

**THE CONTRIBUTION OF ADULT EDUCATION PROGRAMMES TOWARDS
POVERTY ALLEVIATION IN EGOR LOCAL GOVERNMENT AREA OF EDO
STATE**

BY

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UNIVERSITY OF BENIN

BENIN CITY

NOVEMBER, 2025

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND
CONTINUING EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF
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CERTIFICATION

We, the undersigned, certify that this research work was carried out by **EMMANUEL OSARUGUE AJAYI** with matriculation number **EDU2101932** of the department of Adult and continuing Education, University of Benin, Benin city, Edo State, Nigeria and approve it as adequate in scope and quality in partial fulfillment of the requirements for the award of Bachelor of Art(Education) B.A(Ed) Degree of the Faculty of Education, University of Benin, Benin city, Nigeria.

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Date

DEDICATION

This work is dedicated to **GOD ALMIGHTY** for His enabling strength, grace and power and ever abiding presence all through **UNIBEN**, and to my loving parents for their supports all through my journey.

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I would love to use this medium to appreciate my heavenly father, and also to express my profound gratitude and deep regard to my project supervisor. PROF. Mrs L. A OKUKPON, who intellectually and patiently supervised this project. Being supervised by him was a knowledgeable experience for me in diverse ways. I appreciate your effort sir, God bless you sir.

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To everyone who contributed to this project in one or the other, I will like to say a big thank you, And you Miss Britney I say thank you for always being there as an emotional support throughout this study.

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ABSTRACT

The purpose of this study is to assess the contribution of adult education programmes towards poverty reduction in Egor local government area. To enable the achievement of this objective, five research questions were raised and examined.

This study adopted the descriptive survey research design. The population of this study comprised of all three hundred and forty thousand, two hundred and eighty seven (340,287) inhabitants of Egor local government area of Edo State while a total of one hundred and twenty (120) adults selected from each of the ten communities made up the sample for the study. Data for the study was collected through the use of the questionnaire which was face and content validated. A test-retest reliability method was used to ascertain the reliability of the research instrument. Frequency count, simple percentage and mean score standard were used for data analyses.

The Findings from this study revealed adult education programmes in Egor local government area include women education, population education, literacy, workers education, and vocational education. The attitude of the people towards adult education programme is positive. Adult education programmes can provide the people with economic skills. Strategies were discovered to access the impact of these skills on the people. Adult education have helped developed communities, improved standard of living, provide people with economic skills, improved the reading abilities of the people and enhanced cordial relationship with members of the community.

Based on the analysis of data obtained and results that emanated, it was concluded that the available adult education programmes in Egor local government area has helped to alleviate the level of poverty through impacting and improving the economic skills of the people as well as their standard of living. The findings have shown that people have a positive attitude toward adult education programmes. These programmes help to provide people with important economic and life skills. As a result, adult education contributes to community development, improves the standard of living, enhances reading abilities, and promotes good relationships among community members. Overall, adult education plays an important role in improving both individual and community well-being.

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CHAPTER ONE

INTRODUCTION

BACKGROUND TO THE STUDY

Poverty, which has been defined by different individuals and groups based on different perspectives, has overtime been an issue of concern to everyone and everywhere in the world. This is why poverty is rated top on the list of programmes or issues that Millennium Development Goals (MDGs) now Sustainable Development Goals (SGDs) needs to tackle. The global concern about poverty has prompted nations and organizations to seek solutions. The United Nations (UN) has played a significant role in addressing this issue, including the 1995 World Summit for Social Development in Copenhagen. According to World Bank (2024) poverty rate in Nigeria is estimated at 47%, meaning that 47 out of every 100 Nigerians live below the international poverty line of \$2.15 per day. This figure has risen significantly with 38.8%, indicating deepening economic challenges. The National Bureau of Statistics reports that 63% of the population is multidimensionally poor, with rural areas experiencing higher rates than urban. Poverty is closely linked to several factors, including low literacy rates, political instability, corruption, gender disparities, poor health outcomes, and limited access to education.

Tilak (2020) observed that the recognition of education and human capital as critical drivers of economic growth and poverty reduction gained prominence in the mid-1990s. This shift was largely influenced by the remarkable economic achievements of East Asian economies such as Singapore, Hong Kong, the Republic of Korea, and Taiwan during the 1970s and 1980s, which were attributed mainly to sustained investment in education and human capital development. Education and poverty share an inverse relationship. Empirical studies by Ojo (2003), Idehen (2009), and Obi (2010) revealed that higher educational attainment within a population corresponds with a lower incidence of poverty, as education equips individuals with knowledge and skills that enhance earning capacity and wage levels.

