

Effectiveness of Mass Literacy Education in Reducing Urban Poverty in Lagos, Nigeria

**Temitope Joseph, MUSOWO and Uzordinma Oluwaseun,
ECHINA**

¹Department of Social Sustainability, Centre for Sustainable Development (CESDEV),
University of Ibadan, Nigeria

²Department of Economic Sustainability, Centre for Sustainable Development (CESDEV),
University of Ibadan, Nigeria.

Corresponding Author Email- topejseph@gmail.com

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Abstract: This study investigated the relationship between participation in a Mass Literacy Programme and improvement in the socioeconomic life of the participants, using Lagos Adult Literacy Programme as a case study. Data were collected from 360 participants in the programme from the three senatorial districts in Lagos, using an interview guide on the effectiveness of adult literacy programme in improving the socio-economic lives of the beneficiaries. The results of the study established a relationship between participation in the adult literacy classes and improvement in social and economic life of beneficiaries.

The results showed that beneficiaries of the adult literacy classes have acquired reading, writing and numerical skills to some appreciable extent which is helping them in their trading activities. The vocational centres of the programme have also equipped beneficiaries with essential skills for survival like, dress making, hair dressing, soap making, carpentry etc. Furthermore, it was found that beneficiaries of the literacy classes beyond economic empowerment now understand and follow simple instruction in the areas of health, transportation, safety and others. The paper makes recommendations for improvement of the Mass Literacy Programme in Lagos and the entire country.

Keywords: effectiveness, illiteracy, mass literacy education, urban poverty.

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Introduction

The importance and enormous benefits of literacy both for individual empowerment and national development are well known and documented in detail globally and in the context of specific countries. It is generally recognized that a literacy rate of 70 percent is essential for a developing country to make a sustainable economic take-off. The 2010 EFA Global Monitoring Report Literacy for Life documents detail the proven benefits of literacy, particularly the correlation between literacy, empowerment and national development (UNESCO. 2010, EFA Global Monitoring Report 2010). Regrettably, illiteracy rate in Nigeria is still alarmingly high, based on the revelation of the Federal Minister of education

in 2017 that nearly 65 to 75 million Nigerians are illiterate. (NMEC, 2017) This is of course reflective of the situation in Lagos, Lagos population as of 2016 was estimated by Nigeria Population Commission to be 21 million, with more than 250 ethnic groups represented in the most populous city in Nigeria and now the 6th largest economy in Africa. While there are many millionaires in Lagos, about 66% of the population lives in slums, with millions living in and around the lagoons with no access to roads, clean water, electricity or waste (NPC, 2016, United Nations, 2018).

Lagos state government realising the connection between illiteracy and poverty, decided that increasing the level of literacy in the city would therefore be a strategic solution to poverty reduction, more so, the vision of making Lagos a smart city that would guarantee economic prosperity and wellbeing of all residents maybe a mirage without tackling the issue of illiteracy. Consequently, the Lagos State Agency for Mass education which was established in the year 1991 in line with the Federal Government's directive that all States should establish Agencies to address problems associated with illiteracy in the country was revamped. The government of Lagos state launched an Adult Education Programme tagged 'Lagos is Learning (Èkó ñkẹ kòó)' in October 2016. The programme according to the then governor was to raise the literacy level in the State from 85 per cent to 100 percent (Vanguard Newspaper, Sunday, July 2016, Publication). Hence, this study aimed to find out the effectiveness of the adult literacy programme in reducing poverty level among Lagos residents otherwise known as Lagosians.

Problem Statement

Lagos State population is relatively high with an annual population growth rate which is adjudged far above the national average of 3.2% and amongst the highest in the country. This huge population of Lagos State, of about 21,883,047, as at 2013, has put pressure on existing educational institutions and infrastructure in the State. The awareness of the importance of education in the economic, political and social life of individual in Lagos is also a motivating factor.

The rapid increase in rural-urban drift, which is felt more in Lagos State through daily inflocks of people with little or no education or skills who end up in Lagos putting pressure on the available resources without necessarily contributing to the economy of the state also made the need for literacy programme necessary. The government is aware that an illiterate person lacks basic literacy, numeracy and essential skills which make them more vulnerable to activities of criminals and they can easily be lured into anti-social groups. Also, basic literacy is essential for economic empowerment, to understand and follow simple instruction in the areas of health, transportation, safety and others. Hence, the needs to invest in the mass literacy programme to give opportunity to Lagos residents who do not have opportunity to have attended the conventional school system to be educated because an uneducated increasing population is a disaster waiting to happen.

Objectives of the Study

The overall objective is to evaluate the effectiveness of the adult literacy program in reducing urban poverty among Lagos residents, specific objectives are to;

- 1) identify personal characteristics of the participants in the programme;
- 2) ascertain the level of improvement in literacy of the adult learners before and after participation in the programme;
- 3) examine the impact of the programme on the socio-economic life of the adult learners before and after their participation in the adult literacy programme;

4) determine how the programme has enhanced personal development of the adult learners in terms of social interaction, relational skills, access to social amenities before and after their participation in the programme; and

5) identify the challenges militating against the effectiveness and sustainability of the programme

Significance of the Study

The study through its findings will illuminate the areas that need government attention by bringing to fore gaps to be closed in order to ensure, help government to come up with a policy document to plan its education policies in order to address the basic needs of the citizens in terms of poverty reduction and better livelihoods.

