
**ADULT EDUCATION PROGRAMME IN NIGERIA AS A
BRITISH COLONIAL LEGACY: RELEVANCE FOR
NATIONAL DEVELOPMENT**

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Abstract

Nigeria counts among the countries of the sub-Saharan African continent with high percentages of adult illiteracy. Owing to this enormity of the impact of this development, majority of the affected adult populations of Nigeria encounter numerous human capacity-related developmental challenges with the effect that their contributions to local community and overall national development are lost perpetually. Based on this understanding, it is therefore the aim of this paper to discuss the priceless benefits which the recipients of this education, as well as the larger Nigerian nation stands to accrue as a consequence of an educationally empowered adult population. In doing this, this analysis shall adopt the qualitative method of analysis. This is considered imperative in view of the adverse effects and negative

impact which the nation is bound to face in the midst of an illiterate population of adults, most especially in this millennium when the entire globe is becoming technologically driven as a consequence of the prevalence of numerous ICT (Information and Communication Technology) devices. Owing to the lifelong benefits associated with an educationally empowered adult population therefore, it is the considered position of this paper that the programme of adult education in Nigeria must be sustained and supported with the relevant fiscal resources. At that, the country shall continue to harvest the beautiful fruits of this British colonial legacy, which includes entrepreneurship and lucrative skills acquisition, among others.

Keywords: Adult, British, colonial, education, legacy, Nigeria.

Introduction

Nigeria, located in the West African areas of the continent, counts among the vast nations of the world colonized by the British government. With a population which is estimated at about 200 million, this country occupies a vast geographical area of 923,768.64 square kilometres. In terms of geographical size therefore, it is one of the largest countries in Africa, and lies within the tropics along the Gulf of Guinea. It is bounded on the west by the Republic of Benin, on the north by the Republic of Niger, on the east by the Republic of Cameroun, and on the south by the Atlantic Ocean (Federal Ministry of Information & Culture, Abuja, 1997).

Nigeria is one of the countries in Africa that fell under the colonial control of the British government. This colonial encounter with Britain officially commenced in the historic year of 1861 when it occupied Lagos, from where her tentacles spread to other Nigerian communities. From that vantage position, British influence on parts of Nigeria began to emerge. Trading activities with British merchants, as well as other European trading companies continued to flourish.

Christian missionaries from Britain and other European countries intensified their evangelizational activities in an attempt to convert the people to Christianity.

Even as the evangelizational activities were intensified, Christian mission schools provided by the various missions operating within the territory later named as Nigeria began to emerge too. In the minds of the British government and their Christian missionary allies, the adoption of the 'double attack' (education and evangelization) was intended to convert the people of the Nigerian territory to the Christian faith, as well as equip them with the skills of literacy, which was considered quintessential to facilitate their conversion through their abilities to read and write, and be able to use the various Christian literatures required for their total conversion into the new faith (Fafunwa, 1974; Omolewa, 1986; & Iwunna, 2011).

Put into perspectives therefore, it should be noted that the British government's interest to acquire Nigeria as her colonial territory, as well as several others worldwide, was motivated by a number of key factors, which include the following: the British government's desire to exploit the huge natural resources of Nigeria, which were desperately needed to keep their economy and industries active, was quite overwhelming. The British government's high appetite to market their indigenous cultures and values globally, at the detriment of all other existing indigenous practices which held communities together was considered fundamental by the imperial regime.

The indication is that the self-arrogated attitude of supremacy of British values over other cultures and indigenous practices in Nigeria constituted a driving force in the hands of the British government. Most importantly, the British government saw colonial rule as an affront to market their language globally, as well as impose it tactically on the peoples of their different colonies. Following this development, English Language, the indigenous language of Britain has gained a global tongue, and has systematically become the lingua franca of most international programmes (Iwunna, 2011; Iwunna, 2018; & Iwunna, 2020).

