

**AFRICAN SOCIAL AND EDUCATIONAL JOURNAL
FACULTY OF BUSINESS ADMINISTRATION
IMO STATE UNIVERSITY
NIGERIA
VOL. 8 NO. 1 MARCH 2019**

**THE ROLE OF ADULT EDUCATION INTERVENTION IN AGRICULTURAL REVOLUTION
PROGRAMME: A CASE STUDY OF RIVERS STATE**

EPHRAIM WORDU (Ph.D)

**Department of Adult Education and Community Development
Ignatius Ajuru University of Education
P.M.B 5047 Rumuolumeni, Port Harcourt
Rivers State, Nigeria**

And

C. S. EGUMAH

**Department of Adult Education and Community Development
Rivers State University, Port Harcourt
Rivers State, Nigeria**

ABSTRACT

This study focuses on the role of adult education intervention in agricultural revolution programme (ARP) in Rivers State. The study adopted descriptive design. The population of the study were 1,500 participants of National Directory of Employment (NDE) programmes. A sample of 150 participants was selected. The instrument was a self-made questionnaire titled "The role of adult education intervention in agricultural revolution programme (RAEIARP)". The validity of the questions was ascertained by experts in measurement and evaluation. A reliability index of 0.81 was obtained. The results of the study showed that adult education intervention does not play positive role in agricultural revolution programme (ARP) in Rivers State (NDE). The Study therefore concluded that in Nigeria, adult education is disvalued by the political class as evident in the very low budgetary allocations and release to adult education. In addition to this, there is lack of political will, poor accountability measures, transparency deficits and corruption among the elite, not what is ought to be in Rivers State, which means that it is not. The study recommended among others, decentralization of decisions making using local government councils in order to achieve results, and support to trainees through provision of the resources for the effective utilization for their knowledge and skills after graduation.

Keywords: Adult Education, Agricultural Revolution Programme, Socio-economic Development.

Introduction

Agriculture is key to socio-economic development of Nigeria. The reason is agriculture is the mainstay of the Nigerian economy, employing over 65% of its labour force, most of them operating in the rural sector (wordu, 2018). In spite of the preponderance of rural agriculturists, productivity has remained stunted up till date. This has many grievous consequences, such as rising poverty incidence rate, accelerated unemployment levels, increased crime rate etc. About

EPHRAIM WORDU (Ph.D) AND C. S. EGUMAH
THE ROLE OF ADULT EDUCATION INTERVENTION IN AGRICULTURAL REVOLUTION...

the last two decades, there has been a renewal of emphasis on agriculture by the Nigerian state. For example, president Goodluck Jonathan's transformation agenda, laid emphasis on agriculture and food security as the corner stone of transformation. (Asuru, 2013).

However, His successor President Mohammed Buhari took a more drastic stance by developing several programmes, which aimed to raise productivity and output levels, especially among small scale farmers, and to generate employment opportunities for unemployed youth and adults through farming and agri business. (ARP). This Agricultural Revolution Programme (ARP), according to a commentator in NTA Broadcast, accommodated employment opportunities along the agricultural value chain from production to consumption, such as crop production, processing, marketing, agro-finance etc. Adult education has important role to play in the Agricultural Revolution Programme. The role of adult education is to train people for the Agricultural Revolution Programme (ARP). According to the International Institute of Tropical Agriculture, 16,000 Nigerian Youths from various states of the federation of Nigeria are to be trained in various skills (NTA Broadcast n.d) to enable them generate employment for themselves, thereby improving their material well-being, etc.

Rivers State is involved in the on-going ARP. In the state adult education is acknowledged as the veritable to instrument for socio-economic development (Wordu, & Hanachor, 2019). Based on this, there are varieties of adult education programmes operated in the state, which include literacy education, post-literacy education, extension education, include vocational education, continuing education, open and distance education, women education etc. There is need to examine the role adult education is played in the on-going Agricultural Revolution Programme.

Statement of the Problem

ARP according to observers is a laudable project. Adult education in Nigerian has important role to play in bringing the objectives of the ARP to fruition. Information on Federal Broadcast indicates that the ARP is on course in all the states of the Nigerian Federation, including Rivers State. However, there is incoherent and inadequate information on the role of adult education interventions in the ARP. To provide such data is the problem of this study.

Research Question

This study is guided by the two research questions:

1. What are the adult education intervention programmes for ARP in Rivers State?
2. What is the effect of adult education intervention on adult learners in ARP in Rivers State?

Review of Related Literature

This sub-heading reviews the basic ideas and concepts related to the study.