It is important to note that limited access to education and income poverty reinforce each other at both macro and micro levels. Inadequate education remains a major contributor to income poverty, while insufficient income negatively affects

individuals' living standards. Although the negative correlation between adult education and poverty is widely acknowledged, debate persists regarding the level of education required to achieve sustainable poverty reduction. Some argue that primary education alone is sufficient, while others contend that comprehensive attention should be given to all levels of education—primary, secondary, and tertiary.

Furthermore, international development frameworks such as the United Nations' Millennium Development Goals (MDGs) and the World Bank's Poverty Reduction Strategy Papers (PRSPs) placed strong emphasis on primary education and women's education, while also highlighting the importance of developing the adult population through adult education initiatives.

Nigeria is richly endowed with abundant natural and agricultural resources, as well as a capable human workforce. Despite these advantages, the country has been classified among the poorest nations in Africa, notwithstanding the numerous poverty reduction programmes that have been implemented. Consequently, experts have increasingly emphasized the need to develop the nation's human resources, recognizing that national development largely depends on the adult population. The integration of adult education with other non-formal education programmes has the potential to significantly reduce poverty levels in Nigeria.

Adult education contributes to poverty reduction both directly and indirectly. Directly, it enhances income levels and wage-earning capacity. Indirectly, education plays a crucial role in reducing human poverty by improving living standards. As income levels rise, individuals are better able to meet basic needs such as food, water, sanitation, healthcare, and housing. Adult education also influences women's reproductive behavior, family planning decisions, and overall household welfare. The availability of these basic necessities increases productivity and income, thereby lifting individuals above the poverty threshold.

Over time, various adult education programmes have been implemented by different groups to stimulate social change through the provision of functional skills aimed at improving living conditions. Obiagu (2003) noted that when effectively utilized, adult education can serve as a powerful tool in combating social vices and

antisocial behaviors that contribute to poverty. This underscores the role of adult education in shaping positive attitudes, values, and character development.

Community education, also referred to as community-based education or community learning, is an organized approach designed to promote learning and social development by engaging individuals and groups in fulfilling their responsibilities toward community advancement (Omiunu & Airhiavbere, 2016). Through community education, individuals become more aware of their roles in fostering positive change and are encouraged to actively participate in initiatives that promote community development.

Another important component of adult education is literacy education. Literacy, defined as the ability to read, write, and perform basic calculations, serves as a catalyst for personal development. Literacy education enables individuals to access written information and equips them with fundamental skills necessary for problem-solving and informed decision-making. Functional literacy, in particular, empowers individuals economically by equipping them with practical skills relevant to their livelihoods. When individuals become economically empowered, they are better positioned to contribute meaningfully to community development (Phill, 2007).

Functional literacy programmes have played a significant role in improving the living standards of both youths and adults by providing knowledge, skills, attitudes, and values that enhance self-awareness and self-reliance. The primary aim of functional literacy is to stimulate interest in learning by enabling individuals to read, write, and compute effectively, thereby improving their capacity to function efficiently in their chosen fields (Phill, 2007). This approach has been widely recognized as an effective strategy for poverty reduction at individual, group, and societal levels.

Ojo (2003) identified two major linkages between adult education and poverty reduction. First, investment in adult education enhances skills, productivity, income, and overall living standards. Second, poverty itself constitutes a major barrier to educational attainment. Poverty affects education through limited financial and learning resources, social pressures that undermine learners' motivation, and declining

institutional standards. Adult education helps to address these imbalances by providing opportunities for continuous learning throughout life. According to Adedokun (2012), early education alone is insufficient to prevent professional and cultural obsolescence later in life, making adult education essential for sustaining relevance and adaptability in various professions.

Despite the long-standing recognition of the relationship between education and poverty, the political justification for prioritizing adult education as a poverty reduction strategy remains weak. This may be attributed to inadequate understanding of adult education and its role within the broader framework of lifelong learning.

In Egor Local Government Area, numerous centers and organizations have consistently provided adult education programmes to community members. Most communities in the area have at least one adult education center, such as the Pioneer Education Centre associated with the Uselu Market Women Association. These centers offer programmes aimed at equipping community members with skills necessary for effective participation in community affairs and sustainable development. Common programmes include literacy education, women education, environmental education, community education, and peace-building initiatives. Although these programmes are not uniformly available across all centers, there is considerable evidence that participants benefit from them.

For instance, environmental health officers regularly educate market women during weekly meetings on environmental sanitation practices. Similarly, road safety officials periodically engage commercial drivers in training on road signs and safe driving practices to reduce road accidents. While these programmes have positively influenced participants' behavior and social conduct, limited information exists regarding their impact on the economic wellbeing of the people. Consequently, this study seeks to examine the contributions of adult education programmes to poverty alleviation in Egor Local Government Area.

Statement of the Problem

All over the world, one of the problems bedeviling most countries of the world in the 21st century is the high rate of poverty. However, developed and developing

nation of the world have identified and are implementing education as a solution to the problem of poverty. In Nigeria, efforts have been made to tackle this problem of poverty. Both Federal and State Governments have, on several occasions made efforts to reduce the level of poverty through special interventions programmes like, loans, credit facilities, grants, and so on but instead of reducing, the level of poverty seems to be on the increase.