Britain was not alone in the struggle for colonial territories in Africa. Other European nations were interested in picking portions

of Africa as their territorial and imperial properties too. These included France, Belgium, Spain, Portugal, and Germany, among others. The stiff competition which became eminent among the various European nations who had vested interests in acquiring colonial territories within the African continent, also known as the Scramble for Africa, led to the convening of the Berlin Conference in the year historic year of 1884/1885. Attended by major European nations, plus the United States of America, the conference concluded with the signing off of the massive geographical territories later named as Nigeria in 1914, to the British government. Other European nations got their own territorial allocations too. For instance, Belgium took over the Democratic Republic of Congo, while Portugal had Mozambique. Apart from Nigeria, Britain also got Ghana (formerly known as Gold Coast), Gambia, Kenya, Uganda, and some other nations as her colonial territories (Lugard, 1922; Sagay, 1970; Omolewa, 1986; & Iwunna, 2011).

However, the Berlin Conference was criticized for a number of reasons, which include the following: No African country was represented at the conference. No African person attended the historic conference. Europe and the United States of America merely convened, took some unilateral decisions, and mapped out African territories to key European nations. The overall interests of African nations were neither represented nor taken into account during the partitioning processes. The conference felt that it was the responsibility of the attending nations to dictate what was considered appropriate for the African continent, irrespective of the situations and opinions of the peoples of the continent. The convening nations held an overwhelming conviction that the entire African continent was simply their natural inheritance, while her natural, human, and economic resources were properties that must be shared out to European nations. Unfortunately, the distribution system was never done on equal terms (Lugard, 1922; & Sagay, 1970).

For instance, Britain acquired larger and many territories, while Spain and Portugal were rewarded minimally. The European nations in attendance felt that it was their singular responsibilities to bring civilization to Africa, as well as their God-given duty to govern the

people of the continent for their own good. The sharing processes did not grant equal shares to all the countries concerned. Above all, the quest for territorial acquisitions was supreme among the convening European nations without due considerations to the linguistic, religious, territorial, or cultural bonds which held territories together or even divided them adversely. Unfortunately, these colonial ineptitudes could be held accountable for the several wars and conflicts affecting the African continent in the present times (Lugard, 1922; & Sagay, 1970).

Thus, in the words of Calvocoressi (1987), “Nigeria, huge and diverse, was a twentieth-century creation” of the British colonial government. This source adds that the colonies of Lagos and South Nigeria were united by the British government in 1906. This source then concludes that while the Lagos areas were dominated by the Yoruba, the Igbo predominantly occupied the south eastern regions, while the Hausa-Fulani occupied the northern areas of the country. By implication, the colonial territory known and addressed as Nigeria never existed prior to the great amalgamation of the northern and southern territories of the country into a single geographical administrative unit by Lord Lugard in 1914. On the overall however, Nigeria is made up of about 490 ethno-linguistic groups who are diversely distinct from one another. The multiplicity of these ethnic nations have largely accounted for Nigeria’s strength as a great and indivisible nation endowed with rich human and natural resources (Lugard, 1922; Fafunwa, 1974; Iwunna, 2011).

As a colonial territory of Britain therefore, the supply of education to the peoples of the territory became the task confronting the imperial government. Training of teachers, enrolment of pupils into schools, establishment and control of schools, creation of the educational curricular, funding of schools, as well as training and re-training of the adult workforce needed in the different colonial establishments fell into the hands of the British government and their numerous agents. These became highly pre-eminent as there was dire need for local personnel whose skills and services were needed for the effective management of the numerous colonial activities in Nigeria. For the British government and their numerous Christian missionary allies and commercial firms operating in

Nigeria, engaging the services of the local personnel was quintessential for the smooth running of their imperial projects in parts of the country. Thus, the need to train local persons and equip them with the relevant skills which qualified them to be hired as messengers, gardeners, cooks, auto technicians, plumbers, nurses, drivers, electricians, carpenters, interpreters, evangelizers, church catechists, teachers, etc., became pivotal in the hands of the imperial government (Sagay, 1970; Omolewa, 2001; Omolewa, 2006).

