EDUCATION, SECURITY AND POST- COVID SUSTAINABLE DEVELOPMENT IN NIGERIA: IMPLICATIONS FOR NON- FORMAL EDUCATION AND HOW TO NAVIGATE USING DIGITAL LITERACY SKILL

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Introduction

Nations of the world have been grappling with recovery strategies from the humanitarian crisis and emergencies occasioned by the corona virus pandemic which broke out in 2019. Some countries have been critically hit much harder than others by the scourge. As affirmed by Finley (2020), impacts from covid-19 pandemic and rising insecurity (in form of insurgencies, banditry, armed robbery, kidnapping, cultism and child abuse/ human trafficking) have added to existing problems faced by developing nations. Global education is being seriously threatened. The effects of lockdown have been debilitating and monumental on virtually all sectors particularly the education sector. The impact of the existing inequities has worsened and new inequalities created among nations of the world. While many educational institutions struggled to adjust their academic calendar for the year due to the covid-19 induced disruption, some states especially in the Northern and South-eastern part of Nigeria are confronted with constant violent attacks (Suleiman & Ileyemi, 2022). Moreover, the technological revolution currently turning the world's fortune around is beginning to have a profound impact on the continent of Africa, such that if the reset button of the education landscape and challenge of exclusion is not hit/ pressed, achieving quality education for all by 2030 will be a mirage (Kuye, 2021).

This ceaseless attack on schools particularly in Kaduna, Zamfara, Katsina, Niger and Yobe has led to further shut down of schools in those states. Pupils/ students and teachers have become victims of rampant abduction/ mass kidnap. Situations where schools were asked to re-open in the affected states after some measures of sanity were restored, pupils and students are scared of returning to classrooms (UNESCO, 2021). Concerns have been raised over a possible increase in the number of out-of-school children, and might rank highest in Sub- Saharan Africa. The United Nations

International Children's Emergency Fund (UNICEF) estimated that at least 10 million pupils/ students did not go back to school in October, 2021 due to insecurity (UNICEF, 2021). In addition to the problem of covid-19 and insecurity is the adverse effect of prolonged strikes by the Academic Staff Union of Universities (ASUU) in 2020 and again in 2022 which hit hard on university undergraduates. The incessant and protracted strikes have left many students of public owned tertiary institutions and admission seekers stranded and kept redundant at home to while away time meant for useful academic pursuits. Academic calendar and programmes have been disrupted. The resultant effect is the chunk of half-baked graduates being churned out annually in their thousands by higher institutions of learning. Other problems ravaging the nation ranges from unemployment, poverty, natural disaster (such as flooding, erosion, global warming) to community/ religious clashes. The havoc wreaked by the pandemic era alongside overwhelming challenge of insecurity and other emerging problems have exposed the urgent need for innovative strategies in the teaching- learning systems of developing nations.

The realization of the 4th Sustainable Development Goals (SDGs) 2030 target of quality education for all has been seriously threatened. The United Nations' Educational Scientific and Cultural Organization/ UNESCO (2021) hinted that learners and educational institutions at different levels (both in formal and informal education systems) in hundreds of millions all over the world were thrown out of classes due to implementation of social distancing and localized schools' closure. Learning from home through on-line and distance learning was adopted as the new norm because teaching- learning activity in physical classrooms became practically impossible to implement (Kuye, 2021). The inadequacies and inequities in the education systems were exposed. This ranged from unequal access to education opportunities, poor teaching-learning skills, lack of innovative initiative and un-conducive supportive environment. Others are inadequacy of infrastructure (for example poor computer systems network with ineffective internet facility, lack of well- equipped laboratories, technological workshops, functional teaching- learning studios etc) and absence of competency needed for on-line education/ e- learning. The pandemic era has also exposed teachers' lack of preparedness to support digital literacy skills for learning and livelihood (Schleicher, 2020) and (NOUN, 2022).

