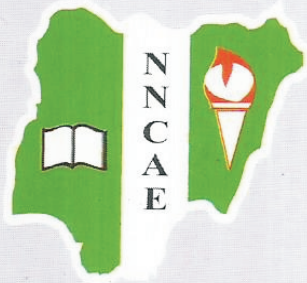
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Adult Education in Nigeria

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Theme:

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Editorial-Adult and Lifelong Learning in Economic Challenging Times

The theme of this issue of our journal is Addressing Adult and Lifelong Learning in Economic Challenging Times.The conference was held at the Main Auditorium of Alvan Ikoku Federal College of Education, Owerri –Imo State from Tuesday 4th October to Friday 7th October, 2016.

The NNCAE President Professor Fatima Mohd Umar delivered a welcome address to members and it is reproduced in this issue of the journal.

There was a keynote address and two lead papers delivered by Prof. Abba Abubakar Haladu, Prof. Nneka Umezulike, and Prof. 'Supo Jegede respectively.

The 33 (Thirty Three) papers published in this issue had gone through double blind peer review and were cleared for publication in June,2017.The articles focused on adult and lifelong learning with a view to disseminating knowledge in relevant professional fields.

In economic challenging times such as we are presently in the country, adult educators should promote equity and enhance educational values needed to meet the challenges of the present times.Similarly, the theme of this issue gives an insight into how individuals and institutions of higher learning mediate between cultural values, beliefs, acquisition of skills and knowledge driven economy as it relates to adult and lifelong learning in economic challenging times.

Professor (Mrs.) Lucy Adesomon Okukpon PhD, mnae
National Editor.

ADDRESS BY THE PRESIDENT, NIGERIAN NATIONAL COUNCIL FOR ADULT EDUCATION ON THE 2016 ANNUAL NATIONAL CONFERENCE AT THE ALVAN IKOKU COLLEGE OF EDUCATION OWERRI

4th -7th October 2016.

Protocol

I am delighted and feel honored to address this gathering on the occasion of the 2016 Annual national conference of the Nigerian National council for Adult Education; whose members are Adult Education Policy makers, practitioners, students and friends.

I consider the conference a very important forum at which we meet to dialogue and make decisions that invariably influence the practice and delivery of Adult education in Nigeria.

I therefore welcome you all to this conference tagged Owerri 2016 at the oil city of Owerri. The theme of the conference this year as you know is 'Adult and Lifelong learning in economic Challenging times. I am sure we all understand why the choice of the theme is very appropriate, considering the difficult circumstance faced by Governments and individuals with such global challenges as poverty, unemployment, insecurity, political tangles, epidemic/disease. In a situation where cost of living is very high and people's earnings are static or dwindling, it is very appropriate to discuss ways of arresting the situation at any given opportunity. The inclusion of lifelong Learning in the theme is to address the issue of functional literacy focused on the promotion of production and attitudinal change. Literacy being the basic currency of knowledge should always aim at meeting the dynamic needs of people such as:

- Political Education
- Health Education
- Human Right Education
- Gender Education
- Entrepreneurship Education and training
- Financial Management
- Civic education with emphasis on loyalty to one's country and tolerance of other people;
- Social Safety with emphasis on security
- Digital/Information Technology Literacy which has rapidly changed the society into a global village.

It is hoped that discussions on this year's conference would address these issues and lots more focused on social and ideological Literacy aimed at bringing out strategies for people to be independent such that they would be able to take charge of their lives.

Achievements within the last two years

- Greater participation of NNCAE in NMEC activities
  Inclusion in monitoring and membership at the National steering Committee on Revitalization of Adults and Youth Literacy.
- Stimulation of consciousness on NNCAE
- Contact with NOGALSS, a nongovernmental Organization serving as the Umbrella of private NGOs in Adult Education in Nigeria.
- Preparation for setting up of local branches in some states.
- Acknowledgement, acceptance and expression of interest in the activities of NNCAE by Universities and Collages of education.
- Publication of our second journal in a period of two years, gotten ISSN for our Journal from the National Library.
- Preparation for registration of the Council at the Corporate Affairs Commission, preparation and presentation of financial reports at annual conferences. Preparation for the design and establishment of NNCAE website.