Putting these into perspective therefore, it was the consideration of the British colonial government and their allies in Nigeria that educating the adult Nigeria was quintessential for his or her effective service delivery. Equipping the adult Nigerian qualified him or her better to perform his or her duties in the colonial establishments. At that, the imperial government found it relevant to provide forms of training, re-training, and continued training for the selected adult populations of the country, prior to their full engagement in the services of the colonial administration. Thus, even though the project of training and re-training adults in Nigeria is as old as the colonial regime itself, it needs to be emphasized. The era in question recorded Federal Government of Nigeria's aggressive investments in the areas of adult education, all with the objective of giving every Nigerian the opportunities to enjoy education, which in the words of Osokoya (2015), aids attendees develop physically, mentally, morally, socially, and technologically.

Hence, this paper examines the huge benefits which adult learners in Nigeria stand to acquire after they are duly empowered with the life-rebuilding skills of education. As citizens of this nation whose inputs are highly needed for effective human capacity development and national growth, it is not in any doubt that supporting this vibrant and entrepreneurial section of the country's population could go a long way in setting the country on the right parts to the attainment of a 21st century nation. That is a nation that is totally free from the dirty crutches of poverty, illiteracy, and unemployment. These count among the long list of key developmental targets which the programme of adult education could hit at this period in the life of Nigeria as a member of the global community.

Conceptualizing Adult Education

The question at this stage is: What does the concept of adult education stand for? Answers to this question shall be drawn from the opinions of a few authors. For the purposes of clarity, this clarification shall aid a better understanding of what this crucial educational program actually connotes, most especially as it concerns the adult populations of Nigeria who represent the nation's workforce at the different levels of the economy.

As already mentioned, the program of adult education is as old as colonialism in Nigeria. The arrival of colonialism in Nigeria marked the historic introduction of the program of adult education into this country, as was intended to arm the adult populations with the various intellectual and professional skills required for the better performance of their various jobs. Thus, Kuma (2017), in Ekere and Agbo (2017) accepts the adult education program as an educational project which is designed to provide education that will enable young as well as mature adults to improve or supplement their knowledge and skills. It adds that the adult education program aims at enhancing adults' ability to improve their future job and educational possibilities.

Similarly, Obiozor and Obidiegwu (2013), in Abba and Sanni (2017), concede the adult educational program as a training program which takes place outside the school system. The authors add that such a training program is aimed at improving knowledge, skills, attitudes, and values of different groups of people, which include the youth and adults who are already out of school. This source then concludes that this educational program is deliberately designed to meet the needs and specific situations of the learners, which is an indication that it is purposeful, flexible, and designed to meet with the challenging life circumstances of learners in order to make them competent throughout life. By implication, the program of adult education is target-based, and designed to improve the professional and literacy skills of its candidates.

In the opinion of Fafunwa (1974), the adult education programme is a literacy program (or literacy classes) which is designed to aid illiterate adults acquire the skills of reading and

writing in their own language, and in the process enrich their minds to the levels of participating intelligently in social, economic, and political developments within their societies. This author adds that curricular of this program should include activities such as home crafts for women, talks, discussions, and practical community improvement projects. It concludes that prior to Nigeria's political independence in 1960, the period of 1950 to 1956 recorded enormous dramatic interests and commitments in the hands of the various governments in the three major regions of the country. This is an indication that the adult literacy program is usually planned to give adult males and females the opportunities of improving their literacy situations, as well as sharpen their professional skills, with the intentions of supporting them to remain relevant in their chosen professions.

In the opinion of Omolewa (2001), the adult education program makes reference to the informal education provided to the adult populations of Nigeria, with the clear objectives of supporting the learners transform themselves, improve their skills, and be able to participate actively in community development. This source maintains that such training and continued re-training programs assist adult members of our communities to perform better in their different lifelong professions. In which case, graduates of adult education schemes acquire strong literacy and professional skills which impact their economic relevance to the larger society.

