materials approach, where written items are observed and read before they are broken down into words and syllables. When handled by good and trained adult facilitators, the method ensures that learners will enjoy the teaching and learning process. What is important to adult instructors is that they should adopt whichever method the adult learners seem to enjoy in the learning process.

The eclectic approach is an amalgam of the two broad-based approaches, that is, the synthetic and the analytic approaches. It does teach reading by analysis, comparison and synthesis. Simply described therefore, the method involves the

presentation of pictured keyword to readers. At times short phrases may be the focus. As learners are made to identify the words or phrases used along with the pictures, so also are the words or phrases subsequently analysed into their constituents. They are also compared and contrasted with other words and phrases all in the same lesson. As the lesson progresses more and more use is made of the synthesis and analysis.

Okediran (1988) claimed that an Eclectic method of teaching reading is the best approach that can be adopted in Yoruba reading and that those elements that will bring about effective reading must be taught to learners from the beginning stage.

In conclusion, whichever method a facilitator adopts the following principles should be considered:

- (i) Learners must be motivated to learn;
  - (ii) Learning should build upon existing knowledge and attitude;
  - (iii) Learning formats should allow for individual differences in ability and style;
  - (iv) Learning should be reinforced;
  - (v) Opportunities for practice should be available;
  - (vi) Learners should be active participants;
  - (vii) Materials to be learned should be organized into manageable units;
  - (viii) Guidance should be given in developing new responses;
  - (ix) New skills and knowledge should be generalizable; and
  - (x) The materials to be learned should be meaningful to the learner
- (Macker, 1981:3)

#### **2.1.26 Development**

Development, most people would agree, is a term with a positive connotation; that is, development is associated with a better future. However, whether a given change is regarded as good or bad involves value judgments over which it is often difficult to come to agreement. This is not least because what we consider good or bad changes over time and is subject to different interpretations according to differences in perspectives. Traditionally, economists have measured development in terms of increasing *per capita* income, or gross domestic product. But if the distribution of income is skewed and the poor part of the population is getting poorer even while average income increases, many people – including many economists – would hesitate to call this development. The UN Development Programme (1994) defines

development as processes that increase people's opportunity of choice. Ecologists, for their part, would tend to regard processes that threaten environmental robustness as negative even if they benefit people.

Others would highlight the state of education and health in the society as important factors in meeting basic needs. Education creates knowledge, skills and capabilities allowing greater individual choice and freedom and, as such, is an important part of development. Finally, institutional arrangements and governance have important ramifications for individual freedom and choice and are, according to some, essential parameters by which the level of development should be judged. What these entire ideas share in common is a focus on making humans better off in one way or another. Therefore, for the purposes of this study, development will be thought of as an increase in well-being across the members of a society between two points in time.

The above scenario show that the word development means different things to different people, but according to Ariyo, (2006) it is generally composed of four elements: Political; Economic; Social and Cultural. The level of political development is measured, to a large extent, by the degree of openness of the political system, that ensures equal opportunity for every eligible citizen to aspire and be elected into any public office of his/her choice, as well as strong societal institutions that promote good political governance. The ultimate here is to entrench political democracy. Social development, which is characterised by harmonious relations among the populace, is equally facilitated through the provision of the right type, quantity and quality of basic needs and social services, such as education and health, and equity in the allocation of services, benefits and obligations. Closely related to this according to Ariyo (2006) is cultural development, whereby a society gradually graduates from the so-called primitive society to a modern society, without loss of its distinct cultural identity. This is achievable through incremental adjustments to the ethics, values and ways of life of the people in a manner that promotes good societal relationships.

Development is thus about expanding the choices people have to lead lives that they value. And it is thus much more than economic growth, which is only a means – if a very important one - of enlarging people's choices. Fundamental to enlarging these choices is building human capabilities – the range of things that people can do or be in life. The most basic capabilities for human development are to lead long and healthy lives, to be knowledgeable, to have access to the resources



needed for a decent standard of living, and to be able to participate in the life of the community. Without these, many choices are simply not available, and many opportunities in life remain inaccessible (UNDP, 2001).

## **2.1.27 Rationales for Literacy and Development**

### **2.1.27.1 Human Development Rationale**

Literacy is often understood as something that is good for the individual and for society. Indeed, unlike some other advocacy domains for social change (such as full employment and universal health insurance), there are very few critics of greater societal literacy. This is not to say that specialists or the public can agree as to what they mean by increased literacy. Note, for example, the heated debates over whether literacy should be taught in the mother-tongue or a second (usually metropolitan) language – still controversial in many countries. Although primary education is already a core institutionalized goal of all nations, investments in non-formal and adult literacy education programmes tend to vary widely between countries.

### **2.1.27.2 Economic Rationale**

From the poorest villages in Africa to the city boulevards of industrialized Europe, one can hear the important economic rationale for literacy development. Few countries are oblivious to the perception that a literate and skilled populace can have an important impact on the social and economic life of each nation. Numerous claims have been put forward that a given minimum rate of literacy is a prerequisite for economic growth in developing countries, and we can read headlines in European newspapers today which proclaim that, in the context of global competition, adult illiteracy will lead to economic ruination.

Most of the empirical research on this topic comes from a handful of studies that relate number of years of schooling (mostly primary schooling) with income or job productivity. For example, in the agricultural sector, studies have been undertaken which support the notion that an additional year of primary schooling can directly affect wages and farm output (Jamison & Moock, 1984). Until quite recently, there was very little information available on the economic returns to literacy among adults. Indeed, there are very few empirical studies on the economic impact of short-term literacy programmes in developing or industrialized countries.

However, a new set of household literacy surveys (where literacy skills are measured and quantified) has begun to fill this gap in information (OECD/Statistics

Canada, 1995; Tuijnman et al., 1997). These studies suggest that income and job attainment are strongly related to literacy skills, but there is little empirical research as yet to show that adult literacy programmes directly enable the unemployed to obtain new jobs. Furthermore, in developing countries, the direct impact of adult literacy programmes on individual economic improvements in the lives of programme participants remains to be systematically studied (Windham, 1999).

### **2.1.27.3 Social Rationale**

Literacy may also have social consequences that are important objectives for national policy planning. Particularly in developing countries, the gender dimension of illiteracy has been raised in this regard, as the majority of illiterate or low literate adults tend to be female in the poorest developing nations (Stromquist, 1999). Furthermore, there are numerous empirical relationships between literacy and fertility, infant mortality, and so forth (see below), and we are just beginning to understand the complexity of the relationship between mother's education and consequences for children (LeVine, 1999), especially in reducing health risks and lowering fertility. Generally speaking, the research evidence for social consequences of literacy appears stronger (at least in terms of more demonstrable empirical outcomes) than that of direct economic consequences.

### **2.1.27.4 Political Rationale**

There is a long tradition of utilizing literacy programmes in general, and literacy campaigns in particular, as a way to achieve political goals (Bhola, 1999). In the 1500s, Sweden engaged in one of the earliest known national literacy campaigns in order to spread the state religion through Bible study. The apparent goal was not only religious salvation (as in previous and contemporary missionary work), but also national solidarity. This latter aspect of campaigns remains a potent source of government support of literacy work in many countries. Perhaps most visible are the socialist literacy efforts in the former USSR, China, Cuba, Nicaragua and Ethiopia; yet, the political appeal of literacy as a policy goal is also apparent in today's resurgence of literacy work in North America and Europe as well as in parts of Asia and Africa (Arnove & Graff, 1987).

This type of political appeal often stems from a governments need to show that it is doing something good for the most disenfranchised communities of the

country, while often justifying the investment in terms of lower social welfare costs and greater economic productivity. Political solidarity can also be achieved through the utilization of a national language in the literacy campaign. While tensions may result from the imposition of a national language on ethnic minorities, the promotion of national languages is seen as a positive outcome by many governments.

#### **2.1.27.5 Endogenous Rationale**

There may be, of course, strong pressures to provide literacy and basic skills programmes at the community level. Often organized by NGOs, such as church or mosque groups or private voluntary organizations, such programmes tend to be small-scale and focused on particular segments of the population (e.g., adolescents out of school, young mothers, the elderly, the homeless, and so forth). In the case of endogenous programmes, governments generally have had little involvement, as the programmes are self-funded via religious associations and tend to rely on volunteer tutors and teachers. Recent exceptions to this model include the support of NGOs by multilateral agencies seeking to support literacy work.

The historical rationale for such endogenous community-based literacy programmes may be seen in terms of both moral and social cohesion, in the sense of providing and reinforcing a sense of community. These types of endogenous literacy programmes have predominated in industrialized countries, where governments have until recently claimed that illiteracy was so marginal as to command little national attention or government financial support. Over the past decade, however, policymakers attitudes in both industrialized and developing countries have changed sharply on this point, with many realizing that community-based programmes, funneled through NGOs, may be more effective than government run programmes.

#### **2.1.28 Sustainable Development**

The concept of “sustainable development” was popularised as a normative goal by the World Commission on Environment and Development in their 1987 report to the General Assembly of the United Nations Our Common Future (World Commission on Environment and Development, 1987). There, sustainable development was defined as a development that “meets the needs of the present without compromising the ability of future generations to meet their own needs”. This definition suggests the need to balance two concerns, one having to do with present,

or intra-generational needs and the other having to do with future, or inter-generational needs.

The term "Sustainable Development" links the two concepts of "environment" and "development". This term has been further developed within the UN system, which tends to use the term "sustainable human development" (SHD). Principle of the Rio Declaration on Environment and Development states that "Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature". Therefore, SHD is a development that brings improvement in incomes, education, and health to disadvantaged segments of the population including women, ethnic and religious minorities, and the poor. SHD remains a substantial challenge for most developing countries. Some critical SHD issues that are relevant to developing countries are poverty, health and education.

On December 20, 2002 the UN General Assembly adopted, by consensus, a resolution establishing a Decade of Education for Sustainable Development. The resolution designates the ten-year period as 2005-2014, and declares UNESCO as the lead agency to promote the Decade. UNESCO will have a dual role to play: first as the lead agency in the promotion of the Decade, and second as a substantive implementer of ESD. Improving the quality and coverage of education and reorienting its goals to recognise the importance of sustainable development must be one of UNESCO's and the world's highest priorities in the upcoming Decade. Education for Sustainable Development must also be attentive to developments and reforms in education, particularly the Dakar Framework for Action on Education for All (EFA), the UN Literacy Decade (UNLD), and Millennium Development Goals.

The challenge of applying Education for Sustainable Development requires partnerships among Governments, academic and scientific communities, teachers, NGOs, local communities and the media. The Decade offers an opportunity for UNESCO and its partners to reorient education toward the awareness that we share a common destiny and a commitment to a better future for both people and the planet. To achieve sustainable development, individuals must become critically aware of themselves and their behaviours. They must become critically conscious of their limitations and opportunities for self-development.

#### **2.1.28.1 Indicators for Sustainable Development**

An increasing number of organisations have responded to the challenge of Agenda 21 to develop indicators for sustainable development in the short-term. Some

of this work is being undertaken around specific issues, such as health and the environment, or human settlements; others are attempting to define a full set of indicators. Such redundancy and overlap has been extremely valuable, since it has generated more creative thinking and a shared sense of purpose. The role of the Department for Policy Coordination and Sustainable development, as Task Manager of this issue, is now to coordinate the fruits of this work, to underline areas of convergence, and to bring together the many actors in a broad, cooperative programme that may directly serve the needs of the Commission on Sustainable Development, as well as all Member States. Much further work, primarily by the scientific community, is needed in order to understand and explicate these interlinkages.

Economic indicators have been used for many years at national, regional and international levels. Social indicators have also been developed over the past years and are widely used all over the world. It is feasible to select among the economic and social indicators those which capture the specific issues most relevant to sustainable development. Institutional indicators related to Agenda 21 or sustainable developments are largely undeveloped and are at this stage limited to so-called yes/no indicators. Environmental indicators have been developed more recently. For some of the environmental aspects, data will not be easily available. Recent initiatives include the environment statistics programme of the United Nations Statistical Commission, environmental indicators being developed by UNEP, the UN system-wide Earthwatch, the OECD, various relevant international legal instruments, and so forth.

Education is an essential tool for achieving a sustainable future. Simply providing more education, however, is not the answer for creating a sustainable society. Current global consumption patterns show that the most educated societies leave the deepest ecological footprints. An appropriate basic education, therefore, should be reoriented to include more knowledge, skills, perspectives, and values related to sustainability than are currently included in schools. Importance of the education has been emphasised repeatedly in the conferences and summits: the World Declaration on Education for All in Jomtien, Thailand (March 1990), the World Conference on Children organised by UNICEF in September 1990, the 1992 Rio Summit (Chapter 36 of Agenda 21), the Population Conference in Egypt in 1994, the World Conference on Social Development in Copenhagen in March 1995, and the Conference on Women in Beijing in 1995. And yet, little progress has been made in

creating and implementing programmes. According to the International Consultative Forum on Education for All (see, UNESCO, Education for All 2000 Assessment: Global Synthesis, which made an in-depth evaluation ever undertaken for basic education), none of the targets set at Jomtien in 1990 had been met. Even the fundamental goal of achieving “universal access to, and completion of” basic education by 2000 has not been fulfilled.

### **Sustainable Development Indicators**

<b>Social</b>	<b>Environmental</b>
Education	Freshwater/groundwater
Employment	Agriculture/secure food supply
Health/water supply/sanitation	Urban
Housing	Coastal Zone
Welfare and quality of life	Marine environment/coral reef protection
Cultural heritage	Fisheries
Poverty/Income distribution	Biodiversity/biotechnology
Crime	Sustainable forest management
Population	Air pollution and ozone depletion
Social and ethical values	Global climate change/sea level rise
Role of women	Sustainable use of natural resources
Access to land and resources	Sustainable tourism
Community structure	Restricted carrying capacity
Equity/social exclusion	Land use change
<b>Economic</b>	<b>Institutional</b>
Economic dependency/Indebtedness/ODA	Integrated decision-making
Energy	Capacity building
Consumption and production patterns	Science and technology
Waste management	Public awareness and information
Transportation	International conventions and cooperation
Mining	Governance/role of civic society
Economic structure and development	Institutional and legislative frameworks
Trade	Disaster preparedness
Productivity	Public participation

Adapted from: United Nations Department of Economic and Social Affairs, *Testing the CSD Indicators of Sustainable Development: Interim Analysis: Testing Process, Indicators and Methodology Sheets*, Technical Paper prepared by the Division for Sustainable Development, 25 January 1999.

### **2.1.29 Education for Sustainable Development**

Education for sustainable development is a “dynamic concept that encompasses a new vision of education that seeks to empower people of all ages to assume responsibility for creating and enjoying a sustainable future.” The overall aim

of ESD according to United Nation is to empower citizens to act for positive environmental and social change, implying a participatory and action-oriented approach. From the time sustainable development was first endorsed at the United Nations (UN) General Assembly in 1987, the concept of education for sustainable development has also been explored. The 1992 United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro brought together representatives of Governments, international and non-governmental organisations (NGOs), and civil society to discuss the challenges of the next century and to adopt a global plan of action to meet these challenges. Chapter 36 of Agenda 21 affirmed education as essential for making progress toward sustainable development.

#### **2.1.29.1 The scope of Education for Sustainable Development**

- **Promotion and Improvement of Basic Education:** Access to basic education remains a problem for many - especially girl children and illiterate adults. Simply increasing basic literacy and numeracy, as currently taught, will not significantly advance sustainable societies. Instead, basic education must focus on imparting knowledge, skills, values, and perspectives that encourage and support citizens to lead sustainable lives. This approach to basic education also supports public participation and community decision-making, which in turn, help communities to achieve their sustainability goals.
- **Reorienting Existing Education at all Levels to Address Sustainable Development:** Rethinking and revising education from nursery school through university to include more principles, skills, perspectives, and values related to sustainability in each of the three realms - social, environmental, and economic - is important to our current and future societies. This implies a review of existing curricula in terms of their objectives and content to develop trans-disciplinary understandings of social, economic and environmental sustainability. It also requires a review of recommended and mandated approaches to teaching, learning and assessment so that lifelong learning skills are fostered. These include skills for creative and critical thinking, oral and written communication, collaboration and cooperation, conflict management, decision-making, problem-solving and planning, using appropriate ICTs, and practical citizenship.
- **Developing Public Understanding and Awareness of Sustainability:** Making progress toward more sustainable societies requires a population that

is aware of the goals of sustainable societies and has the knowledge and skills to contribute toward those objectives. Informed voting citizenry and knowledgeable consumers can help communities and governments enact sustainability measures and move toward more sustainable societies. Thus, achieving the goals of sustainable development requires widespread community education and a responsible media committed to encouraging an informed and active citizenry. This includes educating people to promote sustainable consumption and production patterns. In this the media can play an important role.

- **Training and Skills Development for the world of work:** All sectors of the workforce can contribute to local, regional, and national sustainability. The development of specialized training programmes to ensure that all sectors of the workforce have the knowledge and skills necessary to perform their work in a sustainable manner has been identified as a critical component of ESD. All sectors of the workforce can contribute to local, regional and national sustainability. Business and industry are thus key sites for on-going vocational and professional training so that all sectors of the workforce have the knowledge and skills necessary to make decisions and perform their work in a sustainable manner.

#### **2.1.30 What is a Rural Area?**

This is a matter of legal definition. Where does urban begin and rural cease? Normally, this is on the basis of population density. When one thinks of the term “rural,” in most countries it is associated with the occupation of farming as against factory or other industry with concentration of population. Many other factors are thought to be associated with rural people. Some of the feelings are mere stereotypes; others are factual. In Nigeria, the differences between the village and the town or cities are only two obvious to warrant any serious debate. The city is simply where bright lights are found, where the tempo of life is fast and where all the good things of life prevail in abundance and the village is the area with opposite attributes. Initially census figures have been used traditionally to differentiate rural from urban areas. However, the fact that there is no consensus on the figures thus made the use of census definition rather in problematic e.g. in 1953 it was 5000 person for cities whereas in 1963, it was 30,000 or more.



Traditionally, “rural” is referring to the farm and farming settlements, while the town referred to eat of on important chief/OBA. The town was therefore the Headquarters of the traditional government and often a market centre. This characteristic applied more to the Yoruba and some ethnic groups in the North e.g. among Yoruba, Nupe, Hausa and Fulani, the rural areas was more or less a temporary and sometimes mobile farming settlement whereas the town was the place where permanent family house was located where the dead were buried, where marriages and other feast were celebrated.

In fairs and virgin forests, with no centralized government, so the idea of large town was not exist hence most large towns in the present eastern Nigerian have recent historical origins. Therefore it is easier to differentiate rural area from town so, when the term ‘rural’ is defined as an areas or settlement in which half or more than half the adult male working population is engaged in farming, then a greater proportion of the country is included irrespective of settlement pattern.

In 1973, 56 per cent of Nigerian working population was engage in agriculture activities. In 1980 only 20 per cent was urban whereas 80% was rural. This means that about 24 per cent of the working population engaged in non-farming occupations work in the cities but live in rural areas. Therefore rural means size of place, population density and composition (rural population tends to be more homogenous than urban population) closeness to nature, occupation farming, pastoral and completing enterprises form the basis of rural economy, simplicity of cultures social interaction, social differentiation, social stratification, social mobility and levels and standard of living.

The rural environment is often perceived as a series of bucolic images set against backdrop of economic crisis, conservation projects and ecological disasters, an idyllic place to take a vacation in contract to the urban environment. The image is also one of regional cultures and languages threatened by the culture of the masses, by the aging of the population, or by a “cultural drain”. The old cliché of the illiterate, rural peasant invariably springs to mind. Hautecoeur (1994) discovered that the population was generally under-educated and read very little (with the exception of regional or local newspaper. On the other hand, expanding cultural and continuing education services in rural areas was found to be a difficult and costly process. The rural environment was often described as a barrier to the extension of basic education service. Consequently, it was an environment in which services better geared to local

needs could be tested. The goal, however, remained the provision of educational programmes. And in order to import specialized services, the application methods or mechanisms had to be developed at the local level.

### **2.1.31 Structure of Rural Society**

There are many models or forms according to which rural society has been analyzed and described and many different definitions. What same of similar. What is presented in the following pages is a model that has through experience, been found basic and of practical use, particularly for rural development workers. Rural society has a form – a structure-like a building. This structure consists of a physical, tangible form that can be seen and touched. This is called the physical structure. There is also an intangible form that cannot be seen and touched, and this is called the social structure. Together the physical and social structure forms the structure of rural society, within which the people live. These structures govern their behaviour, thinking, attitudes, values, motivations and actions.

Both physical and social structures are interwoven and need to be studied carefully to give clear comprehension and understanding of rural people and the society within which they live. With this background of understanding, implementing an effective strategy for working with the people in promoting change for their development can be achieved. Rural people are different from those living in urban areas. These differences have stemmed from basic differences in their environments that have had consequently impact on their personalities and their lives. Before we study the structure of rural society let us consider these basic differences that exist between the rural world and the urban so as to enable deeper understanding and appreciation of their orientation and behaviour. The people share similar characteristics, namely a social and cultural identity that is distinct from dominant groups in society. United Nations human rights bodies, ILO, the World Bank and International law apply four criteria to distinguish the rural people:

- People usually live within or maintain attachment to geographically distinct ancestral territories;
- They tend to maintain distinct social, economic and political institutions within their territories;
- They typically aspire to remain distinct culturally, geographically and institutionally rather than assimilate fully into national society; and

- They self-identify as indigenous or tribal (UNDP, 2005)

The popular urban impression of rural people is that they are ignorant, slow in thought and action, and very gullible. As in the case with many such popular impressions, this in is incorrect. There are no inherent differences in the intelligence and understanding between rural and urban people, though within each there may be wide variations in intelligence and other inherited qualities.

a. **General environment and orientation to nature.**

Rural people, because of their geographic location in rural areas, are closely associated with nature. They have constantly to contend with natural elements – rain, heat, frost, snow, and drought –over which they have no control. For farmers these elements are vital. Rural dwellers may, therefore, build up beliefs and convictions about nature – a pattern of thought an philosophy of life – that are very different from those of an urban dweller who lives moved from nature.

b. **Occupation:**

The major occupational most rural areas of the world is farming. There are non-agricultural occupations in rural areas, is a business or an industry, but in others it operates largely as a way of life-a family occupation.

c. **Size of community:**

The rural community is always smaller than the urban community. Agricultural occupations by their very nature call for a higher land – to –man ratio than industry does, and consequently rural, areas have a low population per square mile. Farm land may vary in size depending on the type of farming practiced, but enough land must available to raise crops and livestock as a paying proposition. A rural community is hence a small community-much smaller than an urban community.

d. **Density of population:**

Density of population and “reality” are negatively correlated. Thus, as population density increases the community moves in the direction of being classified as urban; and the pattern of settlement changes somewhat from individual family dwelling houses to multi-family buildings with flats and apartments.

e. **Homogeneity and heterogeneity:**

Homogeneity, or similarity of such social and psychological characteristics in the population as language, beliefs, mores and patterns of behaviour, is found much more in rural than in urban areas. Being part of a small community. Members of a village where common interest and major occupations through frequent face-to-face contacts.

f. **Social differentiation:**

The heterogeneity of a city's population by necessity indicates a high degree of social differentiation. City services, its utilities, and educational, recreational, religious, business, and residential facilities are therefore purposefully organized with division of labour and mutual interdependence in contracts, the segments of rural society, being highly homogeneous in nature, are relatively independent, with a low degree of social differentiation.

g. **Social Mobility:**

Social mobility refers to the movement from one social group to another; occupational mobility from occupation to another; and territorial mobility from rural to urban areas, from urban to rural areas, or within the rural or urban areas.

h. **Social Interaction:**

The pattern and type of social interaction in rural areas contrasts significantly with those in urban areas both in qualitative and quantitative aspects. The following stand out as most important differences between rural and urban areas in respect of social interaction.

i. **Social Control:**

Because of personal; and informal controls, size and homogeneity of rural communities, and other factors, social pressure by the community in rural areas is strong, and conformity, to social norms is more by informal social pressure than by other means of social control. In urban areas control is more by formal, impersonal means of law-prescribed rules and regulations with penalties for infringement.

j. **Leadership Pattern:**

Choice of leadership in rural areas tends to be more on the basis of known personal qualities of the individual than in urban areas, mainly because of far greater face-to-face contacts and more intimate knowledge of individuals than is possible in urban areas.

k. **Standard of living:**

Home conveniences, public utilities, educational, recreational and religious facilities and other facilities for living can be provided if supported by a sufficient population base. While urban areas have such concentration and density of population and are able to provide such conveniences, rural communities usually do not.

l. **Social solidarity:**

Social solidarity, or cohesiveness and unity of rural communities are created by different factors in each. In rural area, cohesion and unity results from common traits, similarity of experience, common objectives that are shared by rural people: informal non-contractual, personal relationships. Unity and cohesiveness in urban area, on the other hand, are based on differences and dissimilarities, division of labour, interdependence, specialization or impersonal, strictly formal and contractual kinds of relationships.

**2.1.31.1 Characteristics and attitude of the rural masses**

- The people from rural areas feel that they are powerless.
- The majority are ignorant on legal and welfare measures provided by the government.
- The rural poor do not have a forum to assist them in securing redress of their grievances.
- About 60% are illiterates and 63% are living below the poverty line.
- Except for a few small and marginal farmers, the village people comprise child labour, agricultural labourers and people with traditional occupations.
- Many rural people have developed a kind of fatalistic attitude. This is because of their series of failures, in spite of their efforts for better living.
- There are frequent seasonal migrations to earn a living (Vasudeva Rao, 2006).

### 2.1.32 Rural Development

The development and growth of rural areas means increased farm income which ultimately generates greater demand for agricultural and industrial goods and services. Rural development is meant to generally develop the rural community in terms of such attributes as improved income generation and greater access to transportation, health, educational facilities, as well as better general well being. In fact, rural development has received a great deal of attention in international and national development plans (Olujide, 1999 quoting Lele, 1975). However, the problem for the development of the rural sector in Nigeria and other developing countries is the failure in recent years of urban-oriented economic development to generate adequate employment opportunities for the rapidly growing labour force. In many cases, Olujide (1999) maintained that the key to development lies in men's mind, in the institution in which their thinking finds expression and in the play of opportunities and ideas.

Maintaining the same stand, Anyanwu, 1981 opined that rural development is to promote better living for the people of the whole rural community with the active participation of every individual in the community. It also creates changes and induces change for the achievement of an increase in rural productivity, income, diversify rural economy and generally enhance the quality of life in the rural areas (Mabogunje and Obasanjo, 1991 in Olujide, 1999). According to the South African Rural Development Framework/SARDF (1997), rural development can be defined as:

*Helping rural people set the priorities in their own communities through effective and democratic bodies, by providing the local capacity; investment in basic infrastructure and social services. Justice, equity and security; dealing with the injustices of the past and ensuring safety and security of the rural population, especially that of women. (SARDF, 1997:9)*

The SARDF document seeks ways to:

- Involve rural people in decisions that affect their lives through participation in rural local government
- Increase employment and economic growth in rural areas
- Provide affordable infrastructure
- Ensure social sustainability in rural areas.

As stated by Shortall and Shucksmith (1998:75), "development is not just about increasing goods and services provided and consumed by society. It also involves enabling communities to have greater control over their relationship with the

environment and other communities.” According to this approach empowerment, capacity building, carefully designed social animation and the provision of suitable training and development institutions through central policies are key elements of the system.

According to Picchi (1994), certain political-institutional arrangements can also help endogenous development patterns. These include a rich network of services, provided by local administrations for economic sectors, planning mechanisms, aimed at strengthening development patterns and a stable climate for industrial development. Keane points out two main ways in which endogenous development differs from exogenous: first, it is seen not only as an economic concept, but also as a process dealing with the total human condition; and second it accepts numerous possible conceptions of development and pitches the objectives and paths on an appropriate local level (Keane 1990:291). He also says that the endogenous approach *"represents a significant change from investment on physical capital to investment in developing the knowledge, the skills and the entrepreneurial abilities of the local population"* (p.292).

### **2.1.33 Empirical Studies on Adult Literacy and Sustainable Development**

These studies determined programme coverage, identified participants' responses and measured their achievements. These evaluations have then gone on to look at “impact by interaction” by studying correlations between literacy and health, literacy and poverty, literacy and schooling, particularly of the girl child. Some of these studies also asked the question whether the diffusion of literacy was having a generative role in starting to change lives of peoples and their communities, bringing significant levels of “impact by emergence” (Bhola, 2000).

#### **2.1.33.1 UNESCO/UNDP Experimental World Literacy Programme**

It is appropriate to begin with the first ever evaluation study of adult literacy covering a number of countries around the world conducted in 1976 (UNESCO/UNDP, 1976). The UNESCO/ UNDP Experimental World Literacy Programme was approved in 1966: Algeria, Ecuador, Iran, and Mali joined in 1967, followed by Ethiopia, Guinea, Madagascar and Tanzania in 1968, and Sudan in 1969. Other countries that came to be linked with the main initiative were: Venezuela (1968), India and Syria (1970), and Afghanistan, Kenya, Niger, and Zambia (1971). Monitoring and evaluation were an important part of the UNESCO/UNDP project.

Using findings from a few systematic studies during 1971-72, a UNESCO/UNDP (1976) assessment found that “functional literacy classes had a direct influence on participants' behaviour vis-à-vis their participation in formal organizations, their knowledge of modern technology, their adoption of modern methods, their knowledge and adoption of improved health and nutritional practices, and their level of socio-economic aspirations.

#### **2.1.33.2 Adult Literacy in China: a partner in the revolution**

Marxists, historically, have considered adult literacy as a paramount instrument for involving citizens in both politics and economy. When the People's Republic of China was established in 1949 illiteracy rates were 85 per cent for the general population and 95 per cent in the rural areas. Within two years of coming to power, the new regime had declared their intention to make 200 million adults between the ages of 18 to 40 literate within five to seven years. There have been several bumps on the road, but the overall achievement in literacy promotion in China has been most impressive. By early 1980s, rural illiteracy was down to 30 per cent and in urban areas it was as low as 8 per cent, (Bhola, 1984b, p. 74). The most recent national census counted 182 million illiterates and semi-literates aged 15 and over, marking the illiteracy rate of 22.23 per cent (Tang, 2006).

The Chinese experience shows that literacy can indeed serve transcendental ideological goals on the one hand, and more concrete goals of economic production on the other. Literacy promotion, which was first used for indoctrination of the masses in the Marxist ideology and in the preparation of workers for the socialist economy, has now been put to a completely unexpected national agenda: to transform the socialist economy into capitalist economy and to compete successfully in the competitive global market economy today.