Challenges

- Development of a constitution
- Actualization of registration with Corporate Affairs Commission
- Need for more public enlightenment to sell the Council further to all Stake and non stakeholders alike.
- Non Payment of annual dues by members.

Recommendation

- ❖ Sale of journal to Adult Education staff, students and participants at meetings and conferences
- ❖ Need for the diversification of the councils activities for more impact to the society.
- ❖ More participation in and support from members to NNCAE activities.

On behalf of myself and the entire Exco of the Council, I thank our host, the Alvanikoku Federal Collage of Education for hosting this year's conference. We are aware of the enormous responsibility of hosting a gathering of this nature

which involves physical, mental and financial expenditure. The NNCAE is very grateful and will not forget your role in the promotion of Adult and lifelong learning delivery in Nigeria.

Allow me to acknowledge and appreciation the immeasurable and unflinching support of the members of the Executive council during the last two years. I say a big thank you and hope that you would continue to serve our dear Council in every way that you can to move it to greater heights. Indeed the sky is our starting point.

The NNCAE very dearly congratulates the new Executive Secretary of the NMEC on his well deserved appointment. Indeed the right peg has been slotted into the right hole. Prof. Haladu is very competent, unassuming and hard working and very committed to the development of Adult Education. He has served in Adult Education agencies in and outside the Country. We have no doubt that NMEC is now better equipped to address Adult and Mass Education in Nigeria and beyond under the leadership of Prof Haladu. Therefore Stake holders in Adult and Mass Literacy must work together individually and collectively to actualize the aims and objectives of Aduk and Lifelong education particularly in the present economic times, characterized by political apathy, ignorance, epidemic, unemployment hunger and a very unpredictable economy.

We appreciate the efforts and participation of the key note and lead speakers by honoring our invitation despite their very important responsibilities. Practitioners, students and friends of Adult Education are all welcome, hoping we would all give our utmost contributions at this conference. Indeed, it is my ardent hope that the outcome of this conference would have a positive influence on the practice of Adult Education delivery in Nigeria considering the fact that the highest policy and practice regulatory body, the Chairman of the National steering committee, Deans and Directors of Adult Education Faculties/Departments/Centers are all present at this gathering.

At this point, I extended our profound gratitude to NMEC for donating a computer and printer to the NNCAE. Actually, this would go a long way to strengthen the capacity of our secretariat.

I wish us all a very successful conference and journey mercies back to our respective stations.

Thank you very much.

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IMPACT OF SKILL ACQUISITION PROGRAMMES ON WOMEN SOCIO-ECONOMIC EMPOWERMENT IN KAIAMA AND ILORIN WEST LGA OF KWARA STATE

Sholagberu, Abdulsalam .O.
Department of Adult and Primary Education, University of Ilorin, Ilorin, Nigeria.
E-mail: saadabdulsalam34@gmail.com
&
S.T. Kayode
Department Of Adult and Primary Education,
University of Ilorin, Ilorin, Nigeria
E-mail- Kayode.st@unilorin.edu.ng

Abstract

Nigeria had embarked on many policies and programmes to enhance socio-economic development and create job opportunities for the citizenry especially among women. One of such programmes is the skill acquisition programme (SAP). This study did on empirical assessment of the impact of skill acquisition programme on the socio-economic development of women in Ilorin west and Kaiama Local Government Area of Kwara State. The study adopted the descriptive survey design of expost facto type. Systematic and simple random sampling techniques were used to select 50 women across adult literacy centers in both local government areas. A well-structured questionnaire was used to gather information from the sampled respondents. Two questions were raised and answered and the two null hypotheses formulated were tested at 0.05 level of significance. Data were analyzed using both descriptive and inferential statistics. The finding of the study revealed that skill acquisition programme has significant impact of women socio and economic empowerment in Ilorin west and kaima local government areas of the state. It was therefore recommended that government, donor agencies, non-governmental organization should provide more centres for adult learning and skills acquisition programme, credit facilities to beneficiaries encourage women mainstreaming and put in place proper monitoring and evaluation of such programmes.