In order to achieve full recovery and effectiveness in Nigeria's educational system, a balanced integration in the operation of all educational programmes spanning formal and non- formal systems is required. The pandemic situation exposed the need for young adults to have creative sustainable skills, entrepreneurship/ trade and digital literacy skills for learning and livelihood in addition to basic and functional literacy skills. The realization of the SDGs goal for education 2030 will be farfetched if adult and non- formal education is not re-positioned in terms of provision, access and delivery efforts. Potential inherent with non- formal education in creating a healthier and more inclusive society became glaring during the era. Through the use of radio and television station, the informal system of education became prominent for learners particularly those in final examinations classes. Even in the midst of recovery from the emergencies, adequate contingency arrangements have not been proffered on how to ensure the right to education of all levels of learners. It has become imperative to ensure synergy of efforts in mitigating the consequences of the pandemic era and insecurity on education. The need to ensure equal educational opportunities for all citizens of the nation at primary, secondary and tertiary levels, both in the formal and the non-formal education systems cannot be over emphasized.

The Complementary and or Supplementary Roles of Adult and Non- formal Education to the Formal System

Formal education alone cannot adequately cater for the educational need of the nation considering the variegated categories/ levels of learners and their interests and aspirations. Educational needs of the society therefore have to be complemented and or supplemented by the non-formal and the informal education systems. Non- formal education programmes serve as a complementary option to take care of disadvantaged, marginalized, hard to reach children, out-of-school youths and adults (rural and urban). This move is also in compliance with the Education- for-all goal and the SDGs 2030 Target of Goal 4 in Education of the United Nations. Worthy of note also is that the population who had formal education and training in the past might need to be updated and re-skilled to be relevant in the modern dynamic world of today. The shift in trend caused by the pandemic situation and surging insecurity all over is opening up possibility and opportunity for further development and investment in non-formal and family- based learning pathways (Stanistreet, 2020). Solutions and results manifested during the pandemic can be easily integrated into the adult and non- formal education system and learners will have greater opportunities of learning through multiple pathways.

Other instances abound. Adults and out-of-school youths can be integrated into the global community by familiarizing themselves with the decisive tool of Information Communication Technology (ICT). This explains the dire need for the complementary and sometimes supplementary role by adult and non-formal education. The role of adult and non-formal education in national development is multi-dimensional and quite encompassing (Akpala, 2018). It is contributing meaningfully to the progress being made in areas of human capital formation, health care delivery, nutrition and the development of institutions and democracy in the nation. Pattern of non-formal education in a country depends on the socio- political and economic circumstances prevalent in the country. As pointed out by the National Commission for Mass Literacy, Adult and Non-formal Education, adult and non- formal education programmes constitute useful means of realizing the Universal Basic Education (UBE), promoting gender equity and improving the health status of Nigerians generally. Repositioning adult and non-formal education has the potential to create healthier, happier and more inclusive societies, also giving living hope to the realization of the Sustainable Development Goal of quality education for all by 2030.

Meaning of Non-formal Education and Adult Education

Non- formal education is an organized functional educational activity operated outside the established formal conventional school system with the intention of serving identifiable learning clientele and learning objectives (Federal Ministry of Education, 2018). Some authors tried to delimit the clientele of non- formal education as well as spell out the aims it is to achieve. Bohla in Ihejirika (2012) presented it as any organized educational or training activity meant for a homogenous group such as school dropouts, illiterate rural and urban adults, youths, women and industrial workers aimed at improving their employment and income potential and a possible help to enable them re-enter the formal system. The curricular of non- formal education is not spirally designed, neither are the clienteles chronologically graded. Non- formal education takes care of educational needs as it concerns a homogenous group such as the out-of-school unemployed youths and adults (men and women). Learners in the non- formal system are provided opportunities to continue their education

at any level (primary, secondary and tertiary), and in various forms depending on their individual and societal needs (Mayanchi & Muhammad, 2012). These categories of learners are transformed through training into occupational wage earners or job providers. Apart from being a means of implementing life-long education policy, non-formal education translates into economic well-being of families and wealth creation for the nation. It is life-long because individual participants continue to develop their knowledge, skills and attitudes over their lifetime.

On the other hand, adult education is a comprehensive and diverse mode of learning for all adults not minding their previous educational achievements. The National Policy of Education as published by the Federal Republic of Nigeria (FRN, 2014) describe Adult Education as the entire body of on-going learning processes (formal or otherwise) whereby people regarded as adults by the society develop their abilities, enrich their knowledge and improve their technical or professional qualifications to meet their own needs and those of the society where they live. According to the Hamburg Declaration of 1997 in Association for the Development of Education in Africa, (ADEA, 2011) adult learning involves formal and continuing education, non- formal learning and the spectrum of informal and incidental learning obtainable in a multicultural learning society where theory and practice- based approaches are accorded recognition. It encompasses the entire spectrum of learning from basic education to professional development that occurs outside the formal school system.