#### **2.1.33.3 The literacy campaign of Tanzania: The mother of all literacy initiatives in Africa**

President Julius K. Nyerere's vision for Tanzania, codified in the Constitution and further elaborated in the Arusha Declaration (1967), was of a true people's republic which allowed all citizens to participate in the development of a self-reliant society built on socialist principles. President Nyerere enthusiastically accepted for Tanzania to be one of the nations to join the experimental work oriented adult literacy pilot project of UNESCO/UNDP. The national mass literacy campaign was officially



declared in 1971. The government, in cooperation with the Party (TANU), created a vibrant system for delivery that included establishing learner groups; writing and publishing special functional primers to be integrated with practical training; and starting rural newspapers, rural libraries, and radio forums to enrich the mass campaign.

National examinations were used both as a way of mobilizing the people as well as providing them with feedback for their learning. No one was expected to experience “failure”, though some would have learned less than others, and stayed longer in learner groups. Those who completed all the stages of literacy continue in post-literacy classes. Or they join the Folk Development colleges. The purpose was to raise the skills capital of the predominantly rural Tanzania, working both for new literate adults and school leavers after primary education. Learners stated their approval of the ideology of self reliance and the emerging socialist order in Tanzania. On the basis of their immersion in the field and later in the evaluation data, the evaluators asserted that a Tanzania as a fully literate nation had become a normal expectation among the people; that Kiswahili which was the language of literacy had come to be accepted as a national language, and a Tanzanian culture above ethnicities seemed to be emerging. Thus literacy was able to contribute not understanding that the knowledge capital now within the communities needs to be complemented with new modern knowledge; and there was an awareness this could be done systematically through the use of institutions of politics and education in the Tanzanian society, particularly the radio, and newspapers.

#### **2.1.33.4 Literacy next door in Kenya**

Kenya was an important partner of the East African Community of three countries (Kenya, Tanganyika/Tanzania, and Uganda), established by the British, but in adult literacy work it did not keep pace with Tanzania under Jomo Kenyatta (1962-1978). An evaluation conducted 1988 determined that, in spite of the generally low internal efficiency of the literacy programme, some 70 to 80 per cent of the learners who had received a literacy certificate had indeed achieved at least an average level of performance in reading. The programme had had “a positive effect on the functional knowledge, attitudes and practices of the learners either directly or indirectly. Adults who had completed the programme tended to know more about health, nutrition, agriculture, etc. than the illiterates; they had less traditional attitudes and put new ideas into practice more easily” (Carron et al., 1989).

#### **2.1.33.5 Literacy in Uganda – after a long wait**

Uganda's President Obote, after independence, first sought to follow Nyerere's lead in adult literacy, but soon lost interest. In 1999, an evaluation of a four-year-old functional adult literacy programme in Uganda revealed that nearly everyone in the sample was able to read, although numeracy and reading comprehension scores of learners were lower than their reading scores. An intriguing finding was that many of the learners (overwhelmingly women) who were then participating in literacy programmes had also attended the formal school as children. They were of the opinion that they had learned nothing much at school that was useful to them in life and at work. On the other hand, the adult literacy programmes in which they were participating gave them useful development knowledge and promised them important "other inputs" such as new seeds, fertilizers, credit for micro businesses, etc.

The overall performance on items of functional knowledge, attitudes and practices were better than those in the control group. They ranked the relative importance of learning categories in the following order: modern attitudes (72.77), knowledge items (56.15), and modern practices (44.70). In concrete terms, the benefits derived from literacy included, "family health, food security, increase in family income, ability to pay children's school fees...ability to participate in civic activities in their communities, e.g., attending local council meetings, taking part in voting activities, decision making not only at family level but community level as well. Other benefits cited were self-confidence, self esteem and the ability to avoid being cheated and manipulated" (p.vii). Another interesting finding was that learners came to understand the role of English for success in life and work (Carr- Hill, 2001). Sadly, the evaluation study reported that the state's commitment of literacy in since 1999 was decreasing.

#### **2.1.33.6 Adult Literacy for development in Ethiopia**

Literacy was central to the revolutionary development process and the main instrument of mobilization of the peoples. Chairman Mengistu Haile Mariam would himself teach literacy classes and give away large colourful banners to reward villages that had become fully literate. On 8 July, 1979 a National Literacy Campaign (NLC) was launched that promised to eradicate illiteracy from urban areas by 1982 (target year revised to 1984); and from the rural areas by 1987 (target year revised to 1992). Between July 1979 and April 1985, some 18.3 million people had participated in the basic literacy campaigns that offered literacy in all of the 15 languages of the

nationalities; and some 8.1 million had joined the post-literacy classes in a nation of 42 million people. From about 93 per cent in 1974, illiteracy was down to about 50 per cent by the end of 1985.

While quantitative data made available by the campaign is impressive, data about qualitative changes in the lives of people is not available. The Report of a one-man evaluation mission on behalf of UNESCO (Okech et al., 2001) did assert that individual identities of Ethiopians were claimed to have changed, particularly of Ethiopian women, and social and economic relationships had been transformed. In 1990 the literacy rate in Ethiopia was estimated to be around 77 per cent. In May 1991 there was a regime change and a quick decline in the fortunes of literacy began.

The Transitional Government of Ethiopia, in their twin *Education Sector Strategy* and *Education and Training* documents, issued in 1994, had nothing much to say about adult education and adult literacy. The most recent UNDP *Human Development Report* indicates that adult literacy rates for Ethiopia had increased from 28.6 per cent in 1990 to 40.3 per cent in 2001; and the Human Development Index for Ethiopia had improved from 0.305 to 0.359 during the same time span. It should be noted that the modest increase in literacy percentages over a decade may have been affected more by the diffusion of primary education of children than by literacy programmes for adults. The 81.9 per cent of the population living on less than \$1 a day may indeed have been left without adult literacy and development knowledge that adult literacy could have brought to them (See: [www.globalis.gvu.unu.edu](http://www.globalis.gvu.unu.edu).)

#### **2.1.33.7 Botswana's literacy programme**

Botswana (previously Bechuanaland), which became independent in 1966, is a desert state with its small population spread wide and thin. Education for *Kagisano* (social harmony) was placed at the core of the development project of the nation. Universal literacy in Setswana among adults was part of the plan. The Botswana National Literacy Programme (BNLP) was indeed formally launched in 1981 with the objective of eradicating illiteracy from among adults and youth aged 10 and over by 1986. Considerable time and resources were invested in building structures and appointing and training professionals to deliver literacy to the illiterate all over the country. By 1985, some 65,000 persons had been recruited as learners, of whom 20,000 had been declared literate. Estimates of total illiterates at that time were in the neighbourhood of 223,000. By the end of 1988, a cumulative enrolment of 170,000 was claimed when the estimates for illiterates were between 250,000 and 300,000.

### **Impact of Botswana literacy programme on individuals and communities**

In evaluations of impact, the evaluators heard from individual learners the same metaphors of “freedom and light” which have been used by learners around the world to describe the consequences of becoming literate. They achieved greater self-confidence and self-esteem. They learned to speak their minds. Women seemed to have benefited relatively more from their learning. It was learning with feeling. The BNLP, it seems, did create new demands from learners, both individual and social. There was an increased demand for schooling for the children out of school. Without waiting for new schools to open, many young children came to learn in “adult” literacy classes.

Adults in learning groups had succeeded in learning to read, write and count, but participants “had not learned anything else”, because they had not been taught anything other than some needle work, cooking and baking and some vegetable gardening. Contact with the programme had resulted in a great rise in learning aspirations of participants, all converging on improvement of their lives. They wished they had been able to learn about the ways to preserve the traditional cultures, animal health, nutrition, livestock management, health education, farming, brick making, running a business, animal breeding, and even history, singing and English – in that order. As in the case of Swahili in Tanzania, the language of literacy in Botswana, which is Setswana, became the official language for community meetings, pamphlets and newsletters issued by government's extension services, and indeed the national medium of communication. All this played a significant role in working toward a stronger collective national identity of the diverse people of Botswana.

#### **2.1.33.8 Literacy in Zimbabwe**

During the late 1980s there were two literacy initiatives in process in Zimbabwe: one was initiated by the new revolutionary government; another had been run by ALOZ (Adult Literacy Organization of Zimbabwe), a civil society organization (Bhola, 1989*a*; 1990*c*). The Government's National Literacy Campaign of Zimbabwe was launched by the then Prime Minister, now President Mugabe on 16 July 1983, as part of the Mudzi Declaration on Literacy for All in Five Years. Illiteracy it was said did not allow the mental emancipation of the people, and literacy was needed to set the mind free. The main agents for the implementation of the government campaign were going to be DLC's (District Level Coordinators) chosen from the ex-combatants with at least five O-level passes, thus combining

revolutionary commitments with academic competence. Teaching would be done by VLC's (Voluntary Literacy Teachers) to eventually cover 2.5 million illiterates and semi-literates in the urban and rural areas.

A literacy initiative started in the pre-Independence period by a civil society organization (Adult Literacy Organization of Rhodesia) had survived the revolution giving itself a new name, Adult Literacy Organization of Zimbabwe (ALOZ). The programme was run parallel to the government's programme with somewhat different ideologies and different plans for recruitment of literacy teachers, methods of teacher training and instructional materials.

#### **2.1.33.9 Impact of literacy in Zimbabwe**

A systematic evaluation of programme implemented by ALOZ (Bhola) showed that literacy had come to be part of the definition of adulthood for those who had become literate. If you were an adult you had to be literate as well. Without exception, learners claimed that literacy had improved their lives, irrespective of the level of literacy learned. Once again, without exception, learners made statements of acquired self-confidence like: "I can do things on my own. I can travel on my own. I can participate in most activities. I can do anything without fear. I can stand in front of others. Everything I do now is up-to-date."

The most important consequences of literacy were felt inside the home and affected the relationships between family members, with women and children benefiting particularly from the change. Literate spouses were able to talk respectfully to each other. They talked of being able to instruct their children in good manners as well as help them with school work. Wives were able to express themselves freely, and husbands began consulting with their wives. An old patriarch who had not yet shed all of his old skin said: "Now that my wife had become literate, I realize that a wife can be a useful thing!"

Learners wrote letters and read pamphlets on agriculture, cooperatives, health and politics. Learners stated that they now understood government policies better. At work there was better communication and greater team spirit. They had acquired better economic skills and could improve income to a certain extent. They could read their bills and calculate income. They had acquired useful health knowledge and could use it to take better care of pregnant mothers and their children. At the same time they were not too sure about having learned any new social skills. During the last two decades, Zimbabwe has undergone climactic changes. In a highly divided polity,

always on the brink of violence, any talk of adult literacy promotion is well-nigh impossible. The energies of the state are dedicated more to self-preservation than the progressive tasks such as adult literacy promotion for the truly poor and powerless. Inexplicably, in spite of the political violence and corruption, economic mismanagement, and famine, Zimbabwe claims to have “a literacy rate of around 90%, one of the highest in the continent” (See [www.guardianunlimited.co.uk](http://www.guardianunlimited.co.uk); July 12, 2000). This does not jell with the reality that in a population of 12.5 million in today's Zimbabwe, 70 per cent live below the poverty line, and the HIV/AIDS prevalence among the population is a high 33.7 per cent.

#### **2.1.33.10 Literacy in Ghana**

Education was always accepted as the instrument of social transformation in newly independent Ghana (Bhola, 2000a). Adult literacy activities by NGOs and the churches began already in 1948. The pace quickened in the 1950s. Between 1952 and 1966, a total of 225,000 literates were produced by government and NGOs. But then the political will to eradicate illiteracy collapsed. The annual output of literates fell from 22,000 annually in the 1950s to 2,000 annually in the 1970s. According to the 1984 Census, 65% of adults in Ghana had never been to school.

Among those who earned their living through agriculture, 72% had never been enrolled in school. The distribution of education was further polarized: between females and males, and also between the neglected northern and the somewhat better off southern region. In 1986, as part of the overall Education Reform Programme (ERP), the Government of Ghana reactivated adult and non-formal education programmes and promised to reach all the 6 million illiterates then living and working in the country and to provide all of them with functional basic education by the year 2000. The Government committed itself to reduce numbers of illiterates in Ghana by 10% annually. Indeed, in 1990, the NFED and NGOs enrolled 290,000 learners offering them literacy in all of the 15 mother tongue languages of Ghana.

As anticipated, the first effects of literacy were on the individual selves of participants. First and foremost, learners' identities changed in subtle but significant ways. There was an emerging sense of self-worth and self-esteem, especially among female learners. There was a feeling of personal freedom and self-sufficiency. For the first time, mothers dreamed new dreams for their daughters. Within the locus and context of their control, learners had used, in their lives and work, what they had learned in their classes. They were using their literacy skills as they made transactions

with the shop keeper at the post office or the bank. They were practicing better environmental hygiene. They had learned new income generating skills and discovered the economic possibilities of skills they already had. Productive processes and productivity had both undergone visible improvement.

Learners had released children from domestic “child labour” so that the children, both boys and girls, could go to school and have time to do their homework. They were beginning to use the clinic for own health care and had encouraged family members and friends to do the same. They were now better able to make use of other services of education and extension (in agriculture, health, water development, etc.) that were not accessed even when they had been available within the communities. And those who wished to read the Bible could, of course, do that.

More systematic interactions between literacy and social, economic and political realities have not been pursued because structures were not congenial to such interactions in favour of the new literate, and because providers and policy makers have not combined educational interventions with appropriate structural interventions. Yet, some amazing things happened in the communities where learners lived. The very fact of the introduction of a literacy class where women could go without the permission of their husbands changed the social world of each and everyone in the community of women more dramatically than of men.

#### **2.1.33.11 Adult literacy in South Africa, embedded in Adult Basic Education and Training (ABET)**

With the assumption of power by the African National Congress (ANC) in South Africa in 1994, pragmatism won over ideology. The Reconstruction and Development Programme (RDP) got quickly abandoned in favour of Growth, Employment and Redistribution (GEAR), actually a neo-classical approach to economic development. To further the aims of GEAR, the government sought to integrate national educational policies and objectives into the structures of the global economic market (Bhola, 1998a).

The policy guidelines issued by the ANC government in September 1995 were to assist adults in the economy to acquire competencies and qualifications to contribute to the nation's productivity while personally advancing along career paths. Nothing was said directly about adult literacy programmes for those without literacy skills in rural areas or those without employment in urban areas. Modernization was preferred over democratization. The Government-run ABET campaign *Ithuteng*

("Ready to Learn") only flirted with adult literacy and achieved no significant results. The Thousand Learner Unit (TLU) project of the National Literacy Co-operation (NLC), a non-governmental organization (NGO), did deal with literacy directly. NLC's work had considerable promise, but suffered a premature death as the European Union withdrew its funding support.

### **Impact of ABET on the lives of people in South Africa**

An evaluation of TLU's work in the field during some eighteen months showed important results (Bhola, 1998*b*). The literacy group at the Lungisane Learning Center, Gauteng, claimed that literacy learning at ABET-sites had promoted peace among the warring factions – referring to the civil strife between the Zulu and non-Zulu at that time in the Kwa-Zulu Natal region. At Soyabona Center, the best learning programme had been Ubuntu (Building Humanity), which meant creating caring communities. Other community groups talked about lives being moulded; adult learners being ready to read, and community leaders being ready to lead; and some asserted that the coming of the literacy programme to their communities in itself had had a transformational effect on their lives.

Literacy within the contexts and loci of their control and thereby changed their lives in small but significant ways. Effects included all types of changes – social, political, cultural and economic. The defining factor was context and locus of control of the individual on his or her existing social surroundings. "Adults did not always get certificates, but most got personal satisfaction. Few if any got jobs but most improved the quality of their lives in small but significant ways. They were 'learning and discerning'. They acquired self-esteem and a measure of hope. They learned how to navigate in the culture of print and were beginning to understand how the world works. Some immediate economic returns by way of new opportunities or improved productivity had materialized within work in the informal economy rather than through jobs in the formal economy. Non-economic returns in the social, political and cultural situations and sectors were much more liberal and in the long run may be more fruitful...The latent potential of local leadership was being discovered, ready to be harnessed for completing the 'incomplete revolution' (Bhola, 1998).

### **2.1.33.12 Promoting adult literacy for development in India: a mission half accomplished**

On the eve of its Independence in 1947, India was a low-literacy country. During the decade immediately preceding, leaders of the Independence movement



had sought to connect the teaching of literacy with mobilization of the masses for the struggle for freedom. The National Adult Education Programme (NAEP), the very first serious national project of adult education, was launched in October 1978 – with literacy as an indispensable component, for approximately 100 million illiterate persons in the age-group 15-35 with a view to providing them with skills for self-directed learning leading to self-reliance and active role in their own development and in the development of their environment. Early returns (in 1979) showed rather modest results, yet the people wanted the programme to continue.

### **The India National Literacy Mission**

An assessment of the individual and social effects of the NLM, based on some 97 evaluation studies, showed that the impact attributable primarily to the NLM had been substantial. The year 1991 saw the literate population rise to 52.11 per cent (63.86 per cent for males, and 39.42 per cent for females); in 2001 the total estimated figure was 65.38 per cent. While the big surge in literacy statistics from 1981 to 1991 cannot be attributed entirely to the NLM (an important contribution to literacy was made by the sector of primary education), the achievements of the NLM were undeniably impressive.

In qualitative terms, the effects of literacy can be summarized as follows: “Uses of literacy were both multiple and frequent. First and foremost, literacy became a matter of self-affirmation and self-esteem as learners acquired the power to be fluent, and negotiate with others, in the culture of print. Others, literate and illiterate, took note of the new learners' literacy skills and attributed them greater value and status. This was particularly significant in relation to women who, with their newly acquired self-confidence sometimes came back to participate in the campaign as literacy instructors or, if the instructor was absent for some reason, came to fill in and to keep the literacy class going.

In their immediate surroundings, learners used literacy skills to read road signs and wall posters, to send letters to others, check calculations in the market and handle their simple financial transactions. The new learners read newspapers, and handwritten letters, helped children's home work, had better family relationships, lowered their consumption of alcohol and tobacco. Other social dividends noticed were: lowered petty crime, improvement in correct and valid voting, and lessening of diarrhea diseases. And no more cheating at ration shops. Property rights of women, about which there has been a conspiracy of silence, came to be openly discussed.

There was tree growing and preservation of forests; improvement in personal cleanliness, in cleaning of surroundings; and greater use of the available telegraph and postal facilities. Both males and females learned to discern and dare!” (Bhola, 2002). The NLM, in addition to teaching literacy had also hoped to create among the participants an “awareness” of political realities, and to teach “functionality” to contribute to improving their livelihoods. Unfortunately, in these areas the programme fell short of expectations.

#### **2.1.33.13 Mass Education in Nigeria**

To eradicate illiteracy in Nigeria within the shortest time possible, the federal government established the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) in 1990 and ensured that each of the 36 states and the Federal Capital Territory established an Agency for Adult and Non-formal Education. The sole responsibility of these agencies is to eradicate illiteracy within their areas of jurisdiction by providing literacy programmes that suit the economic, cultural, social and political needs of the illiterates (youth and adults) in these areas. The activities of these agencies are being coordinated by NMEC. In addition, FME and NMEC also ensure quality assurance of programmes and collaborate with international development partners and NGOs/CSOs in programme planning and implementation.

It is important to define the components of mass education in order for implementers and stakeholders to understand clearly the ramifications of their work. Mass education in Nigeria deals with the provision of fundamental education including the acquisition of reading, writing and numeracy skills which are to be applied for the development of the individual and the community (NMEC, 2008). Hence, the main components of mass education in Nigeria include:

- **Adult education-** any learning or educational activity that occurs outside the formal school system and is undertaken by people who are considered to be adults in their society;
- **Non-formal education-** any organised systematic educational activity carried out outside the framework of the formal system aimed providing selected types of learning to particular sub-groups in the population whether they be adult, youth or children;
- **Literacy-** the ability to read, write and compute for informed and organized competence in the subject or area of activity/project towards

the development of active citizenship, improved health and livelihoods and gender equality.

- **Functional literacy-** skill of reading, writing and computing tailored towards one's occupation for better economic productivity. These include technological literacy, computer literacy and so on;
- **Media literacy-**ability to learn through the use of various instructional media such as radio, television, internet, etc.

Despite the elaborative structures put in place for mass education in Nigeria, there is persistently growing number of children out of school and adults remaining illiterates or relapsing into illiteracy. In 2003, it was estimated that about 7.3 million children were out of school (NMEC, 2008 quoting FME Baseline Report, 2004), while current estimates derived from 2005 school census report showed that about 10 million school age children are out of the formal school system. More than 60percent of the out of school children are girls residing in the northern part of the country. An undesirable trend is also being observed in the fact that many children are dropping out of formal school system particularly in some states in the South East and South-South, due to poverty or parents apathy top education without achieving permanent literacy, thereby compounding the illiteracy problem of the country (MLA Studies, 2004 for primary and non-formal education centres).

In-spite of efforts by the governments at various levels and support by the international development partners such as UNESCO, UNIOCEF, UNDP, World Bank, DFID, the British Council, and international NGOs such as ACTIONAID to eradicate illiteracy in the country, the challenges remain formidable (NMEC, 2008).

#### **2.1.33.14 The case for adult basic education in Sub-Saharan Africa**

A study conducted by Lauglo (2001) under the aegis of the World Bank, covering several countries in Sub-Saharan Africa, reconfirmed that illiteracy was indeed a major barrier to poverty alleviation, and it was pointed out that expanded provision of primary education alone will not solve the problem. Illiterate adults, both male and female, must be approached directly and newly literate adults will give more support to their children's education and will contribute to local schools becoming more community-based. The point was also made that literacy does indeed empower learners, since it gives participants a sense of self-efficacy.

Participatory pedagogy reinforces a sense of self-empowerment. New literates, particularly literate mothers have been shown to be better able to protect their children's health; and some evaluation results confirmed improvement of livelihoods as direct result of engagement of adults in programmes. Another significant point made by Lauglo is that “allegations about generally poor internal efficiency” of literacy and adult education programmes is overstated.

#### **2.1.34 Appraisal of Literature**

Literacy acquisitions and ability to functionally make use of what one has learnt in his or her daily live activities can not be over-emphasised, in fact this has been emphasised as a means of national development. This fact therefore calls for a study that looks into the various channels that opens opportunity for the people to access literacy, how knowledge is been passed onto them and what ways are these acquired knowledge is been made use of. Therefore, for easy understanding and review of literature on this study, major concepts, factors contributing or inhibiting progress towards literacy development were critically looked into. The effect of this act is that it will guide in the future planning and development of adult education programmes in the country.

The first part of the literature review focuses on the concepts of Adult Education, Basic Literacy Education, Access to Literacy Education in Nigeria, Concept of Learning and Concept of Literacy. The study also looks into the various literacy programmes available in the two states this study covers. From the review of literature, it is clear that there are various literacy programmes that are available at the disposal of the people in Oyo and Ondo states that if well tapped would make them literate enough to live a meaningful life and be functionally relevant to the community they belong to.

Records keeping of the agencies need to be looked into especially as the use of computer would make programmes and performance of the agencies easier and seeking information from the agencies will be easy for research purpose. The study also reveals that for a society to be sustainable, the people in it need to understand and appreciate the importance of literacy education. In conclusion, the theoretical framework, the adapted model designed for the work, the review of literature and review of related studies corroborated the need for a literate society for a sustainable development.

Understandably, the consequences of adult literacy first appear in the individual learner by way of new cognitive behaviours and ways of understanding reality, which engender in the individual a new self-concept that is accompanied by greater self-confidence and self-esteem. The ability to read will enable an individual to start swimming in the fast evolving culture of print. Some new literates may be satisfied with reading the scriptures, while other may want to read folk tales and the ancient epics of their culture. Some may want to read the newspaper to find out what is going on in their immediate or wider surroundings. Utilitarian uses of literacy by individuals may include generating income for better livelihood or making one's voice heard in situations where social and political decisions are made.

Neo-literate adults who head families and feel responsible for them may want to change the culture and the cultural capital of the family, which they feel is now within their locus and context of control. They would perhaps want to send their children, especially daughters, to school. They might develop a new attitude to their wives and children and wish to treat them as persons rather than possessions. They may also want to access and use developmental knowledge about health and nutrition. Most importantly, they may want to understand and protect their immediate environment, which is the central core of sustainable development. At the same time we should not expect the newly literate individual to change economic, social, political and cultural life in the community and beyond, if the existing structures and systems established by the state and civil society are not congenial to change and if the governing classes want to maintain the status quo. This is an important point. We should not expect literacy to have a deterministic role in societal change. Literacy is a necessary but not a sufficient condition for such changes. Political-economic and cultural systems and structures must be congenial to creating a just society for literacy and literate individuals to make their contributions.

It is important to remember that if the adult learner has not learned or acted on his or her learning, it is the system's failure, not that of the learner. Failures of providers and policy makers should not be blamed on adult learners. The thumbnail sketches of evaluation studies included below have dealt, first, with "impact by design" to examine whether pre-determined literacy objectives were being achieved. These studies determined programme coverage, identified participants' responses and measured their achievements. These evaluations have then gone on to look at "impact by interaction" by studying correlations between literacy and health, literacy and

poverty, literacy and schooling, particularly of the girl child. Some of these studies also asked the question whether the diffusion of literacy was having a generative role in starting to change lives of peoples and their communities, bringing significant levels of “impact by emergence” (Bhola, 2000).

UNIVERSITY OF IBADAN

## 2.2 THEORETICAL FRAMEWORK.

### Introduction

The major focus of this study is to determine the level of access, acquisition of adult literacy skills and to see how these skills are utilised after the completion of basic learning activity. As a result of this, various learning theories relating to the acquisition and efficient utilisation of the skills acquired are examined. The underlining theories for the study will be grouped into three: the traditional learning theory, behaviourism and constructivism. The model specified for the study was generated and developed through the integration of the theories examined. In the light of the above, three major learning theories and a model were examined.

#### 2.2.1 Traditional Learning Theory

The identification of traditional education as tool for greater empowerment of learners stems from its special characteristics, which emphasise community participation, from its unique learning process, and from the comprehensive nature of its range of knowledge. Traditional education allows the people's participation in educational process and there is the belief that society can only be changed and continued if everybody is involved in its educational process. Traditional learning theory acknowledges the knowledge, intelligence and wisdom people acquire from their environment rather than the imported knowledge from other contexts (Ocitti, 1973).

In traditional learning theory, native intelligence is rated higher than literacy; hence the belief that literacy has its place and traditional intelligence has its own. Freire's (1974) concept of education is to allow learners contribute their social experience to what forms the real context of the literacy process. The link with their daily experience helps to develop the learners' ability for critical thinking. Adults in traditional learning theory are rich and full of experiences which they accumulate as a result of their previous exposures and learning through others. They brought this learning experience into teaching and learning process through which traditional learning theory is established.

Fafunwa (1974) observes that the content of traditional learning theory is found in the goals of the education system. This hinges on the development of latent physical skills, character, inculcation of respect for elders, development of intellectual skills, acquisition of specific vocational training and a healthy attitude towards honest

labour, development of a sense of belonging and promotion of the cultural heritage of the people. Meeting the goals identified thus means meeting the needs of the society as well as promoting a comprehensive education system that takes into consideration all the aspects of life that normally inform living in a manner that does not allow for specialization or promote compartmentalisation (Omolewa, 1998).

### **2.2.2 Social Learning Theory (SLT)**

The Social Learning Theory (SLT) evolved under the umbrella of behaviourism, which is a cluster of psychological theories intended to explain why people behave the way they do. The SLT asserts that, there is a mediator (human cognition) between stimulus and response placing individual control over behavioural responses to stimuli (Bandura, 1974).

The basic tenets of SLT according to (Brunnett and Lewis 1993; Thomas, 1990; Jones, 1989; Woodward, 1982) are response consequences (such as rewards or punishment) which human beings can learn by observing others, in addition to learning by participating in an act personally. And individuals are most likely to model behaviour observed by others they identify with; identification with others is seen as a function of the degree to which a person is perceived to be similar to one's self, in addition to the degree of emotional attachment that is felt toward an individual.

According to SLT also known as Social Cognitive Theory (SCT), an individual's behaviour is uniquely determined by each of the following three factors: dynamic and reciprocal interaction of personal factors, behavioural and the environment (Bandura, 1989; 1986 and 1977). That behaviour is largely regulated antecedently through cognitive processes; therefore, response consequences of behaviour are used to form expectations of behavioural outcomes. It is the ability to form these expectations that give human beings the capability to predict the outcomes of their behaviour before the behaviour is performed. The SCT also posits that most behaviour is learned vicariously.

Going by this, the theory (SCT) suggests that the mind is an active force that constructs one's reality, selectively encodes information, performs behaviours on the basis of values and expectations and imposes structure on its own actions (Jones, 1989). Through feedback and reciprocity, learning is formed by the interaction of the environment and one's cognitions. In addition, cognitions change over time as a



function of maturation and experience (that is, attention span, memory, ability to form symbols, reasoning skills). It is through understanding of the processes involved in one's construction of reality that enables human beings behaviour to be understood, predicted and changed. Within this SCT perspective, humans are characterized in terms of five basic and unique capabilities: symbolizing, vicarious, forethought, self-regulatory, self-reflective (Bandura, 1989; 1986). It is these capabilities that provide human beings with cognitive means by which to determine behaviour.

The SLT emphasized the importance of observing and modeling behaviours, attitudes and emotional reaction of others to learning. Learning would be exceedingly laborious not to mention hazardous if people had to rely solely on the effect of their own actions to inform them on what to do. Fortunately, most human behaviour is learned observationally through modeling from observing others. This theory is applied to adult learning in the sense that they can learn not only by verbal teaching but by other means thus the theory is emphasizing on the effect of sensory organs like eyes, ears, tongue, skin. Socio-cultural theorists have also argued that individuals cannot be considered in isolation from their social and historical context and therefore it is necessary to look at the society and the developments occurring at a given time. It is believed that principal agencies, the family and the school powerfully shape learning experiences.

This theory is relevant to this study as it helps us to understand how the adult learners perceive the learning environment through the interactions they have or associated with the learning environments. Social Learning Theory is also relevant to the study if looked at under the social dimension of access to literacy, acquisition of learning and utilization of the skills. People can be influenced to participate in literacy class through their interactions with those that are attending or through the environment where there is positive improvement as a result of learned skills, hence, learn a great deal simply by watching or observing others, by reading about what people do, and by making general observation of the world or environment. Reasons adults participate in literacy is rooted under social interaction.