Introduction

Studies have shown that skill acquisition programme contribute positively to an economy locally and globally, especially to GDP and employment at the grassroots (Mahmood and Hanafi, 2013). In Nigeria for example, there were 2.2million entrepreneurs in 2008, and micro-enterprises accouted for 79.4% of the total SMEs and almost 78.7% of business establishments and micro and SMEs

contributed about 64% of total employment and generated RM 159,411million of the value added in 2003 (Nawai and Sharif, 2011) . Skill acquisition programmedevelopment, therefore, is considered a vital link to an overall economic growth of a nation through its positive impact on economic development especially at the grassroots (Barringer & Ireland, 2012). Entrepreneurship help to create wealth and reduce unemployment, produce creativity and innovation, and increases the total production of a country. People become gainfully employed through vocational training and skill acquisition (Ebong&Asodike, 2011, Nwanaka&Amaehule, 2011).

Globally entrepreneurship skill acquisition programmes introduced within the community were meant to provide the level of skills or knowledge needed to exploit entrepreneurial opportunity which could help the economic development of such community (Yusuf, 2013, Sulaiman, 2008), and studies have shown that skill acquisition is the most critical factor in the utilization of entrepreneurship opportunity for self-employment (Ekpeetal., 2012). In line with this, the Nigerian government has put in place several entrepreneurship development programmes, including the introduction of entrepreneurship courses and establishment of skill acquisition programmes in order to train aspiring entrepreneurs. The aim of such programmes was to impact skills, attitudes, aspirations, and competencies mostly in the youths, and provides micro-credit, to enable them practice entrepreneurship or create self-employment as well as help generate employment for others (Abdullah, 2009, Samian&Buntat, 2012).

UNESCO (2002) states that women from a high percentage of the population, and as such they need quality literacy education to be able to contribute their quota to the development of the nation. There is the realization that sustainable human development cannot be effective if half of the human race (the womenfolk) remain ignorant, marginalized and discriminated against. The provision of quality literacy to them will greatly improve lives and livelihood and will have great and sustainable social economic impact on the womenfolk, and the nation in general. This was based on the believe that the full integration of women in all aspects of political, economic and social life, at the international regional and national levels, is essential if the obstacles to the achievement of the goals and objectives for women are to be overcome (Okojie, 2011).

Skill Acquisition Programmes

Entrepreneurial skill acquisition is a process whereby a person acquires or learns a particular skill or type of behavior needed for business through training or education (Amadi, 2012, Chukwunenye & Igboke, 2011, Ibru, 2009, IFC, 2007)

in order to identify and exploit entrepreneurial opportunity for self-employment (Samian & Buntat, 2012, Stohmeyer, 2007). It also helps entrepreneurs to acquire self-confidence, self-esteem and participate in decision making at household and community levels (Shane, 2003). Skill training and tertiary education could lead to business opportunities and impact on entrepreneurship (Emaikwu, 2011, Gatewood et al., 2004). Exploitation of entrepreneurial opportunity also depends on the entrepreneur level of education, skills or knowledge acquired through training, work experience and social network (Shane, 2003, Shastri & Sinha (2010). Training and or education produce prior experience which leads to preparedness for entrepreneurial activity (Shane, 2003).

The awareness of the need for entrepreneurial skill training and support in order to stimulate entrepreneurial activity and reduce business failure have been increased among stakeholders in the industry, business and government of many countries because entrepreneurs could be born or made (Abdullah et al., 2009). It also a vital source of developing human capital (Brana, 2008, Ikegwu, 2014). Though Rufai et al. (2013) and Dasmani(2011) found that entrepreneurship graduates could not get employment because they possessed low skills and low self-confidence required by industries since there was no industrial exposures while in school, however, numerous studies asserted that skill training and tertiary education could lead to entrepreneurial activity or self-employment (Amadi, 2012, Salman, 2009, Stohmeyer, 2007). Skill acquisition training was found to have positive effect on entrepreneurial activity in france(Brana, 2008). Skill acquisition training had positive impact on entrepreneurial opportunity in Germany (Stohmeyer, 2007). Skill acquisition training was also found to have positive effect on entrepreneurial activity in Nigeria (Salami & Yusuf, 2012).