Literature Review

Some many scholars have worked in this area of study but the review done is restricted to studies with close relevance to the study focus.

Literacy and Illiteracy

Defining literacy is problematic. Historically and culturally relative, the term is impossible to define in isolation from a specific time, place, and culture. Illiteracy can only be understood in relation to a culture's definition of literacy because it is a lack of a certain set of characteristics. Definitions of literacy commonly emphasize reading, writing, and computation skills, but disagree on the criteria for establishing skill level. Statistics on the extent of illiteracy can vary widely, depending on the definition used.

Nzeneri, (2002), views basic literacy as a fundamental right which has not only been philosophically accepted by the modern world for the welfare of the individual but also as a community need for its economic, social and cultural development. This author also maintained that generally, education aimed at the acquisition of primary knowledge and skills necessary for life in a society can be termed as “basic literacy”. These skills may include literacy and numeracy, of social and life skills, of understanding community life necessary for responsible participation in the society. Similarly, Nzeneri, (2005), is of the opinion that basic literacy denotes the skills of reading, writing and calculation (i.e numeracy). A person is literate, if he uses these skills to solve his daily life problems.

Two other scholars went further on what they described as, “literacy generating-spaces”. According to Lee and Samgorinsky (2000), 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 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 and the third type includes situations in which readers and writers choose to use literacy simply because they wish to do so (Lee and Smagorinsky 2000).

UNESCO, 2010, EFA Global Monitoring Report, 2010 further documented benefits of literacy as follows; human benefits (fulfilment of human rights, self-esteem, empowerment, social well-being, leadership, and critical spirit); political benefits (increased political participation, embracing of democratic values, good governance, conflict resolution, peace and reconciliation); cultural benefits (cultural transformation and innovation, promotion and

preservation of cultural diversity); social benefits (maintaining good health, increased family stability, improvements in education, gender equality, social cohesion, inclusion and empowerment); and economic benefits (wealth creation, economic growth, increased individual income, sustainable development).

Adult Literacy Education

A Professor of Adult Education, in the Department of Adult Education, Faculty of Education, University of Lagos, Nigeria, Prof., Olasupo Iyiola Jegede, in an inaugural lecture he delivered in 2015 explained that the primary objective of Adult Education is to serve as an agent of development through social change intervention. Literacy he said has been described as sine qua non of development (Jegede O.I., 2015). According to European Union National Policies Platform, Adult learning covers vocational training and general education as well as formal, non-formal and informal learning. It also went further to attach age range to the concept by describing an adult learner as one who is 25 or over. Adult learner can be a student at all levels from primary to tertiary education. Adult education is designed to provide study opportunities for adults. It encompasses self-motivated education, staff training and labour market training. (EACEA, (2018)

New York State Education Department also opined that adult literacy programs assist adults achieve the followings; become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, who are parents/guardians to obtain the educational skills necessary to become full partners in the educational development of their children, to obtain a secondary school credential. Furthermore, it opined that literacy programs are developed in response to differing perspectives, they have differing purposes which can be explained in two common models as; (1) personal development and (2) empowerment and social change.

The personal development model emphasizes individual development. In this model, literacy is viewed as a skill that will enable the adult to change. The role of the educator in the personal development model is that of instructor and counsellor. The empowerment (increasing group or individual ability to control their own lives) and social change model emphasizes making illiterate adults critically aware of social and political realities so that they can make changes in the existing system. In this model, the educator plays the role of facilitator and change agent. (New York State Education Department 2015-2019) Oluborode on his own affirmed that that adult education has been adjudged the key with which any nation could permanently close the doors of poverty and ignorance and, at the same time, open that of prosperity in terms of economic, buoyancy, social advancement and civilization, (Oluborode, 2007). To this end, literacy programmes are considered instrument of change.

Urban poverty

Nigeria is experiencing a serious and alarming rise in the levels of urban poverty when compared to rural poverty, poverty is perceived in terms of perpetual hunger, living in poor housing conditions without water, kitchen and toilet facilities, inadequate income, malnutrition, lack of access to social services, lack of social and political status and being able to participate with dignity in society (Osinubi T.S., 2003)

Urbanisation is fast becoming the defining feature of global population distribution and city growths coming from migration from rural areas. Many poor rural migrants are ending up in the poorest neighbourhoods of these cities. These population movements have always been important pathways into poverty. This adequately explains the situation in Lagos as a city that is fast growing. Lagos population as of 2016 was estimated by Nigeria Population

Commission to be 21 million, with more than 250 ethnic groups represented in the most populous city in Nigeria and now the 6th largest economy in Africa. However, with its booming growth comes an underlying pang; millions suffer in poverty. While there are many millionaires in Lagos, about 66% of the population lives in slums, with millions living in and around the lagoons with no access to roads, clean water, electricity or waste.