Many adults participate in literacy classes because it provides an opportunity to a large number of learners and volunteers to meet, to talk and to share, and break their isolation which is socially structured into their lives especially as they are getting old. A large number of them had a strong desire for learning and liked to go to the literacy classes because a literacy class gave them an opportunity to meet others and

to study collectively. By coming to the literacy classes, adults will find it easy to relate freely and learn among themselves, thus promoting social learning context of SLT. After the skills have been acquired, people put into use to develop not only themselves but the society where they are residents, thus life-improvement skills help to sustain development not only now but for the future development of their communities. On the basis of this review, the SLT is been taken as a guide to this study.

### **2.2.3 Constructivism Learning Theory**

Constructivism is a philosophy of learning that is founded on the premise that we all construct our own understanding of the world we live in, through reflection on our experiences. Constructivism does not necessarily mean hands-on learning. What the learner already knows determines what he/she will learn. Knowledge is a personally meaningful construction. The proponent of this theory believes that the learner determines his or her own best way of learning, and that learning should not be externally driven and controlled. Complex behaviours are selected and orchestrated by the learner in the context of his/her goals or purposes. In constructivism theory, the learner must be active, because only he/she can select and interpret information from the environment.

Constructivism is associated with cognitive psychology. It focuses on learners' ability to mentally construct meaning of their own environment and to create their own learning. As a teaching practice, it is associated with different degree of non-directed learning. The basic premise is that an individual learner must actively 'build' knowledge and skills (Bruner, 1990) and that information exists within these built constructs rather than in the external environment (Ullman, 1980; Gibson, 1979). Constructivism learning theory was designed to improve upon what the behavioural had done by focusing on the motivation and ability for human beings to construct learning for themselves.

The constructivists viewed behaviourism as being too teacher-centred and directed. They regarded the educational system as a process of matching skill objectives with test items. Constructivists believe that all human beings have the ability to construct knowledge on their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally, without structure and teaching is the defining factor amongst those who advocate this learning. All advocates of constructivism agree that it is the individual's processing of

stimuli from the environment and the resulting cognitive structure, which produce adaptive behaviour, rather than the stimuli themselves (Harnard, 1982).

Learning according to constructivists is a question of motivating an individual to attach new meaning to past cognitive experience. The principle of when a man is hungry, teach him how to fish rather than give him a fish to eat is accommodated in the constructivism theory. This theory enables the learners to be motivated, critical thinkers, problem-solvers and metacognitionists. It also provides the learner with the necessary tools to participate and to take ownership of the learning process.

A major problem is that making connection between thinking (in terms of knowledge, intellectual skills, attitudes and so on, and behaviour has proven very illusive (Doyle, 1997). One reason is that other factors such as situational variables, emotions, and consequences, all play an important role in the production of overt, adaptive behaviour. To Doyle (1997), mental representations such as attitudes, mental models, scripts, and schemes are of course, related to behaviour, but the relationship is often complex and counter-intuitive.

Bruner (1999) provides the following principles of constructivistic learning: Instruction must be concerned with the experiences and contexts that make the learners willing and able to learn (readiness), instruction must be structured so that it can be easily grasped by the learner (spiral organization, and instruction should be designed to facilitate extrapolation and or fill in the gaps (going beyond the information given). Advocates of a constructivistic approach suggest that educators should first consider the knowledge and experiences students bring with them to the learning task. The learning programme should then be built so that learners can expand and develop this knowledge and experience by connecting them to new learning. Advocates of the behavioural approach, on the other hand, advocate first deciding what knowledge or skills learners should acquire and then develop the learning curriculum that will provide for their development.

#### **2.2.4 C.I.P.P Model**

The CIPP Model is credited to Stufflebeam (1971). The CIPP is an acronym representing four approaches to evaluation: Context, Input, Process and Product. The CIPP Model is a comprehensive framework for guiding formative and summative evaluations of projects, programmes, personnel, products, institutions, and systems. The model is configured for use in internal evaluations conducted by an organisation's evaluators; self evaluations conducted by project teams or individual

service providers, and contracted or mandated external evaluations. The model is focused on programme evaluations, particularly those aimed at effecting long-term, sustainable improvements.

Context evaluations assess needs, problems, assets, and opportunities to help decision makers define goals and priorities and help the broader group of users judge goals, priorities, and outcomes. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieve goals. Decision makers use input evaluations in choosing among competing plans, writing funding proposals, allocating resources, assigning staff, scheduling work, and ultimately in helping others judge an effort's plans and budget.

Process evaluations assess the implementation of plans to help staff carry out activities and later help the broad group of users' judge programme performance and interpret outcomes. Product evaluations identify and assess outcomes - intended and unintended, short term and long term - both to help a staff keep an enterprise focused on achieving important outcomes and ultimately to help the broader group of users gauge the effort's success in meeting targeted needs.

Ehinderer (1986) quoting Stufflebeam (1971) sees context evaluation in terms of curriculum and what parameters of such a curriculum will be in terms of focus, objectives and goals. Process evaluation monitors the actual instructional procedure in order to help decision makers anticipate and overcome procedural difficulties. The product evaluation emphasizes the outcomes produced by the programme. It attempts to measure and interpret the attainment yielded by an instructional programme and not only at the conclusion but as often as necessary during the programme. Information provided by the product evaluation helps the decision makers to decide whether to continue, to terminate, modify or refocus instructional programme.

### **2.2.5 Construction of CIPP Learning Model for the Study**

In constructing a learning model for this study, evaluation of the three theories and CIPP model (TLT, SLT, CLT and CIPP) were carried out and were found to be relevant in one way or the other but not sufficient enough individually to be used in relation to the context at which this study is being studied, hence fusing the three together as one and adopting the CIPP model for the study. Traditional learning theory looks more of a classroom model. The learners are seen as being the same irrespective of their literacy attainment. The social cognitive theory on the other hand

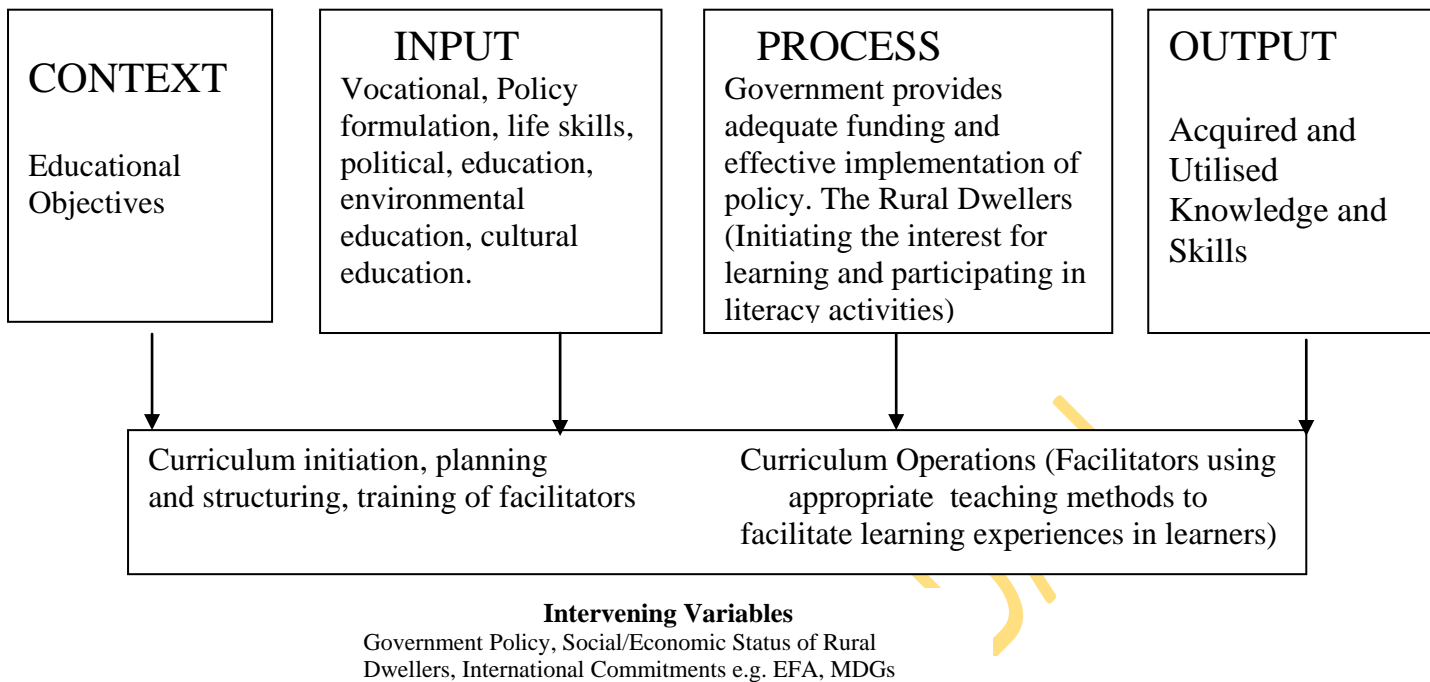
does not encourage independent capability of the learner but rather “watch me doing it” models while the constructivism learning theory improves what the behaviorists had done, by encouraging the learners to create their own learning way, it does not actually reflect the outcome of the learning on the society. Merging the three theories together therefore gives room to the adaptation of the CIPP model credited to Stufflebeam (1971) as contained in Dairo (2005) for this study.

The model is relevant as it explains that learning is a whole process in which each point of the mechanisms affects every other part. For example, a learner exists as a member of a society and his activities are interrelated within himself and the society. Thus, his behaviour or learning is as a result of the closeness within him and the society in general. The society/community in one-way or the other contributes to what is learnt and the learning outcome affects the community back. The CIPP assumes that inputs provided by the society as forms of basic literacy include vocational training, life skills, political, environment, cultural, social, economic, education and so on. All these are classified as the basic literacy education that an individual needs as a right within a community setting, however, all the inputs are transformed into output through a transformation process.

In considering the role of education, it is clear that transformation and education are critically linked both for the individual and for society. When individuals undertake education, when they learn new skills and new knowledge there is a change in their thinking and in their practice. Such a position is fundamental to some paradigms of education.

The CIPP as relevant and used for this study sees the rural dwellers as the mechanism of producer and consumers of the educational process. This is viewed from the input perspectives of vocational life skills, political education, environmental education, cultural education, liberal education, economic education and so on through literacy activities people are involved with, this in turns are being used again by the consumers.

**Figure 2.1: CIPP Model**



***Feedback Information for Possible Adjustments within the Learning System***

**Source:** Adapted Version of Stufflebeam's (1971) C.I.P.P model in Dairo, 2005

In conclusion to this argument, CIPP sees learning as an outcome of individual's involvement in the acquisition of knowledge and ideas through a mental processing in the mind of the learner and the ability to learn made possible by a regular problem-solving process. The learner is an independent entity whose readiness to learn has been made possible through the interaction with the environment inputs determined by the educational objectives. The learner and the environment input are processed, for possible adjustment, and the output is felt as acquired and utilized nevertheless as the effect of the learning.

### 2.3 RESEARCH HYPOTHESES

**Ho<sup>1</sup>** There is no significant difference in the utilisation of basic literacy education among the beneficiaries of the literacy programmes in Oyo and Ondo states.

**Ho<sup>2</sup>** There is no significant difference between utilisation of basic education between male and female learners in adult literacy class.

**Ho<sup>3</sup>** There is no significant joint effect of factors enhancing accessibility, acquisition and utilisation of literacy education on life-improvement skills of the beneficiaries.

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## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter described the data collecting techniques and procedures used in conducting this study. There is a detailed description of the methodology, research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of the instrument, administration of the instrument and method used to analyse the data from the research.

#### 3.1 Research Design

The descriptive survey research design of ex post facto type was adopted for this study. This design was adopted because it helps to describe vividly the existing true picture of the population under study.

#### 3.2 Population of the Study

The population for this study consisted of 6 Local Adult Education Officers (LAEO) in Oyo State, 6 Area Mass Literacy Officer (AMLO) in Ondo State; facilitators and adult learners who have participated in the basic literacy programmes organised by the Oyo and Ondo Agencies for Adult and Non-Formal Education (AANFE) between 2000 and 2007. The two states were selected due to the similarity in their socio-economic and ecological characteristics. The two states had been part of old Western Region and had enjoyed literacy activities of the region since 1955. Ondo state was also carved out of the old Oyo state and had be literacy programme organized in the old Oyo state. The literacy programme from the two states was also believed to be more viable when compared with other states from South Western States.

However, the target population includes the total number of LAEO, facilitators and adult learners from the 127 literacy centres used for the purpose of the study. These were estimated to be 12 LAEOs, 127 facilitators and about 3,274 adult learners altogether making a total of 3,413 population (See the distribution Table 3.1 below).

**Table 3.1: Distribution of Respondents Population in the Study**

STATE	LEARNERS	FACILITATORS	LAEOs	TOTAL
OYO	1825	62	6	1892
ONDO	1449	65	6	1519
<b>TOTAL</b>	<b>3,274</b>	<b>127</b>	<b>12</b>	<b>3,413</b>



### 3.3 Sample Size and Sampling Techniques

A multi-stage sampling technique was used in the selection of the respondents from each of the two states. The first stage involved purposive and clustered used in selecting two rural based local governments from each of the senatorial districts from the two states thus making 6 rural based local governments from each of the two states.

The second stage involves the use of the stratified random sampling technique on delimiting the population of the study along all the existing adult literacy centres in each of the 12 rural based local government selected.

The third stage of the sample selection involved the use of proportionate and simple random sampling technique in selecting 40% of those that have participated in the literacy programmes from the literacy centres identified. However, the use of purposive sampling was adopted in selecting all the facilitators teaching in each of these literacy centres as well as 12 LAEO from the two states. The distribution of the respondents selected for the study is presented in table 3.2 below:

**Table 3.2: Distribution of Learners Selected for the Study**

STATES	Senatorial Districts	No of Local Govt.	L.G/Rural Communities	Literacy Centres	Population	Sample Size (40% of Population)
ONDO	Ondo South	18	1. IleOluji/Oke-Igbo	08	180	72
	Ondo South		2. Ilaje	10	245	98
	Ondo Central		3. Akure N.	12	260	104
	Ondo Central		4. Ifedore	10	186	74
	Ondo North		5. Akoko SW	11	273	109
	Ondo North		6. Ose	14	305	122
OYO	Oyo South	33	1. Iddo	11	192	77
	Oyo South		2. Ibarapa N.	10	378	152
	Oyo Central		3. Egbeda	10	371	148
	Oyo Central		4. Akinyele	10	311	125
	Oyo North		5. Saki W.	11	295	118
	Oyo North		6. Itesiwaju	10	278	111
<b>6</b>		<b>51</b>	<b>12</b>	<b>127</b>	<b>3,274</b>	<b>1,310</b>

### 3.4 Data Collection Instruments

In order to obtain data from the facilitators, a descriptive research questionnaire and interview were used. Research questionnaire and focus group discussion were used for the adult basic literacy beneficiaries (adult literacy learners) while Key Informant Interview was used for Local Adult Education Officers to obtain detailed information from the respondents and to convert the information obtained into useable data. In addition, adequate consultation of existing documents and

records was also carried out from the existing library and archives of the States Agencies of Adult and Non-Formal Education.

#### **3.4.1 Construction and Features of Adult Basic Literacy Skills Assessment Scale (ABLAS)**

This instrument was designed to obtain data from learners who had participated in the literacy programmes of the two states. It consisted of two sections, Section A and B. Section A requested personal data of the learners such as the respondents' local government, sex, literacy centre, marital status, religion, age, previous educational background and occupation while section B had 42 item questions aimed at getting information about various access opportunity, method of acquisition and utilisation of basic literacy education by the respondents for their life-improvement. The questionnaire was constructed on a four point likert scale of **SA** (Strongly Agree), **A** (Agree), **SD** (Strongly Disagree) and **D** (Disagree).

#### **3.4.2 Interview Schedule / Focus Group Discussion for Adult Learners**

The FGD participants (adult learners who were not part of those that had earlier participated in the filling of questionnaire) were selected through the facilitators in each of the local government. They were chosen separately because their response was to serve as validation of responses receives from those that participate in the filling of questionnaire since they went through the same process of learning together. They were traced and contacted through the old attendance used when they were attending the literacy programme. There were open ended structured interview schedule and Focus Group Discussion specifically developed to elicit information from those that have graduated from adult literacy programmes in the two states. A total of 6 focus group discussion sessions were conducted with those people that have graduated from the literacy programme in the states. This was made possible with the efforts of attendance records in the offices of the Local Adult Education Officers from the two states.

The questions sought information about what the governments have put in place to encourage their participation in the literacy activities like availability of reading and writing materials, location of the learning centres to their residence, facilitators' behaviours and accessibility to learning environment. The meeting also sought about the perceived problems facing the establishment of literacy centres in their community and suggestions for improving the process and product of literacy programmes. The advantage of this discussion was that some of the respondents were subjected to simple but practical ways of using literacy skills like writing letters,

reading story books and old primers, sending messages with their cell phones. The FGD also enabled the respondents an in depths opportunity to express their minds about the programmes.

#### **3.4.2.1 Qualitative Data through the use of Focus Group Discussion (FGD)**

In order to supplement the information collected from descriptive survey, and to provide additional insights for understanding how learners are utilising the skills they had acquired to improve their lives, Focus Group Discussion (FGD) were conducted. FGD as a technique according to Khan, M et al (1991) and Kumar, 1993) quoted in Olujide (1999) is a tool for studying ideas in group context. The idea of a focus group emanates from group dynamics, and the belief that people tend to supply information on a topic, and in greater depth, if they are encouraged to act spontaneously in a group whose membership they can identify with (similar back-group and experiences). As stated by various literatures cited above, the participants selected for this study expressed themselves freely.

The researcher of this study served as the moderator, facilitated the group discussion with an observer/ note taker. The moderator was aided by pre-prepared question guide that were used to ask general questions from the group while the note taker that has been trained recorded key issues raised in the session and other factors that may influence the interpretation of information. FGD usually explores participants' beliefs, attitudes, opinions, experiences and perspectives. A session of the FGD was not more than one hour twenty minutes and refreshments like soft drinks and biscuits were provided to create an atmosphere that was lively and free from bias. The FGD session were held six times at different locations within the six local governments used for the study in each state and conducted with a permissive, non judgmental atmosphere. The sessions were conducted in an average of 10 participants per session.

A FGD has its strengths and weaknesses but the strengths outweigh its weakness and make it suitable and useful for this research. Its strengths include the following:

- (a) The practical strength of FGD lies in the fact that they are comparatively easy and less expensive to conduct.
- (b) They are excellent for obtaining information form illiterate participants.
- (c) When all goes well the researcher may discover attitudes and opinions that might not be revealed in a survey questionnaire.

(d) It is well accepted by the community as it makes use of the group discussion which is a form of communication found naturally in most communities (Fadeyi, 1995).

A major weakness of FGD is that it can indicate a range of views and opinions which may not be easy to generalise for the wider community. However, taken note of the strengths and weaknesses of the FGD, caution was taken in conducting the discussion and interpreting the results. Besides, specific guidelines were followed by the researcher and the recorder. For the six FGDs that were conducted, participants from each of the six local governments took part in the discussion.

**FGD Guides:** The FGD sessions covered such issues as:

- a. The existence of the learning centre.
- b. The distance of learners' residence to learning centres.
- c. Provision for learning materials like primers, writing books, pencils, and so on by the organiser of the programme.
- d. The attitude of the facilitator to learners.
- e. Main reason/need of the learners in enrolling for literacy class.
- f. Other learning materials available at home which encourage learning.
- g. The use of learner generated materials to generate learning.
- h. The skills acquired and use by the learners. (writing, reading and numeracy)
- i. Benefits of the acquired skills to learners (using the skills of 3R to improve their lives.
- j. Any regret in registering for literacy activity

#### **3.4.3 Construction and Features of Key Informant Interview (KII)**

This instrument targeted the providers of literacy programmes: the state government official of Agencies for Adult and Non-Formal Education. There are 10 items for this category of people designed to elicit information on the types of programmes, location of literacy centres and what determine their locations as well as provision of literacy materials. Requirements for recruitments and payment of honorarium to facilitators, monitoring and evaluation of literacy activities, records of learners' performance and activities during and after their involvement in literacy programmes.

#### **3.4.4 Construction and Features of Literacy Facilitators' Assessment Scale (LFAS)**

This questionnaire requested information from the facilitators who were trained to assist the respondents selected for this study especially the beneficiaries of

the literacy programmes to fill their questionnaire. The LFAS instrument also has 20 items that were designed to get information about the state/ local government where their centres were located, and the facilitators' educational background. Other information that were included in the questionnaire related to years of experience as a facilitator, remuneration, facilities provided by the government in the centres and information on evaluation and monitoring of literacy centres.

### **3.5 Validity and Reliability of the Instruments**

Validity is concerned with the extent to which an instrument measures what is supposed to measure or assess (Egunjobi, 1988 and Ndagi, 1999). The Adult Basic Literacy Skills Assessment Scale (ABLAS), the FGD and the Literacy Facilitators Assessment Scale (LFAS) instruments were subjected to content validation processes especially face validation in order to ensure their validity. For this purpose, the instruments were scrutinized by scholars and States Adult Education Officers who vetted the structuring, adequacy and the content validity of the items in the questionnaire. After the corrections, face and content validity of the instruments were established. After constructive criticism of some of the contents of the questionnaire and suggestions for amendments which were subsequently carried out through the guidance of the researcher's supervisor, a pilot test on one hundred and five learners picked from four local governments (Oluyole and Ibarapa East from Oyo state while Odigbo and Ilaje-Ese Odo were taken from Ondo state using the same instrument. The data obtained were scored and analysed using Kuder-Richardson formulae 20 (K-R 20) to test for reliability co-efficient of the ABLAS. The reliability co-efficient obtained was found to be  $r = 0.81$  at 0.05 alpha level. This confirms the validity and reliability of the instrument.

### **3.6 Administration of the Instruments**

The instrument was personally administered on the respondents by the researcher with the assistance of five Agencies Staff, twelve facilitators and four research assistants groomed for the purpose of this research. The Focus Group Discussions (F.G.Ds) was conducted in all the selected communities among the respondents in group of 5-10 in an interval of two weeks for each group respectively. Through this approach, the researcher had in-depth knowledge, experience and feedback on the acquisition and utilization pattern of the adult education programmes on the respondents.

### **3.7 Method of Data Analysis**

Data obtained through the instruments were analysed through the following statistics: The descriptive statistics of simple frequency counts and percentages was used to describe the demographic data and answer the research questions. Multiple regression analysis was used to find the joint effect of accessibility, acquisition and utilisation on life-improvement skills in hypothesis three. The chi-square was used to determine if a significant difference exists in hypotheses one and two carried out at 0.05 level of significance.

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## CHAPTER FOUR

### ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

The statistical analysis of the data obtained in the various instruments used for this study as well as the discussions of the major findings are presented below. The findings are presented with relevant tables, figures and simple descriptive statistics charts.

#### 4.1 Summary of Data

This section presents summaries of the characteristics of the respondents by state, sex, marital status, age, religion, occupation and occupation and their relation to access, acquisition and utilisation of adult basic literacy.

**Table 4.1: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
18-25 years	250	19.1%
26-35 years	379	28.9%
36-45 years	267	20.4%
45 and above	414	31.6%
<b>Total</b>	<b>1310</b>	<b>100</b>

Table 4.1 shows that 19.1 per cent of the respondents' age falls within 18-25 years, 28.9 per cent are in 26-35 years range. 20.4 per cent are within 36-45 years while the remaining 31.6 per cent were those from 45 years and above. The implication is that those above 45 years are the majority of the respondents who value education and develop the interest as the second chance opportunity. This findings confirms EFA 2000 findings that over 45 years-of-age group has the highest illiteracy rate in the world and this can be attributed to the fewer years of schooling (or poorer quality of schooling) that this group received (EFA 2000 Thematic Study).

**Figure 4.1: Pie Chart showing the respondents by sex.**

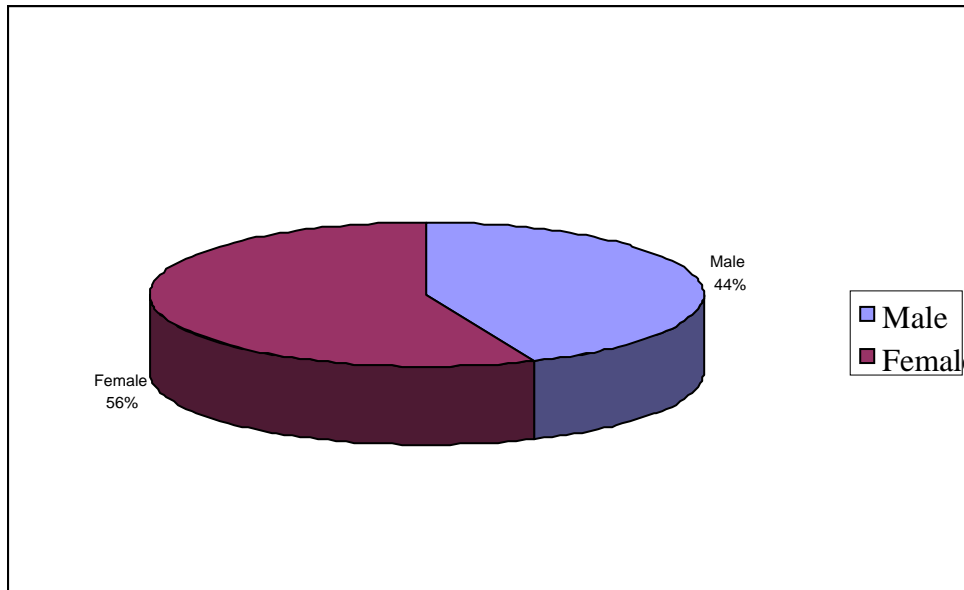
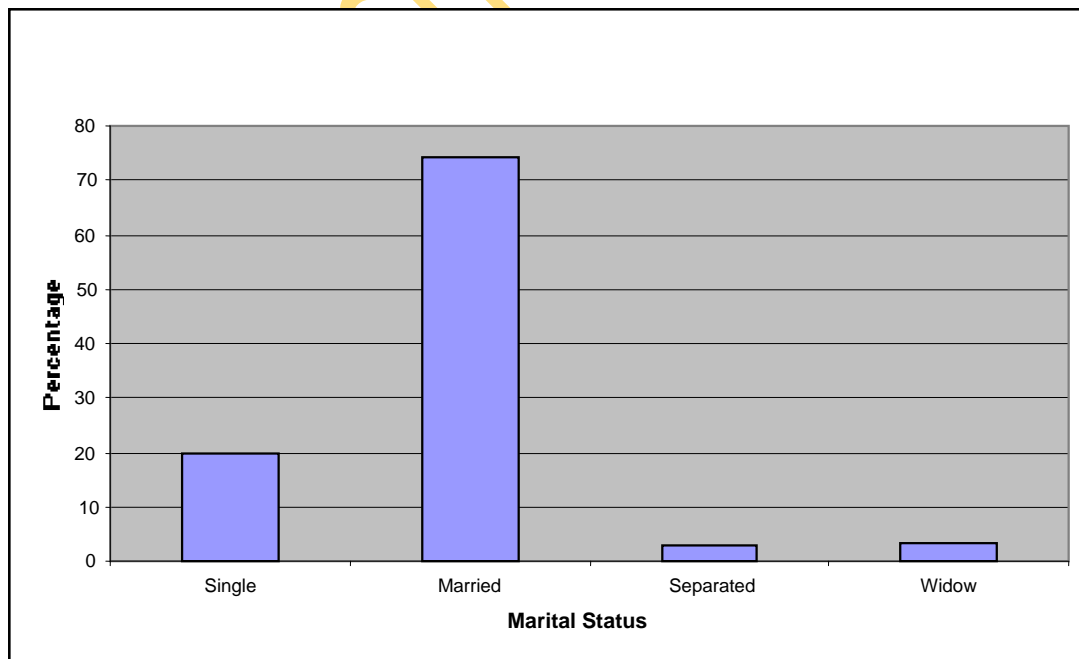


Figure 4.1 show the gender composition of the respondents. 43.5 per cent are male while 56.5 per cent are female. The implication is that there are more female learners in the learning centres spread across the two states especially the area covered by the study.

**Figure 4.2: Bar Chart Showing the Marital Status of the Respondents**

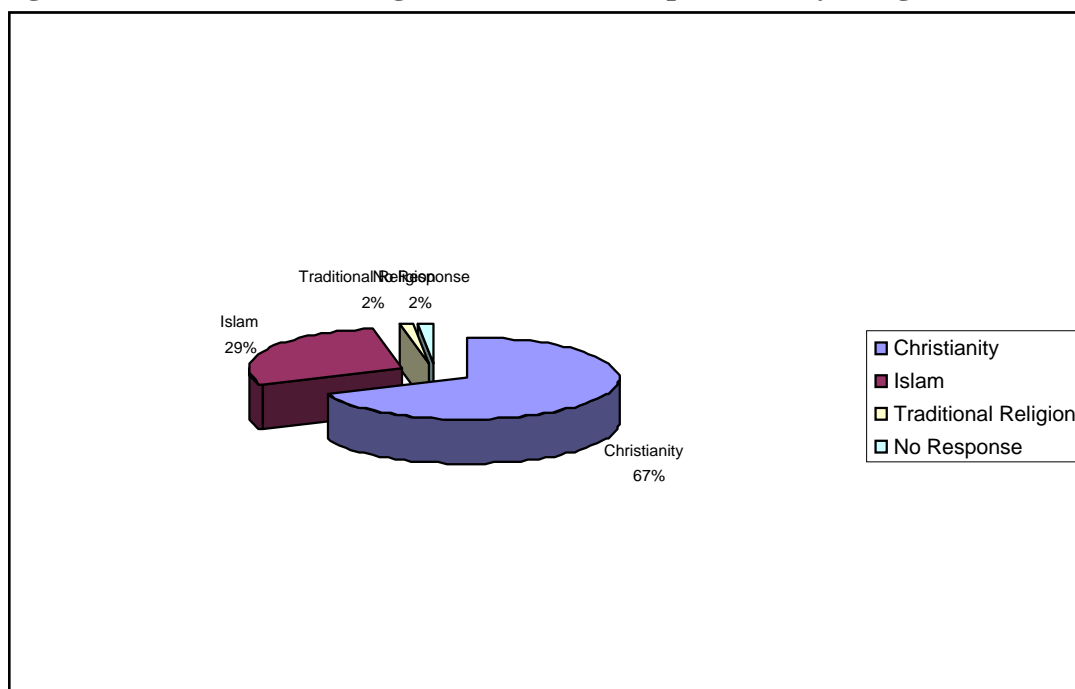


The majority of the respondents are married 973 (74.3 per cent) while 261 (19.95 per cent) are single, 354 (2.7 per cent) are separated from their spouses and the remaining 406 (3.1 per cent) are widow/widower. The implication of this is that



despite domestic responsibilities and social commitment of the respondents who are married, some of these respondents still have time for learning activities.