Education and Women Socio-Economic Development

In Nigeria today, the women folk have come a long way in business, politics, education, sports and other professions. They have made an indelible mark in their efforts to conquer the limitations of the past which have sought to place them permanently in the kitchen and bedroom. However, it is not all through a bed of roses for women and their empowerment. Majority of Nigerian women have not been fully mobilized and empowered to contribute to national development. If it had been so, we would not still be talking about good health for women, educational,economic,social, cultural and political empowerment of women. Onwubiko (2012) asserts that they have been dehumanized and traumatized in so many ways, as out of over 1.3billion people who live in abject poverty around the globe, about Seventy percent are women. For these women,

poverty does not just mean scarcity and want, it implies rights denied, opportunities curtailed and voices silenced. According to Unagha (2006), poverty is powerlessness, lack of representation and freedom, and all these are majorly encountered and faced by women. The importance of literacy and women empowerment in promoting gender equality and the advancement of women was further stressed by the Millennium Development Goals (2000), the Education for All (EAF) and Dakar goals (2000). Olomukoro (2012) opines that the National policy of Women was approved and adopted in Nigeria in the year 2000, of which the goal of the policy is the full integration of women into the social and political status as a means of developing the nation's human resources for national economic development. Its objectives included the promotion of gender mainstreaming into all policies and programmes. Access to women educational development programmes, in the word so Kagiticibais, Goksen and Gulgoz (2005), is considered one of the main factors for women empowerment and national development. However, Ifedili and Ifedili (2012), assert that Nigerian women are stalled by culture, which made them vulnerable to effectively join the workforce and contribute to economic and thus, national development.

Empowerment of Nigerian Women towards National Development

In the traditional African societies, women represent the most essential ingredient in the formation of an important bio-social group known as the family. However, Fasugba (2000) opines that many women are now engaging in activities and jobs hitherto regarded as the exclusive reserve of men. He further states that since women have become conscious of their rights, they have continued to slug it out with men in all areas of human endeavours. One major way by which women could be empowered is acquisition of vocational skills education. The right of women to be self-reliant and self-employed can be achieved through the acquisition of vocational skills that are related to their environment. This will enable them to engage in small scale enterprise, which is one of the ways of reducing the incidence of poverty and unemployment among women in the society. Ekuelem (2005), in Okemakinde, Okemakinde and Tijani (2009), opines that major pre-requisites for ensuring women empowerment in the society are:

- Empowerment should be sensitive to issue of gender and other aspects of humanity and interaction where social inequality can emerge;
- Empowerment should endeavour to utilize existing resources in the given location in a productive manner whenever possible.

- Empowerment should ensure that training and retraining are encouraged and aimed at improving the competency of staff, within the organization through regular support and supervision;
- Empowerment entails that organization should aim to reflect the broader society in their workforce.
- Giving opportunities to excluded groups to participate in public policy matters.
- Formalizing disseminating and enforcing legal rights; and,
- Encouraging organizations, so that the people who belong to the excluded social sector can fully participate and influence the strategies adopted by the society.
- The Nigerian government should emphasize the importance of education of female population not only in arts, the humanities and social sciences but also in science and technology.
- There should be sensitization of the parents and key stakeholders about the importance of female students in learning

Akinsanya (2011) asserts that feminists have advanced the issue of empowerment of women through education as a means of challenging patriarchal ideology of male domination and women subordination, transforming the structures and institutions that perpetuate gender discrimination and social inequity, as well as equal opportunity for women at all levels in all spheres of human endeavuor.