Nigerian National Bureau of Statistics reported that 8.5 percent of the near 21 million people living in Lagos, Nigeria live in poverty, about 1.7 million people. Naomi C. Kellogg in her 2018 report on 10 Facts about Poverty in Lagos explained that overpopulation is a major factor in the growing number living below the poverty line in Lagos. More so, Lagos does not have sufficient economic opportunities for the thousands of people who relocate there weekly. She further maintained that there is a shortage of jobs and housing. Government corruption and greed add to poverty concerns in Lagos. Instead of lifting the poor from slums in Lagos, wealthy investors are bulldozing waterfront slums to build high-rises and luxury hotels. The growing homeless population continues to fuel poverty in Lagos.

According to Justice and Empowerment Initiatives Nigeria, 65 percent of the people living in Lagos are urban poor who live in slums and settlements. Thousands of poor residents in Lagos lack access to clean water. CNN reported a water crisis in Lagos which highlighted demand outweighing supply, some of the water never reaching households due to terrible water infrastructure. Millions lack access to roads, electricity and waste disposal, a result of being forced to live in slums and lagoons near locations that may hire them to work as domestic staff workers. Lack of education she added sparks poverty. Many families who live in slums and settlements cannot afford to send their children to school. As well, school facilities that offer quality education are not affordable to parents of children who live in slum environments (Naomi C., 2018). Economic inequality has been an ongoing battle in Lagos for years. In an article concerning economic inequality in Lagos, it was reported that one could be looking at a mansion in close proximity to a slum.

Adult Literacy Education as Strategy for Poverty Reduction in Lagos

Education is recognized world-wide as a key variable in the social-economic development equation of any country. It is the pivotal to human development by which the future history of individuals, communities and governments will be premised. This realisation that there exist a nexus between illiteracy and poverty informed the decision of Lagos state government in that increasing the level of literacy in the city would therefore be a strategic solution to poverty reduction, more so, realising that the vision of making Lagos a smart city that would guarantee economic prosperity and wellbeing of all residents maybe a mirage without tackling the issue of illiteracy. Basic literacy is therefore essential for economic empowerment, to understand and follow simple instruction in the areas of health, transportation, safety and in a city like Lagos. Therefore, the Lagos State Agency for Mass education was established in the year 1991 in line with the Federal Government's directive that all states should establish Agencies to address problems associated with illiteracy in the country. In furtherance to this, the government of Lagos state under Governor Akinwumi Ambode launched an Adult Education Programme tagged 'Lagos is Learning (Èkó ñkẹ kòò)' in October 2016.

The strategy employed

According to a newspaper report, adult education centres in the state were increased, while additional teachers were engaged, and the programme being free of charge for participants so as to accommodate more people. The literacy centres, according to the Governor offer

courses including Education, Fashion designing, Soap making, Hair dressing and Bead making, among others. The Special Adviser to the Governor on Education, Mr Obafela Bank-Olemoh, in a statement signed January 8, 2017, on the training of more facilitators for the adult literacy programme said, the initiative was to improve the standard of living of adults without formal education while growing up and make them self-reliant and employable.

He said to achieve the set goals of increasing access for adult learners and growing the retention rates, the State Government initiated partnerships with religious organizations as well as NGOs, market and mechanic associations, and private sector partners all in a bid to scale up the number of literacy centres across the State. Bank-Olemoh, further disclosed that the centres would double as learning centres for the literacy program and vocational centres for adults seeking to acquire marketable skills for greater functionality. (Vanguard Newspaper, January 9, 2017)