For Nigeria's National Commission for Nomadic Education in Osokoya (2015), the concept of adult education makes reference to the functional education which is provided to adult Nigerians to enable them improve their survival skills which enhance their income and productivity levels. This source adds that this educational program supports adult learners with the relevant intellectual skills which enable them to participate actively in the nation's socio-economic and political affairs. By implication, giving the adult populations of Nigeria the opportunities of attaining some forms of literacy skills loosens the ugly crutches of backwardness and ineptitude inflicted on their lives and families as a result of illiteracy and abject poverty.

As well, Nzeneri (2002), in Jegede (2019), defines the concept

of adult education as “any education given to adults based on their social, economic, political and cultural needs to enable them adjust fully to change and challenges in their lives and society.” Coming from this perspective, it becomes quite glaring that participation in adult education programs opens wider horizons to the adult populations of Nigeria, with the effect that the entrapments and hard walls which barricade them from realizing their full potentials in the society are cut off. In effect, participants in this scheme are capable of emerging as gentle giants in their various professional callings.

Putting all these opinions into perspective, some critical points must be identified. The adult education programme is designed specifically for the adult populations of Nigeria. It is designed to account for the different professionals and skills acquisition needs of adult persons, to enable them excel in their different professions. The programmes impact the productivity levels and economic potentials of its participants and places them on better footholds to contribute to growth and development. By enrolling into this program, adult citizens of Nigeria sharpen their professional skills, gain wider knowledge, increase their economic potentials, and qualify better for higher responsibilities at the workplace.

It was in consideration of these factors that the British colonial government in Nigeria found the program crucial for the success of its numerous activities in Nigeria. This is an indication that starting from the earliest years of arrival in Nigeria, the imperial government trained populations of adult persons for different professions, and gave them opportunities to learn and acquire different skills. On the successful completion of the training programs, such adults were recruited into the services of the colonial regime. Essentially, those training programs and forms of informal education were considered crucial in order to equip the adult recruits with the knowledge and skills required for effective performances in their different areas of engagement (Lugard, 1922; The Advisory Committee on Native Education in the British Tropical African Dependencies, 1925; Omolewa, 1981; & Omolewa, 2001).

Thus, between the post-independence years of 1969 and 2000, the Federal Government of Nigeria sustained this colonial legacy

through the formal launching of the Adult Education Program in 1990. Prior to this development, series of training and re-training programs, seminars, conferences, and workshops are organized for Nigeria's adults in their workplaces, communities, churches and mosques, market places, etc. Forms of informal literacy classes are also provided adults in their various communities, in order to improve their basic literacy skills. As well, adult populations of Nigeria undertake practical training activities, designed to improve their professional skills in their different areas of specialization. Obviously, these initiatives are undertaken in an attempt to drive Nigeria's economy better, increase citizenry participations in national development, as well as empower them with the tools needed to participate in their various capacities as nation builders and not mere consumers of services.

Relevance of Adult Education for Nigeria's Development

The discussion so far strongly suggests that there are enormous benefits accruable to adult males and females who enrol into the adult education program in Nigeria. Because of the priceless benefits associated with the attainment of this form of education, also referred to as an "out-of-school education," graduates of this program get fully empowered, and better equipped with the relevant skills required to make better living and contribute to development at the different levels of the society (Jegade, 2019). Under the subheadings that follow, we shall discuss the key benefits which the attainment of this non-formal education imparts on its recipients:

Literacy Skills Acquisitions

The desire to acquire the arts of reading, writing, comprehension of written texts, and ability to make simple calculations constitutes the key driving force which motivates adult Nigerian males and females to enrol into adult education programs within their communities. Because of the priceless lifelong benefits which the acquisition of these basic literacy skills play in enhancing the daily lives and professional activities of adult learners, illiterate adult

spare no efforts in committing themselves to attending the various literacy classes organized for these out-of-school learners. Undaunted by the crowded activities of their professional engagements, these adult persons still carve out ample time to attend literacy classes in order to escape abject illiteracy, as well as the crippling poverty it exacerbates (Omolewa, 2001; & Jegede, 2019).