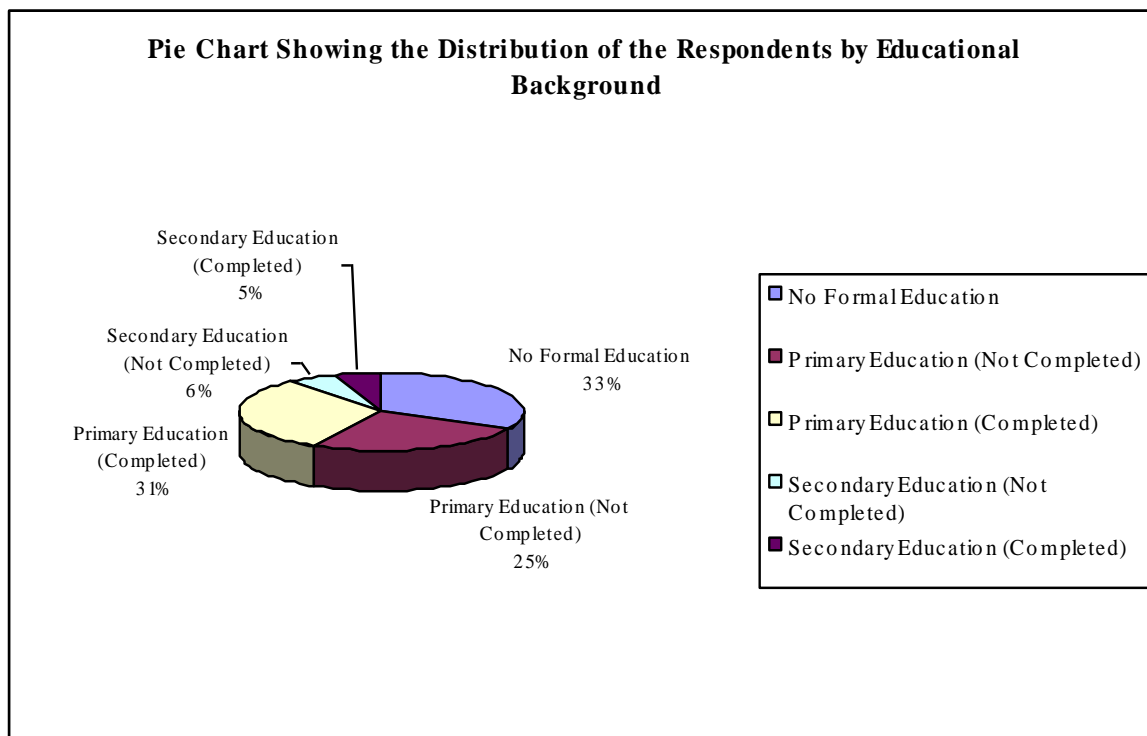
**Figure 4.3: Pie Chart showing Distribution of respondents by Religion**



The Pie chart (Figure 4.3) shows that majority of the respondents 895 (68.3 per cent) are Christians, 373 (28.5 per cent) are Muslim, 197 (1.5 per cent) of the respondents claimed African Traditional Religion while the remaining respondents 209 (1.6 per cent) were silent about their religion. The implication of this finding is that literacy programmes are well received by Christians in the two states. A strong indication of this as observed during the course of this study is that the low level of participation of the Muslims may be attributed to the belief that anything western is Christian.

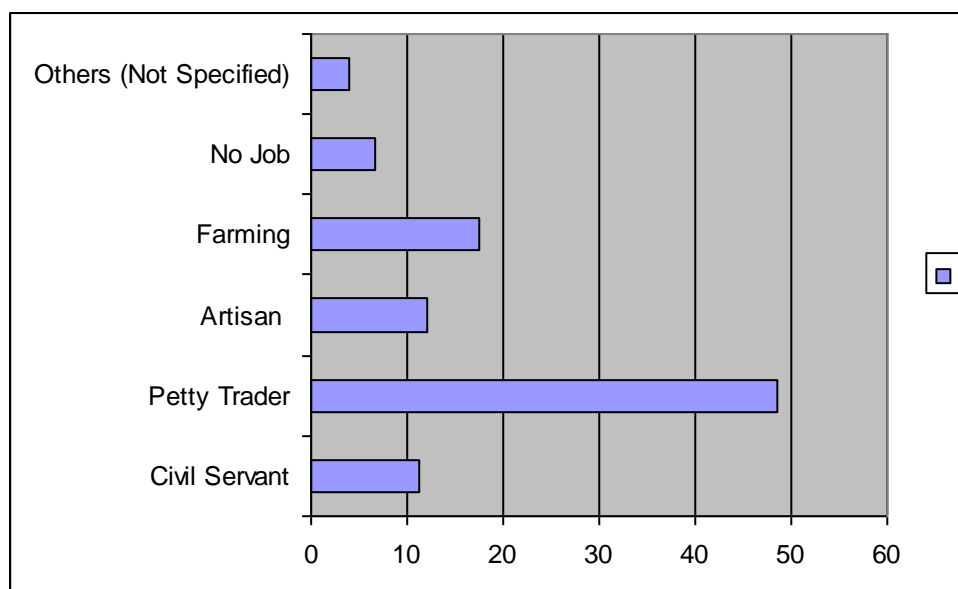
This finding shows that religion affects the level of participation and acquisition of adult literacy. Probable accounting for this finding is that most Christian churches have adult education department and Sunday school services where both young and old are enjoined to learn how to read the Bible. The commitment to serve God and to keep abreast of the story in the Bible has a significant influence on why this is common among the Christians. It is important to report however that some mosques organisations like Ahmadiya, NASFAT and Ansarrudeen Muslim Society are also involved in adult literacy education but would need to improve more in order for their involvement to be well appreciated.

**Figure 4.4: Distribution of Respondents by Educational Experience (n-1310)**



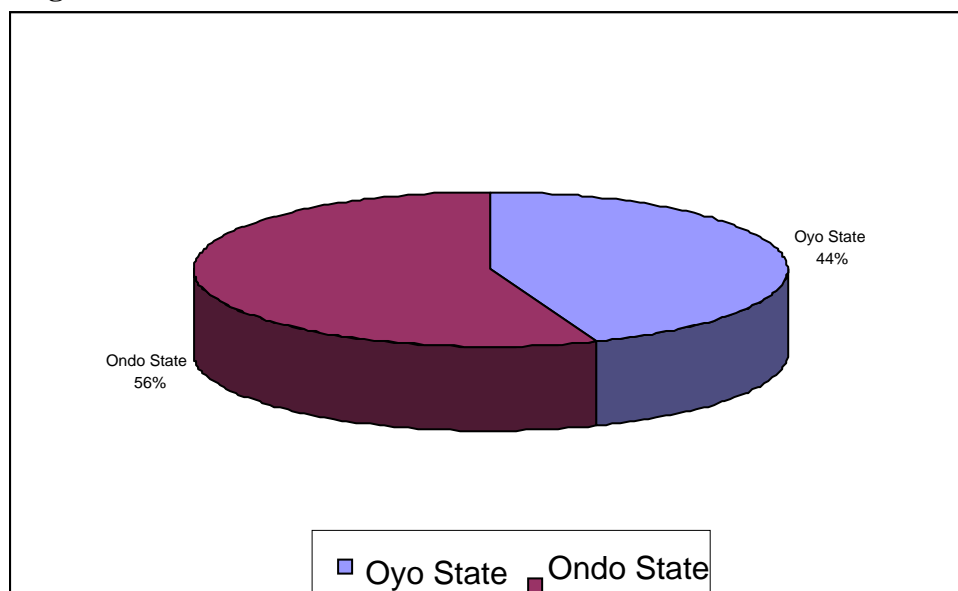
The majority of the respondents about 494 (37.7 per cent) of the 1310 participants have had no formal education prior to their joining adult literacy programmes. 406 (31 per cent) had not completed primary school education before they dropped out of the formal education system. 328 (25 per cent) had completed primary school education while 79 (6 per cent) respondents who had not completed junior secondary education before they dropped out. The implication of the above is that 485 (37 per cent) of the participants who had never been to school before and about 812 (62 per cent) who had attended but not completed the education and as such have not attain permanent level of literacy. The implications include the fact that facilitators will have to address learners needs based on their level of literacy attained.

**Figure 4.5: Bar Chart showing Distribution of Respondents by Occupation**



On the occupational factor, majority of the respondents 636 (48.5 per cent) are traders, this was closely followed by those involved in farming 131 (17.6 per cent) of the sampled population. 159 (12.1 per cent) are artisans, 147 (11.2 per cent) of the respondents are civil servants; while 131 (10 per cent) had no job. 3.9 per cent did not specify their occupational status. The result is in contrast to the fact that majority of people who reside in rural areas are expected to be farmers, and this implies that the facilitators need to organize the literacy class to meet the participant job's requirements as this will increase their interest and promote their active participation in literacy programmes. Also, the organizer should also bear it in mind the subject content and the curriculum to include topics that will cover the various skills that would make the knowledge gained to be used in whatever occupation a learner intends to practice and skills that could improve and sustain their life.

**Figure 4.6: Pie Chart Showing Distribution of the Respondents by State of Origin**



The pie chart (fig 4.6) above shows that only 579 (44.2 per cent) of the respondents came from Oyo State while the remaining 731 (55.8 per cent) came from Ondo. This implies that the participants sampled for the study in respect of the questionnaire distribution were more in Ondo State than Oyo State. It should be noted that adult literacy activities are more viable in Ondo State than Oyo State because of the programmes acceptability among the people leading to large turnout of participation by adult illiterates in Ondo State. Also, it is on record that annually, Ondo State celebrates her adult learners through International Literacy Day programme. On September 8, new learners are given Certificate of Participation while successful past beneficiaries are accorded special recognition (see Picture 6 and 11). Successful learners also have the opportunity of continuing their education to Junior Secondary School for adult learners.

**Research Question 1:**

**To what extent was Access, Acquisition and Utilisation of Basic Literacy Education influenced Life-Improvement Skills of Rural Adult Learners?**

**Accessibility of Adult Basic Literacy Education to the people in the selected rural communities in the two states**

**Table 4.2 Distribution of Respondents' Responses on Access facilities to Literacy Skills**

SN	Items	SA	A	D	SD
1	The literacy learning centre is centrally located for all to attend.	468 (35.7)	631 (48.2)	115 (8.8)	96 (7.3)
2	The distance of the centre to my house is Okay.	646 (49.3)	203 (15.5)	366 (27.9)	95 (7.3)
3	The time for lessons is in line with learners' interest.	596 (45.5)	643 (49.1)	40 (3.1)	31 (2.4)
4	Days fixed for classes are not in conflict with learners' personal programmes.	459 (35.0)	430 (32.8)	295 (22.5)	126 (9.6)
5	The location of the centres is acceptable to all learners.	596 (45.5)	646 (49.3)	48 (3.70)	20 (1.5)
6	The venues and time allocated for lessons are suitable for learning.	517 (39.5)	667 (50.9)	86 (6.6)	40 (3.1)
7	I do not pay any fee to attend the literacy class.	612 (46.7)	451 (34.4)	119 (9.1)	128 (9.8)
8	The learning instrument or materials are adequate for learners.	430 (32.8)	676 (51.6)	126 (9.6)	78 (6.0)
9	The primers are provided freely and relevant to learners' needs.	459 (35.0)	617 (47.1)	169 (12.9)	65 (5.0)
10	The teaching of the facilitator is always very interesting.	596 (45.5)	646 (49.3)	48 (3.70)	20 (1.5)
11	The facilitator is friendly and accommodating to us all.	572 (43.7)	643 (49.1)	40 (3.1)	55 (4.2)
12	The facilitators make use of the Learner Generated Materials to facilitate effective teaching activities.	140 (10.7)	247 (18.9)	386 (29.5)	537 (40.9)
13	There are adequate chairs and tables at the literacy centres.	282 (21.5)	486 (37.1)	322 (24.6)	220 (16.8)
14	Members of my immediate family who are literate are source of inspiration that enabled me to register for literacy programme.	113 (8.6)	204 (15.6)	350 (26.7)	643 (49.1)
	<b>TOTAL</b>	<b>455 (34.7)</b>	<b>514 (39.2)</b>	<b>179 (13.7)</b>	<b>153 (11.6)</b>

**Interpretation and Discussion of Findings**

In Nigeria, the Federal Government through the National Policy on Education, (2004) made provision for Mass Literacy, Adult and Non-Formal Education (MLANFE) in its policy as the first accessibility provision. The policy states among others that MLANFE shall be provided free to the beneficiaries through the establishments of literacy centres by agencies of mass literacy at States and Local Government areas of the federation. Therefore, the establishments of Ondo and Oyo AANFE proved that the governments provided access towards the attainment of the provision of basic literacy education to the non-literate adults in the two states. This is in line with World Bank (1991) quoted in Nnadozie (2005) that development as a sustainable increase the standards of living of one's country that includes a large number of things: material consumption, education, health and environmental protection.

Apart from the management cadre at the head offices, field officers were also employed as well as facilitators who handle the teaching of the learners. In Oyo state, these field officers are called Local Adult Education Officers (LAEOs) whereas in Ondo state they are called Area Mass Literacy Officers (AMLOs). Official records and documents from the two states showed that learning materials like primers, policy in support of access, teaching aids, chalkboards, are provided by the two state governments through the agencies for adult and non-formal education. This access provision serves as an input as shown in the CIPP model adopted for the study.

Available records in the agencies showed that access opportunity was expanded by annual average of 15.04 per cent and 35.07 per cent in Oyo and Ondo states respectively. Table 4.3 above shows that majority of the respondents 969 (73.96 per cent) agreed that the two states provided access to literacy education going by policy and programmes put in place. The records in the agencies also showed that provision were made to make learning easy and accessible to learners, even though the basic education policy adopted by SUBEB did not allow for total recognition of adult literacy programmes.

Official records from the state agencies and key informant interview showed that there was consultation with community and opinion leaders in motivation of illiterate for registration and subsequent attendance in classes, school management for the release of school buildings and properties for adult literacy classes. This is in agreement with Bhardwaj and Vijayakrishnan (1998) that development plan must put people at the centre of any developmental programme and creation of favourable

environment, facilities and good attitudes that serve as motivating factors for attendance in literacy classes (EFA Global Monitoring Report, 2006).

Responding to the issue of accessibility to the literacy centres, 1,099 (83.2 per cent) constituting the majority of the 1,310 respondents agreed that the literacy learning centre is centrally located, thus it was easier for them to attend (see Table 4.3 above), while 211 (16.1 per cent) said the location of the literacy centres was not centrally located and their learning centres were far from their residence and therefore attend classes by hiring Okada to the centre. This observation was confirmed by some of the facilitators of the literacy programme picked for the study who take Okada machine to the venue of the literacy programme.

The FGD reports also indicated that there was no difference in the response of the respondents from Oyo State, as about 37 (68 per cent) of the 54 people used for the FGD agreed that the literacy centres were not far from their residence. Some of the FGD participants said:

*Our centre was located in the market place near the Kabiyesi's palace for anybody to access any time. Distance to the centre was never our problem. Coming to the literacy class help us to build our business, we can read and write and use calculate for simple transaction.*

A section of the FGD group from Oyo state responded this way:

*We all agreed to be having our class here so that nobody will be seen to be more favoured. This is the school that all our children come to learn and it belongs to us all, hence, nobody complain. What is important is the education we are receiving and peaceful co-existence we have here. We live like a big family. The literacy has taught us the need to live in harmony. No misunderstanding.*

All participants in the FGD however agreed that centres were close to the learners' houses, but where it was discovered that centres were far, two centres were created. Again, where centres were far, motorcycles were used to transport them. Generally, in Oyo state, centres were located at central areas for easy access. All the 18 respondents sampled from Ondo state for the FGD praised the efforts of the state government in the location of literacy centres close to their residence. All the women in the FGD were unanimous when they agreed that:

*If not for the nearness of the centre to our house, our husbands would not have allowed us to attend the programme. It is just a matter of leaving house and under two minutes, one gets to the class.*

The respondents expressed their joy about the agencies adequate provision of access thus:

*We appreciate government for this opportunity, and we need more of this because the learning centre was close to my home.*

The valued scale range on the possibility that the learners are satisfied with the learning centres arrangement confirmed Boshier's theory (1973) as cited in Chiu (1993) that the proper matching of adults to educational environments was important. The Boshier's theory postulates that motivation for learning was a function of the interaction between internal psychological factors and external environmental variables, or at least the participant's perception and interpretation of environmental factors.

This study therefore confirms further that an individual's perception of the value of adult education quite obviously will affect that individual's disposition or readiness to participate especially when established within the reach of the potentials user. If learners can achieve their expectations, they will persist in attending the courses. Other factors that influence learners' attendance rate at the learning centres as maintained by majority of the respondents during the FGD are family commitments, change of jobs for working class, change in working hours, market days/timing and, health factors.

Many of the participants at the FGD agreed that their major reason for attending the class was to know how to read and write had been met. They also claimed that their lives have been improved as a result of literacy education acquisition which has influenced their social interactions, home keeping and management, especially managing their wards education, their involvement in political dispensation in their communities. Some beneficiary from Oyo state said further:

*We enrolled in order to become functional in our church and at homes, now we can read; we are been giving responsibility in the church. Whenever the Pastor calls a portion for reading, we read, even though it might not be fluent. Some of us function as Sunday school teachers for the children.*

Majority of the respondents 1,184 (90.4 per cent) out of the 1,310 respondents also agreed that the venue, duration and timing of the literacy classes are favourable to them thus confirmed that access was made easier for the learners to acquire the basic skills of reading, writing and calculation in order to improve their life and that of their communities.



As part of access to learning activities, 1,076 (82.1 per cent) of the respondents agreed that the primers were provided freely and relevant to their personal needs while 855 (65.3%) of the respondents agreed that they have access to other reading materials like newspapers in their literacy centres. In agreement with opinion expressed in the FGD, 1106 (84.4%) of the beneficiaries that responded to the questionnaire agreed that there was provision of free learning materials to them.

The entire FGD participants from both states agreed on the provision of learning materials like primers, writing books, pencils. They chorused that:

*We have books in which we write, we took our primers home.  
All the materials are free. Some of the topics treated include  
what we hope to learn.*

However, only 35 (65 per cent) of the FGDs agreed that access to other reading materials like newspapers was also found to be significant in the provision of literacy programmes. Majority of the respondents want government to provide more in terms of local newspaper, magazine and interesting story books that will inspire them to continue their learning even after graduation. Quality of the materials used for learning (primers as in adult literacy cases) in relation to life-improvement skills acquired was found to be adequate as attested to by 1105 (84.4 per cent) of the respondents used for the study, 82.1 per cent also agreed that the primers provided were relevant to their needs of the learners; and the use of instructional aid enabled the learners understood the teaching.

However, the opinions of the facilitators were divided on the suitability of the primers as being adequate to meet the needs of the learners. While majority of the facilitators 9 out of the 12 (76 per cent) were of the opinion that the primer should change to include modern technology and the demand of the learners, some still belief that nothing was wrong with the existing primers and should be used to teach. The facilitators also agreed that the agencies provided primers as the major instrument of teaching materials with which they facilitate teaching activities. However, the quantity of materials made available and provided by the two states is not the same as the availability of the programmes were subject to resources at the disposal of the agencies in the two states.

Many of the respondents 1,242 (94.8 per cent) agreed that the teaching of the facilitator was always interesting and stimulating, while 1,215 (92.7 per cent) agreed that their facilitators were friendly and accommodating. However, only 387 (29.5 per

cent) of the respondents agreed that the facilitators make use of Learner Generated Materials (LGM) to facilitate effective teaching, while the rest (which constitutes the majority) 923 (70.5 per cent) responded that enough use were not made of LGM, while 24.2 per cent agreed that members of their immediate family who are literate assist them in the learning process at home.

This is in line with the findings of Ifeyinwa (2006) and Kalman (2005) in separate studies that show that adequate provision of qualified facilitators who really understand what adult literacy is all about and who understand the various characteristics of adult learners constitutes an aspect that help in access to literacy education. Establishing the fact that when facilitators are friendly and accommodating to learners, it will endear participation and enhance successful completion in adult literacy programmes further confirmed the study of Fingeret and Drennon (1997). All the participants from the two states appraised the efforts of their facilitators. They said:

*Our facilitators are trying. They are very friendly resourceful and time conscious.*

Some participants from Ondo state added that:

*Our facilitator is teaching us well. She allowed us to contribute and we asked as many questions as we desire. She always encouraged us not to feel shy.*

Adequacy of the chairs and tables used by adult learners was found not to be good enough, to this, 768 (58.6 per cent) agreed that there were adequate chairs and tables at the literacy centres, while 542 (41.3 per cent) said that chairs and tables were not adequate. 481 (36.7 per cent) agreed on the use of instructional materials at the centres. Responding in relation to the convenient use of the chairs and tables, 63 per cent of the FGD group complained they were not comfortable to sit on the chairs provided in their literacy centres. Observation of these chairs also confirmed this. This is not surprising because many of the literacy centres are located in schools, hence, the inconveniency of using unsuitable chairs and tables for adult learners. Inconveniency experienced by adult learners was in variance with (Sharhan, 2000), who recommended that organiser of adult literacy programmes should see to the use of adequate instructional materials to enhance learning activities in the adult literacy classes.

Majority 1179 (90 per cent) of the respondents agreed that days fixed for classes were not in conflict with their social and economic activities. Availability of trained and competent facilitators as factor of access played a significant role in the

outcome of this result. This result confirms that time and location of a course influences an individual's decision to take part in literacy activities. This could be due to childcare, family commitments, getting time off work, transport, travel time and distance from home as shown in Frontline Consultants (2006) and Warner and Vorhaus (2008).

Responses from the FGD session showed that information about the existence of the centre came through the awareness campaign conducted by the officials of the agencies, leadership of the communities concerned, friends, associate and radio announcement. 23 out of 36 (65 per cent) of the FGD group in Oyo state heard of the literacy centres through their friends and associates whereas apart from getting information from friends and associate, (90 per cent) of the FGDs in Ondo agreed that radio announcement, yearly literacy day celebration and the current UNESCO sponsored Literacy by Radio which the state benefits from are other means through which the people in Ondo heard of the literacy programmes. This shows that much is still expected of the publicity of literacy promotion in Oyo state. In fact, the enthusiasm at which the people of Ondo State welcome the programme lend credence to regular attendance of classes and how flourish the literacy activities are brewing in Ondo than Oyo state. However, the two states need to make use of more regular radio jingles, town criers and poster to help them in mobilising learners for their literacy programme.

The annual graduation programme of the agency in Ondo which is always televised had been a major source of motivation. 20 out of the 36 members (56 per cent) of the FGD from the local governments of study in Oyo state learnt of the programme through facilitators as there were no sensitisation or graduation programmes as well as radio jingles. This finding confirms Veeman, (2004) that for most learners, it was a long-felt desire to have their grade level achievement certified, which meant achieving the social recognition of a person who has gone to school. If learners sense that there is no provision for desired certificate, it will affect the level of participation and commitment to literacy. So the need for commensurate certificate to show as their benefit of participation, learning environment and opportunity to use skills acquired determine the participation of learners in literacy activities.

Majority of the participants in FGD responded that:

*The programme attends to our needs. We can write and sign our names. Most of our lessons and topics were taken from the primers and our facilitator related the topics to what was happening around us, we can also*

*request to be taught on anything that is not in the primers if we so desire.*

Few of the respondents, 317 (24.2 per cent) agreed that members of their immediate family who are literate are source of inspiration that enabled them register for literacy programme while 993 (75.8 per cent) did not agree that members of their immediate family is a source of inspiration to them rather they were motivated by the need to read, write and calculate. Majority of the respondents 1,062 (81.1 per cent) agreed that they did not pay any fee in whatever form to attend the classes from the two states.

All the 54 participants used for the FGDs in the two states agreed with those items designed in the interview guide as reflected in the questionnaire to confirm previous studies on the issue of access to literacy education and acquiring of life-improvement skills among the adults, this is in agreement with the findings of Kalman, 2005 and Veeman, 2004. In other words, responses of the FGDs confirmed that distance between the learning centre and learners residence, relationship between the facilitators, availability of learning materials, learners family literacy involvement and so on, play crucial role in the participation of the learners in literacy activities. Also, the opinion gathered from the FGDs revealed that when the facilitators make use of the learner generated materials it facilitates effective learning and teaching activities.

Another important factor of access to literacy is the recognition for certification, 1129 (86.2 per cent) of the respondents agreed that their interest and participation was as a result of the hope to have a certificate to show for their participation which enhanced their status at work. However, while certificates are awarded to learners every year during the yearly International Literacy Day on 8<sup>th</sup> September in Ondo state, it was not the case in Oyo state as respondents from Oyo State complained of non issuance of certificate, and government's failure to observe and recognise the international literacy day.

This finding corroborate the study carried out by (Kalman, 2005), where many of the respondents used in the study confirmed various access route to literacy skills acquisition as distance/placement of the learning centres to the learners' residence, availability and quality of service by facilitators, relation of the learners with other members of the family who are literate, availability of learning spaces like establishment of schools and library, post offices and newsstands, and of course, funding by the organiser of the literacy programmes. 10 (84 per cent) facilitators were of the opinion that the libraries as suitable to the development of literacy programmes

were either not existence or not functioning as expected for the growth of literacy in the two states. The implication of this finding was that accessing the libraries as a means to foster learning activities is not possible; hence, there is the need for the government to have a revolutionary rebirth of library services in both states in order to resuscitate reading culture of the members of the community in general and adult learners in particular.

The outcome of observations and FGD in this study revealed that other learning materials like newspaper and adequate chairs and tables were not sufficiently available to the learners in the centres used for the study especially in Oyo state. This is as a result of the fact that most of the school chairs and tables used by the adult learners are designed for the use of school children, hence, not suitable for the adult learners. These defects were against the (UNESCO, 2003) declaration at the launching of the United Nations Literacy Decade (UNLD) that policy must provide a framework for local participation in literacy. UNLD states further that national policy environments must link literacy promotion with strategies of poverty reduction and with programmes in agriculture, health, HIV/AIDS prevention, conflict resolution and other social concerns. Thus for any nation to have interest in tackling illiteracy effectively, strong government policy that adequately take care of the interest of the learners must be put in place.

Generally, the most available adult basic programme available in the two states this study covered was basic literacy. Observation of the researcher especially in Oyo State showed that adult literacy programme is repeated most often every year to the same set of adult learners as some of the members of the FGD believed they spent up to three years in the literacy class, repeating the same lessons all over. 890 (68 per cent) of the respondents used for the study claimed that inability of the organizer of the programme to initiate something that could extend their literacy to the advance class is a problem, hence, lowering their access to further education. In some of the learning centres, the distance is far and about 38 per cent of the respondents used for the FGD are of the opinion that limitation posed by distance they cover to reach their learning centres inhibit their access of the learning opportunities and this fact is coupled with the fact that learners require enough time, enough learning materials, and the facilities provided by the organiser before adequate personal needs is met.

Available facts and data from various studies (Ifeyinwa, 2006; Veeman, 2004 and Kalman, 2005) have confirmed that despite all the progress the world seems to

have made towards widening access; there remain several factors that limit the widening of access to education as social justice. Such factors are rooted in the programmes themselves, the mode of delivery, the teachers, or the learners. For example, the nature of available programmes limit access insofar as they do not meet learners' needs or do not help them to deal with the challenges facing them. Literature confirmed this and was further corroborated that this is peculiar to most of the developing countries where location of the programmes, as well as the lack of access to internet, information and communication technologies (ICTs), learning materials, and qualified teachers pose challenges to adult learning activities.

Lack of issuance of certificate is another major problem identified in the study. Yearly literacy day celebration is observed in Ondo state, and the state uses the opportunity to show case her programmes. Award of certificate take place during this period in Ondo, but nothing of sort take place in Oyo state. Another problem identified in the study is the quality of the teaching experience of the facilitators. Many of the facilitators are not well trained. Some of the facilitators employed are holders of Adult Literacy Certificate (8.8 per cent); 13.4 per cent had Primary School Leaving Certificate. 27 per cent are holders of Grade II Certificate, while majority (44.3 per cent) who are mostly teachers in some of the Primary schools around the villages where the learning centres are established are holders of the National Certificate of Education. Only few (6.5 per cent) whose interests are with the development of their people have first degrees (some of whom do not necessarily have their degrees related to education as a discipline). On the issue of training and exposure to workshop to enhance productivity, until recent, unlike Ondo state, Oyo state government is doing little or nothing in staff/facilitators training.

The implication of the findings is that commitment of the facilitators and training in adult literacy methodologies affect the level of performance. Hence, it is not understatement to say that progress cannot be achieved where the facilitators are not adequately empowered. However, Ondo state interest in the quality of facilitators used for their programme is better than what is observed in Oyo state. There are more regular training and workshops organized in Ondo than in Oyo state as regular training is not experienced in Oyo state

It was also discovered that the facilitators are poorly remunerated especially in Oyo state where they were been paid #2,500.00 whereas Ondo state paid #5,000.00 as honorarium to her facilitators. The two state agencies Directors however stated the readiness of their agencies to put into operation the international benchmark which

requires at least ₦7,500.00 as honorariums to facilitators. Another notable problem is social and political instability (for example Saki community in Saki West local government area of Oyo State) there was incessant attack by nomadic cows on the farm of the indigenous farmers), learning can easily become a secondary or tertiary concern. Access to education is also circumscribed by each learner's situation. Some of the learners stated through the FGD claimed that they are faced with economic difficulties, so that even when other means of access are provided, learning mean very little to them in agreement with the findings of Oduaran (2006).

Primers as the major instruments for learning in most of the learning centres need to be reviewed with the participation of the learners so as to meet the new development in the literacy programmes. This is in line with what Aderinoye, 1997 said about the use of real materials available in the environment as opposed to the use of primers designed and prepared by experts without the involvement or participation of adult learners. Thus, there is the need to improve on the use of Real Literacy Materials and Learner Generated Materials. Facilitator should encourage the learners in the collection of real literacy materials that will be used to teach them.