Conceptual frame work

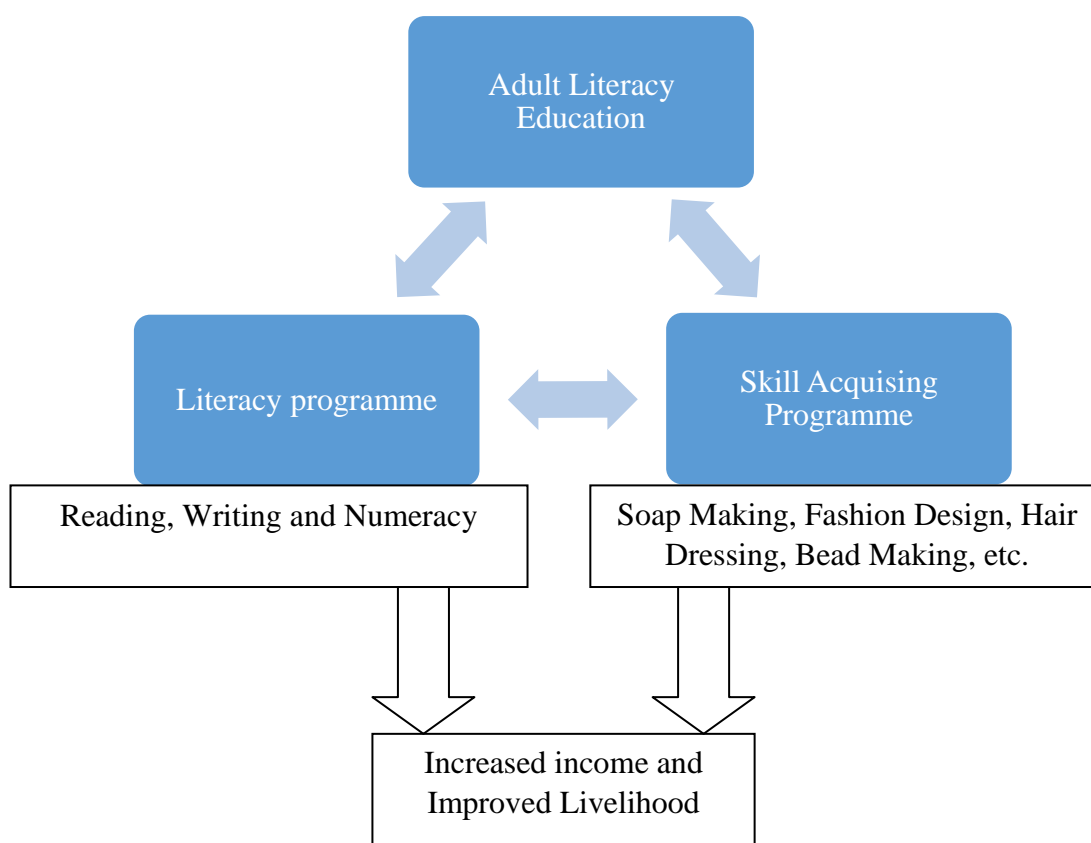


Figure 1. Showing adult literacy education as a strategy for poverty reduction

Methodology

Study area- The study was carried out between November 2018 and February 2019 in Lagos as the study area. Lagos State is in the south-western part of the Nigeria with Ikeja as the capital. The city is the most populous in Nigeria and the most populous on the African continent, with an average population of 21 million people (NPC, 2006). It is one of the fastest growing cities in the world, and also one of the most populous urban agglomerations. Lagos is a major financial centre in Africa and also houses one of the largest and busiest ports on the continent. The city of Lagos is a major economic hub in Nigeria, generating around 10% of the country's GDP. Most commercial and financial business is carried out in the

central business district situated on the island. Most of the country's commercial banks, financial institutions and major corporations have their headquarters situated in Lagos.

Population of the Study

At the time of conducting this research, the documented number of adult Learning centres in Lagos was 522, though more centres were said to have been opened but specific figure for these yet.

Sample size determination and sample procedure

6 Local Government Areas were randomly selected from the 20 LGAs in Lagos, 2 LGAs from each of the 3 Senatorial Districts in Lagos namely; Lagos East, Lagos West, and Lagos Central. Simple random technique was used to select 360 adult learners from 26 adult literacy centres across the 6 LGAs with at least 10 learners from each centre. Convenience sampling was also used to select 10 adult education instructors from the 26 centres, 5 Zonal Coordinators and the Director of the Adult literacy programme for Focus Group Discussion (FGD), and Key Informant Interview (KII).

Data collection

Administration of questionnaires and statistical analysis was done. Both quantitative and qualitative data were gathered, using primary and secondary data sources. Primary data were gathered through the use of structured questionnaire, (close and open-ended), KII, FGD. The secondary data were collected from journals, newspapers, baseline survey, published research works.

Data entry and analysis

The data gathered were entered into the software (Statistical Package and Services Solution, SPSS) after which data cleansing was done to ensure the data were error free. Descriptive statistics was used (frequencies, percentage, etc), where tables and charts were used to present the data.

Measurement of variables

The methodology employed in this study was **Experimental and Control variable**, so as to establish a causal relationship between intervention of the mass literacy programme and outcomes on the socioeconomic life of the adult literacy learners before and after their enrolment in the programme.

Data Presentation and Interpretation

The data were presented based each objective of the study using charts and tables.

This represents the background information of all the 360 respondents in percentage and frequency with variable such as age, gender, marital status, income level etc.

1. Demographic information of the respondents

The result from the table below show there are more women enrolled in the programme than men probably because men are more involved in work that demand physical exertion when they are not literate and think they don't need to be lettered to do their job while the female ones engage in trading activities where they need numeracy and literacy not to be cheated.

There is more people below 50 years of age among the participants which indicate that the older people do not see much need for literacy. Only 5.8% of the participants completed secondary school education and most of these people enrolled for vocational training.

Only 15.6% of the respondents enrolled for vocational training, the study found out that more people who would have loved to enrol for vocational training do not have vocational centres close to them. It was also discovered that majority of the participants are not Lagos indigene which likely means that illiteracy is more pervasive among non-Lagos indigenes or Lagos indigenes did not take advantage of the programme. The result also indicate that the literacy level of the participants have impact on their employability because majority of them are unemployed, underemployed, or still an apprentice or doing one menial job or the other, especially before they enrolled for the programme. Majority of those who were self-employed are involved in vocational programme. Even their income level was badly affected by illiteracy as majority of them earned less than 70 USD a month before enrolling for the programme.