Effective Implementation of Non-formal Education in the Post- Pandemic Era

Ensuring the survival and development of functional knowledge, practical skills, right attitudes, positive values, cherished norms and smooth integration into the society of out-of-school unemployed youths, disadvantaged, vulnerable group and adults is imperative for livelihood. The minds of these categories of learners need to be sharpened and geared towards contributing their quota to the economic, social and political transformation of the society even in the midst of the pandemic era and increasing insecurity (Kuye 2021). The accelerated increase in technological innovation and speedy development of novel knowledge in different spheres of human endeavour globally has made non- formal education an indispensable tool in realizing individual and national goals. In addition to basic literacy skills and home literacy skills being transmitted to these categories of learners through adult and non- formal education, there is need for digital literacy skills to enable them navigate the post pandemic era and overcome the emerging security challenge. Recall that the over-all aim of education is targeted at integrating individual members into the society for the purposes of self- reliance, productivity and nation building (Federal Ministry of Education /FME, 2014). Non- formal education is a vital aspect of the education industry capable of transforming individuals and contributing enormously to social, economic and political development of nations even in the pandemic era and surging insecurity.

The utilization of effective non-formal education programmes to counter rural poverty was identified and explored by Ihejirika (2012). Through the survival and digital skills being advocated for adult and non-formal education, rural dwellers can be conscientized to achieve some degree of personal development, improve health condition and ensure high standard of living. The need for personal autonomy, awareness and exercise of basic human rights, acceptance of responsibility, increased productivity, labour efficiency and well-being of future generation are integral part of the rationale for adult education (Muhammad, 2021). Presently, many adults (both men and women) are deficient of requisite knowledge, life survival skills, right attitude and vocational ability needed for

relevance and functionality in different spheres of human endeavour such as agriculture, heal
and industry work of different kinds (Nnamani, 2014). Awareness on proper health care, sani
hygiene, good nutrition, management of climate change effects and survival strategies
pandemic era, security consciousness and civic education can be inculcated in the recipients (A
2018). The overall goal is to improve productivity and increase life expectancy. If recipien
adequately equipped with essential life survival skills being advocated, investment potential w
high, labour force becomes robust, managerial know-how needed to compete in today's g
economy will be assured. Navigating the pandemic era, overcoming rising security threat
realizing the SDG goal 4 of education for all by 2030 becomes a dream come true.

Relationship of Formal, Non-Formal and Informal Education to Adult Education

Adult and non-formal education programmes are intricately interwoven. Some program
often referred to as adult education by many agencies and individuals sometimes are mixture
adults and children participants (Ihejirika, 2012). In some parts of Nigeria, children, teenagers
youths sit side by side with adult learners in the same literacy classes, yet such classes are commo
labeled Adult literacy classes or centres. Different factors determine what adult education and n
formal education mean to different people. Some educators argue that while adult education focu
on adults, non-formal education extends to a group of children and youths that could be school dro
outs, apprentices, the girl- child, children of nomads, migrants, traditional quranic school childr
and the physically challenged ones. The people at various internally displaced persons (IDPs) camp
are not exempted from being a target beneficiary. It is necessary to clarify that non-formal an
informal education apply to adults, just as much as they apply to children and adolescents (Nationa
Teachers Institute/NTI, 2018). But since the span of adulthood is usually much longer than th
periods of childhood and adolescents put together, the bulk of useful non- formal and informa
education takes place during adulthood. More so as people become adults, they acquire mor
experiences which make additional learning more meaningful; hence the prominence of adult non-
formal and informal education. Moreover, while a great proportion of young people's time is spent
on formal schooling, adult spend more of their time fending for the basic needs of the family
regarding livelihood and survival (Muhammad, 2021). Learning, therefore, has to continue for the
adults in ways other than full- time programme. This accounts for the popularity of non-formal and
informal education among adults.