Another problem discovered was the issue of usual sudden and tele-guided international intervention. Most of the interventions are always given to state when the least expected and thus affect planning and the use of such assistance. There were not enough advocacies on the part of other stakeholders and expected role of local government councils, social philanthropists and various non-governmental organisations that should be mobilized to assist the government in literacy provision. An official from one of the state during the key informant interview praised the assistance rendered by the international donours but cautioned:

*Most of the assistance from International Organisations is always sudden with little time for preparation. Apart from this, these organizations always teleguide us of what to use the fund they provide for. One the part of the government, adult literacy programme is not always given the attention it deserved. Fund is released when other programmes to be executed have been catered for. Even some Ministry of Education officials see nothing good in the adult education. Their thinking is based on the fact that adult education caters for adult alone. We have to re-educate them that youths who dropped out and those that missed formal education one way or the other are part of clients of our agency.*

Responses from the official of the agencies reflect that there was also the problem of inadequate use of the media, irregular jingles and announcements and

opportunity that could be tapped. Inadequate funding of the programmes is also a problem identified in the study. Despite her achievement in Ondo State, the Executive Secretary of Ondo AANFE believed that if her proposals are accepted and released as expected more success would have been recorded in the state while reports from Oyo AANFE indicate that for years back, budget proposals are only approved on papers but not was released for any serious business to take place in the agency. This is against the UNESCO agreement that 6 per cent of the allocated fund to education be given to the non-formal education.

Lastly, the certificate awarded at the end of literacy programme is not fully recognized even from the government that suppose to do so and this is not encouraging to those ought to have come forward to embrace literacy programmes. They wonder what use they are to make of the certificate of recognition been awarded. However, an official from Ondo State said:

*We are putting forward opportunity to our adult education products to mainstream into the formal education. This we belief will increase participants and recognition given to adult literacy programme in the state. We have also included more skills so as to attract more learners who will not only learn to read and write alone but acquire skills that would create avenue to make money, improve on social and political activities.*

Conclusively, the result of the finding has shown that the governments of the two states have provided various learning opportunities for the youths and adults who are non-literate. The facilities available start with the establishments of literacy centres that spread across the two states and appointment of facilitators to teach in the literacy centres that are supervised by experienced officers assigned by the agencies to monitor literacy activities at the local government areas, this is in supports of the National Policy on Education (2004) design, and the World Declaration on Education for All (Article V) which among others state that the basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems; and that all available instruments and channels of information, communications, and social action could be used to help convey essential knowledge, inform and educate people on social issues (UNESCO, 2007). This finding has shown that the two states have provided enabling working environment towards the achievement of EFA.

**Table 4.3: Utilisation of Adult Basic Education using indicators of Life-Improvement Skills**

Variables	F-Ratio	Sig. of P	R	R-Square	Adj. R-	$\beta$	T	P
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					Square			
(Constant)							1.000	.318
Income generation skills						0.30	25.989	.000
Numeracy skills						0.27	7.514	.004
Reading Skills						0.25	22.045	.000
Speaking Skills						0.21	1.476	.000
Family and home management skills	7.461	.000	.182	.033	.029	0.41	2.882	.000
Health/Hygiene management Skills						0.34	6.192	.000
Social relation skills						0.29	1.520	.000
Writing Skills						0.23	13.115	.000
Conflict resolution Skills						0.18	1.483	.011

Table 4.3 above showed that there are significant influences of the life-improvement skills upon the beneficiaries' achievement of basic literacy. The table showed the following reflections in the life-improvement variable as a dependent of the study are significant: family and home management skills ( $\beta = 0.41$ ;  $p < 0.05$ ), health/hygiene management skills ( $\beta = 0.34$ ;  $p < 0.05$ ), income generation skills ( $\beta = 0.30$ ;  $p < 0.05$ ), social relation skills ( $\beta = 0.29$ ;  $p < 0.05$ ), numeracy skills ( $\beta = 0.27$ ;  $p < 0.05$ ), reading skills ( $\beta = 0.25$ ;  $p < 0.05$ ), writing skills ( $\beta = 0.23$ ;  $p < 0.05$ ), speaking skills ( $\beta = 0.21$ ;  $p < 0.05$ ), conflict resolution and negotiation skills ( $\beta = 0.18$ ;  $p < 0.05$ ).

The study as reflected in the FGD sessions and data computed from the questionnaire revealed that whatever condition literacy is provided, the determination of the learners to succeed will influence the rate of acquisition and the subsequent use of those skills acquired. The indicators used in measuring life-improvement skill as far as this study is concerned are grouped as education, social, economic and political factors in relation to the sustained life-improvement skills in the lives of the beneficiaries in Oyo and Ondo states. The respondents of the FGD have demonstrated that they are making use of their abilities to read, write and numerate in their daily life activities as exhibited in their ability performance in the test they were subjected to.

The FGD participants agreed that their understanding of health related issues improved maintenance culture especially about their homes and compound also improved while women among them explained that their knowledge about home base care for their children and family increased. This finding is supported by Hake (1999) who maintains that literacy increases the availability of knowledge, which is a necessary agent for modern society's transformation.

The study showed that all the participants have acquired reading and writing skills through conscious efforts to participate in activities in and around them. This

further proved Haladu (2006) claimed that for traditionally literacy content lead to sustainable development while the quality and reliability of instructions are crucial. Learners must attain a degree of literacy and numeracy sufficient to cope moderately in all areas in which literacy is required as well as to help in understanding the natural and social environment. The finding is also in line with the traditional learning theory which acknowledges the knowledge, intelligence and wisdom people acquire from their environment for intra and inter personal relationship. Haladu (2006) findings was confirmed in this study as majority of the respondents 1,246 (95.1 per cent) of the respondents agreed that their level of communicating skills has increased for better as they now operate their cell phone to transact business with their customers, thus improving their economic activities.

Ability of the respondents in the FGD group was put to test. The result indicated that between 44 per cent and 75 per cent adults who had participated in the literacy programmes in the states have a mastery of the written word insufficient to deal with the requirements of everyday life. Sustaining their economic development, the FGD responses show that majority of the participants have improved in their economic activities in a manner that make their life improved and sustained in the rural areas. Responses of the respondents include:

*We now write receipt for our customers. We can read and write all requisition before going to the market and this has been very helpful as we no longer experience shortage in the sale and things are improving for better. We take stock of our shops independent of shop keepers. In fact the money we pay to shop attendants is now been used in support of the education of our children.*

Another group of participants said:

*We were used to thump print cheque and ask people to fill our names for us. Now, it is a thing of the past. We can read and understand the information on our payslips, we are bold to ask questions on what is not clearly stated, identify numbers on cars. We can read and send messages on our phone, read and understand posters and handbills written in Yoruba.*

A participant claimed that:

*I now have new knowledge and life skills about HIV/AIDS, nutrition, health and sanitation, and rights and duties. In the past, most of us were illiterate and used our thumb print to sign a document, but now we are able to sign and read and write our names.*

**Picture showing Reading and Writing Skills**

UNIVERSITY OF IBADAN



*Obinrin tí ó n kọ rìsùtì*

### **Ìdáráyá**

1. **Şe àlàyé bí ó  e n se isir  ow  ojà r .**

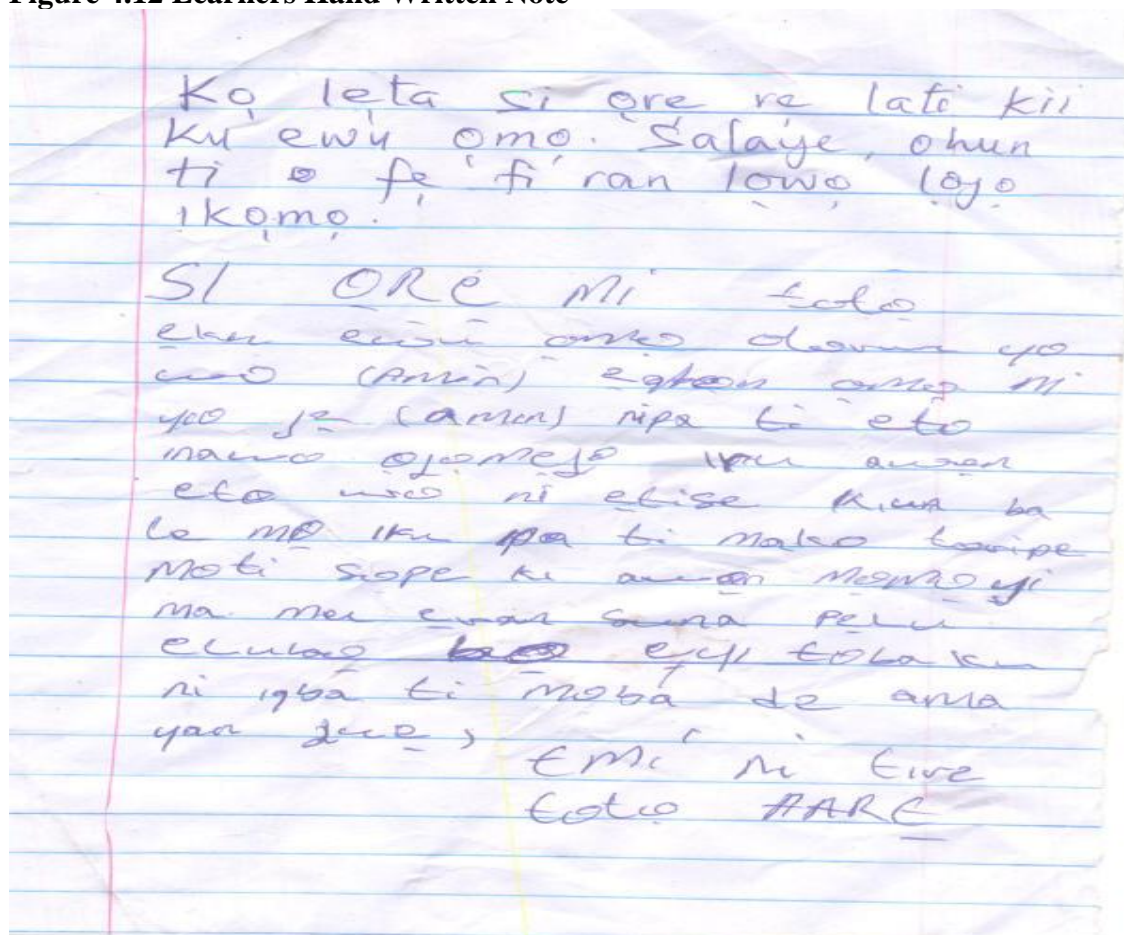
2. ** j  o ti s  ojà r  n  r ?**

**B wo ni    e wa  r ?**

The eagerness to write exhibited by some of the respondents shows that if further opportunities were granted to them, a near permanent literacy would be achieved. The literacy skills (ability to read their messages and write messages) have also empowered the literacy recipient in this study to relate well with their customers. More than half of the respondents sampled for the focus group discussion who had cell phones could send messages from their phone and could read out to the researcher

the messages sent to them on their phones. This helps them in their business as they travel less, contact more customers and increase their returns at the end of every month. The implication of this finding is that income-generating skill improves as the economic power of the respondents improves with the literacy skills acquired their economic power improves tremendously.

**Figure 4.12 Learners Hand Written Note**



Many participants recalled how the literacy skills acquired have enabled them to monitor the academic progress of their children. They asserted that:

*In our homes, we engaged the pupils in story telling that assist them to read their story books. We also assist them in their home work. We also take proper record of date of birth and record important achievement down for posterity. We read and write letters and give records of our business transactions.*

Some participants reported that:

*We have been encouraging the girl-child education in our community. Our experiences at the literacy class have shown that both men and women should have equal right irrespective of their sex.*

About 35 members (68.8 per cent) of the FGD group were of the opinion to extend the opportunity to other non-literate members of their communities. The participants said with their newly acquired reading and writing skills, they had rendered pieces of advice and assistance in the enrollment of their friends who could not read and write. Some said they had equally assisted in the establishment of literacy centres in their communities. For example Mrs Alao of Gbekuba (a beneficiary of the literacy programme in Oyo state) who took part in the FGD said that she had used the reading, writing and ability to manipulate numeracy skills to train more than 50 other adults non-literate in her community and that she had also been privileged working with the Department of Adult Education, University of Ibadan in her capacity to train and guide the undergraduate students of the University who took part in the vocational skill acquisition organized by the department. She said:

*I will like start our own literacy centres when the time comes because there is the need to encourage those that have not benefited to have the experience as well. I will also encourage those that have not had this privilege to register for literacy programmes in their communities.*

A male participant reported that:

*I have been encouraging the education of female children in my community. My experiences and knowledge gained at the literacy class have shown that both men and women should have equal right irrespective of their sex*

The FGD participants from Ondo state sang the following songs in Yoruba language on the importance of education to life-improvement skills in order to prove the need for adult literacy skills:

**Yoruba language**

*Iwe lomo mi ma kao!  
Ko ni bawon din dodo labe garage  
bridge*

**Translation to English language**

My child has to go to school  
She will never fry plantain under the

Another song goes as follows:

**Yoruba language**

Ta lo fe ko eko agba?  
(Chorus) Emi fe ko eko agba!  
Fun ogo ilu mi?  
(Chorus) Emi fe ko eko agba!  
Fun ogo ara mi!  
(Chorus) Emi fe ko eko agba!

**Translation to English language**

Who wants to be literate?  
I want to be literate!  
For Community Development!  
I want to be literate!  
For personal development!  
I want to be literate!

Fun ogo omo mi!  
(Chorus) Emi fe ko eko agba!

For my children's development!  
I want to be literate!

In chorus all the respondents used for this study and those picked for the FGD maintained that literacy opens their minds, they claimed that they were able to see a glare of hope in their future. Through literacy they were able to rise from the poverty-stricken homes in which many were born and now lead at least, decent and respectable lives since they are now economic buoyant, participate more in political issues in the community arena, have improved social relationship and assume more cultural roles for community development.

The respondents said:

*With new found confidence in ourselves, we stand amidst squalor and see in others, what we might have been if we are determined. We become sensitive to being used. We are no longer content to obey the decisions of those into whose hands we have entrusted our welfare like sheep. Instead, we can question them now; we weigh on scales those things which are presumed to be done for our own good. We realize their mistakes and offer suggestions for improvement. Which other asset in life is more valuable than the ability to see things in their true light?*

The participants said further:

*Literacy prepares our minds for changes. What changes are being made to the ultimate improvement of our lives, we do not run to impotent gods and goddesses in search of their approval. When experts from faraway lands come to help us, we do not say these are strangers. Instead, we listen to them, we try to make them feel at home in our communities and most important, we learn from them. The hand of literacy brings people together. It has a unifying force second only to suffering. Literacy brings the world within our vision and hearing. We can read about how things are done in other parts of the world. The standard of human intelligence varies and we could follow the trend of events happening in the world by listening to World News, reading Newspapers as well as learning from others who are distant from us and in all those various ways learn to improve our minds.*

In their immediate surroundings, some participants claimed they now use literacy skills to read road signs and wall posters, to send letters to others, check their stock calculations in the market and handle their simple financial transactions. The new learners read newspapers, and handwritten letters, helped children's home work, lowered their consumption of alcohol and tobacco, educate their wards about sex life, and have helped in the promotion against un-protective sex so as to reduce the

scourge of HIV/AIDS. Review of the curriculum and topics treated in the adult class reflect various issues that encourage acquisition of life-improvement skills that learners need to not only for themselves but their community as well.

Some of the respondents during the FGD sessions responded on how they are now using the skills acquired to enlighten and educate the community on religious differences:

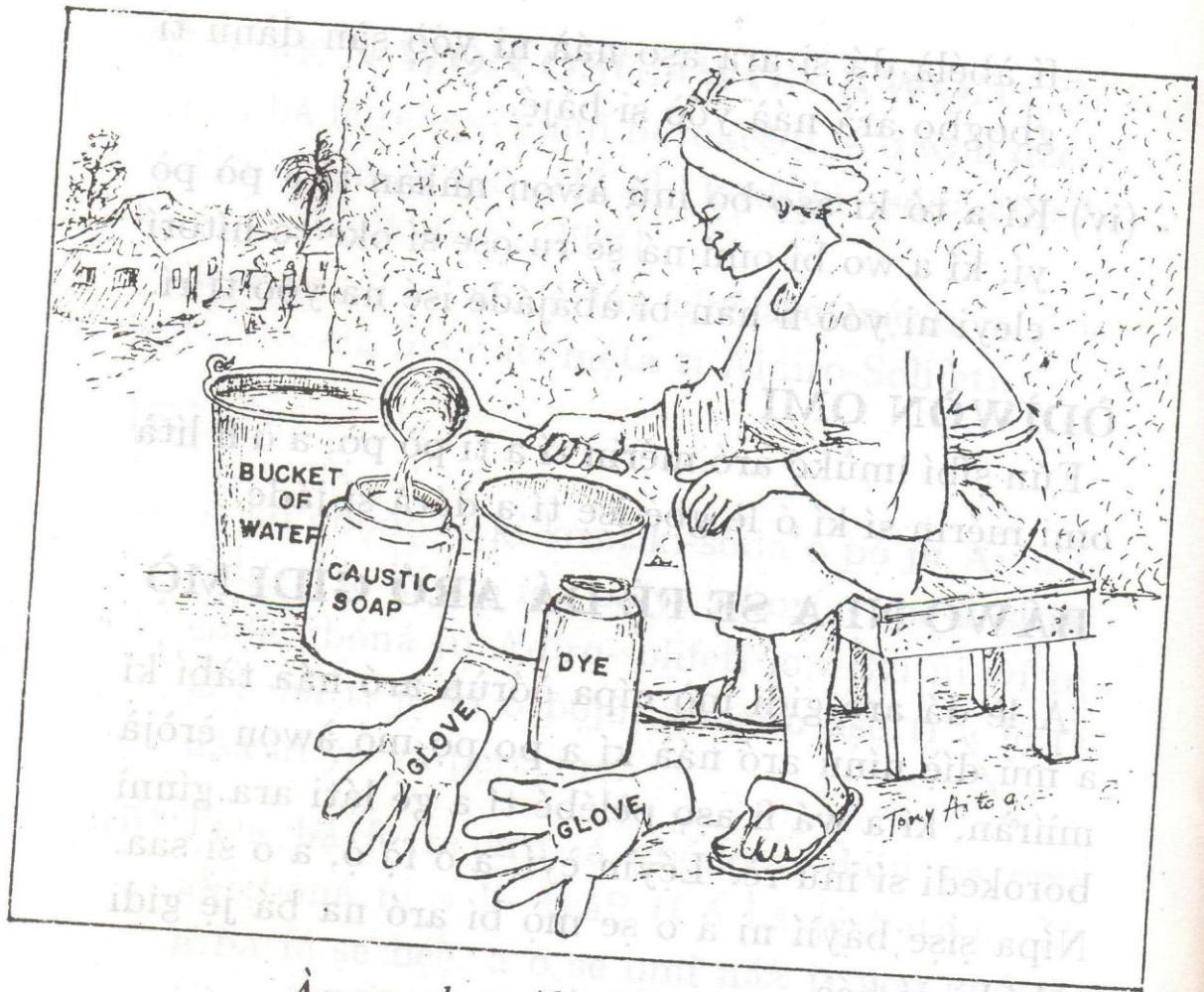
*Islam means PEACE! And Christianity does not encourage hatred either; with our knowledge acquired now, we have learnt to tolerate each other and live together peacefully. It is in peaceful co-existence that we can grow and our community develops.*

In terms of social relationship development some of the participants said:

*We have used the skill acquired to assist our friends who could not read to fill their cooperative loan forms, while we can with little assistance from people read any official documents, diaries or instructions written on medicine labels. We have also influenced some of our friends to register for literacy programme. When they finish their programme, more people will be literate in our community.*

### **Income Generating Skills**





*Àwọn ohun èlò àdìrẹ dídì*

### **Ìṣé Ṣìṣe**

1. Ṣe àlàyé bí a ti ṣe nídi aró bàtiikì.
2. Báwo ni o ṣe lè dá aró gidì mò?
3. Kọ àwọn ohun èlò fún ìṣé àdìrẹ.

The FGD group shared the various experience they have acquired in relation to healthy and hygienic living. Many of the respondents claimed they are now more determined because of the empowerment enjoyed through the skills acquired to

participate in politics so as to determine the type of people who would represent their interest. They asserted that understanding and identifying the political parties' logo would assist them in voting the right candidates during the next election period. Many claimed they can now read the party manifestoes in Yoruba language and decide which of the politicians to vote for based on their opinion of the right candidate unlike before when somebody would tell them whom to vote for and which of the party should be voted for. A participant claimed that:

*It has become history when some people determine our future for us. As a matter of fact, I am a strong member of my party, I will contest the next councillorship election in order to serve my people in the council. Nobody can cheat me again.*

A participant who is now a King HRM (Oba) Olakunle Ogunlowo in his home town (Awosuye of Atosin-Idanre) disclosed that literacy he had acquired is one of the criterions used by his people before he was made the King in his town (see Picture 6). He also disclosed publicly that he (King) wrote the speech he delivered at any occasions and read it without being guided. The King also disclosed that he had sponsored different literacy centres in his domain. This was confirmed by the Executive Secretary of Ondo AANFE during the 2008 International Literacy Day in Ondo state. All the respondents claimed to have known all the political parties symbols and logos.

48 out of 54 FGD participants (88.9 per cent) stated that they are now literate and have been contributing to the development of their immediate communities. However, when the participants were exposed to a section of the Yoruba primer and asked to read, it was found that 75 per cent of the respondents from Ondo can actually exhibit the literacy skills expected of a literate person while 44 per cent of those in Oyo state were competent. Generally, more men than women showed the enthusiastic to show these skills during the FGD. Many of those that participated were able to identify specific information such as their names, name of their community, passing car plate numbers, friends' names and children birthdays names. Many were able to write personal details such as name and address as well as one or two phrases or sentence(s) conveying a simple idea or message. The following text, provided by one of the individuals who participated in the study, is indicative of unsupported writing competence (see Figure 7).

35 (64.8 per cent) of the respondents said that they had received personal letters and only 31 per cent claimed that they had written one or two letter(s) after

they became literate. In their testimonies, very few of the respondents 15 (27 per cent) said because most of their time was spent in their villages, they had very little contact with the outside, writing was not really necessary a demand in their daily activities. However, they agreed that knowing how to read without aided helps to keep the secret or the information that the letter might contain. It was observed from the attitude shown by the respondents that if wider literacy opportunity is provided, it will encourage further use of the literacy education already acquired by the learners.

**Research Question 2:**

**What is the annual expansion rate of Access, Acquisition and Utilisation of Basic Literacy Education?**

**Table: 4.4 ADULT LITERACY RATE BY STATE IN SOUTH WEST (Census, 2006)**

STATE	Literacy in English			Literacy in any Language		
	Male	Female	Both Sexes	Male	Female	Both Sexes
EKITI	69.7	56.2	62.9	76.4	68.0	72.2
LAGOS	85.4	75.3	80.5	92.3	82.9	87.7
OGUN	72.1	60.3	66.2	82.0	67.0	74.3
<b>ONDO</b>	<b>75.5</b>	<b>58.1</b>	<b>66.6</b>	<b>82.0</b>	<b>67.0</b>	<b>74.3</b>
OSUN	68.7	50.1	58.9	80.0	61.0	70.0
<b>OYO</b>	<b>67.9</b>	<b>56.9</b>	<b>62.6</b>	<b>76.3</b>	<b>65.8</b>	<b>71.3</b>
OVERALL	<b>75.5</b>	<b>62.6</b>	<b>69.1</b>	<b>83.7</b>	<b>72.1</b>	<b>77.9</b>

Source: National Bureau of Statistics, 2010

Records in AANFE, Oyo State show that annually, minimum of 305,000 adult illiterate registered for adult education programmes out of which close to 259, 250 managed to finish the literacy programme. It was however established that provision of materials and necessary logistics have always been epileptic in the sense that if and when support is sought from the government, there would be no response as at when due. The officials of the agency were silent about this, but for the FGD carried out on adult literacy beneficiaries and consultation with the facilitators who handled the teaching of adults and the observation made on the available records of the agency, it was noted that expansion rate of the agency as far as accessibility of the programmes to adult illiterates is close to 15 per cent annually in the state. The records showing registration of learners and their performance were also very scanty of information.

In Ondo State, the number of registered illiterates increases annually. This reflects the rate of acceptance and popularity of the programme in the two states.

While Ondo annually celebrates its learners most especially during International Literacy Day (September, 8) much efforts in this regard is not put forward by Oyo AANFE except of 2008 that Oyo hosted International Literacy Day. Explanation of the official of the agency to this was insufficient fund been experienced in Oyo State. Whereas, Ondo has always enjoys the support of the state Ministry of Education through the intervention of the Executive Governor. Moreover, the transformation of Ondo AANFE into the Ministry of Adult, Non-Formal and Vocational Education has also been an added advantage to the state efforts in literacy education provision in the state.

The learners' curriculum indicate various learning activities that promote life improvement skills needed for their daily activities, but the primers need to be upgraded so as to incorporate more information required of learners and their facilitators. Some facilitators were able to use their initiatives in the promotion and usage of other reliable materials that improve learning in their centres.

### **Research Question 3:**

#### **Does the existing Curriculum of Basic Literacy Education meet the Life-Improvement Skills of Rural Adult Learners?**

One of the major aims of adult education programme is to offer programmes that will enable adult learners apart from reading, write and numerate, and be able to handle domestic activities that would put butter on their bread. Rural learners therefore need those skills that would make them participate in the first economy. Many FGD participants that participated in the literacy programmes organised by the agencies reflected that they had acquired skills which enable them attend to their economic problems. Hence, the rural people especially those that participated in the agencies programme showed that some of the rural people saw the need to be literate in order to function in what they are doing for living presently.

Going through the agencies primers- primary source of teaching adult, the primers were found to be reasonable to the meet the life-improvement needs of the learners. This finding was confirmed by McKay (2000) when assert that in building societies, literacy is an important aspect in the lives of people. Some of the learners were community leaders, hence they need reading, writing and able to numerate in such a way that they will be effective in their functions as members of their community.

The existing curriculum met the life-improvement skills need of more than 80.0% of the beneficiaries. This ascension was demonstrated by the learners as demonstrated the skills they had acquired in the literacy class. The researcher also exposed the respondents to some of the topics in the Yoruba and English primers as well as a Post Literacy Reader book by UNIVA. Majority of the FGD group were able to read and explain the contents of the primers. This finding therefore establish the facts in the literature reviewed that showed that total commitment and political will of the government in some of the countries studied reflect a positive and land mark victory in the area of adult learning. For example, the National Adult Education Programme (NAEP) success story of India in 1978 is a case to remember as the people wanted the programme to continue (Bhola 2002). In South Africa, there was political interest in the adult education provision as the ANC government in September 1995 assisted the adults in the economy to acquire competencies and qualifications to contribute to the nation's productivity.

Other success story of adult education is that of Ghana where learners had released children from domestic “child labour” so that the children, both boys and girls, could go to school and have time to do their homework. They were beginning to use the clinic for own health care and had encouraged family members and friends to do the same. They were now better able to make use of other services of education and extension (in agriculture, health, water development, etc.) that were not accessed even when they had been available within the communities. And those who wished to read the Bible could, of course, do that.

In Zimbabwe as well, the most important consequences of literacy were felt inside the home and affected the relationships between family members, with women and children benefiting particularly from the change. Literate spouses were able to talk respectfully to each other. They talked of being able to instruct their children in good manners as well as help them with school work. Wives were able to express themselves freely, and husbands began consulting with their wives, a situation that arises because of the wives been literate and ready to question the excess of the husband.

#### Research Question 4:

**How are the Demographic factors such as Age, Gender, Marital Status, and Occupation influence the Access, Acquisition and Utilisation of Basic Literacy Education?**

Distribution Table showing the Effect of the Demographic factors (Sex, Marital Status, Age, Religion, Educational Background and Occupation) on Accessibility of Literacy Education to the Participants from Oyo and Ondo States.

**Table 4.5: Distribution of Effect Demographic factors on Access, Acquisition and Utilisation of Basic Literacy Education**

Variables	F-Ratio	Sig. of P	R	R-Square	Adj. R-Square	$\beta$	T	P
(Constant)							40.685	.000
Sex						.000	.012	.991
Marital status						.121	3.957	.000
Age,	7.461	.000	.182	.033	.029	.078	2.535	.011
Religion						-.77	-2.810	.005
Education						.020	.739	.460
Occupation						.013	.478	.632

#### Interpretation and Discussion

The table 4.4 above showed that the linear combination of effect of sex, marital status, age, religion, education and occupation was significant ( $F_{(6,1303)} = 7.461$ ;  $R = .182$ ,  $R^2 = .033$ ,  $Adj. R^2 = 0.029$ ;  $P < .05$ ). About 3% of the variation was accounted for by the independent variables while the remaining 97% was account due to other extraneous variables. The significance therefore was not due to chance.

The demographic factors (sex, marital status, age, religion, previous educational attainment and occupation) of the respondents on accessibility of literacy skills showed that Sex ( $\beta = .001$ ;  $P > .05$ ), Marital status ( $\beta = .121$ ;  $P < .05$ ), Age ( $\beta = .078$ ;  $P < .05$ ) Religion ( $\beta = -.177$ ;  $P < .05$ ), Education ( $\beta = .020$ ;  $P > .05$ ), Occupation ( $\beta = .013$ ;  $P > .05$ ). While marital status, age, religion were significant variables to access, acquisition and utilisation of basic education, others like sex, education and occupation were not.

Majority of the respondents were women (56.5%) out of the 1,310 and in the FGD three-quarters were also women. Literature reviewed in the study confirmed that women make up two thirds of those who are unable to read and write in the world. This is a symptom of the fact that girls have been disproportionately excluded from

education for generations. It is difficult for women to challenge traditional gender roles and to be empowered in the modern world when they have no access to the written word (International Benchmarks on Adult Literacy, UNESCO, 2006). This probably accounts for the high number of registration recorded for women in literacy programmes as reflected in this study.

As majority of the respondents used for the study were female, it gives credit to the fact that in Nigeria, female and girl child education has been marginalised as shown in Ifeyinwa (2005) on girl-child education. Various studies (Hum and Simpson, 2004; Kim and Merriam, 2004; NIACE, 2002; HRDC/OECD, 2000) have also revealed that participation of women in literacy activities have been increased even though the majority of employer-sponsored training still goes to men (HRDC/OECD, 2000; Rees, 1997).

This is a symptom of the fact that girls have been disproportionately excluded from education for generations. It is difficult for women to challenge traditional gender roles and to be empowered in the modern world when they have no access to the written word (International Benchmarks on Adult Literacy, UNESCO, 2006). The implication of this fact therefore rest on the fact that literacy organisers should be conscious of the female participation and design their programmes in such a way as to encourage increased female participation.