Table 1. Showing demographic information of the respondents

Age (%)		Gender (%)		Marital status (%)		Education of respondents at the point of enrolment	
18-30	121 (33.6)	Male	151 (41.9)	Single	92 (25.6)	No Formal Education	74 (20.6)
31-40	194 (53.9)	Female	209 (58.1)	Co-habiting	29 (8.1)	Quranic Education Completed	64 (17.8)
41-50	33 (9.2)			Married	174 (48.5)	Primary School Completed	102 (28.3)
51-60	9 (2.5)			Separated	50 (13.9)	Primary School Dropout	35 (9.7)
Above 60	3 (.8)			Divorced	7 (1.9)	Secondary School Dropout	64 (17.8)
				Widowed	8 (2.2)	Secondary School Completed	21 (5.8)
Literacy language before enrolment		State of origin		Age when started living in Lagos (%)		Programme enrolled for (%)	
English	71 (19.7)	Lagos	100 (27.8)	From Birth	100 (27.8)	Basic literacy	237 (65.8)
Yoruba	115 (31.9)	Other	260 (72.2)	1-5	22 (6.1)	Advance literacy	67 (18.6)
None	174 (48.3)			6-10	50 (13.9)	Vocational training	56 (15.6)
				11-20	57 (15.8)		
				21-30	73 (20.3)		
				30-40	58 (16.1)		
Income level at the point of enrolment (%)		Employment status at the point of enrolment					
Less than 20	88 (24.4)	Unemployed					65 (18.1)

USD			
21-30USD	158 (43.9)	Apprenticeship	98 (27.2)
31-50 USD	100 (27.8)	Under-employed	
51-70 USD	14 (3.9)	Menial job	44 (12.2)
		Self-employed	88 (24.4)

2. Improvement in literacy level and skill of participants before and after their participation in the adult literacy programme

The figure bellow show that 98.1% of the respondents (353 respondents) agreed that Yes, the programme had improved their literacy level while 7 out of the 360 respondents representing 1.9% said No there is no improvement in their literacy level

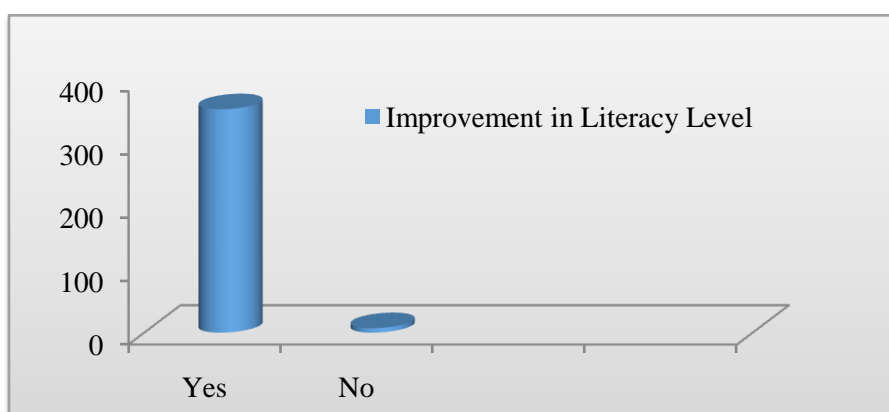


Figure 2. Showing improvement in the literacy level of respondents before and after

According to the table below, majority of the respondents could not read nor write in English, while few of them could write in Yoruba language (the local language of the south western Nigeria where Lagos belong) before their enrolment for the adult literacy programme. Meanwhile, there are improvements in their literacy level after enrolling for the programme as indicated the findings.

Table 2. showing level of improvement in the literacy language of the respondents before and after

	Before	%	After	%
English Reading				
Greatly Improved	0	0	94	26.1
Improved	78	21.7	252	70
Poor	282	78.3	14	3.9
English Writing				
Greatly Improved	0	0	94	26.1
Improved	71	19.7	252	70
Poor	289	80.3	14	3.9
Arithmetic				
Greatly Improved	0	0	94	26.1
Improved	85	23.6	252	70
Poor	275	76.4	14	3.9

Yoruba Reading				
Greatly Improved	0	0	115	31.9
Improved	151	41.9	231	64.2
Poor	209	58.1	14	3.9
Yoruba Writing				
Greatly Improved	0	0	115	31.9
Improved	158	43.9	238	66.1
Poor	202	56.1	7	1.9
Vocational				
Greatly Improved	14	3.9	150	41.7
Improved	114	31.7	196	54.4
Poor	232	64.4	14	3.9

3. Impact of the programme on socioeconomic life of the participants before and after their participation in the adult literacy programme

The figure below shows 346 respondents said Yes the programme had impact on their socio-economic lives which represent 96.1% while 14 respondents which represent 3.9% said No

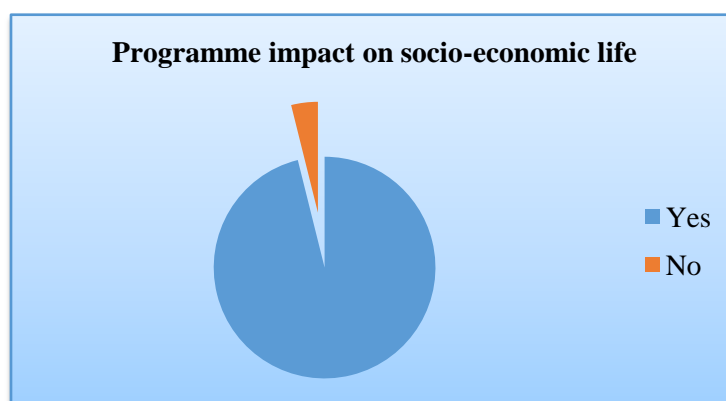


Figure 3. Showing improvement in the socio-economic life of the respondent

The results from the table below indicate improvement that the programme really had impact on the socioeconomic lives of the participants as majority of them have their income level, standard of living, employability, earning capacity, vocation, and other indicators improved.