The significance of non-formal and informal education for adults has led some people to perceive adult education as being the same thing with non-formal and informal education which is not necessarily the case. Some people have pondered on whether adult education can be formal. This depends on whether the adult class or course is undertaken full- time or part- time, also whether teaching methods suitable to adults are applied. If a course is full- time and deploys the same methods applicable for young people, such programme does not qualify as adult education. If it is full- time but employs teaching methods suitable for adults, it qualifies as formal adult education. If it is part-time and engages adult learning strategies, it can still be classified as formal adult education, particularly if the aim is to obtain certificates usually issued at the end of formal schooling (NTI, 2018).

A conventional approach of classifying adult education into three modes of formal, non-formal and informal education needs to be clarified. The approach recognizes formal adult education to involve remedial education or extra- mural classes and can lead to certification. Non- formal adult

education covers training and instruction outside the formal education system and may be organized in the form of individualized apprenticeship, vocational training in craft centres, and even as a nationwide mass literacy campaign. Under informal adult education, learning may occur unintentionally and accidentally through face- to- face contact groups, the media and through serendipity (Ngwu, 2006).

The distinction between adult education and non-formal education (NFE) has to be made clear. The practice of categorizing education into formal, non-formal and informal modes naturally translates non-formal and informal education modes within the education system into specific mode of adult education. Therefore, non- formal education has come to include different forms of adult education such as literacy work, community development and education for critical consciousness (ie self and social awareness) or community education as integral parts of development action programmes (Okedara in NTI, 2018). One common strand is identified to run through adult education and non-formal (Adult and Non-formal education). It is that adult education includes all activities with an educational purpose that are carried on by people engaged in the ordinary business of life. There are other approaches to defining adult and non- formal education.

The scope of Non- formal Education in Nigeria

The scope and objectives of non- formal education in Nigeria is contained in the educational blueprint of the nation. The National Policy on Education (FME, 2014) of the Federal Republic of Nigeria also affirmed by Kuye (2021) identified and itemized the scope and different types of adult and non-formal education as follows:

1. Basic and Functional literacy
2. Vocational Skills Acquisition
3. Post- literacy and Further Education
4. Remedial, Extra- mural and Continuing Education
5. Nomadic Education
6. In- service or on-the-job education and professional training
7. Aesthetic, cultural and civic education

Adult and non-formal education programmes are meant to provide basic literacy, functional literacy and post- literacy for the disabled (blind, deaf and dumb and other physically challenged members), internally displaced people (IDP), women's education, and nomadic education. Others include continuing education, quranic integrated education, factory workers' education, vocational education and prison education

Practitioners in the field bear a variety of proprietary names based on their primary level of operation and status in the education system. Some non- formal education system providers, according to the Nasarawa State Agency for Adult and Non- formal Education Guidelines (2009) meant for the operation of all non- formal education programmes include the following:

(a) Vocational Institute: This is a non- formal educational centre providing either or both commercial/ business and technical courses or trades and skills to a reasonable and a recognized level of attainment.

(b) Organized Apprenticeship: In this system, learners agree to learn trade/ entrepreneurship under an expert/ master- craftsman or practitioner to compensate for an agreed time duration/ period used in rendering service to the Master or Chief workman. Fees and commitment levels vary depending on the apprenticeship period and other salient factors peculiar to the type of trade or

entrepreneurship. The open apprenticeship scheme that operates in the informal sect
complements with the requisite income- generating vocational skills and all efforts are targete
at eradicating poverty. Examples of such trades are tailoring, automobile/ electrical work
carpentry, masonry, welding, tailoring, music, driving, hair/ beauty salon, goldsmith, crafts
aluminum panel glass windows/ doors fabrication among others.

(c) Extra- mural/ Extra tutorial Centres: These centres organize lessons for a small group of persons in preparation for external examinations.

(d) Correspondence Education: course of study by post or by correspondence.

(e) Quranic School: in addition to the knowledge of Quran, non- formal education curriculum is developed for boys and girls in the Quranic school.

(f) Computer Training Centre: The centre offers learners opportunity to be acquainted and grounded in the knowledge, skills and processes of Computer programmes, including Information and Communication Technology, programme applications, hardware maintenance, software development and other aspects of IT.

(g) Other non- formal education outlets include: Hotel and catering, Secretarial Studies/ Office Management Centres, Religious Studies and Elementary Science Training Institutions and several others bearing different proprietary names.