Concept of Adult Education

Adult education as defined as any education given to adults which considers social, economic, political and cultural backgrounds enabling them to adjust fully to changes and challenges in their lives and society. Adult education is also seen as:

The entire body of organized educational process, whatever the content, level or method, whether formal or otherwise, whether they prolong or replace initial education in schools, college or universities

as well as in apprenticeship whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviours in the two-fold perspective of personal development and participation in balanced and independent social, economic and cultural development (UNESCO cited in Musa and Olufemi, 2016: 67).

Adult Education and Socio-Economic Development

The key to socio-economic development is transfer of learning. This is a situation in which people apply information, competencies and skills acquired in a new situation or context. Adult education is the best tool for achieving transfer of learning because it is oriented towards solving practical problems (Knowles, Horton & Swanson, 2005). It can therefore be geared towards improved performance which in turn can lead to achievement of higher productivity and output levels. It also contributes to improvement in health and education, protection of the environment, development of livelihood activities or generation of employment. They can be used to improve child care, care for elderly, inter-personal relationships and to overcome isolation and temptation as it is commonly said that an idle hand is the devil's workshop.

Adult education is an instrument for mobilization to enable people to participate in development programmes. Adult education can assist people through learning to change their habits, attitude, towards a desirable direction, such as adoption of new methods of farming or continuous engagement in learning so as not to relapse to illiteracy. Re-branding adult education as non-formal education is the key strategy to its most profound impact on socio-economic development. This is because non-formal education is more relevant to the needs of the mostly those in rural areas, and makes such needs and priorities the focus in development process (Wordu & Hanachor 2019).

Clarification on Socio-Economic Development

Conceptualization of socio-economic development has attracted different views. USAID (2008) sees it as the incorporation of wider-ranging goals of development in the development process. This is in response to the persistence of poverty and rapidly increasing inequalities. In the same light, Eheazu cited in Wordu & Hanachor (2019) defines socio-economic development as: the process of growth in a country's gross domestic production (GDP) and per capita income (PCI) accompanied by fundamental changes in the economy of the nation. Ezema, Ukwuaba and Ayogu (2017) define socio-economic development as economic growth accompanied by social transformation of human beings and society which leads to the satisfaction of human needs for improved well-being. Corroborating the above definitions Wordu & Hanachor (2019), pointed out that socio-economic development is the process of all round development, involving changes in various sectors of an economy such as agriculture, manufacturing, infrastructure, construction, employment, participation and their inter-relationships. Economic growth plays a mediating role in the process of socio economics development; and also aims to ease economic advancement.

Role of Adult Education in the ARP

Adult education can play important roles in the ARP such as:

Access to Information

Adult literacy lessons cover information and knowledge that are related to socio-economic development. Thus, participants have access to information regarding production, market and other activities associated with agriculture. For example, how to access credit, how to meet their training needs, etc. Literacy can also help them to understand the value of information, thereby encouraging them to access various media of information (Anyikwe, 2016), such as information and communication technologies (ICTS). Government of Nigeria wants people to use ICT in learning, which makes adults education a veritable instrument in promoting learning in the 21st century.

Library and Information Service

The provision of adult education enables library and other information infrastructure to be provided in villages and communities. The purpose of setting up community/village libraries is to create an enabling environment for learning Chan-halamonh M. Hirizen H. Pfeifer M. & Xomsih Apanya (2011). This can enable participants of the agricultural revolution programme to access learning materials and make use of other services offered in the library in the course of their training. Government of Nigeria wants every Nigerian to embrace ICT in learning. This objective can be achieved through providing library and information services to adult learners.

Critical Consciousness

Adult education can bring about critical consciousness in the learner or a group of learners; because adult education is a process of developing people to think for themselves and solve their own problems by themselves. This can be achieved through learning, through mass media or face to face interaction and so on. Conscientization refers to the process of developing a critical awareness of one's social reality through reflection and action. This process is capable of social change in the society. In contrast to this, a naive or mythical interpretation of reality inhibits social change as well as change in the quality of people's lives. Conscientization can take place through adult education programmes, such as literacy education, extension education, mass media educational programmes and so on (Bahthacharya, 2011).

Innovation in Curriculum

Adult education promotes curriculum innovation, because it is a process of adjustment to rapid changes in the society. Adult education can alter what they teach without much delay because objectives are not pre-determined. Adult education brings curriculum change to bear on the needs and aspirations of both individual and society much faster than the formal school system.

Gender Equalization in Educational Opportunities

Adult education helps women who have been excluded to be trained in various adult education undertakings. Those that missed an earlier opportunity for education; those excluded based on culture etc. Adult education programmes can enable women to catch up with men. This is through various programmes such as women education, centres, girl-child education, adult literacy and post literacy programmes. There is a belief among educators that if you educate a male, you have educated one person but if a female you have educated a community. This belief helps to drive gender equalization in favour of women.