Table 3. showing the degree of impact on the socio-economic lives of respondents before and after

	Before	%	After	%
Income Level				
Great Impact	0	0	115	31.9
Good Impact	14	3.9	93	25.8
Little Impact	150	41.7	152	42.2
No Impact	196	54.4	0	0
Standard of Living				
Great Impact	0	0	115	31.9
Good Impact	14	3.9	93	25.8
Little Impact	150	41.7	152	42.2
No Impact	196	54.4	0	0
Employability				

Great Impact	0	0	115	31.9
Good Impact	14	3.9	93	25.8
Little Impact	150	41.7	152	42.2
No Impact	196	54.4	0	0
Vocation				
Great Impact	0	0	136	37.8
Good Impact	63	17.5	86	23.9
Little Impact	115	31.9	138	38.3
No Impact	182	50.6	0	0
Earning Capacity				
Great Impact	0	0	115	31.9
Good Impact	21	5.8	93	25.8
Little Impact	143	39.7	152	42.2
No Impact	196	54.4	0	0
Others				
Great Impact	0	0	107	29.7
Good Impact	21	5.8	93	25.8
Little Impact	150	41.7	160	44.4
No Impact	189	52.5	0	0

4. Enhancement of personal development of the participants in terms of social interaction, relational skills, access to social amenities before and after their participation in the programme.

The figure below indicates that 339 which represent 94.2% of the respondents agreed by 'Yes' that the programme had enhanced their personal development while 21 respondents 5.8% said No.



Figure 4. Showing that the programme as enhanced the personal development of the respondents

From the table below, it could be deduced that the majority of the participants had challenges coping with the demands of city life in that they could not read road signs, could not enjoy basic amenities like health, transportation, banking, etc as a result of their illiteracy.

Their businesses were badly affected too as some were being cheated by other literate business partners. Their enrolment in the programme however helps them develop to the point that most of these demands of city life are no longer a challenge to them.

Table 4. showing that degree of improvement witness by the respondents before and after

	Before	%	After	%
Filling bank teller and other documents by myself				
A challenge	281	78.1	28	7.8
Somehow a challenge	44	12.2	166	46.1
Not a challenge	35	9.7	166	46.1
Reading road signs and following instruction without being helped				
A challenge	281	78.1	21	5.8
Somehow a challenge	44	12.2	151	41.9
Not a challenge	35	9.7	188	52.2
Engaging in business transaction with a lettered person without being cheated				
A challenge	281	78.1	21	5.8
Somehow a challenge	44	12.2	160	44.4
Not a challenge	35	9.7	179	49.7
Enjoying unhindered access to social amenities as a result of literacy level				
Great Impact	281	78.1	21	5.8
Good Impact	44	12.2	166	46.1
Little Impact	35	9.7	173	48.1
No Impact				
Reading any manual and following instruction without any assistance				
A challenge	281	78.1	21	5.8
Somehow a challenge	44	12.2	145	40.3
Not a challenge	35	9.7	194	53.9
Good social interaction and relational skill as a result of literacy level				
A challenge	281	78.1	21	5.8
Somehow a challenge	44	12.2	137	38.1
Not a challenge	35	9.7	202	56.1

5. The challenges militating against the effectiveness and sustainability of the Adult Literacy Programme

Effectiveness and sustainability of the adult literacy education is plagued with a lot of challenges which can be looked at from different directions; from the adult learners' angle, the instructors, the agency and even the government.

The adult literacy learners

The study found out that majority of the people who come for adult literacy programme are low income earners who sometimes find it difficult to pay the cost of transportation to the adult literacy centre which most time are not closer to their residents.

Many of them cannot afford the learning material so they rely on supply from the government which is usually one off without consideration for wear and tear with passage of time.

Majority of the adult learners do not see any immediate gain in the programme and therefore show lack of commitment and truancy.

There are higher drop-out rates among women due to irrelevant curricula and competing demands.

Adult literacy centres are not enough and people living in some difficult terrains or hard to reach communities like the riverside areas of the state do not even have centres close to them. Adult literacy instructors are not properly trained in facilitation skills and gender awareness.

Another problem is that the Certificate of Participation being provided to adult learners at the end of the learning period is not recognized or appreciated as a valid qualification for further learning opportunities or for the provision of job, so most participants don't see the need to encourage others to join or continue the programme till the end.

Many of the places that are being used as centres lack basic facilities like toilet, electrification, seats, etc, where there are, those facilities are no longer in good order.

Adult education instructors

Many of the instructors are not committed to the job because the recruitment process which has been greatly politicised got in some wrong set of people.

There is no motivation for the instructors who are poorly paid, the study revealed that Adult education instructors in Lagos are paid a stipend of 10,000 naira monthly (less than 28 USD). The Director of the programme said the little payment is because it is a six-hour-a-week job which is also voluntarily taken by the instructors.