There have been several call for the equal distribution of education among both sexes and most especially the girl child, this therefore explains why more women than men are participating in adult literacy. The many functions and responsibilities at home, social circles, within and among the members of the community affect the rate of acquisition among the women. Many of the women used for this study were petty traders, hence, economic factor determined their rate of acquisition, as they were thinking of how to keep their homes so also were they thinking of how to acquire or sustain the knowledge they have acquired. This is also true of their concentration in the literacy class. Experiences gathered by the researcher from the field showed that learners nursing babies are more involved in circumstances that lead to dropping out. This finding therefore shows that sex plays a major role in the determination to participate in literacy programmes. The majority of people in the world today who cannot read and write are women, this help to reconcile the fact that 56.5 per cent of the 1310 respondents for the study are female.

Marital status of the participants also significantly influences their participation in adult literacy programmes. This is especially true of the women who

have dual roles as mothers and wife at home front. As reflected in this study, majority of the respondents are married, hence, their duties as role models to their wards and coupled with the social demand reinforce the level of their willingness in adult literacy activities, hence, essentially affect how literacy programme is designed.

Learners' occupation is an indicator of skills required at work. The nature of the work of the participants significantly influences their participation in adult basic literacy. Most participants in the study are farmers accounting for 66.1 per cent of the total respondents and this could be because the study was carried out in the rural communities. According to most of the participants, the need to keep records of their sales and how to manage their farming effectively serve as the motivating factor for their participation in adult basic literacy.

As reflected in the study, majority of the respondents 973 (74.3 per cent) are married, hence, their duties as role models to their wards and the social demand reinforce the level of their participation in adult literacy activities. It is interesting to note that various study have proved that when women are educated they influence their homes in terms of assistance given to their children school work (see Fig. 2) or the way they keep their homes.

Age of the learners determines the willingness to participate in literacy classes, this is relevant as the finding of the study also reflect that age is significant to accessibility of literacy skills among the respondents used for the study ( $\beta = .078$ ;  $P < .05$ ), this confirms Van der Kamp, 1990 and Belanger and Valdiviselo, 1997 that age is generally the best predictor of participation in adult education after initial educational attainment. It is not surprising to note that provision of access to literacy skills and the learners' willingness to participate is determined by duration of the meeting with the facilitators and age of the participants.

Majority of the respondents in this study are those above 45 years of age (see Table 4.1), accounting for this, is probably the fact that adult education is literarily termed as "eko agba" among the learners, that is education for the adults alone, hence, the basic literacy programme needs to be re-design, while the nomenclature needs to be changed to reflect that programmes of adult education cuts across age boundary. Not only this, there is the need for the inclusion of programmes that will cut across all and sundry needs in the society to show that literacy regardless of the age is vital to human and economic development.

Many of the respondent complained of the use of chairs and tables meant for school children in the literacy class, hence, there is a limit to the number of hours



these adult learners can sit to receive lesson in a literacy class unlike what operates in the formal education system. This study support a recent study (Statistics Canada, 2001) that adults' readiness to take part in education remains fairly stable from early adulthood to the middle fifties.

This result have shown connection with some studies that differences within age-cohorts are much larger than between age cohorts and that learning abilities are determined more by previous educational level and occupational status than by age (McGivney, 2003). Majority of the respondents in this study have had no formal education (33 per cent), 25 per cent had not completed their primary school education while only 31 per cent had only primary education (See Table 4.5). Study conducted by OECD, 2005 and McGivney, 2003 showed that the elderly are less likely to participate in education and training not because of aging, but, rather to a constellation of conditions unfavourable to participation, with which old age is often compounded, such as a low level of initial schooling and few occupational possibilities, thus the findings in this study support the earlier conducted by OECD, 2005 and McGivney, 2003. The fact that a large number of the respondents in this study are more than 45 years is however contrary to McGivney, 2004 which says that adults' readiness to take part in education remains fairly stable from early adulthood to the middle fifties.

Probably accounting for older people participation in Nigeria and especially among the Yorubas that this study covers is the fact that adult education is literarily term as "eko agba" education for the adults hence the basic literacy programme needs to be redesigned, while the nomenclature needs to change to reflect that programmes of adult education that cuts across age boundary. Even within a framework of lifelong learning, the major personal investment in education will continue to take place in the early stages of the life cycle. This makes sense economically, because of the longer time period during which individual and social benefits are expected to accrue. Not only this, there is the need for the inclusion of programmes that will cut across all and sundry needs in the society to show that literacy is vital to human and economic development. This is important so that Nigeria will be able to achieve the two of the major goals of Education for All.

Majority of the respondents 895 (68.3 per cent) are Christians, 373 (28.5 per cent) are Muslim confirming the early days of adult literacy the world over. In the United Kingdom, adult literacy started with lay readers in the church. The method of each one to teach one was also used by early Christian missionaries. This perhaps

accounted for mass participation of Christians. This study therefore confirms that religion affect the level of participation because many of the respondents who are Christians reason for participation in literacy class was to know how to read their Bibles and function as Sunday school teachers in their churches. In essence, facilitators and organizers of adult literacy programme should try to encourage more participation in mosques while the religion needs of the learners should be well taken care of in adult literacy programmes.

Majority of the respondents have not had enough educational qualification that could enable them to have permanent literacy to function effectively in their jobs, perform daily cores for sustainable development. 494 (37.7 per cent) of the 1310 participants have had no formal education prior to their joining adult literacy programmes. 406 (31 per cent) had not completed primary school education before they dropped out of the formal education system make in all 900 (68.7 per cent) of the 1310 respondents who never had enough literacy. This implies that more than half of the respondents' agitation for educational advancement was necessitated as a result of the need to be literate. This of course affects the readiness to learn irrespective of the problems they encounter in the course of learning and that previous educational background is a determinant factor in designing and implementation of adult literacy programmes.

Acquisition of learning is reinforced with the knowledge a learner wishes to acquire and the type of programme that is available at a given period. For the category of respondents who have not been to school before, it is only logical that basic literacy education is essential, while those that have dropped out of their secondary school education would need to go for a remedial and continuing education that will prepare them back into the formal education.

As majority of the respondents are into trading (48.5 per cent) the wish to take part might be not only to read or write alone but to have skills of keeping records of sales/ stock in the stores. Thus, when there are enough coverage of issues and topics to be taught in literacy class, the level of literacy participation and acquisition of the skills will be enhanced. To achieve sustainable development, individuals must become critically aware of themselves, their behaviours and interest in the content of subject covered. The organizer and literacy facilitators must therefore be critically conscious of the limitations and opportunities for self-development because the level of perception of the literacy activities can not be the same among the participants of literacy activities.

**Ho<sup>1</sup>: There is no significant difference in the Utilisation of Basic Literacy Education among the Beneficiaries of the Literacy Programmes in Oyo and Ondo States.**

**Table 4.6: Distribution showing difference in the Utilisation of the basic literacy skills among the respondents from Oyo and Ondo states**

Utilisation	N	Mean	Std. Dev	Crit-t	Cal-t	DF	P
OYO	579	51.3333	5.5273	1.96	2.820	1308	0.005
ONDO	731	52.2722	6.3244				

There was a mean difference of 0.9389 between the utilization of acquired skills among the respondents in Ondo and Oyo states. Ondo state's mean with the highest number of respondents is 52.2722 while Oyo state has 51.3333. However, 90.9% of the respondents agreed that the literacy training has enabled them understand what HIV/AIDS is all about and how to safeguard their families. This study generally show the relationship between adult literacy and sustainable development as a prerequisite for a healthy living as indicated in Annan (2003). The literacy skills acquired enable the beneficiaries to contribute to a sustained health development as reflected in Stiglitz (1999). Participation in literacy activities assists the learners to recognise that as members of the society, as individuals and societies, all need to take actions that, for instance, reduce mortality, increase life spans, and increase productivity in sustainable manner ([www.bctf.ca](http://www.bctf.ca)).

The above table showed that there was significant difference in the Utilisation of the respondents from Oyo and Ondo (Cal-t = 2.820, Crit-t = 1.96, df = 1308, P < .05 level of significance. The null hypothesis is therefore rejected. As indicated in the result of the findings, there was a significant difference in the provision, acquisition and utilisation of basic literacy skills in the two states. There was a mean difference of 0.9389 between the utilization of acquired skills among the respondents in Ondo and Oyo states. Ondo state's mean with the highest number of respondents is 52.2722 while Oyo state has 51.3333.

The popularity of the literacy in the two states is not the same. In Ondo, the establishment of Prospects High School offers opportunity for continuity for adult

learners who are willing to continue their education and the establishment of women and vocational education centres in the state tremendously help the acceptance of the agency's programme by the people whereas Oyo state various programme which could be of re-orienting the adult illiterate is been checkmated by lack of fund, hence, access to literacy skills is not effective, therefore utilization of adult basic literacy is not the same because of the factor earlier mentioned.

Availability and varieties in the basic literacy programmes could be said to have influenced this differences, while Ondo state is well funded and enjoyed political support from the state government, learning facilities and opportunity cut across the need of the learners, Oyo state is not enjoying this privileges, hence, the Oyo state agency programme was scantily distributed among the local governments that only pay their statutory monthly mass literacy fund to the Agency.

This study discovered that there is enough sensitization and awareness of the people on the activities of Ondo State Agency for Adult and Non Formal Education than Oyo state, an example is the annual international literacy week that is held every year in Ondo state. This event which is well funded and supported by the Ondo state government and jointly anchored by the state Ministry of Health is attended by all and sundry, and in fact, award of prizes special, recognition award to individuals and organisations that have contributed to literacy promotion, certificates of participation to adult learners and provision of reading glasses given to the deserving learners are observed. As a result of government intervention in the programmes of Ondo Agency, many participants account for the benefits they have enjoyed from their participation.

Exhibiting ability of reading skills in Ondo state, many learners exhibited their skills by reading aloud the programme of events, hand bills and writing out their names, words dictated by the researcher, this is in line with Kalman (2005) termed as literacy-demanding situations. Some shared their experience in the use of the skills as they now handle and assist their children in their school home work unlike before in a manner that shows literacy-scaffolding situations. The situation presents opportunities for learning about reading and writing through collaboration with others as established by (Bruner 1975; Lee and Snagorinsky 2000; Newman, Griffin, and Cole 1991).

**Health /Hygiene Management Skills Topic**

UNIVERSITY OF IBADAN

## ÈKÓ KERÌNDÍNLOGÚN

### ÈRÈ ÀGBÈRÈ

“Sọra fún ohunkóhun tí ó bá fẹràn púpò jù, bí o kò bá sọra ó lè se okùnfà ikú òjiji fún ọ”. Ìwònyí ni àwọn ọrò isítí tí Ọgbéni Táyò Àjàní n bá Olóyè Kólá Alóba, akegbé rè ní ilé-ìwé gíga nígbà èwe sọ nígbà tí wón n sọrò nípa akegbé wón miiṛàn Ọgbéni Ọlá Bákàrè tí wón gbọ pé ó ti kú.

Ọgbéni Táyò, Kólá àti Ọlá jẹ akegbé àti ọré ẹ kòrí kòsùn ni ilé-ìwé gíga Gbékúba ni àimoye ọdún séyìn. Àwọn métèèta tepá mọ isẹ pèlú ogbón àti ọye, wón a sì jọ máa n kàwé papò. Àwọn ni wón jẹ àsíwájú fún àwọn elegebé ẹ wón, wón sí fẹràn ara wón. Sùgbón Ọgbéni Táyò àti Kólá se àkiyèsí wí pé Ọlá fẹràn obìnrin púpò jù. Wón tilẹ kẹfín pe ó n se àgbèrè pèlú àwọn obìnrin abileko tí wón jẹ àgbà fún un lójó orí. Ọgbéni Táyò àti Kólá pe Ọlá tè gégé bí ọré, wón ta á ni olobó nípa ewu tó wá nínú àgbèrè síse pàápàá pèlú obìnrin olóbìnrin. Wón ni yàtò sí pé ó lè dènà èkó ọ rè, ó tún léwu púpò fún ilera pèlú. Yàtò sí èyí, wón ní ọpọlọpọ àrùn tí ó lè fa idíwọ fún igbésí ayé àlàáfíà ọmọkùnrin ni ó wà nínú àgbèrè síse. Sùgbón nítorí pé iwà yí ti di bárákú fún Ọgbéni Ọlá, ó sòro fún un láti fi

This study in support of Kalman (2005) establishes further the situations in which literacy is required: reading and writing may be an individual activity or it may include collaboration with others. For example, when filling out a credit application, two or people may discuss what information is being requested and how to respond. Scaffolding situations are always mediated by others because they imply that a reader

or writer receives help from another reader or writer; even though the purpose of the interaction may not necessarily be to teach about reading and writing- two women may read information about day care facilities together as shown in Health, 1983.

Similarly, some of the respondents in the FGD also claimed they experienced an improved strong relationship and increased patronage by their customers, improved intra personal relationship in their communities, increased ability to calculate and give proper account of their business transactions, no longer be guided by anybody before casting an individual secret vote in an election, understand and able to read a road sign, or able to read and understand the implication in signing legal documents; ability to read and understand political parties logo and manifestoes and so on. The responses as stated above support Kalman (2005) literacy demanding situations. Specifically, one of the respondents from Ido local government area in Oyo state, Pa Alagbe responding during the FGD session, narrated further how he has been empowered economically and the pride he now enjoys as a literate driver among his colleagues at the Tipper Garrage in Omi Adio is tremendous. He said further:

*I am a Tipper lorry driver. Presently, I am the Chairman of our Local Unit. I have been driving for almost twenty-two years now. I have experienced accidents on few occasions, though minor. With literacy, I can speak Pidgin English and read Yoruba newspaper very well. I now read road signs and understand them. Give respect to other users of the roads, especially those driving small cars and pedestrians. I have also encouraged members of my union who are not literate to put strong face and stop being ashamed of themselves. I told them that they should forget those that might be making jest of them and remove themselves from bondage of darkness.*

**Male FGD Participant in Oyo State/ 52years [July 5, 2007]**

Also, unlike Oyo state, Ondo state agency has skill acquisition centre whose programmes are designed to prepare the learners for external examination like Junior School Certificate Examination and products of the Continuing Education programmes for (WASCE) and National Examination Commission (NECO) with the aim of preparing the product of adult education programme mainstreaming into the formal education system through the specially established continuing education centre named the Prospect High School (see Picture 11).

**Ho<sup>2</sup>: There is no significant difference in utilisation of basic education between male and female learners in adult literacy class.**

**Table 4.7: X<sup>2</sup> Contingency Table of Analysis on the Relationship between male and female utilisation of adult basic literacy skills.**

Utilisation	N	Mean	Std. Dev	Crit-t	Cal-t	DF	P
Male	570	51.9649	5.8067	1.96	.570	1308	0.569
Female	740	52.7743	6.1494				

There was highest number of female (740) participants in the study more than male (570). However, establishing the use of literacy skills by both male and female, the above table showed that there was no significant difference in the utilization of both the male and the female respondents as far as this study was concerned (Crit-t = 1.96, Cal-t = .570, df = 1308, P > .05 level of significance. The mean table for male was 51.9649 while that of female was 52.7743 showing a difference of 0.8094. Therefore, the null hypothesis saying there was no significant between utilization of literacy skill by male and female is therefore accepted. The finding of the study implies that the use of literacy has no gender influence as far as this study is concerned. An individual need of the participant is the major factor that determines the involvement and eventual usage of the skills acquired.

However, one of the most salient factors affecting literacy rates worldwide is that of the gender disparity. Of the almost one billion illiterates currently in the world, the large majority are women. If educational access trends do not improve dramatically in the coming decades in order to accommodate male/female parity in literacy, expanding opportunity to bridge the gender will not be reached for over a century. This is important as women's education will be a great asset to the nation and not a waste if provided with the same opportunity as their men counterpart. Thus, given credence to the findings of Casey, Psych, Purcell and Whitlock, (2006) along with the findings of UNESCO (1990) and (International Literacy Institute, 2000) that in 36 countries, all of them in Africa or Asia, the difference between male and female literacy rates is over 20 per cent; and that in 26 countries, also nearly all of them in Africa and Asia, the male-female difference is between 10 per cent and 20 per cent.

**Research Question 5:**



**What are the types and method of literacy skills acquired by adult learners in the literacy programmes?**

**Table 4.8: Distribution Table showing methods and types of acquisition of Adult Basic Literacy Education and Life-Improvement Skills**

SN	Items	SA	A	D	SD
1	Learners are encouraged to read one after the other in the class.	668 (51.0)	567 (43.3)	40 (3.1)	35 (2.7)
2	Learners are also grouped together and have collaborative learning.	457 (34.9)	743 (56.7)	90 (6.9)	20 (1.5)
3	Learners are allowed to decide what they want to learn.	357 (27.3)	723 (55.2)	200 (15.3)	30 (2.3)
4	By allowing the learners to contribute to what they are taught, literacy is better appreciated.	525 (40.1)	715 (54.6)	27 (2.1)	43 (3.3)
5	The facilitators' method of using mother tongue has helped me in my learning activities.	665 (50.8)	553 (42.2)	56 (4.3)	36 (2.7)
6	Assignment are given to us regularly and marked by our facilitators.	562 (42.9)	614 (46.9)	69 (5.3)	65 (5.0)
7	The facilitators make use of the learner generated materials to facilitate effective teaching activities.	130 (9.9)	75 (5.7)	465 (35.5)	640 (48.9)
8	Learners were consulted to determine what they wish to learn at the beginning of the literacy class.	341 (26.0)	108 (8.2)	287 (21.9)	574 (43.8)
9	Topics for discussion in the lessons addressed our daily life issues.	501 (38.2)	586 (44.7)	138 (10.5)	85 (6.5)
10	The facilitators make use of the media like television, radio and old newspaper to stimulate learning.	252 (19.2)	488 (37.3)	327 (25.0)	243 (18.5)
11	Assignments are regularly given to us as part of method of acquiring knowledge.	466 (35.6)	678 (51.8)	97 (7.4)	69 (5.3)
12	Learning activities accommodate and adapt to changing conditions of our societies.	531 (40.5)	651 (49.7)	74 (5.6)	54 (4.1)
13	Our facilitators encouraged us to be familiar with relevant books with members of our family at home.	366 (27.9)	635 (48.5)	246 (18.8)	63 (4.8)
	<b>TOTAL</b>	<b>448 (34.1)</b>	<b>549(42)</b>	<b>163 (12.4)</b>	<b>150 (11.5)</b>

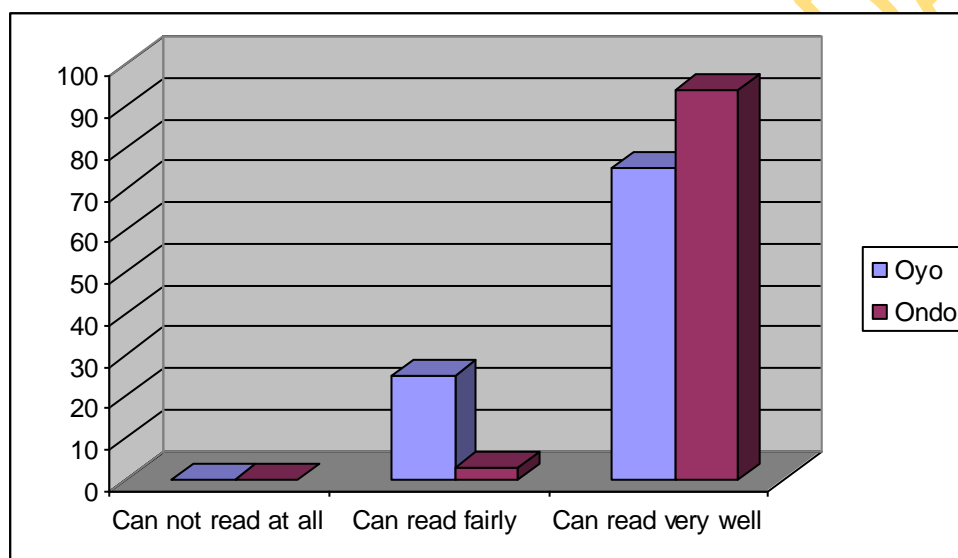
**Interpretation and Discussion**

The study revealed reading, writing, and numeracy as the types of literacy skills acquired in the adult basic literacy programmes in Oyo and Ondo states. However, activities of the skills enabled the beneficiaries to have proficiency in issues relating to income generating skills, home management, personal and community hygiene, conflict resolution and management, etc that assist them to have improved their living conditions. Going through the Yoruba and English primers that were used as guide in the teaching, the topics and the curriculum were discovered to cover those related topics that could enhance improvement in the lives of the beneficiaries. Topics such as “ Ayika wa” – Our Compound; “Ibo didi” – Elections, “Alaboyun” –

Pregnancy, “Abere ajesara” – Immunization, “Ere Agbere”- Consequence of Flirting, “Arun Eedi” – HIV/AIDS, and so on that are part of the activities to be carried out in the primers.

The adult learners are taught how to read Yoruba primers, use and create words from the objects around them in learning activities. The learners are afterwards taught to write new words generated in the class. The result of the study showed that 1235 (94.3 per cent) of the respondents agreed that there was independent reading conducted during the course of learning and that the learners were also grouped together for group control activities.

**Figure 4.7: Bar Chart showing the level of Reading Skills Acquisition among the Learners from Oyo and Ondo States**



All the participants in the FGD sessions mentioned reading, writing and numeracy as those skills they were taught at their different literacy centres. The existing curriculum met the life-improvement skills need of more than 80.0 per cent of the beneficiaries as reflected in the demonstration shown in the FGD groups used for this study. All the participants picked for the FGD exhibited various level of ability to read. 9 out of the 36 (25 per cent) learners from Oyo state can read fairly while 27 learners (75 per cent) can read very well and relate what they have read to issue bordering their life. However, in Ondo state, 1 out of 18 (5.5 per cent) learners could not read well and 17 (94.4 per cent) can read very well. None of the learners picked for the FGD display inability to read. Altogether, 81 per cent of the 54 participants for FGD could read portion of the primers and explain the same very well. All the participants from the two states agreed that their facilitators among

others guided them to read aloud together before being asked one after the other to read the primers.

All members of the FGD from Ondo state, stated as follows:

*Facilitators always lead us in loud reading. This will be followed by reading after the facilitator. Volunteers among us will be asked to read. For example, during reading, we read what we have in Naira notes e.g Ten Naira, Twenty Naira, Fifty Naira in Yoruba. After mastering these, he would now write them on the chalkboard for us to write in our local language like this:*

*Naira mewa = #10.00*

*Ogun Naira = #20.00*

*Adota Naira = #50.00*

They added that:

*In term of common articles like cocoa, yam, milk, sugar, and cutlass, our facilitator will help us to read and pronounce correctly after which he will write for us to copy in our books. Thus, we were taught one step after the other until we were able to write simple sentences, letters and numbers.*

Members of the FGD further narrated the method their facilitators employed in teaching them:

*Facilitators will then group us with those who can read well leading each of the group. We will go back to general class where each of us will be asked to read. Whenever we made mistakes, we will be corrected. Assignment on reading will be given to us for literate members of our community to help us. As we progress, facilitators will request us to bring to class any available written documents like handbills, Naira notes, local newspapers, religion books through which we practice reading. Next we will be asked to write our names or our friends' names and things that we use every day on the chalkboard and later in our exercise books.*

On aspect of writing skills, some participants agreed that:

*After we have been able to read a particular word, then we were asked to write. One thing that our facilitator used was the encouragement in using familiar words, numbers and names of common farm crops, reading instructions on drugs, how to manage personal hygiene, and articles of trade rather than asking us to start writing the alphabet of ABCDE----- like our children in schools. Instead it was those words we generated from those topics that we use in writing.*

1,218 (93 per cent) of the 1,310 respondents are of the opinion that the facilitators' method of using mother tongue also helped them in their learning

activities. This finding corroborated Fafunwa, (1974) which establish relevance of learning in mother tongue. Also, emphasis of learning which takes place in the language of learners which the Constructivism Learning Theory encourages was also on learners' ability to mentally construct meaning of their own environment and to create their own learning encourages acquisition of knowledge and skill.

Majority of the respondents 1106 (84.4 per cent) agreed that the facilitators made use of the learner generated materials to facilitate effective teaching activities while 1,240 (94.7 per cent) agreed that by allowing learners to contribute to what they are been taught, literacy is better appreciated. This is in line with the findings such as Aderinoye (1997) that the promotion of effective learning can take place where the learners are guided through the use of learner generated materials. Obviously three main skills were acquired. These are reading, writing and calculating simple arithmetic about their business and were all guided to assist learners improve their life skills.

About 914 (69.8 per cent) of the respondents agreed that learners were consulted to determine what they wish to learn at the beginning of the literacy class while 1,086 (82.9 per cent) agreed that topics for discussion in the lessons addressed their daily live activities. On the use of media, only 740 (56.5 per cent) agreed that newspaper was used by the organiser of the programmes to stimulate learning while 1,181 (90.2 per cent) of the respondents agreed that the literacy programme is designed to accommodate and adapt to changing conditions of the societies.

Some of the women that participated in the FGD attest to the findings above as they said:

*Our husbands guided us in learning activity as they also used old newspaper to teach us how to read. They also dictate words from the newspaper for us to write. Our children's books are also useful as we get new words to write from these books anytime we asked our children to read for us. Our facilitator always asks us to generate different words on various topics. These words he used to teach us.*

Many reasons were cited by learners for their acquisition of skills in the literacy programme. Majority of the respondents 1231 (94 per cent) agreed that they were encouraged to read one after the other in the class while 1048 (80 per cent) agreed that group and collaborative learning were encouraged to stimulate acquisition of skills necessary for attainment of their learning goals. Majority of the respondents 1181 (90.2 per cent) agreed that the literacy programme is designed to accommodate

and adapt to changing conditions of learners' communities; hence the level of acquisition is reinforced.

1,200 (91.6 per cent) agreed that they were guided in learning related to their business while 819 (62.5 per cent) agreed that learners were consulted to determine what they wish to learn at the beginning of the literacy class confirming the International Adult Literacy Survey (IALS, 1989) reports which indicate that in some parts of Africa, farmers discovered that they began getting better prices for their crops when it was evident they could read and write. Attestation of the respondents proved that various types of acquisition of skills (literacy-demanding situations," "literacy-scaffolding situations", and volunteer literacy situations") were reflected and designed for the learners to read simple instructions about drugs, understand how to measure and use fertilizer, assist their children in their school work, assess medical and health facilities, immunization, HIV/AIDS matter, Elections, etc all of which help to sustain improve living conditions of the beneficiaries and contribute meaningfully to the economic, social, and political development of their communities.

This study in support of other studies (Lind, 2008 and Kalman, 2005) agrees that a number of crucial considerations need to be taken into account in the choice of method of teaching adults for them to acquire literacy skills and relating what they have learnt to improve their lives. First, it is important to find out which language the learners demand. Otherwise, learners may resist and drop out, as in the case of Mozambique, where learners' motivation for literacy was tied to learning Portuguese. Second, the mother tongue, or a language the learners are most familiar with, is the most appropriate for learning (Kalman, 2005) as demonstrated in this study. Third, learning literacy in a language without written material is not very meaningful. This study is in line with the African tradition theory which encourages learning by copying others and Okediran (1988) reported that the teaching-learning process that has been given prominence is participatory method, which cuts across all literacy approaches. This presupposes that whatever activities are engaged in, participants and organisers are partners in the process, realising that adult learn what they want, when they want and for how long they want.

**Research Question 6:**

**How has the beneficiaries been utilising basic education acquired to improve their life?**

**Table 4.9: Distribution Table showing the Utilisation of Adult Basic Education and Life-Improvement Skills**

SN	Items	SA	A	D	SD
1	I can fill my account book without anybody assisting me and I can now sign my cheque book.	353 (26.9)	742 (56.6)	182 (13.90)	33 (2.5)
2	I do not need any assistance in writing letters to any of my people.	357 (27.3)	722 (55.1)	182 (13.9)	49 (3.7)
3	I can now read and understand any instruction written on drugs.	352 (26.9)	725 (55.3)	193 (14.7)	40 (3.1)
4	I can read road signs and interpret them.	353 (26.9)	714 (54.5)	203 (15.5)	40 (3.1)
5	I can read and understand political parties' manifestoes.	340 (26.0)	798 (60.9)	139 (10.6)	33 (2.5)
6	My participation in the literacy programme has improved my involvement in income generating activities.	438 (33.4)	813 (62.1)	37 (2.8)	22 (1.7)
7	I can now appreciate and defend my right according to the law of the land.	485 (37.0)	717 (54.7)	86 (6.6)	22 (1.7)
8	I can read and understand the instructions on voters' cards; no politician can buy my vote again.	454 (34.7)	748 (57.1)	72 (5.5)	36 (2.7)
9	I am now more involved and committed to my children's education and I also guide them in their home work.	546 (41.7)	681 (52.0)	47 (3.6)	36 (2.7)
10	I will encourage other people to register for literacy programme.	611 (46.6)	622 (47.5)	44 (3.4)	33 (2.5)
11	Literacy training has enabled me understood what HIV/AIDS is all about and how to safeguard myself.	500 (38.2)	690 (52.7)	86 (6.6)	34 (2.6)
12	I now appreciate the need to understand differences in opinion of other people.	408 (31.1)	714 (54.5)	124 (9.5)	64 (4.9)
13	Participation in adult literacy programmes gives me economic empowerment.	433 (33.1)	759 (57.9)	63 (4.8)	55 (4.2)
14	Participation in adult literacy programmes has exposed me to understanding better my civic responsibility.	532 (40.6)	630 (48.1)	82 (6.3)	66 (5.0)
15	I am ready to further my education to a greater height.	549 (41.9)	646 (49.3)	48 (3.7)	67 (5.1)
	<b>TOTAL (%)</b>	<b>495 (37.8)</b>	<b>675 (51.5)</b>	<b>100 (7.6)</b>	<b>40 (3.0)</b>

**Interpretation and Discussion**

Table 4.9 above shows that 95.5 per cent of the respondents agreed that literacy acquisition have improved their involvement in income generating activities because they have acquired new skills of reading, writing and numeracy that enabled them to function effectively in simple calculation, manage and develop ability to make appropriate budget which guide their spending. As individuals in their

community beneficiaries in FGD claimed that they now bold to participate in community discussions and improve their social relations with the people in their communities where they reside, while another 91.7 per cent agreed that they now appreciate and defend their right according to the law of the land thus promoting social relation in their communities.

These findings confirmed the relevance of literacy as key to relationship adult have with the people around him and whatever he makes use of the learning acquired about himself (EFA Global Monitoring Report 2006). The report defends that if a person can read and write, he will most certainly be able to avoid certain things that can harm him. He will be able to get information from newspapers and other sources on what to do to be healthy. He will know how to take care of himself to stay healthy.