Statement of the Problem

As laudable as government intervention programmes may seem to be in terms of skill acquisition programme particularly among women, these programmes do not seem to influence women socio-economically. Besides, where impacts are made, the level is too minimal to affect the economic growth of the country. This premise thus necessitated an assessment of the impact of acquisition programme of women socio-economic development in Ilorin West and Kiama Local Government Area of Kwara State.

Research Question

1. What are the impacts of skill acquisition programme on women's socio-economic empowerment in Kaiama and Ilorin west LGA of Kwara State?

Hypothesis

The following null hypothesis was tested;

H_{01} There is no significant difference in the skill acquisition programmess for women based on their marital status in the Local Government Areas.

Methodology

The study is a descriptive survey type investigating the impact of skill acquisition programmes on women's socio-economic empowerment in Ilorin West and Kiama LGA of Kwara State. The beneficiaries of capacity Acquisition Programme in adult literacy centres in both local government area were purposelysample for the study. These groups were chosenfor the study because they had completed the training and this enables the researcher to measure the impact. The sampled women were 50 from Ilorin West and Kaima Local Government Area. The ages of the participants range from 19 to 52. Out of the 50 participant 38 (76.0%) were married, 8 (16.0%) were not married 3 (6.0%) are single parent while 1 (2.0%) is widowed. 28% of the participant had the Senior Secondary School Education Certificate 65% had the Basic Education while 2% are degree holders and 5% had none formal education. They are engaged in enterprises like street trading and the like.

A ten item self-developed and structured questionnaire tagged "tagged acquisition Women Empowerment Scale" with a reliability coefficient of 0.87 was sued to elicit responses from respondents. Out of a total of 50 questionnaires administered to the respondents, 50 were adequate for data processing. The 50 questionnaires that were well filled and adequate for data processing formed the basis of data analysis for the study. The researcher believed that there might be some information that were not capture by the questionnaire and/or avoided by participant in writing. She thus, made use of the Focus Group Discussion session to complement the study.

Results and Discussion of the Findings

The background profile of the respondents used in this study was represented using frequency count and percentages. From the 50 participant, 38 (76.0%) were married, 8 (16.0%) were not married 3 (6.0%) are single parent while 1 (2.0%) is widowed. 28% of the participant had the Senior Secondary School Education Certificate 65% had the Basic Education while 2% are degree holders and 5% had none formal education. The first research question was answered using mean rating while the second research question was converted to hypothesis which was tested at 0.05 level of significant.

Research Questions

i. *What are the impacts of skill acquisition program on women's socio-economic empowerment in Kaiama and Ilorin West LGA of Kwara State?*

A cut-off score of 2.5 was used as the base-line determining participants' responses since questionnaire items were structured in a four-response-type. Therefore, items found with the mean score equal and above 2.5 were agreed as the item which has a great impact to women's socio-economic empowerment in Kwara Statewhile items found below 2.5 were disagreed as having any impact to women's socio-economic empowerment in Kwara State.

Table 1: Mean Rating of the respondents on item agreed/disagreed as having any impact to women socio-economic empowerment

No	Items	Mean Score	Rank	Remark
5.	Skill acquisition programme improvesenterprenuarer skills	2.96	1st	Agreed
7.	Skill acquisition programme assist the women enlightenment	2.91	2nd	Agreed
9.	Skill acquisition program facilitate women social development	2.88	3rd	Agreed
1.	Skill acquisition program assist to generate employment opportunity for women	2.82	4th	Agreed
6.	Skill acquisition programme enhance women economic participation	2.65	5th	Agreed
10.	Skill acquisition program promote women capacity	2.53	6th	Agreed

	building			
3.	Skill acquisition program assist women to evaluate business ideal and knowledge	2.51	7th	Agreed
2.	Skill acquisition program assist the women to develop basic entrepreneurship knowledge and business ideal	2.50	8th	Disagreed
4.	Skill acquisition program for women promote gender equality	1.98	9th	Disagreed
8.	Skill acquisition program assist the women through functional political participation.	1.88	10\th	Disagreed