Apart from the payment being ridiculously poor, it is not also paid promptly as they sometime owe the instructors for several months.

It was also discovered that there is no adequate training for the instructors, many of the staff of the agencies put names of their relatives during training because of the training allowance. Nobody knows the exact amount the instructors are supposed to be paid monthly for a programme that is a collaboration between federal and the state government.

The instructors are not adequately supplied with teaching aids and materials like attendance register, scheme of works, report book, etc which were only given to them once immediately after the training.

Instructors are left with the responsibility of looking for centres to use by themselves, most of the instructors use public schools and some use private facilities, but because there is poor collaboration among the agencies of government in the state they are still being disturbed in those facilities.

Agency for mass education

This is an agency under the ministry of education in Lagos state saddled with the responsibility of overseeing the adult literacy programme, the agency has its own share of the problem.

The agency is not properly funded because the government does not give the required attention to non-formal education unlike other forms of education.

The programme is not immune from the major problem plaguing the civil service in Nigeria, which is corruption, so, everything is shrouded in secrecy including if there is separate payment from the federal government for the instructors who also file in reports the state forward to the federal government.

There is no thorough supervision of the centres and instructors by the agency, the zonal coordinators who are supposed to supervise are not well mobilized for the job, and some are also lazy about it, while some get compromised by the instructors.

The agency does nothing about the quarterly report submitted by the instructors about challenges they are facing in their various centres.

The agency treats the instructors as though they are doing them a favour whenever they are to be paid for their effort and this discourages most of the instructors.

Process of recruiting the adult education instructors is sometimes fraught with irregularities and highly politicised, so, sometimes most of those recruited sees the programme as an avenue to be getting free cash from government.

Government

Government does not really see adult education as important as other forms of education and therefore pay little attention to it in terms of funding and other things.

There are no enough vocational training centres created by the government for people to attend, which is highly needed because majority of those who come for adult literacy programme are those who do not have the requisite qualification to get a white collar job meanwhile vocational training would have made them productive.

The government of Nigeria is not making enough effort to reduced illiteracy in the country particularly through adult education programme.

Government's monitoring and evaluation of the programme is poor. The government also depend on donor agencies to do what it supposed to do in most cases.

There is little awareness about the programme, various centres and the fact that the programme is free of charge. Many of the people who would have loved to enrol don't even know anything about the programme and how to go about it.

As a result of the problem identified above, many of the adult literacy classes were taken as an "end" rather than as "a means to an end". Nigeria's adult literacy programmes generally have not been able to link up with the sustainability of the learning outcome.

Summary, Conclusion and Recommendations

Summary

According to the vision of Lagos state government, the programme has really transformed lives and give hope to the hopeless in Lagos, one thing you cannot take away from the testimonies of those who spoke with the researchers during interview is that, the programme has led to improvement in the standard of living of these participants. Feedback from the adult learners and their instructors explain this better.

One of the instructors who spoke with the researchers during the clearance for the payment of monthly stipend for the instructors at the Agency for Mass Education, Alausa, commended the effort of the government at ensuring people participate without any cost, "some of our adult learners at Alimosho centre will be forever grateful to Lagos State government for this opportunity

When many of them came, I did not know where to start with them, because it was like they had never been to any school at all. I always pity them because I know to survive in a cosmopolitan city like Lagos, you need a basic level of literacy, otherwise you would be ripped off your hard-earned money”, she said.

Another learner, from one of the centres, who is in her late twenties also narrated her experience in Yoruba local language, she said in a rather sober tone, “I grew up with my grandma, who did not send me to school for fear of being beaten by my mates and teachers as a child who lost her parents early. But all my life, I have always been hunted by this inability to read and write.

Where I am currently learning tailoring, before I started this adult education programme, each time I was asked to take measurement of any customer, to write down the measurement would be a problem. Everyone always laugh me to scorn, including my juniors, but thank God today, I can not only write down the measurement, I can equally understand when customers are talking to me in English language and respond back in my little way”, she explained.

Esther’s story is even more pathetic, she is also in her twenties, from the same another centre. Esther is from Benue State, she lives with her sister and help her take care of her children. With her eyes filled with tears she explained, “I have suffered so much humiliation and embarrassment in my life for not being able to read and write, my nieces and nephews make mockery of me and their mothers didn’t help matter as if it is my fault for not going to school.

One particular day I will never forget in my life, my aunty gave me twenty thousand naira to deposit to her Bank Account while going to the office in the morning, since I could not read nor write, I asked a man I met in the Bank to help me fill the teller, I didn’t not know he wrote his name and his account number on the teller, I just paid into his account and went home with the teller. When my sister came back and I handed her the teller, *haaaaa*, (she sighed) there was nothing my hear did not hear that day, I cried and cried and I felt like killing myself, but here I am today, I go to the Bank and fill my teller myself, whatever I cannot spell correctly I ask, I will be forever grateful to Lagos state government”, she narrated in tears.