Physical facilities for the operation of non- formal educational programme must be in a ventilated, safe and spacious environment conducive for the training purpose. Adequate qualified and experienced personnel/ instructors are to train learners in the various field of instruction offered by the non- formal education. Facilities for toilet and urinary, also water and electricity availability are added advantage. Necessary statutory records must be properly kept and discipline /healthy inter-personal relationship maintained.

Accessibility, Quality, Control and Funding of Adult and Non- Formal Education in Nigeria

The social circumstances of a given society affect the pattern and pace of development in the educational sector of which adult and non-formal education is a part. In a quest to drastically reduce the high level of illiteracy in Nigeria and make basic education accessible to the populace, the Nigerian Government through the National Commission for Mass Literacy and Adult Education introduced a variety of non-formal education programmes. The non-formal education programmes offer a flexible opportunity of receiving basic education to disadvantaged children, youths and adults who could not participate in formal school either due to poverty, cultural or other factors. The learning experience is expected to be of high quality and capable of helping learners with opportunity mainstreaming into the formal school system if they so wish later in life. In order to support the curricular, some books (primers) were developed on the following subjects: primers on English Language, Mathematics, Basic science, Health, Life Skills, Home Economics, Business and Vocational Education, Citizenship and Social Studies. As affirmed by Aderinoye (2007), the programmes of Adult and Non-formal education are offered in the various states under the supervision of the various State Agencies for Mass Education. At the Federal level, the National Commission for Mass Literacy, Adult and Non-Formal Education in affiliation with certain institution controls the activities of Adult and Non-Formal learning institutions and centres of diverse magnitude, shapes and orientation operating in various states of the Federation. These non-formal learning centres offer access and lifelong opportunities for adults, disadvantaged youths and

vulnerable children. These institutions and centres that provide non-formal and adult education learning opportunitie and functions are guided by legislative framework (Akpala, 2018).

Despite the mobilization efforts of the National Commission for Mass Education and its state Agencies, evidence of poor access and low participation to adult and non- formal education programmes by many adults and out-of-school youths abounds (Aderinoye, 2007). Literacy can be taken to the doorstep of everyone through the various literacy centres operating in schools' premises and monitored by the State agencies for mass education and non- governmental organizations. Some grassroots associations (for example, churches, mosques, market unions) also run classes for their members and help in taking literacy to the door-step of everyone. Nevertheless, the non inclusion of life skills and other functional elements in the programmes make the subscription level very low. Based on statistical record as affirmed by Kuye (20210, there were more women than men in basic literacy classes. Yet for some reasons, some states in Nigeria did not attach much importance to the participation of the girl-child in non-formal education.

Statistic result from the total allocation of funds to the education sector shows that less than 10% is consistently made available for adult and non- formal education (National Commission for Mass Education, 2008). Local Government Area Councils have made substantial contributions to mass literacy activities. Ministries, Donor Agencies, Non- Governmental Organizations (NGOs), faith-based associations, Development Associations, Market women, Universities authorities and Community Based Organizations (CBOs) have made significant contributions to Adult and Non-Formal Education in Nigeria. UNICEF is making substantial financial allocation to adult and non-formal education in Nigeria, followed by the UNDP and then the World Bank. UNESCO has made gigantic contribution as well as DFID (Kuye, 2021). The private sector has not displayed adequate commitment in the funding of adult and non- formal education.

Curriculum and Instruction

The National Commission for Mass Literacy, Adult and Non-formal Education with support from UNICEF alongside the technical input of Nigerian Educational Research and Development Council (NERDC) has developed curricular for use in Non-Formal Education. The curriculum relates uniquely to the goals, experience, interests, problems and other accompanying variables associated with adult and non-formal education. Some of the curricular developed include: for Girl Child Education, Quranic schools and Out-of-school Boys. The curricular were developed through wide consultations and being used in literacy centres around the country. However, fund is a constraint in documenting its functionality and acceptance in the field (UNICEF, 2021). Guides were developed for each primer to assist Facilitators in selecting appropriate learning opportunities/ experiences for each activity and presenting them in the best participatory and interactive form suitable to the learners. The programme components include Non-formal Education Quranic Schools, the Out of school Boy's programme, Regenerated Freirean Literacy through Empowering Community Technique (REFLECT) of Action Aid and the Radio/ Literacy Initiative for Empowerment (LIFE) of UNESCO. REFLECT is Action Aid's contribution to Literacy and community development in Nigeria. The REFLECT methodology adopts the participatory techniques that help to generate discussions and analysis on critical issues that are of concern to the community. These programmes components are meant to make literacy more relevant and responsive to community needs.