From Table 1 above, ranked 1st, 2nd to 8thwere agreed as the item which has a great impact to women's socio-economic empowerment inKaiama and Ilorin West LGA of Kwara State. This shows that Skill acquisition program improve enterprenuarer skills, Skill acquisition program assist the women enlightenment, Skill acquisition program facilitate women social development, Skill acquisition program assist to generate employment opportunity for women, Skill acquisition program enhance women economic participation, Skill acquisition program promote women capacity building,Skill acquisition program assist women to evaluate business ideal and knowledge, Skill acquisition program assist the women to develop basic entrepreneurship knowledge and business ideal. However, ranked 9thand 10th were disagreed as having any impact to women's socio-economic empowerment. This shows that Skill acquisition program promote gender equality for women and knowledgeand it also assist the women through functional political participation.

H_{01}: *There is no significant difference in the skill acquisition programs for women based on their marital status in Kwara State.*

Table 2: T-test Statistics Showing significant difference in the skill acquisition programs for women based on their marital status in Kwara State

Gender	N	Mean	S.D.	Df	t_{cal}	Sig.	Remark
Married	143	3.132	2.232				
				48	1.525	0.022	Significance
Single	81	1.434	1.521				

*Significance at $p<0.05$

Table 2 shows the t-value of 1.525 obtained with a p-value of 0.022 computed at 0.05 alpha level. Since the p-value of 0.022 is less than 0.05 level of significance, the null hypothesis one is rejected. This implies that There is significant difference in the skill acquisition programs for women based on their marital status in Kwara State ($t_{\{232\}} = 1.525$, $p<0.05$).

The result of the findings affirmed that skill acquisition programme remain an integral component of women education thought which certain barriers to women socio-economic development were properly addressed. Theresults show that thereis significant difference in the skill acquisition programs for women based on their marital status in Kwara State. This finding corroborate the view of Ojo (2009), Akinsanya (2011) and Tijani (2009), whose perceived such skill acquisition programme an important ingredient for women economic development and it work differently based on their marital status.

Conclusion

Skill acquisition programmes no doubt enhance and complement the socio-economic status of the individual thereby making positive impact of the society at large. However, skill acquisition programmes should be tailored towards achieving it goals and objectives through proper coordination of all stakeholders. The issue of corruption and diversion of funds meant for such programmes should be taken more seriously otherwise target programmes will not be sustainable. If skills acquisition wishes to deliver its mandate without failing the masses as previous programmes, an immediate review which will be published for all and sundry should be done with all transparency.

Skill acquisition in various enterprise development in very crucial to a nation's economic development through employment generation. This necessitated the establishment of various enterprise development programs in many countries, Nigeria inclusive, to develop positive mindset especially among

the youth towards self-employment practice after school. This objective is much achieved in poorer countries of the world than in countries, like Nigeria, that provide most jobs to university graduates. However, with an upward rise in population of working class and highly educated or skilled citizens, there is the need for Nigerian government and community leaders to draft appropriates (for example counseling in school and at home), that will encourage and engender greater participation of the youths in self-employment practice.

Recommendations

1. The study has revealed that target skill acquisition programmes are capable of enhancing economic and social development among the people and women thereby, serving as empowerment strategies to the people. However, it is noteworthy that the desired effect will not be achieved without the necessary ingredients and will.
2. There is need to provide enough and durable equipment/material to be sued in centre during the acquisition of such programmes and at completion. All beneficiaries must receive equipment/materials as applicable.
3. The number of instructors in the centre need to be increased as the present ones are inadequate. They also need to be motivated. Most of them complained that they were not well paid. The ones that are owed should also be paid immediately.
4. Financial assistance which may be in the form of soft loan should be given to beneficiaries at the end of the programme to enable them start business.
5. All stakeholders, Government, the principal international donor (UNDP) Community Based Organizations, the civil society the ministry, to provide adequate found, monitor and coordinate the programme properly for effectiveness. It is high time the government put in all seriousness into its programmes and remove all forms of corruption. Corrupt officers who divert founds meant for public programmes should be brought to book and punished severely to serve as deterrents to others.

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