Summary

Generally, Nigeria’s commitment to adult literacy as far as the international benchmarks on adult literacy are concerned showed that much is still left undone. There is a great need for the recruitment and training of competent adult education personnel who should be motivated to support policies and programmes on adult education throughout the country. Without a quantitative number of personnel, no amount of funding or other measures would yield the desired results

Specifically, in Lagos, a lot still need to be done by the agency, the government and other stakeholders to make the programme more effective in Lagos. For instance, there are not enough vocational centres. The instructors need more training, there is need for more centres in the riverine communities and adequate supply of learning materials is needed as well as motivation for instructors. Nevertheless, the truth remain that just like the slogan of the state; “centre of excellence”, Lagos is far ahead of most states in Nigeria in the development of adult education and effort in reducing illiteracy according to baseline reports.

This programme is also having good impact on the lives of the participants. Furthermore, the learners also revealed that they were now able to make use of facilities and services in the state unhindered because of the improvement in their literacy level which used to be a challenge to them before.

There is no nomadic education among the literacy programmes being offered by Lagos state government, maybe because there is hardly presence of nomadic farmers in Lagos as a metropolitan city. However, Lagos being a coastal area supposed to have programme for the migrant fisher men.

Recommendations

The following specific recommendations are made base on the findings of the studies for each stakeholder in the programme;

Government

Lagos state government must see adult education as important as other forms of education and therefore dedicate a reasonable percentage of its education budget for funding of the programme.

More vocational training centres should be created by the government for people to attend, which is highly needed because majority of those who come for adult literacy programme are those who do not have the requisite qualification to get a white collar job.

Lagos should create more awareness about the programme through the media, and Community Development Associations so that potential learners can identify centres close to them. So that they can also be aware that the programme is free of charge.

Government must take the lead responsibility by providing leadership and resources, working in systematic collaboration with civil society and decentralizing budgets and decision making.

Lagos state governments should invest in ongoing feedback and evaluation mechanisms, data systematization and strategic research to know the effectiveness of the programme so as to take appropriate action and policy decision.

It is necessary for Lagos State government both at the local and state government levels to consider and assess the possibility of developing qualifying examinations that will make mainstreaming into further education possible for adult learners so as to sustain what has been achieved at the adult class in the future.

Facilitators should be paid at least the equivalent of the minimum wage of a primary school teacher for all hours worked.

Governments should dedicate at least 3% of their national education sector budgets to adult literacy. International donors should fill any remaining resource gaps.

Lagos State Agency for Mass Education

There agency should ensure there is thorough supervision of the centres and instructors and the zonal coordinators who are charge with the responsibility of supervising the programme should be closely monitored by the director of the programme.

Instructors should be well motivated with prompt payment of reasonable amount commensurate with the hours spent.

Zonal coordinator should be well mobilised to go round for supervision while teaching is going on at various centres and not wait for the doctored report submitted by most facilitators.

Attention should be paid to the quarterly report submitted by the instructors about challenges they are facing in their various centres and solution proffered by the agency.

The agency should stop treating the instructor like beggar by asking them to come and queue up for screening each time they have to receive their stipend, a more dignifying method should be devised by the agency to pay the instructors

Process of recruiting of adult education instructors should be made more transparent and devoid of politicisation to discourage people who have no passion for the job from being recruited.

The agency should try to rid itself of institutionalised corruption, and make the actual payment known to the instructors who also file in reports the state forward to the federal government.

Facilitators should receive substantial initial and regular refresher training, as well as having opportunities for professional development.

The agency should endeavour to supply the instructors with adequately teaching aids and materials like attendance register, scheme of works, report book, etc periodically.

Facilitators/Instructors

The instructors should take the job based on passion and be committed to the job without seeing it as an avenue for making free money from the government. Instructors should learn to maintain cordial relationship with the host community and the leaders or whoever in care of facilities used.

Learners in multilingual context should be given an active choice about the language in which the learners are taught. Facilitators should work with groups of not more than 30 learners for effective teaching and learning and there should be at one supervisor to 15 learner groups. A well-articulated facilitator is the one that encourages attendance and participation of learners through innovations. Facilitators need to understand this and use it to manipulate learners' involvement in the programme.

Learners should be actively stimulated through the use of a wide range of participatory methods and through addressing issues of relevance to their lives. Adult education instructors should manipulate various spaces such as homes (family), schools, post office, churches and mosques, library and newspapers that can serve the purpose of generating learning opportunity for learners.

Facilitators who are closer to the learners should be ready to work with Curriculum designers in designing syllabus that will include work oriented topics. Learners want to learn what would be of immediate need to them; hence, the facilitators need to include in their teaching

topics whatever that will encourage further participation and usage of skills acquire in the programme.

Music and songs that relate to culture, religion and health issues can be part of class activities.

Learners

Learner need to take advantage of the opportunity provided by Lagos state government which may not be available same way in other states of the federation.

That the programme is free of charge does not mean learners should take it for granted, there punctuality and regularity at centre should learners delight.

Learners should see the programme beyond opportunity to just learn how to read and write alone but as an opportunity to lay a good foundation for further studies.

It is also recommended for learners to look for means of getting needed learning materials to argument for government inadequacies to ensure smooth programme.

Assignment given should be done at the right time and any other opportunity for self-development should be taken advantage of by the learners.

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