Various programmes of the Agricultural Revolution Programme

According to the Presidency Office of Digital Engagement (PODE) the operational programmes of ARP are as follows:

1. The Ancho Borrower's Programme (ABP)
2. The Presidential Fertilizer Initiative (PFI)
3. Youth Farm Laboratory (YFL)
4. Presidential Economic Diversification Initiative (PEDI)
5. Food Security Council (FSC)

The Anchor Borrower's Programme (ABP)

The Anchor Borrower's Programme (ABP) was launched in the year 2015, to boost agricultural production and redress balance of payment in respect of food importation. It operates through provision of loans to farmers, whose cultivation is cereals. The loans are repaid after harvest by taking their produce to Anchors (person) who pay the cash equivalent to their loaning banks.

The Presidential Fertilizer Initiative (PFI)

The Presidential Fertilizer Initiative (PFI) commenced operation in 2016 as a programme. It is co-sponsored by the Federal government of Nigeria and Morocco, based on public-private partnership. It is co-ordinated by the Nigerian Sovereign Investment Authority (NSIA) and the Fertilizers Producer and Suppliers of Nigeria (FEPSON).

Youth Farm Laboratory (YFL)

The Youth Farm Laboratory is the brain-child of the Federal Ministry of Agricultural (FMA). It is designed to train youths between the ages of 18 to 35 on livestock production and sustainable urban agriculture. The FMA discharges its responsibilities in synergy with other bodies.

Presidential Economic Diversification

The presidential economic diversification was launched in July, 2021. It is aimed to revive moribund industries, especially those in agro-processing, by paving way for new investments, reducing their barriers and making credit accessible to them. It recorded success in Imo and Ondo States.

Food Security Council

Food Security Council was inaugurated in March, 2018. Its broad objectives involve developing sustainable solutions to:

- i. The farmers-herdsmen clashes
- ii. Climate changes and desertification and their impact on farm land, grazing areas, lakes, rivers and other water bodies.
- iii. Oil-spillage and its impact on Niger Delta fishing communities
- iv. Inadequate agricultural research institutions extension services and smuggling
- v. Piracy and banditry etc.

Role of Development Intervention in Rivers State

Development Interventions are a response to adverse condition of living. It is a conscious and deliberate effort to bring about socio-economic improvement of a people (Omotola and Patrick, 2010). Development intervention can take the form of delivery of

EPHRAIM WORDU (Ph.D) AND C. S. EGUMAH
THE ROLE OF ADULT EDUCATION INTERVENTION IN AGRICULTURAL REVOLUTION...

educational, health or other services. Many writers believe that an assessment of the role of development intervention is necessary. Premised on this, Omotola and Patrick (2010) examined the role of the Oil Mineral Producing Areas Development Commission (OMPADEC) and Niger Delta Development Commission (NDDC).

They described the result of development intervention as a total failure. According to them new development intervention does have positive influence on the socio-economic lives of the participants; they are merely used as “placebo” and a vehicle for siphoning public wealth.

Methodology

The study adopted descriptive survey design. The population consisted of all 1,500 persons participating in the National Directorate of Employment (NDE) Open Apprenticeship Scheme in Rivers State. Purposive and simple random sampling techniques were used to select 300 representing 20 percent of the population for the study. The instrument used was a self-structured questionnaire titled Role of Adult Education Interventions in Agricultural Revolution Programme (RAEIARP). The instrument were based on a four-point likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The validity of the instrument were determined by two experts in measurement and evaluation. A reliability coefficient of 0.81 was obtained for the instrument, which showed that it was reliable. The instrument were administered to the respondents by the researcher and two other persons trained by him. Research questions were answered using mean statistic.

Results

Research Question One: What programmes are implemented through adult education intervention in the ARP in Rivers State?

Table 1: Mean Analysis of Adult Education Intervention programmes for the ARP in Rivers State.

S/N		SA (4)	A (3)	D (2)	SD (1)	X	Remark
1.	Basic Literacy Education	56	54	368	84	2.9	accepted
2.	Rust Literacy Education	44	66	394	70	2.0	Not accepted
3.	Non-Formal Education	292	477	58	19	2.8	Accepted
4.	Extension Education	336	504	76	10	3.1	Accepted
5.	Continuing Education	16	24	416	80	1.8	Not accepted

From the data in table one it can be said that only Non-Formal Vocational Education (NFVE) and Extension Education are for the ARP in Rivers State. This shows that adult education programmes for ARP were mostly geared towards acquisition of vocational skills for employment generation.

Research Question Two: What is the effect of adult education interventions on adult learners in the ARP in Rivers State?

Table 2: Mean Analysis on the Effect of Adult Education Interventions on Adult Learners in ARP in Rivers State.