In the course of time, attendees of the adult education program in parts of Nigeria are able to read and write, handle their own correspondence privately, document their own confidential matters appropriately without employ any external hands for assistance, take proper inventory of their daily activities, and calculate their business activities appropriately. Emboldened by their ability to apply these quintessential literacy skills at their daily private and professional capacities, these adults begin to build strong traits of self-confidence, begin to feel competent and empowered, and become capable of handling their affairs independently (Iwunna, 2011).

At that, such recipients of adult literacy sessions no longer feel cheated or deprived. They no longer feel marginalized. Rather, they begin to count themselves among the beneficiaries of the dividends of democracy in Nigeria. Such adults also begin to recognize themselves as part and parcel of the nation's populations who are partakers in the nation's program of Education for All. This leaves the implication that poverty and illiteracy among adult populations of this country are minimized to the barest minimum, most especially as their levels of productivity improve, the quality of their outputs gain higher standards, while opportunities of aspiring for higher positions at the workplace become realistic. These persons also begin to occupy leadership positions at workplaces and local communities (Akaakohol, & Avaan, 2013; & Ekere, & Agbo, 2017).

The implication is that the acquisition of literacy skills preserves important data. They save the human memory from unnecessary collapse and loss of vital data, owing to its shortness. Armed with the skills of basic literacy therefore, it is pertinent that adult learners are able to maintain proper written documentations of major activities, and able to retrieve them whenever there is the need. Thus, there is no quick substitute for strong literacy skills in the daily activities of the average Nigerian adult male or female.

Improved Skills Acquisition for Adult Learners

Nigeria is a country endowed with the abundance of skills. Similarly, Nigerians are a people who are always eager to learn new skills in order to better their economic dispositions. These are people who are so resilient and able to venture into different areas of life where their chances of generating wealth could be guaranteed. Irrespective of one's age, majority of Nigerians are eager and willing to enrol and learn new skills, even at old age. For majority of Nigerians, the principle of dignity of labour constitutes their key driving rule of life. This is an indication that hard work pays handsomely, while on the other hand, lousiness and indolence are detrimental to economic growth and pose severe obstacles to wealth creation.

Thus, the desire to escape such ridiculous and miserable economic situations compels adult Nigerians to learn skills, as well as train and re-train on their old skills in order to compete favourably in their specific professions. According to Kuma (2017), in Ekere and Agbo (2017), adult education sessions aim to provide the education that will enable young as well as mature adults to improve or supplement their knowledge and skills. This source adds that this educational program also enhances adults' ability to improve their future job and educational possibilities. It then concludes that this educational program supports adults gain new and improved forms of knowledge, skills, attitudes, and values.

By implication therefore, this type of education improves learners' chances of making stronger economic waves, and supports them become empowered creators of wealth. Thus, in the post-independence years of Nigeria's emergence as a nation, Nigerians have been resilient in different areas of skills, which include agriculture, different fields of technology, manufacturing industry, production of goods and services, as well as food processing sectors, among others. Put together, it is the dynamism and 'I can do it spirit' of Nigerians that continues to turn the nation's economy around, thereby equipping them with the skills to fabricate and manufacture essential products locally. For instance, local farmers are introduced to some agricultural practices which improve the quality and quantity of their products, thereby fighting hunger,

unemployment, and economic failure adversely. Through interest-free loans, and World Bank assisted services, small and medium scale proprietors are supported to remain relevant. By that, the nation's economy becomes less import-dependent, become diversified, and less reliant on oil revenues (Ekere, & Agbo, 2017).