Generally, adult learners are aware of the changing in culture as time changes also and a link with literacy as a key to enhance human capabilities with wide-range benefits like critical thinking, improved health and family planning, HIV/AIDS prevention, children spacing, education, poverty reduction as well as active citizenship is promoted (EFA Global Report, 2006). Not only the beneficiaries benefit from this but the country also benefit from this because it is only those who are healthy that can contribute to the development of a nation.

The table above shows that 1,251 (95.5 per cent) of the respondents agreed that literacy they have acquired have improved their involvement in income generating activities because they have acquired new skills (such as ability to take account of their stock and keep the same for future use; read and write out the requisitions of stocks and proper record keeping of their business) that enabled them to function effectively in reading, writing and calculating as individuals in their community which in turn affect the communities as there is improved social, political and environment interaction where they reside.

Again, 1,201 (91.7 per cent) agreed that they now appreciate and defend their right according to the law of the land thus promoting their social life relation in their communities. These findings confirmed the relevance of literacy as key to relationship on adult has with the people around him and whatever he makes use of the learning acquired about himself (Krahn, H. and Lowe, G.S. (1998)). If a person can read and write, he will most certainly be able to avoid certain things that can harm him (EFA, 2006). He will also able to get information from newspapers and other sources on what to do to be healthy (EFA Global Monitoring Report 2006). He will know how to take care of himself to stay healthy when an individual acquired necessary life-

improvement skills, not only himself but the country benefits from this because it is only those who are healthy that can contribute to the development of a nation (Nancy; Berkman, DeWalt, Pignone, Sheridan, Lohr, Lux, Sutton, Swinson, and Bonito, 2004).

The changes that are seen in the lives of the people who participate in literacy programmes encourage others to participate. This is because participation in literacy programmes enhances better care for the beneficiaries and the community as a whole.

**Table 4.10: Showing relationship between Life-Improvement Skills and Utilisation**

Variable	Mean	Std. Dev.	N	R	P	Remark
Life-Improvement Skills	32.2397	4.8101	1310	.646**	.000	Sig.
Utilisation	51.8573	6.0012				

Responses from the test conducted on the FGD participants for the study revealed that there were no difference from the views expressed in the questionnaire as the summary of the FGD showed the following:

#### **On Reading Skills**

- 671 (75 per cent) of 895 respondents who are Christians were able to be good Bible reader.
- 78 per cent of the 1310 respondents were able to read their private letters.
- All the participants claimed they now read and assist their children in their school work and are equally able to read their children school report.
- 87 per cent of the participants also claimed to have known how to read instructions on medicine.

A particular member of the FGD said she was able to read the campaign posters of the different political parties in Ondo state while 10 (28 per cent) out of the 36 participants from Oyo state claimed to have been able to read local newspapers such as “Alaroye” and “Ajoro” to the amazement of the members of the unregistered free readers association at a newspaper stand in Omi-Adio, a village in Iddo local government area of Oyo state. The fact stated here confirms that reading is an active language skill which involves identifying or getting meaning from a written or printed material (Ogungbe and Bossan, 2010).

#### **On Writing Skills**

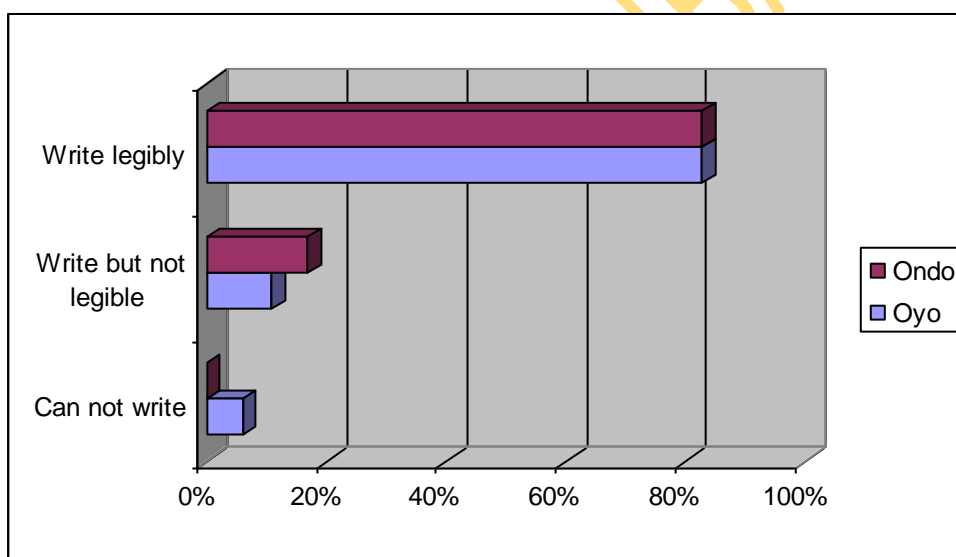
Majority of the FGD members in Ondo state 14 (78 per cent) were happy not only to say they could write letters but that they agreed to write letters of appreciation to the Executive Secretary of Ondo AANFE and another letter to the Governor. Two members of the FGD also revealed that they had course to help members of their



cooperative movement to fill withdrawal form in banks as those members they helped were yet to attend literacy classes (Scaffolding situation).

Inability to write well when young makes it difficult to develop the ability to utilise the skill at an advance stage of human development. This according to (Ogunsiji, 2009) writing is a literacy language skill which has to be learnt formally. There is therefore the need for needs assessment surveys to determine what the rural people want to be included into their learning programmes so as to promote writing for self sustenance and rural development. The FGD group revealed that their participation in cooperative societies has helped them to have more financial backing in their businesses while the skills they have acquired has aided their understanding and manipulation letters and figures. The traders among them now write out receipts to their customers and complete withdraw and savings form in banks.

**Figure 4.8: Bar Chart Showing Percentage of Learners ability to write in the FGD**

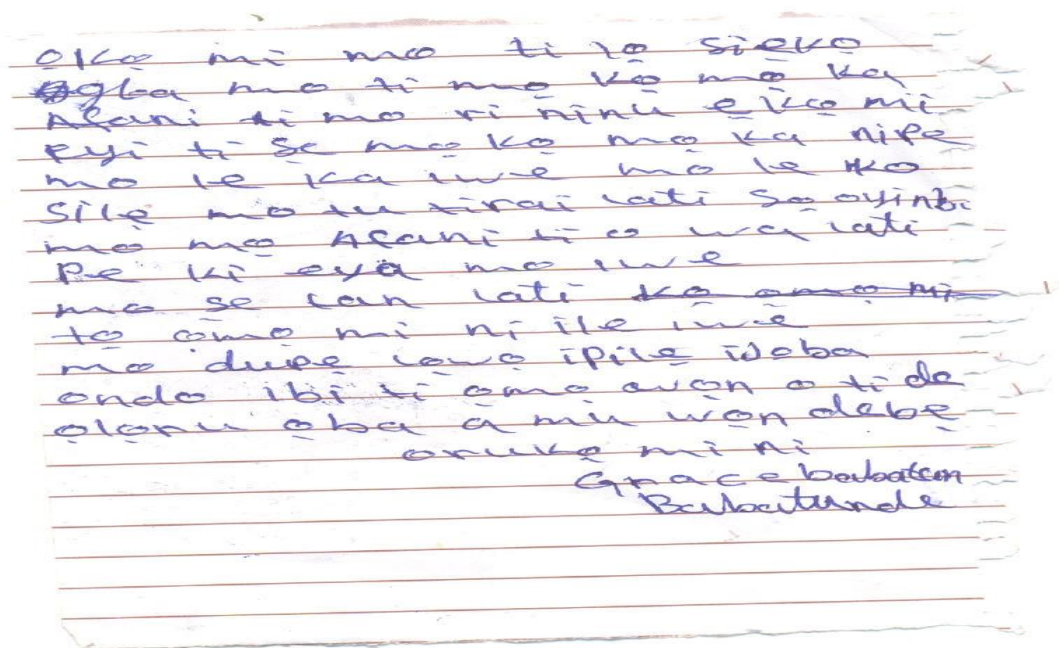


All the participants for FGD demonstrated their ability to read and write. A portion of the primers were given to them to read. 27 (77 per cent) of the participant from Oyo State can read a portion of the Yoruba primer given to them very well, 30 (83 per cent) write fairly well and read what they have written. In Ondo, 17 of the 18 participants (92 per cent) could also read well a portion of primer that was given to them to read, 15 (83 per cent) write letters and read them very well (see Figure 4.8; 4.9 and Picture 5). 41 (75 per cent) of the entire 54 participants read various road signs and instructions on drugs and 42 (78 per cent) were also able to interpret road signs:

*We read and write our letters. We have even personally posted our letters in the post office near the market place. We can speak little English without any aid from anybody. And we relate with our customers who call us on phone, or send message which we read and reply. All these things are easy if one knows how to read and write.*

The FGDs participants exhibited various ways they are using the literacy skills. One of the participants wrote this letter in Yoruba language to show her skill in writing.

**Figure 4.9**



The translation of the participant's letter in Yoruba language is hereby reproduced in English language:

*"My dear husband,  
I have gone to literacy class. I can read and write now. The gains of literacy to me now is that I can write without been aided and I can try to speak English. I have understood the importance attached to literacy and I am ready to sponsor all my children education. I therefore thank the government of Ondo state for providing this opportunity. I pray that God will lead them to whatever position they aspire to. My name is Grace Babatunde"*

(See Figure 4.9 above and Picture 3)

**Female FGD Participant in Ondo State/ 45 years [September 23, 2007]**

45 (83 per cent) of the participants in the FGD claimed that they now use the acquired skills such as reading, writing and numeracy to influence positive changes in their interaction at home and their communities. 41 (76 per cent) of the participants in the FGD were able to send and open messages in their cell phones as a means of communication and promoting social and economic interaction. Some of them now

claimed that they monitor their children’s academic performance through regular visitation to their schools and monitoring and assisting the children in their home work.

*We can now assist our child in their school work. We can also read their textbooks to improve our capability in using the knowledge in our market.*

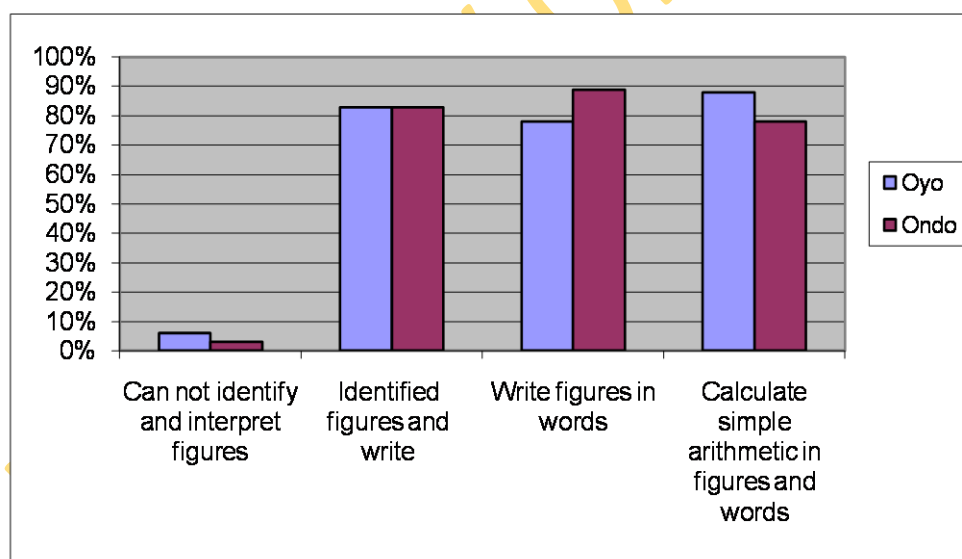
A particular participant said:

*As for me, I have confidence in myself now. I had gone to primary school before, but I cannot even write my name. Today, as a fashion designer; I take my customer measurement without mistakes. I can hear and understand people when they speak English and I can also speak small-small.*

**Male FGD Participant in Ondo State/ 36 years [February 8, 2007]**

Responses from the FGD also showed that 47 (84 per cent) of the participants now appreciate their level of achievement such as reading and writing their letters, ability to read, write and send messages on their phone.

**Figure 4.10: Bar Chart Showing Percentage of Learners ability in Numeracy**



48 participants (85 per cent) of the FGD participants were able to illustrate various ways at which they were utilizing the skills they have acquired. One of the participants in FGD said:

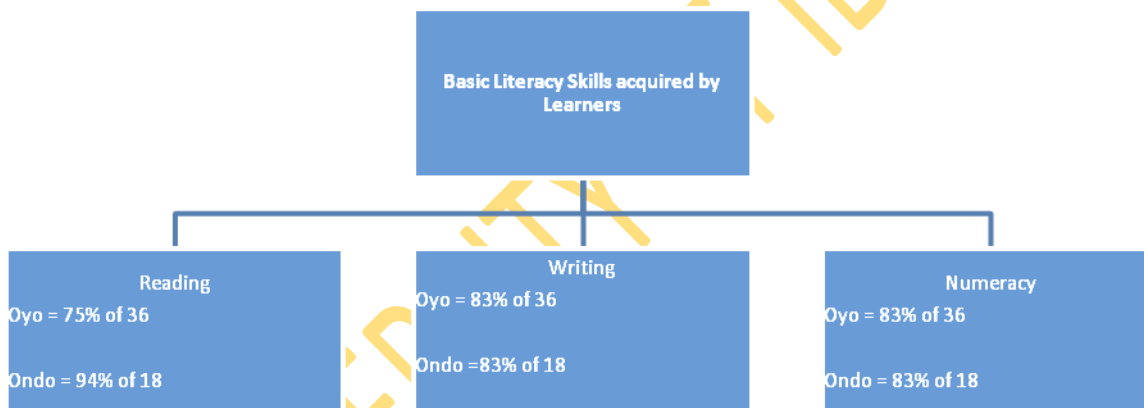
*As strong members of cooperative society in this community, with these skills acquired, we assist each other especially those that are yet to be literate to fill their loan forms and encourage them to register in any literacy centres close to their homes. We can ask questions about how our money is been handled. We have confidence in*

*ourselves unlike before when we do not have voice. Nobody can cheat us again.*

From the above response, apart from reading, writing and numeracy skills, we can itemize other skills acquired that affect their life as follows:

- Inquisitiveness
- Assertiveness
- Confidence in Expression
- Family and Home management
- Social relation
- Income generation
- Conflict resolution and negotiation

**Figure 4.11: Distribution of Literacy Skills in Percentage Showing Differences in Level of Acquisition in Oyo and Ondo States**



Also, development is not just about increasing goods and services provided and consumed by society, it involves enabling communities to have greater control over their relationship with their immediate environment. This is exactly what literacy education in the two states have provided for the beneficiaries. In respect to this opportunity created through literacy provision, empowerment, capacity building, carefully designed social animation and the provision of suitable training and development institutions through central policies should be strong key elements of the literacy provision.

A male participant confirmed this by saying:

*Many of us can read well, help our children in their home work. We now have a better relationship with our wives unlike before when we so much believe they had no right. Personally, after I had been exposed to the health hazard of some of the habits I have engaged in through my attendance*

*of the literacy programmes, I have now learnt to reduce my alcohol consumption while I do not smoke again. I can do things on my own. I can travel and take the particular of the vehicle I traveled with on my own. I can participate in most activities. I can stand in front of other to express my belief and convictions.*

**Male FGD Participant in Ondo State/ 36 years [March 24, 2007].**

The above response confirms the finding of Shortall and Shucksmith (1998) and Kirsch and Guthrie (1977) that functional literacy is how well a person can read materials with survival activities. This view was further confirmed by Haladu (2006) that the purpose of literacy should not be for literacy sake but should aim at the improvement of quality of lives of the participants. Haladu's study (2006) revealed that the beneficiaries of the literacy programme he studied acquired skills that enhanced their occupations and thus improve their living standard.

**Ho<sup>3</sup>: There is no significant joint effect of access, acquisition and utilisation of literacy education on life-improvement skills of the beneficiaries.**

**Table 4.11a: Relative Contribution of the effect of Access, Acquisition and Utilisation on Life-improvement Skills**

Variable	Unstandardised Coefficient		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta contributions		
(Constant)	1.518	1.050		1.446	.148
Access	-4.695E-03	.018	-.006	-.259	.796
Acquisition	.182	.023	.200	8.047	.000
Utilisation	.441	.019	.550	23.181	.000

**Table 4.11b: Joint Effect of Access, Acquisition and Utilisation on Life-improvement Skills**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	13530.457	3	4510.152	351.525	.000
Residual	16756.278	1306	12.830		
Total	30286.736	1309			

Adjusted R = 0.668

Adjusted R<sup>2</sup> = 0.445

Table 4.8a shows that the linear combination of the effect of accessibility, acquisition and utilisation on life-improvement skills was significant ( $F_{(3, 1306)} = 351.525, P < 0.05$ ). The total variation accounted for by the independent variables was .445 (45%) and contributed 42.17 per cent to the variance of dependent measures. The null hypothesis which says there is no joint effect of access, acquisition and utilization on life-improvement skills is hereby rejected.

It is observed that acquisition and utilization of skills were independently significant with life-improvement skills in the study with varying relationship when compared with table 4.6b above where collectively, access, acquisition and utilisation of basic literacy skills have joint effect on life-improvement skills. Acquisition contributed ( $\beta = .200$ ,  $P < .05$ ) while Utilisation ( $\beta .550$ ,  $P < .05$ ) respectively but, access was not significant. The implication of this finding is that when combined with other variables like acquisition and utilisation, accessibility to literacy skills has no significant relationship with life-improvement skills. However, on the other hand when factors that determine accessibility to literacy programmes are taken into consideration along with life-improvement skills independently, there is significant difference.

**Research Question 7:**

**What are the problems facing adult learners in the area of access, acquisition and utilisation of literacy education for their life-improvement?**

Using the Focus Group Discussion and interview schedule, representatives of stakeholders were able to speak their minds on the problems facing adult literacy generally and skills acquisition and utilization particularly. A group of 54 respondents was selected for the focus group discussion (36 from Oyo state and 18 from Ondo) and their responses were astonishing. As normal for anybody learning a new thing so was with the literacy skills beneficiaries' responses on problems confronting them because of their peculiar characteristics and the needs for literacy are faced with different types of learning problems, the response of the beneficiaries to the problems they faced.

74 per cent of the respondents agreed that their new learning is not further reinforced with continuity of literacy programmes (post literacy programmes) by the organizer thereby making some of them to forget what they had learnt because of their inability to further utilize the acquired skills. 60 per cent of the respondents claimed that the primers they were taught was only in Yoruba language whereas some of them who are not Yoruba speaking people had no choice.

Interview schedule conducted with the facilitators and officials from the Agencies for Adult and Non-Formal Education in Oyo and Ondo states identified lack of and insufficient funding as a major problem facing literacy programmes in the two states. Official reports from Ondo state indicate that Ondo Agency for Adult and Non-Formal Education is presently enjoying government support (even though there is always the need for more funding) and this is reflected in the numerous activities of the agency. However, reports from Oyo State Agency for Adult and Non-Formal

Education shows that the state government has not been responsive positively (in terms of funding) to the plight of adult literacy programmes in the state. Another important problem identified was the insufficient number of facilitators handling literacy programmes and 1113 (85 per cent) of the respondents agreed that non provision of adequate learning materials especially, as Primers, mostly used in the states are not really relevant to the pressing need of most of the learners.

All the facilitators used in the study identified poor remuneration of literacy facilitators. In Ondo state, the facilitators are been paid #5,000.00 they therefore want the government to increase this to #7,500.00 as put in the International Benchmark on literacy whereas Oyo is paying just #2,500.00 which was not regular as a result of non release of government allocation to literacy education in the state. Many of the local government are also defaulting in the #15,000.00 monthly statutory payments to the agency; hence, the facilitators' honorarium payment is not regularly.

65 per cent of the FGD identified that many of their contemporary make fun of them while attending the programme and this discouragement from friends on the relevance of being literate at older age constitute one reason why many of them drop out of the programme while 76 per cent noted irregularities in learning arrangement, some of them claimed that fixing the time table classes with their work especially those who are petty traders that need to go to markets or attend to customers when they are suppose to be in the learning centre; 65 per cent identified lack of continuity in the programme after an examination of a class is conducted as a block to the advancement of adult literacy programmes in the two states. Many of the learners noted the sitting arrangement as not convenient to their status. They noted that many of the chairs and tables were designed to cater for young children and therefore not suitable to the learners.

Non prior adequate information on most International Intervention on Literacy was mentioned as a problem by the two state officials. Most of the assistance from the donour agencies are always sudden and not prepared for, hence, these officials claimed proper preparation are not always in shape before the support which the donour always like to see being put use immediately are granted. Virtually all the state officials identified inadequate use of advocacy and media for mobilization of people for participation while it was reported that Oyo state is not doing anything to publicize adult education programmes in the state and the official are not in any way enjoin maximum support from the media, Ondo officials ask for more as it was never enough until the state is cleared of adult illiteracy. Inappropriate use of media to show

cases of graduation ceremony as it was done for HIV/AIDS was therefore identified by the agencies official.

Some of the respondents used for the study agreed with this finding as they reported that they heard of the existence of the agencies and their programmes from friends and relatives that had participated in the programmes before them. The officials noted with strong feelings the problem of non utilization of press release by both the electronic and print media of the activities of the agencies as it was the practice in the early 80s. Both the officials and facilitators from Ondo state said there is no pre-publicity of graduation ceremony that is taken place every year to mark International Literacy Day while officials from Oyo state said there was no publicity at all in the state.

Some of the members of FGD (54 per cent) identified the failure of the adult literacy programmes to tackle the problem of poverty which has eaten deep into the lives of the common man in the society as a problem facing adult literacy programmes. They believed that if the programme has been designed to tackle the menace of poverty, probably more people would have drawn to participate. Another problem associated with adult literacy programmes is the fact that no special recognition is given to those that have become important personality in the community as a result of literacy skills acquisition.

Another vital case in point from the findings of the study concerns the contribution of literacy to the social, economic and political development of a country. The fact that people can understand each other more easily through the weapon of reading and writing helps to strengthen the solidarity and unity of the people. The moment people become united, the more they use their unique abilities in order to promote the economic development of the state.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The research study is presented in five chapters. Chapter one offers a brief discussion on the need for literacy as a continuous process that require sustained learning and practice. The problem of illiteracy in Nigeria in general and South Western States in particular have generated special attention on the significant of the fact that if the right to education is guaranteed in any society, people's access to and enjoyment of other rights are enhanced. The chapter also contains the statement of the problem and objectives of the study. It highlights the significance and scope of the study, the research questions and the operational definition of concepts.

Chapter two reviews some relevant evaluation theories and relevant literature review. Three theories were examined, and these are the Traditional learning theory, Social learning theory and Constructivism learning theory. The SLT was taken as more relevant to the study along with the CIPP model adopted for the study. The second part of chapter two dealt with review of the literature on literacy and it's relevant to sustainable development. History and activities of the two states Agencies for Adult and Non-Formal Education on literacy development were also presented.

Chapter three presents the research methodology and discusses how the research work was carried out as regards the population, the sample and sampling technique used. The research data collection instruments were also examined while the manner of the administration of the instruments and how the data was analysed were also discussed in this chapter.

In chapter four, the results of the findings of the study were presented. The research questions generated for the study were answered and presented in sequences. In the attempt to present the findings, descriptive tables were used as a guide to the analysis of the findings. The main instrument for the study was a questionnaire supplemented with structured interview and focus group discussion and there were nine research questions generated for the study. The data for the study were analysed and the results indicated that the governments of the two states have provided various access opportunities for the youths and adults who are non-literate.

The last chapter of the study was chapter five. Here, the summary of the research work, conclusion and with the scheduled interview and result of focus group discussions, useful recommendations were put forward. Other issues discussed in

chapter five were the contributions of the research study to knowledge and suggestions for further research.

## **5.2 Conclusion**

The major concluding remark from the study is that the governments from the two states covered for this study have provided enabling environments through the provision of access to basic literacy programmes in all the local government areas in the states (especially the local government studied). The curriculum of the adult basic literacy education provided series of topics that make it possible for the learners to acquire those skills that will contribute to their lives. Access opportunity include establishment of classes very close to the learners, appointment and payment of qualified and competent facilitators, free distribution of learning materials like pencil, primers, chalkboard, dusters, and so on.

The study also shows that the two states have contributed immensely to the literacy development. The participants acknowledged the fact that the skills acquired have enabled them to function effectively in their communities. Creation of access by the government has encouraged the adult non-literate to participate in literacy activities, the participants agreed that their participation have also enabled them to increase civic participation in community activities, trade unions and local politics. Social benefits of the learners increased with better knowledge of healthcare, family planning, HIV/AIDS prevention and higher chance of parents educating and assisting their children education. The conclusion derived in the study established the fact that there is a return on investment in adult literacy programmes as comparable to those in primary level education.

In the Southwestern part of Nigeria, ensuring equal opportunity for access to formal education has remained a major challenge in achieving Universal Basic Education enrolment, thus, the economic and socio-cultural conditions strongly influence adults participating in literacy activities and parental decisions on whether to send their children to school at all (Aderinoye, 2004). It is discovered that many adult learning centers are located in schools because of the need for tables and chairs to be used for learning. Despite this fact, the distance between schools and the students/learners' home constitutes a serious problem for access to study in the rural areas. Living at a certain distance from the site of the adult literacy class creates a barrier to enrolment.

Sometimes, though not in all cases, the physical accessibility is not a problem for people living within a 2 kilometer radius of the literacy centre but, the problems of

economic and/or socio-cultural are compounded by the problem of distance. Many parents from these isolated rural areas, because of distance/inaccessibility to school, refuse to send their children to school, thus aggravating the literacy problem in the country. There is a large concentration of the productive member of the population in the urban areas, leaving too young and old people remaining in the country resides in the rural areas. EFA Report, 2007 shows a detailed distribution by age level (enrolment) gap of at least 40% between urban and rural children in countries like Brazil, Nigeria and Indonesia. The relatively small degree of political attention that distant, rural areas often receive from the central government is one of the factors underlying such a difference. Women in rural areas also face stronger traditional and cultural attitudes compared to urban areas, adding a greater literacy disadvantage.

It is recommended that for an improved literacy rates in the future, there should be an increased schooling opportunity for all the citizenry, expand adult education programmes and further development of literacy within an enabling environments. The stakeholders and policy planners should also note that it is vital for adult programmes to adapt to the educational aims, needs and availability of adult learners, and to address the current weaknesses in instructors' training and support, inadequate accreditation and low pay. New technologies have the potential to make a difference, particularly in the area of upgrading instructor skills. Language choice is a critical programme choice, the first language being the most effective initial cognitive medium for learning, followed by transition to whatever language is in demand by the learners. However, motivation patterns among adult learners dictate the need for flexibility since some prefer to learn in a language more closely linked to their immediate commercial or economic interests.

There is the need therefore to revise the primers being used to teach so as to meet the need of the learners and encourage them to learn the more. Award of certificate and yearly participation in International Literacy week is an important avenue to be used to achieve this. Efforts of Ondo Agency is appreciated here, as efforts is been geared on the recognition of International Literacy Day in the State, and learners with sight problems are also given reading glass, there is hope that Oyo State and other states of the federation will learn from Ondo State laudable achievement. However, several factors have constrained the creation of facilities for access to literacy programmes, prominent among these problems are policy, data, capacity, resources, partnerships, lack of political will and insufficient funding, all

these conspire and contribute to inability of the agencies to discharge their statutory role in the states.

### **5.3 Recommendations**

Based on the findings and associated conclusions drawn from this study, the following recommendations are offered:

- a. There is the need to expand learning programmes to nooks and corners of the federation and the learning centres must be placed close to learners' residence so as to encourage regular participation by all.
- b. Government at all level in Nigeria should develop and implement fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning.
- c. The government and provider of adult education programmes should link with the larger struggles and democratic movements be the women's movement, peace movement, ecological movement, human rights movement and the like so that the literacy programme can become part of a larger struggle for social, economic, and political change.
- d. Literacy programme should be made relevant and adapt to learners' needs. It should also lead to functional and sustainable knowledge, skills and competence of participants in order to continue as lifelong learners whose achievement is recognised through appropriate assessment methods and instruments.
- e. Stakeholders in adult learning should facilitate curriculum transaction by creating an environment that promotes and sustains learning. Learning strategies that evoke curiosity, questioning, analysis, synthesis, perspective building among the learners would help sustain learner interest.
- f. Literacy organizers need to put adult learners into the scheme of things especially in developing a curriculum for the literacy programme. The use of primers for learning should be minimal while other approaches to learning like REFLECT method should be encouraged. Also, participatory processes would facilitate the curriculum development process. Sensitivity to the culture of the learners and use of local language would ensure learner involvement and learner motivation.
- g. Education is a key strategy for building young people's skills and capacities. This potential cannot be fulfilled through learning programmes that do not lead

anywhere or that are not recognized as providing entry to further learning and or labour – market opportunities. Different actors, such as staff from the Ministries of Education, Health, Youth and Development, Culture, Information and so on; Non-Governmental Organisations can play significant roles. All have specific strengths and opportunities which, can be mutually reinforcing. They can help to overcome obstacles, such as political barriers, lack of technical capacity, lack of policy framework and resource gaps.

- h. People who do not have good jobs are interested in further education to get better jobs, and those who have good jobs would like to advance in them. Thus, if the adult literacy programmes can fulfill the respective needs of these two large categories of learners, participation would be high. Otherwise, drop out rate will continue to be witnessed. Therefore, certificate of participation issued for the learners at the end of their programme should be recognised to enable them move on with their studies.
- i. To make graduates of adult learning programmes compete favourably well with those of the formal education system, efforts should be geared at streamlining non-formal education into formal education. This could be done through the standardised final examination with the products of primary school leaving examination and introduction of annual competition among the learners with award of excellent awarded to the best to mark the annual International Literacy Day.
- j. It is important that the government put in place strategy that makes mainstreaming possible for the non-formal graduates (adult learners) into the formal education, that is, accessibility of further use and continuation of studies even in the non-formal education set up, or in continuing education programmes as done in Ondo state.
- k. The national policy on adult learning in Nigeria like other developing countries should not only identify government roles but private sector and civil society in the promotion of adult learning and should also explain the partnerships that the government wishes to form with these sectors, most especially in the area of establishing more adult literacy centres in the country. As an effort to handle this effectively, a separate Ministry of Adult Literacy and Non Formal Education should be established. It will be the duty of this Ministry to coordinate activities of the government and that of other providers to handle

learning activities on a relatively large scale that will involve all other governments' Ministry and Parastatals.