S/N		SA (4)	A (3)	D (2)	SD (1)	X	Remark
1.	Provides access to information	40	39	422	66	2.0	Not accepted
2.	Provides library and information services	36	45	448	52	1.9	Not accepted
3.	Conscientizes learners	12	6	568	11	2.0	Not accepted
4.	Promotes innovation in curriculum	364	321	176	14	2.9	Accepted
5.	Enhances gender equalization	52	63	314	115	1.8	Not accepted

The table shows that items 1, 2, 3 and 5 had mean scores that are below 2.5. Based on the table above, only item 4 met the criterion mean of acceptance of 2.5. This means the only effect of adult education intervention is that it promotes innovation in curriculum.

Results and Discussion

The effect of adult education intervention with respect to most of the variables measured was lower than the criterion mean of 2.5, such as access to information of library and information services, conscientizing learners and enhances gender equalization. This result showed that adult education intervention do not play a positive role in the ARP in Rivers State. This finding agrees with Omotola and Patrick (2010) when they described development intervention in the Niger Delta Region as a total failure. Oji's (2015) study of NDDC rice plantain intervention programme, also suggested that development intervention yielded little or no positive results in Bayelsa and Rivers States. The result indicated that basic literacy education, post literacy education and non-formal continuing education were not the ARP adult education intervention programmes in Rivers State, but showed the presence of non-formal vocational education and extension education. The intervention of adult education therefore misses a very important components on which socio-economic development depends.

Conclusion

The main finding of the study is that adult education intervention do not play a positive role in development in Nigeria. The conclusion is that in Nigeria adult education is devalued by the political class as evident in the very low budgetary allocations and release to adult education. In addition to this there is lack of political will, poor accountability measures, transparency deficits and corruption among the elite. Another conclusion is that efforts toward basic skills learning has been compromised. The days of seriousness in adult are gone. Adult education is leaving on its past glory.

Recommendations

The following are the recommendations of the study:

EPHRAIM WORDU (Ph.D) AND C. S. EGUMAH
THE ROLE OF ADULT EDUCATION INTERVENTION IN AGRICULTURAL REVOLUTION...

1. Support trainees with resources to fund their business as after graduation.
2. Decentralization of decision-making using Local Government Councils in order to achieve result.
3. Planners of adult education should re-design adult education programmes to awaken the adults' interest in learning. This should be based on their motivational and participation pattern.
4. Fight corruption for efficiency in the management of adult education in the state.
5. Revive adult literacy centres and launch mass literacy to reduce illiteracy in the country.

References

- Anyiwe E.B (2016). Digital public libraries as correlates of digital literacy among adult public library users in Lagos Nigerian National Council for Adult Education 2 (1), 322-330.
- Asuru V.A. (2023) Human capital development and the education sector in Nigeria: Imperative of the transformation agenda journal of National Association of Female Teachers (JONAFET) 4(1), 21-32.
- Bhattacharya A. (2006). Paulo Freire. Rousseau of the twentieth century. Sense publishers.
- Chanthalanonh M.; Hinzen H.; Pfeifer M. V. Vams, Hapanya D. (2011). Non-formal education, learning needs, and skills training in Lao PDR. *Journals of Adult Education and Development* 77(1), 107-117.
- Deedan N. (2022). Fundamentals of peasant societies. Emmanest Global Ventures Computer Service and Data Communication.
- Ezema J. O., Ukwuaba L.C Ayogu A.M (2017). Adult and non-formal education: A panacea for socio-economic development in developing countries. *Journal of Nigerian National Council for Adult Education* 22(1), 351-361.
- FGN (n.d). NTA broadcast.
- Knowles M. Horton E. F Swanson R.A (2005). The adult learner: Elsevier Butterworth Hennemann.
- Musa A. I. Olufemi O. S. (2016). Adult and non-formal education in Nigeria. *Problems and prospects Journal of Nigeria National Council for Adult Education*. 21(1), 53-66.
- Oji E. (2015). Empowerment and poverty reduction through implementation of community development objectives of the NDDC rice plantation intervention programme in Bayelsa and Rivers States. *African Social and Education Research journal, Nigeria Edition* 4(2), 291-313.
- Omotola, J. S. & Patrick; J. M. (2010). State responses to the Niger Delta question: The OMPADEC and NNDC compared. In K. K. Aaron & D, Goerge (Eds.). Placebo as medicine: Kennola Publishers.
- USAID (2008). Economic transformation in theory: What are the messages for Africa. [p//pdf405.pdf](#), retrieved March 20, 2012.
- Wordu (2019) Planning of community education to enhance community development in the 21st century in Nigeria R/C international journal 3 (2), 101-114.

Wordu E. & Honachor M. E. (2019). The place of adult education in the socio-economic development of Nigeria's rural areas. *RIK International Journal of Educational Research* 3(6), 120-131.

Wordu E. (2021). Transformation: from Goodluck Jonathan's administration till date focusing on community development. *A Bristish Journalist of Education and Social Sciences* 8(1), 1-5.