Challenge of Adult and Non-Formal Education in Nigeria

Adult and Non- formal Education in Nigeria is beset with formidable challenges. Some of the constraints as identified by Kuye (2021) include: Poor or non- availability of facilities at the various learning centres, limited support services, unqualified and inadequate instructors/ facilitators to man the various learning centers and problem of hunger/ food shortage and poverty suffered by learners in some area. Other problems of the programme include that of abysmal poor funding (allocation), weak monitoring system and ill- motivated teachers/ facilitators who often depend on good will of the learners and charity by International donor organizations. There are hardly full time facilitators for adult and non- formal education in Nigeria. This results in the turn- over rate being quite high because they are mostly hired on part- time basis. There is also the problem of lack of inclusiveness. Other challenge include: poor evaluation system, then the unprecedented health and socio-economic crisis occasioned by Covid- 19 pandemic and surging insecurity in some parts of the nation increasing the number of internally displaced people (IDPs). The vulnerable people in the society are the most hit hard by the Covid- 19 pandemic and insurgencies. Livelihood, cost of commodity/ produce and spending patterns were affected which had a terrible consequence on the economy, well- being of the people and the adult and non-formal education programme (UNDP, 2020). Environmental problem caused by climatic change, flooding and global warming cannot be ruled out also. Other militating factors to effective implementation of adult and non- formal education are religious intolerance, cultural barriers, political upheaval here and there and economic crunch biting the nation hard. It was discovered that many participants of Adult and Non- Formal Education programmes drop out of the programme due to shortcomings in the management and inability of the programme to meet their specific needs. Also due to its varied connotations, emergence, goals, implications and different proprietary names, the concept of adult and non-formal education has for a long time suffered from conflicting definitions.

The Place of E-learning and Digital Literacy Skills for Teaching-Learning and Livelihood in Adult and Non-formal Education

Technological innovation is changing a lot of things at the global level and in various sectors for future and for livelihood. The pandemic era has compelled governments of nations across the globe to enact policies that restricted movement of people which also affected the education system (Ayanwale & Ndlovu, 2022). Educational institutions had to search for new solution within a short period of time. This brought into prominence the 'new normal' which presents an opportunity for educational institutions across the world to re-imagine the impossible and shift to new ways of working and collaborating. The term 'new normal', according to El-Erian (2010) has been used in the contexts to mean that something which was previously not typical has become typical. It substitutes the accepted, habitual usual state after a certain event has occured. For example, Covid-19 epidemic which was universal has led to a new way of doing things in different spheres of human endeavour particularly the education sector. A new disposition called on-line reality has emerged to become the new face of the working environment as everyone tries to fit into the new normal. On-line education has its root in distance education and uses digital technology to facilitate the efficient and effective delivery of lectures, virtual classroom sessions and other instructional materials and activities through the internet (Onyema & Deborah, 2019). The crisis has created an opportunity to reconstruct adult and non- formal education system. It has become a catalyst to establish better and updated practices in teaching –learning process suitable for the present generation of adult and non-

formal learners. Stakeholders involved must be prepared to embrace the changing world in order to remain relevant.

The need to re-invent the learning environment is to enable digitalization and expansion of the clientele – facilitator relationship and to build a talent-driven economy. There is an urgent need to redesign and re-orientate adult and non-formal education providers and recipients to fall into the 'new normal' reality. Concerned stakeholders need to re-imagine the impossible and shift to new ways of facilitating and collaborating (Olaniyi, 2021). Different technological tools and platforms aid on-line teaching- learning such as zoom meeting, skype for business, google meet, whatsapp conference call, Youtube, Go to meeting, Coursera and 3-D google map and several other e-learning media, mobile devices/ technologies and open educational resources (OERs). These variegated on-line platforms offer opportunity to millions of people, organizations, public and private sector participants helping them communicate and transmit useful pieces of information/ learning experience among members. The massive efforts deployed within a short time to respond to the shocks of corona virus pandemic has reminded everyone that change is a possibility. It has become obvious that adult and non- formal education systems need to be made more flexible, equitable and inclusive (UNESCO, 2021). Educators need to re-design and reshape strategies placing emphasis on relevant individualized learning. By transforming to on-line learning, stakeholders and participants can be driven to embrace digital technology. As such the perspective and learners' need must be reviewed to conform to this new – normal (Olaniyi, 2021). The success of on-line education depends on the following factors: good internet connections, availability of learning software, requisite digital skills and access to technology and constant electricity supply.