Eradication of Poverty Among Nigeria's Adult Populations

One of the primary targets of the adult literacy program in Nigeria is to eradicate poverty and dire economic dependence among the adult populations of the country. Because of the strong belief that poverty is synonymous with abject illiteracy and lack of skills, it became the Federal Government's mission and vision to tackle these endemic situations headlong by launching the program of adult education with the clear objectives of giving the country's adult populations the opportunities of enrolling into out-of-school non-formal educational programs and literacy classes. This becomes pertinent because illiteracy and lack of skills are key agents of poverty (Omolewa, 2001).

In the hands of the Nigerian government, this initiative became paramount as a way of according all Nigerian citizens, irrespective of age, religion, economic status, and geographical location the opportunities of acquiring relevant training in order to escape from unwarranted poverty and economic failure, but rather become wealth creators, employers of labour, and advocates of economic emancipation. For instance, within the past decades, the ICT (Information and Communication Technology) world of technology has contributed immensely to the growth of Nigeria's economy, provided employment to millions of Nigerians, created access to wealth creation, offered opportunities for training in different sectors of the economy, injected the attitudes of creativity and self-employment in divergent fields to millions of Nigerians, as well as contributed to production of quality products within the country. Without doubt, these have impacted the economic dispositions of families, and improved their chances of generating revenues independently (Danbatta, 2017).

The agricultural sector in Nigeria is another crucial area of the nation's economy which has greatly impacted the nation's war against poverty, hunger, and unemployment in the past decades. Through the aggressive involvement of the country's adult populations, majority of who are graduates and participants in the nation's adult education program, this crucial economic powerhouse has been instrumental to the increasing food production in the country. Remarkably, the agricultural sector has provided gainful employment to millions of Nigerians, reduced levels of criminality among the adult populations, battled against youth unemployment, and increased the nation's food exports revenues, with the effect that Nigeria's dependence on imported food products within the past decades fell drastically.

The long term effect of these developments is that smuggling of agricultural produce across the nation's land borders is winding down systematically, with the effect that smugglers are gradually running out of business in Nigeria. At that, Nigerian farmers now market their products without undue interferences, and still make the necessary revenues that account for the value of their agricultural produce. To a large extent, these have reduced poverty among rural farmers and restored economic confidence among the farmers, most especially as agro-based industries spring up in parts of the country in these times. Thus, in the areas of tomatoes, rice, wheat, yams, and potatoes production, increased and improved production levels have been recorded in parts of the country (Bere, 2017).

In the agricultural sector too, it is quite remarkable that the adult education program in Nigeria has transformed the professional dispositions of farmers. Through the various training and re-training programs undertaken by these adult men and women, they are exposed to modern techniques of handling their produce, which have largely impacted their levels of waste due to poor and unprofessional handling. Most importantly too, these training programs have impacted them with the professional skills required for the effective storage of agricultural produce. At that, farmers have learnt to store their produce within some temperature range and under relative humidity. These farmers have also been acquired the skills of storing their produce in some suitable environments,

devoid of excessive exposure to harsh weather temperatures in Nigeria. With these, unnecessary poverty and loss of revenue among farmers in Nigeria are minimized. Obviously, these activities tackle poverty and economic failure headlong among Nigeria's adult populations (Akorga, Akor, & Ashinya, 2013).

Assurance Against Mental Stagnation

One more crucial benefit which is associated with the adult education program in Nigeria is that participation in this out-of-school informal program of education checkmates the unenviable activities of mental stagnation and lack of self confidence among the country's illiterate adult populations. With continued engagement in forms of training and re-training, adult males and females in the country are empowered to remain focussed, and motivated to match with the trends of development in the country, and even at the global levels. Without engaging in forms of training and re-training programs organized under the auspices of adult education programs, seminars, workshops, and conferences, there is the likelihood that majority of Nigeria's adults could be stagnated, indolent, and redundant.