- l. The place of facilitators in the development and sustenance of adult literacy programme is essential; hence, qualified personnel should be employed as adult literacy facilitators. The facilitator should also be well remunerated and regular training and workshop be held for them to keep them of new development in adult education. To motivate the adult literacy facilitators, the international benchmark standard payment of #7,500.00 must be paid to them.
- m. The facilitators should regularly encourage adult learners to participate in the learning activities and build up enough confidence in them so that the learners would be independent enough to contribute to the development of their communities.
- n. Individual need of the learners should be identified at the beginning of every learning programme in order to meet the learners' expected learning goals and utilization of the learning acquired.
- o. Situation on the ground reflect that both the federal and state governments are performing their statutory roles in adult literacy development, much is not reflected in the local government that is thought to be close to the grassroots, on the light of this, local government adult literacy committee that will manage and control activities of mass education as stated in the National Policy on Education should be put in place and be allowed to function without further delay.
- p. Non-Governmental Organisations and Community leaders should be encouraged to assist more in the establishment of literacy centres taking clues from University Village Association (UNIVA) whose efforts in creating access in literacy activities was recognized by UNESCO.
- q. A survey of adult literacy education in the country is necessary to serve as a data base for a network of institutions working on literacy development and allow international sharing of educational programmes in Nigeria.
- r. This study advocate a situation where the organizer help learners access other learning opportunities especially by creating opportunity where the basic literacy can be further utilized and efforts should also be made to make and receive referrals with other agencies, organizations and government parastatals in the two states so as to improve the lives of the people most especially those that graduated from adult literacy programmes.

- s. Adults' right to education must be enshrined in the country's constitutions and be the subject of specific legislation. The resources allocated to basic education must be increased and the continuity of budgets guaranteed by a percentage levy on Gross Domestic Products. Absolute priority should be given to the struggle against poverty and that basic education for all be placed at the heart of this approach.
- t. There is the need for a strong cooperation between the governments and the stakeholders in literacy promotion in Nigeria order to recognize the values and challenges posed by the provision of literacy education Nigeria. Special literacy reward and evaluation need to be designed so as to give special recognition to those that participate in the programme and those that become eminent and successful in their communities as a result of their participation in literacy programmes.
- u. ICT, smart software hardware and effective channels of communication have provided rare opportunity to creatively solve deficiency within educational systems around the world. The Nigerian government need to utilize the opportunity created in this and unlock the door to educational advancement in the country as this will create a practical and enabling solution for improving the quality and quantity of education in formal and non-formal level. Given the risk of abandoning basic education to the market,
- v. The states must accept the main responsibility for the planning and coordination of literacy activities, which should not be entrusted to a single department or a single partner.
- w. It is suggested that all stakeholders in literacy provision need to review the current primers to accommodate livelihood skills or income generation activities which would enrich the programme and the contents of the primers to relate to the immediate learning need of the learners. The same goes for post literacy programme as a follow up to basic literacy for sustainability of the programme.
- x. National Youth Service Commission should be encouraged to collaborate with the NMEC and state AANFE with a view to design a networking whereby every Youth Corper is encouraged to have as a national duty and responsibility to at least organize a literacy class in the state where they serve. This will go a long way to encourage the spirit of each-one –to teach-one in the country.

- y. It is recommended that for an improved literacy rate in the future, there should be an increased schooling opportunity for all the citizenry, expand adult education programmes and further development of literacy within an enabling environments. The stakeholders and policy planners should also note that it is vital for adult programmes to adapt to the educational aims, needs and availability of adult learners, and to address the current weaknesses in instructors' training and support, inadequate accreditation and low pay. New technologies have the potential to make a difference, particularly in the area of upgrading instructor skills. Language choice is a critical programme choice, the first language being the most effective initial cognitive medium for learning, followed by transition to whatever language is in demand by the learners. However, motivation patterns among adult learners dictate the need for flexibility since some prefer to learn in a language more closely linked to their immediate commercial or economic interests.
- z. There is the need therefore to revise the primers being used to teach so as to meet the need of the learners and encourage them to learn the more. Award of certificate and yearly participation in International Literacy week is an important avenue that could be used to achieve this. Success of Ondo Agency is appreciated here, as efforts is been geared on the recognition of International Literacy Day in the State, and learners with sight problems are also given reading glass attempt at making accessibility of literacy skills possible to the people, there is hope that Oyo State and other states of the federation will learn from Ondo State laudable achievement in the area of literacy provision.

#### **5.4 Contribution to Knowledge**

The main contribution of this study to the advancement of knowledge include confirmation of the establishment of various access routes that are available in the promotion of adult basic literacy education for the adult non-literate in the selected communities from Oyo and Ondo states. The study provided information on how beneficiaries of adult literacy make use of the skills acquired in improving their social and economic status in a sustainable manner and the problems associated to the use of the skills. The study also provides information and aid stakeholders understanding of the factors that promote access, acquisition and utilisation of literacy skills.

The study provides strategy of using adult literacy education as a means of enhancing improved living standard of adult learners and assist policymakers in national development. Even though the study is limited to Oyo and Ondo states in the



South Western part of Nigeria, the result can serve as a yardstick for the assessment of adult basic literacy in Nigeria as a whole. Generally the study serves a reference point for data collection for researchers in adult education and literacy development especially in the area of literacy education usage for life improvement among adult learners in the two states.

The result of the findings can also serve as an insight into the prevailing situations on the ground that can guide better understanding by International organizations like UNESCO, UNICEF, DfiD on matters affecting their interventions on literacy development in Nigeria and also guide policies dialogues with government agencies. In conclusion, literacy advocates, policymakers, international organisations and the public will find the study useful.

### **5.5 Limitations of the Study**

Learners act as agents in the learning situation, considering their own needs and interest in learning special content in relation to the framework of the educational programme. Study of this nature would have been appropriate if it covers the whole country, but, because of limited finance and lack of sufficient time, the researcher has to focus his attention on the rural communities selected from the two states among the south western states of the federation. There was an inappropriate record keeping; hence, tracing those that have benefited from the programme for about five years ago was a serious problem for the researcher. Despite the fact that the researcher is a field officer in one of the local government used for the study, it was difficult in tracing the respondents for questionnaire distribution and to get the participants for FGD. It took the researcher several visits and persuasion to get them willing to participate in the discussions.

### **5.6 Suggestions for future research**

The results of this study indicate that it is imperative to examine self-directed learning using a holistic approach that encompasses both individual and structural processes. Further research investigating the content and outcomes of learners' participation in different learning patterns can shed more light on the nature and quality of certificates issued to the adult literacy graduates. As this study covers only Oyo and Ondo states, there is the need for expansion of the study area to cover not only the southern part of the country but the country as a whole. This effort will help to maintain and sustain information about literacy activities in Nigeria for record of

data in the interest of organizations like UNESCO, EFA Global Monitoring Team, UNDP, UNICEF, DfiD, and so on.

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( )

7. OCCUPATION: Civil Servant ( )      Petty trader ( )  
 Artisan ( )      Farming ( )  
 No job at all ( )      Others (Specify) -----

**SECTION B**

Please tick whichever that best represents your feelings/attitude toward the following statements from the options **SA** (Strongly Agree), **A** (Agree), **SD** (Strongly Disagree) and **D** (Disagree).

		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	The literacy learning centre is centrally located for all to attend.				
2	The distance of the centre to my house is Okay.				
3	The time for lessons is in line with learners' interest.				
4	Days fixed for classes are not in conflict with learners' personal programmes.				
5	The centres are acceptable to learners.				
6	The venues and time allocated for lessons are suitable for learning.				
7	I do not pay any fee to attend the literacy class.				
8	The learning instrument or materials are adequate for learners.				
9	The primers are provided freely and relevant to learners' needs.				
10	The teaching of the facilitator is always very interesting.				
11	The facilitator is friendly and accommodating to us all.				
12	The facilitators make use of the Learner Generated Materials to facilitate effective teaching activities.				
13	There are adequate chairs and tables at the literacy centres.				
14	Members of my immediate family who are literate are source of inspiration that enabled me to register for literacy programme.				
		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
15	Learners are encouraged to read one after the other in the class.				
16	Learners are also grouped together and have collaborative learning.				
17	Learners are allowed to decide what they want to learn.				
18	By allowing the learners to contribute to what they are taught, literacy is better appreciated.				
19	The facilitators' method of using mother tongue has helped me in my learning activities.				
20	Assignment are given to us regularly and marked by our facilitators.				
21	The facilitators make use of the learner generated materials to facilitate effective teaching activities.				
22	Learners were consulted to determine what they wish to learn at the				

	beginning of the literacy class.				
23	Topics for discussion in the lessons addressed our daily life issues.				
24	The facilitators make use of the media like television, radio and old newspaper to stimulate learning.				
25	Assignments are regularly given to us as part of method of acquiring knowledge.				
26	Learning activities accommodate and adapt to changing conditions of our societies.				
27	Our facilitators encouraged us to be familiar with relevant books with members of our family at home.				
		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
28	I can fill my account book without anybody assisting me and I can now sign my cheque book.				
29	I do not need any assistance in writing letters to any of my people.				
30	I can now read and any instruction written on drugs.				
31	I can read road signs and interpret them.				
32	I can read and understand political parties' manifestoes.				
33	My participation in the literacy programme has improved my involvement in income generating activities.				
34	I can now appreciate and defend my right according to the law of the land.				
35	I can understand the instructions on voters' cards.				
36	I am now more involved and committed to my children's education and I also guide them in their home work.				
37	I will encourage other relatives of mine to register for literacy programme.				
38	Literacy education has enabled me understood what HIV/AIDS is all about and how to safeguard myself.				
39	I now appreciate the need to understand differences in opinion of other people.				
40	Participation in adult literacy programmes gives me economic empowerment.				
41	Participation in adult literacy programmes gives me pride.				
42	I am ready to further my education to a greater height.				
43	Our programme teaches literacy not simply as set skills, but as the application of these skills in a variety of developmental contexts.				
44	A literacy programme must help learners deal with the power issues around the use of literacy in their daily lives.				
45	Most learners join literacy programmes to enhance their social status.				

43. Mention a particular advantage you have achieved as a result of your participation in literacy programme -----  
-----

44. List the problems facing adult basic literacy programme in your area

- (a) -----  
 (b) -----  
 (c) -----

45. What can the organiser of the programme can do to solve the problems you identified above?

- (a) -----
- (b) -----
- (c) -----

**APPENDIX B**  
**UNIVERSITY OF IBADAN, IBADAN**  
**DEPARTMENT OF ADULT EDUCATION**  
**LITERACY FACILITATORS' ASSESSMENT SCALE (LFAS)**

Dear Sir/Madam,

This questionnaire is designed to collect information on access, acquisition and utilization of adult basic literacy programmes for sustainable development. Your candid opinion will be much appreciated as the study is purely for academic research purpose.

Kindly tick the portion that is applicable to your choice.

Thanking you in anticipation of your cooperation.

-----  
 Olojede, A.A.

1. STATE/LOCAL GOVT. AREA: -----

2. SEX: Male ( ) Female ( )

3. MARITAL STATUS: Single ( ) Married ( )  
 Separated ( ) Widow/er ( )

4. RELIGION: Christianity ( ) Islam ( )  
 African Traditional Religion ( ) Others ( )

5. PREVIOUS EDUCATIONAL BACKGROUND:

- (a) Adult Literacy Certificate ( )
- (b) Primary School Leaving Certificate
- (c) West African School Certificate
- (d) Grade II Certificate
- (e) National Certificate of Education
- (f) Bachelor of Education
- (g) Others (Specify)

6. For how long have you been teaching?
- Less than a year
  - A year
  - More than a year
7. Who pays your honorarium?
- The Local Government
  - The state Government
  - Others (Specify) -----
8. Do you have enough teaching materials to work with?
- Yes ( ) No ( )
9. Do you make use of school facilities in the community as spaces for the learning process?
- Yes ( ) No ( )
10. Is the learners' primers adequate to meet the needs of the learners?
- Yes ( ) No ( )
11. Is there any library around the learning centres for the learners to assess for continuity of their educational yearning?
- Yes ( ) No ( )
12. If yes, how often do your learners visit and make use of the facilities in the library?
- Regularly
  - Not regularly
  - Can not say
13. How do you make the topics discussed in the primers relevant to the daily life activities of the learners?
- Learners participation
  - Facilitators suggestion
  - Remaining current on local and national issues
14. Of what relevance are the seats and sitting arrangement convenient enough to encourage learning process?
- Very important
  - A little important
  - Important
  - Not important
15. What is your average remuneration to the service you render?
- Receive no remuneration
  - Between #500 and #1500
  - Between #1500 and #2500
  - Between #2500 and #3500
  - Between #3500 and #5000
  - More than #5000

16. Which of the following do you have as incentives that enhance your teaching activities?

- Additional pay based on learners results
- Access to credit facilities
- Access to further education
- Certificate of special recognition, training and achievement
- Appreciation from learners
- Others (Specify) -----

17. Do you visit or monitor your graduate after the completion of their programme?

Yes ( ) No ( )

18. If yes, how often do you visit them?

- a) Regularly
- b) Not regularly

19. Is your learning centres fit to house the learners conveniently for learning to take place?

a) Yes ( ) No ( )

20. How often are you exposed to training and new techniques in adult literacy?

- a) Regularly
- b) Not regularly

UNIVERSITY OF IBADAN



**APPENDIX C**  
**UNIVERSITY OF IBADAN, IBADAN**  
**DEPARTMENT OF ADULT EDUCATION**  
**FOCUS GROUP LEADING QUESTIONS**

- 1: How did you get information about the existence of the learning centre?
- 2: What is the distance of your residence to your learning centres?
- 3: Was there any provision for learning materials like primers, writing books, pencils, and so on by the organizer of the programme?
- 4: How can you describe the attitude of your facilitator to your learning achievement?
- 5: Does the programme attend to the reason why you enrolled at the centre?
- 6: Apart from materials provided by the organizer, do you have other materials available at home, which encourage you to learn?
- 7: Can you mention those skills that you were taught in your centres?
- 8: In what ways were you taught each of the skills?
- 9: In what ways were you able to use your skills of reading, writing and calculation?
- 10: Which of the following skills can you perform well now- writing, reading and numeracy?
- 11: What are you doing very well now but you did not do before attending the literacy programme?

**APPENDIX D**  
**STRUCTURED INTERVIEW FOR FACILITATOR**

1. How far are your houses and those of learners to your centres? ACCESS
2. What sort of lessons are you teaching your learners? METHOD OF TEACHING
3. How are your learners using the skills acquired? UTILISATION
4. What problems are you encountering in the course of doing your job?
5. What have you gained so far by being a facilitator?

## Appendix E

### **VARIOUS LEARNING PROGRAMMES AVAILABLE TO ADULT LITERACY LEARNERS IN OYO AND ONDO STATES, NIGERIA**

From the available records from the agencies, the facilitators that handle the literacy programmes as well as the respondents, the following adult education programmes are available in the two states, these include among others the following:

**(a) Basic Literacy Programme:**

This programme is basically for the first timer. That is those that have never had the opportunity of being literate before. They are taught all the skills that enable them acquire rudiment of knowing how to read and write. Every other thing that would assist them to relate and function effectively in their environment is included in their curriculum. Yoruba, Isiro (Arithmetic), and Ibagbepo eda (Social Studies) are the three core subjects taught in the basic class. Civic and ethics are also taught under family living. As an elementary stage of literacy activities, the duration of the learning is between 6 and 9 months. Lessons are held two to three times a week depending on the consensus arrangement among the learners. Lessons are held in learners' mother tongue unless otherwise decided by learners.

**(b) Post Literacy:**

This is the second stage of adult literacy class. Those that successfully completed the basic literacy move to this class. As an intermediary between basic and

advance class, lessons are held in English language. Subject like science is included. Like the basic class, the duration of the class is 6 to 9 months.

**(c) Advanced Literacy:**

Learners in this category are deemed to have matured enough to sit for the primary leaving certificate examination. The curriculum for this class is designed to compete favorably with the primary six standard of the formal education set up. English, Mathematics, Social Studies and Integrated Science are taught.

**(d) Vocational Education:**

Literacy activities in this category prepare the learners for skills and knowledge that could be used to be independent. Women go for skills like tye and dye, soya making, adire cloth design, tailoring, and so on, while men can learn mechanic, vulganizer, brick laying, weathering, in addition to literacy. Sometimes, independent professional practitioners are contacted to train learners on vocation that are not readily available in the agency.

**(e) Women Education:**

This is a purely Home Economics activity for women. They are taught how to cook, raise family, relates with and among the people in the society especially in their families. Issues like family planning, HIV/AIDS, circumcision, and so on are taught as well.

**(f) Liberal Education:**

It is also known as Recreational Education and are organized for social Clubs, cooperative members, regular “ayo” player.

**(g) Continuing Education:**

This is a special remedial class for students who have problem in obtaining their school certificate subjects. The classes are organized specially and does not in any way rival the privately owned continuing education centres run by individual in the two states. What makes the continuing education organized by state agencies different from the individually owned is the fact that the fees are subsidies by the agencies. In Ondo state, the continuing education class as a separate department of the agency is called the Prospect High School.

**(h) Artisan Class:**

This is meant for occupational groups like the Mechanic, Vulcanisers, Rewire, and Battery chargers. It could also be for bricklayers, carpenters, painters, Mason,

Fashion Designers and Hair Dressers. Manual which deal with their tools and language occupations can be designed for them.

**(i) Quranic School:**

This is meant for children and out of school youths who have either been to school. It is operated at local quranic school or centres where children or youth are taught the quranic and Arabic language exclusively.

**Picture 1:**



Interview Session with a Participant

Picture 2:



**Picture 3:** Showing Mrs Babatunde demonstrating writing skills during the 2008 International Literacy Day held in Akure (see her letter on page 88 above)



**Picture 4:** Showing Awosuye of Atosin-Idanre, HRM Oba Olakunle Ogunlowo (a graduated adult learner) (exhibiting the reading skill) by reading his address during the International Literacy Day Celebration in Ondo State.





**Picture 5: Regular training of Facilitators as experienced in Ondo State**



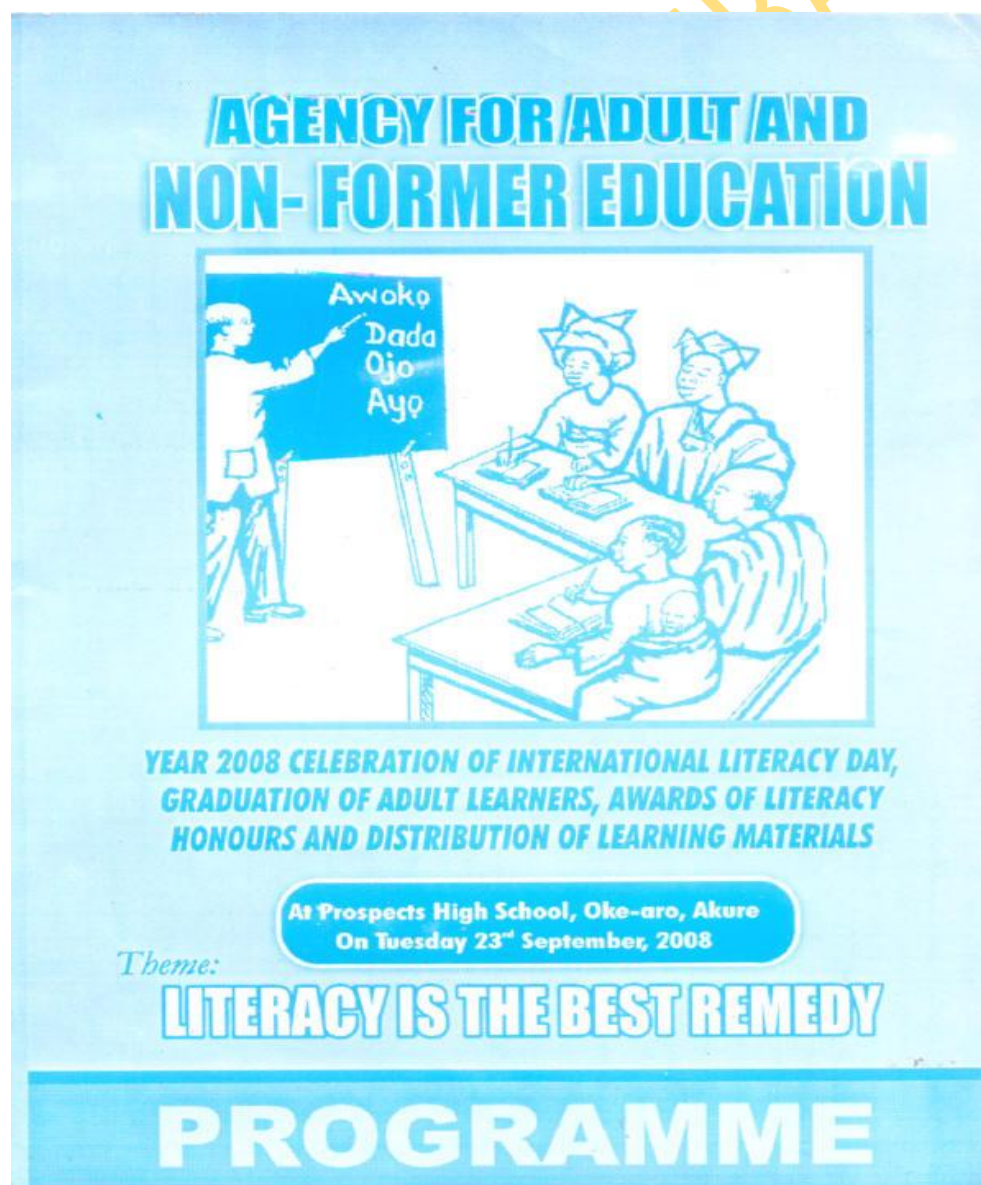
**Picture 6: Researcher attending another training workshop for facilitator in Ondo State**



**Picture 7:** Cross section of adult learners in one of the yearly organised graduation ceremony in Ondo State



**Picture 8: Programme of Events at 2008 International Literacy Day and Award of Certificate to Participants in Ondo State**



**Picture 9: Newspaper advertisement of the introduction of Junior Secondary Schools for graduates of Adult Literacy in Ondo state**

21 Nigerian Tribune  
Thursday, 9 October, 2008

**Education**

## Ondo establishes JSS for adult learners

By Kehinde Adio

**I**N an attempt to make education, from primary to tertiary accessible to all and sundry in Ondo State, governor Olusegun Agagu has established Junior Secondary School for adult learners in the state.

This development will afford the adult the opportunity to write Junior Secondary school certificate examination, and also further their education to tertiary level.

Education Tribune learnt further that the state government has also established training centres where people could sit again for their failed subjects in the West African School Certificate Examination.

Recently, the State Agency for Formal and Non-formal Education (ANFE), produced over 200 graduates including men and women, who have completed their basic literacy programme in their various designated centres across the state.

The ceremony held at the Prospect High School Alare, to mark the 2008 International Literacy Day in the state, drew dignitaries and adult learners from all the 18 local governments areas in the state.

Some of the learners who spoke with Education Tribune described the programme as a blessing to the adult across the state. Mrs. Comfort Bassey stated that she enjoyed the programme and it had given her the opportunity to learn how to read and write.

"Now, I can read the Bible and other Yoruba story books. I can even write my name. In fact, governor Agagu has done the state proud through this programme. Through this programme, I have understood the importance of education to children," she said.

Another learner, Pa Augustine Poroye also commended the state government for the adult literacy programme in the state. Mr. Johnson Genge, from Akure North, also lauded the state government for the programme and enjoined it not to relent in its efforts to make education accessible to everybody in the state irrespective of age.

Mrs. Omolale Mafimisebi said that, before she joined literacy of child education," she said.

Also, Dr. Rasheed Aderinoye stressed the need for religious bodies and non-governmental organisations in the country to boost Adult literacy programme in the state.

According to him, local governments must not be left behind in the exercise. He also called on the state government to promote literacy by Radio to boost Adult learners programme in the state.

the Adult literacy class, she could not read and write but now, she can write her name. Similarly, Mrs. Yemisi Ojuado from Ikare Akoko, and Mrs Omolere Ayadi from Ilaje said the programme was a blessing to them.

The chairman, Ondo State Agency for Adult and Non-formal Education, Dr. Samuel Akerele, appealed to every adult in the state to register for the programme fully in politics towards the development of the country.

"2006 National Population Census put Nigeria's population about 140 million, and out of the figure, statistics put the adult illiterate population at about 52.4 million.

"This development justified the establishment of the Adult Literacy training centres by the state government across the 18 local government areas in the state.

"To really liberate our people from ignorance and backwardness, the state government would need the concerted efforts of other education stakeholders in the state in its bid to make education accessible to all and sundry," he said.

The state governor, Dr. Agagu stated that literacy was the best antidote to poverty and injustice in any country.

"Literacy builds self-confidence and self-esteem needed to make decisions in day-to-day living. It will also improve communication skills," he said.

Meanwhile, Executive Secretary, Agency for Adult and Non-formal education in the state, Princess Bimbola Olateru appealed to the federal government to earmark special fund for the development of adult literacy programmes in all the states in the country, adding that, "Only the literate parents will understand the impor-



*\*From left, Princess Bimbola Olateru-Olagbegi, Executive Secretary, Ondo State Agency for Adult and Non-Formal Education (ANFE); Mr. Sanya Orungbemi, Special Adviser on Education to the state governor, and Dr. Samuel Akerele, chairman, ANFE, during the 2008 International literacy day celebration in Ondo State. Photo Kehinde Adio*

in their areas so as to benefit from the state government's Adult Education campaign.

According to him, the literacy programme is designed to give adults in the state the necessary basic education that would enhance their performance in their various businesses, and contributions towards the development of Adult literacy education in the state. The awardees include: The State Commissioner for Education, Dr. Olugbemi Akinkoye; HRM Oba

Olugbegi, Executive Secretary, Ondo State Agency for Adult and Non-Formal Education (ANFE).

Others include Mr. Olusola Lijofe, Director

**Figure 5:** A scanned copy of a letter written by a group of participants in Ilaje-Eso Odo Local Government

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Igbako da  
Ondo  
8/8/2007

Si Goming  
Ondo State.

Iwe Idupe

A dupe ti e fun wa ni anfani  
eko agba. A le ko, a tun  
le ko. A n se irawo, eko anan omo  
wa. Sugbon a n fe ki e ran wa  
lowo. Oju wa ka male to.  
E fun wa ni gilasaju lati  
ma ka iwe. Olawa ya ran  
yin lowo.

E se pupu.

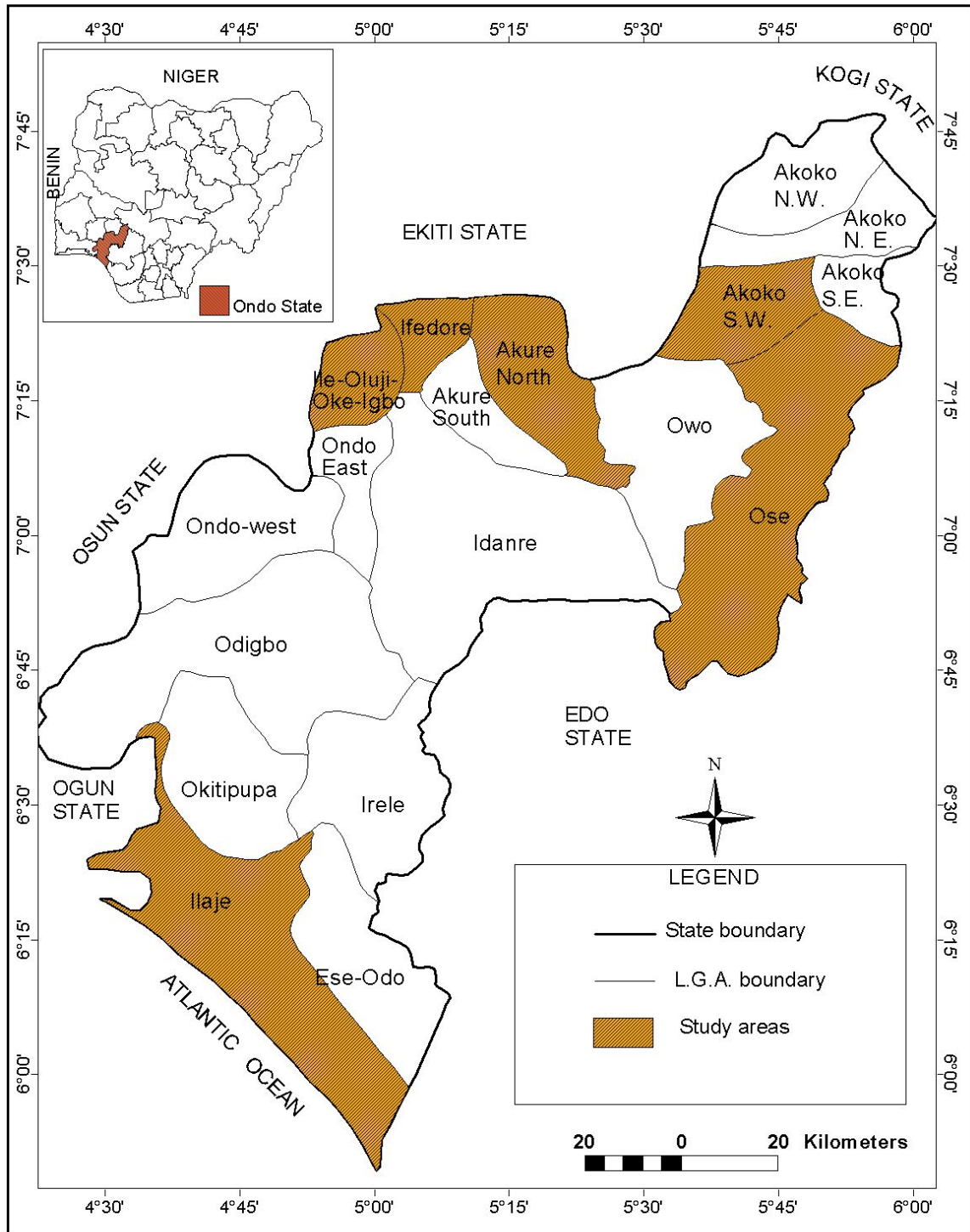
Ilaje E se Obo

Map of Oyo State showing the 33 Local Governments in the state and the distribution according to the 3 Senatorial Districts





**Map of Ondo State showing the Local Governments picked for the Study**



**Map of Oyo State showing the Local Governments picked for the Study**