Considering the medium of delivery in the academic context and leveraging on certain skills such as communication skill, research skill, organizational skill, e-skill, e-competence and other life skills, digital instructional materials are being resorted to for teaching learning in the pandemic era. The skills being advocated are the ones that will help the Facilitator collaborate and manage learners well remotely using social media and gadgets/ mobile learning devices which are presently in their millions. Teaching- learning and research all over the world are gradually embracing the use of open licensed soft wares, electronic textbooks, internet services, digital contents, on-line courses and mobile technologies (Junaid & Oladejo, 2022). Access to latest innovation in educational resources, materials and strategies is made flexible and affordable with the use of multi-media devices. For instance, the use of open educational resources (OERs) is presently helping to bridge the gap between formal, informal and non-formal learning (NOUN, 2022). Digital literacy is to be distinguished from computer competency. Digital literacy is essential for teaching- learning and livelihood in the 21st century and a 'must- embrace' if the 2030 SDG Goal 4 of education for all is to be achieved. Paper-based teaching- learning is gradually giving way for the use of mobile devices. Basic literacy skills such as reading skill, writing skill, listening skill, speaking skill, ability to interpret phenomenon/ ideas and solve common daily problems are acquired at foundational and higher levels of education. Digital literacy helps to enhance and deliver contents using technology (e.g use of mobile devices). Digital literacy is a functional literacy that involves the comprehensive use of digital technology to view information, create information, harness information and process information. This skill need to be inculcated into learners at the foundational level whether for formal or non-formal education. It goes beyond computer literacy. With the help of mobile devices, gadgets and social media, adult and non-formal education providers can make learning accessible to the common people. On-line

digital method has enabled the features of learner control over time, setting or pace. Through on-line reality, teaching and learning have been able to take place remotely live and still connected virtually.

Conclusion and Recommendations

The new normal for adult and non-formal education requires stakeholders and participants to unlearn what they have always known and then learn the new normal by developing superior human resources in the digital age for effective andragogy (science of teaching- learning in adult and non-formal education category). The choice of on-line teaching- learning platforms will help simplify, shorten and improve instructions and teaching- learning outcomes regarding adult and non-formal education. Hence the recommendation of digital technology as a tool to navigate the pandemic era and rising insecurity alongside other emerging problems. The following recommendations are hereby made:

- Facilitators/ Instructors of adult and non- formal education learners should be trained and equipped with technological tools and technical know-how on on-line teaching- learning platforms (Blended learning) and different kinds of virtual resources.
- Facilitators must inspire recipients to participate actively in the learning process by becoming more flexible in approach.
- Curriculum planners should make conscientious efforts to create meaningful and effective on-line learning courses.
- Improvement in funding and allocation to the programmes of adult and non-formal education should be improved upon at the Federal level. Paucity of fund has affected the hiring and motivating of dedicated facilitators and provision of requisite resources and materials needed.
- A conducive environment and facilities needed for on- line learning is a necessity. In order to shift smoothly from conventional way of doing things to on-line or blended learning model, government and public spirited institutions need to make heavy investment in technological infrastructure. Writing and facilitating on-line learning courses and themes/ topics require knowledge, time, experience, talent, commitment, great communication skills and true passion which is achievable if the right conditions are met.
- Partnership can be reached with telecommunication service providers to offer free or subsidized mobile data packages to encourage learners and facilitators of adult and non- formal education using on-line learning platforms and resources.
- Periodic capacity building workshops/ seminars, conferences, symposia and trainings need to be organized for all stakeholders and participants in adult and non-formal education on current demands particularly as it concerns on-line learning/ Blended learning with a view to improving their computer literacy skills.
- The role of E-learning Policy in Digital Transformation of Developing nations must be properly spelt out and backed up by an act/ legislation. Policy to drive digital literacy must be standard and institutional.

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