Omolewa (2001) captures it appropriately with the claim that the knowledge of today becomes obsolete if such knowledge is not updated frequently. According to the author, the affected persons begin to dwindle into forms of mental stagnation because of the inadequacy of his past knowledge. Obviously, devastating forms of failure, inability to record progress, poverty, and lack of self-confidence would set in and begin to cripple the efforts and activities of the uninformed persons. Inability to push harder and be able to grow in wealth and knowledge would become illusionary, even as chances of engaging in creative investments could prove redundant.

Thus, through active participations in adult education sessions, millions of Nigerian adult males and females have been spared the traumas of emerging as candidates of mental stagnation. These are replicated in the level of resilience, entrepreneurial spirit, and ability to survive properly even in hostile economic climates recorded in parts of the country in the past years. The positive result is that

Nigerians have been challenged into venturing into every single sphere of production, all in an attempt to meet up with the demands of the digital era.

At that, investment into the adult education program has now motivated Nigerians into thinking more deeply, researching more aggressively, and fabricating with precision most homecare products which are in high demand in Nigerian homes, offices, public places, and educational institutions in the recent times. Without doubt, such entrepreneurial skills, which are products of creative thinking and hard work, have reduced the country's unnecessary dependence on foreign products. Thus, from household sanitary products to motor spare parts, Nigerian technicians and entrepreneurs have been able to produce them, and have also created lucrative marketing outlets for such products both locally and overseas. This is an indication that an indolent and stagnated mind lacks skills, and cannot think outside the ordinary box. The consequence is the abject lack of production, hunger, backwardness, and inability to forge ahead which tackle innocent citizens so recklessly.

Way Forward

Having arrived at this stage of this discussion, it is considered relevant to make a few suggestions which could enhance the delivery and handling of the adult education programme in Nigeria. First and foremost, it is imperative that the program of adult education in Nigeria should be more adequately funded in order to consolidate its relevance and influence on the country's adult populations, irrespective of location, religion, or economic status. Secondly, teachers and handlers of adult education classes all over the country should be motivated to engage in continued training and re-training programmes both locally and overseas. Without doubt, these would assist them update their knowledge on the professional demands required for the effective handling of out-of-school teaching activities. Thirdly, adequate financial remunerations and appropriate benefits should be paid to the teachers of adult populations in Nigeria. Payment of this incentive could go a long way in boosting their morale in the delivery of their professional

duties. As well, effective machineries should be put in place, and charged with the singular responsibility of supervising and monitoring the activities of all adult education centres wherever they are located in the country. In addition, relevant teaching and learning aids should be provided in all adult literacy centres all over the country. Obviously, this would enhance the adults' chances of learning more effectively. Finally, more employment opportunities should be created for young graduates of adult education programs from the country's tertiary establishments from all parts of the country.

Conclusion

The benefits of literacy are overwhelmingly life-long. They are simply priceless. Ability to deploy the basic skills of literacy and apply them effectively into one's life activities and professional skills is highly rewarding, most especially as no one likes to be stagnated, which according to Omolewa (2006), poses complicated problems all through life. These lend credence for the continued engagement of adult persons in various educational programmes in order to grow their professional knowledge and skills acquisitions. It is therefore a wake-up call to all adults in Nigeria to invest their time and resources in continued adult training programmes in order to acquire wider knowledge, improve their entrepreneurial skills, match along with the trends of the digital era development, acquire new skills, shift away from old and out-dated patterns of doing things, and improve their economic dispositions. This leads Omolewa (2006) to concede that "nature abhors stagnation and standing still." Thus, this source warns that resting permanently in one's comfort zone, relaxing over one's knowledge of yesterday, celebrating over the achievements of yesteryears, or even getting intoxicated over an out-dated knowledge of yesterday, could be stagnating and dangerous. At that, such an unfortunate adult could face the traumas of "being left behind by a moving train."

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