Nigeria, like other developing nations of the world, have also identified education as a potent tool towards eradication of poverty from the society. However, experts have observed that our education system is not development oriented and so cannot get us out poverty. In other words, the education system in Nigeria emphasises theoretical rather than practical skills.

The situation is not different in Edo State and Egor local government area in particular. It seems that the level of the poverty in this part of the State is higher than other parts. Even with the availability of the LAPO micro finance scheme programme in the State from which most people in the area access loans, the people of Egor and its environs seem not to be better for it. Considering the fact that these options through which some other nations have successfully reduced the level of poverty in their country, have not yielded much success in ours, it appears the people of Egor lacked necessary skills needed to become economically sufficient. In the face of the current situation in the area, adult education becomes a very pertinent tool if the level of poverty must be alleviated in the area. This study therefore seeks to assess the contribution of adult education programmes towards poverty alleviation in Egor local government area of Edo State.

Research Questions

In order to achieve the purpose of the study the following research questions will be raised

1. What are the available adult education programmes in Egor Local Government Area?
2. What is the attitude of the people towards adult education programmes in the area?

3. How will adult education programmes provide the people with economic skills?
4. Strategies to access the impact of these skills on the people of Egor Local Government Area?
5. Benefits of adult education programmes in supporting the people of Egor Local Government Area?

Purpose of the Study

The purpose of this work is to assess the contribution of adult education programmes towards poverty alleviation in Egor local government area, specifically, the study will seek to achieve the following objectives

- Identify the available adult education programmes in Egor local government area
- Examine the attitude of the people towards the adult education programmes in the area?
- Find out how adult education programmes will provide the people with economic skills
- Identify the strategies to access the impact of these skills on the people of Egor Local Government Area?
- Determine the benefits of adult education programmes in supporting the people of Egor Local Government Area?

Significance of the Study

It is the expectation of the researcher that this study will create an understanding of the contribution of adult education towards poverty alleviation in Egor Local Government area of Edo State. The findings from the study will therefore be of benefit to governments, agencies as well as individuals

Findings from this study will enable government both at the Federal, State and Local level, to understand that education is the best welfare package any

government can provide its citizens with and so it is indeed the most potent way to proffer lasting solution to the problem of moral decadence and unemployment in the country and in the States. In view of this, a better option for government will be to provide the people with a system of education that will equip the people with the right skills and abilities that will reduce poverty thereby making them economically stable.

Findings from the study will also broaden the view of policy makers within the education sector, erasing doubts about the benefits of adult education and its role or contribution towards the reduction of poverty in the society. This will enable them take concrete decision as to whether or not to dedicate more resources to adult education programmes.

Findings from the study will educate Individuals, especially members of Egor community will see the need to avail themselves of the opportunity provided by adult education programme for them to acquire functional skills thus contribute to the change, growth and development of their community and the country at large.

Scope and Delimitation of the Study

This study is delimited to Egor Local government of Edo State from where 10 communities were selected for the study. The communities include Uselu, Evbougide, Iguediayi Iguikpe, Oghedaivbiobaa, Oghokugbo, Oviasuyi, Ughighoko, Urunmwon and Uwelu. The scope of this study will include adult education programmes such as functional literacy, community relationships and vocational education as they affect poverty alleviation.

Definition of Terms

The following terms which have been used in this study are hereby defined for the sake clarity and avoidance of ambiguity.

Adult education: all education programmes designed for those recognised as adults in their communities so as to improve their skills and abilities.

Poverty: poverty in this context refers to a state or situation of lack of economic resources particularly, financial resources.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed related and relevant literature on the contribution of adult education programmes towards poverty Alleviation. In order to have a wider coverage and detailed understanding of the issue, the review was done along the following subheadings.

- Concept of Poverty
- Concept of Adult Education
- Types of Adult Education programmes for Poverty Alleviation
- Influence of Adult Education on Economic Skill Development
- Impact of Economic Skills on Societal Development
- Contribution of Adult Education Programmes towards Poverty Alleviation
- Summary of Literature Review

Concept of Poverty

The issue of poverty has been a major concern to many nations, particularly the developing countries. Poverty has been defined as a situation where a population or a section of the population is able to meet only its bare subsistence, the essentials of food, cloth. One of the main concerns of developing economics is understanding how to reduce poverty. The study of poverty and its alleviation is not new; rather, it focuses on the variations in poverty levels among actual units. Poverty is a multifaceted phenomenon that impacts the physical, moral, and psychological facets of human existence. It is described as the condition of having little money or other resources for subsistence. The availability of infrastructure services like safe water, solid waste collection, healthcare, education, and security serves as a gauge for the concept of basic subsistence. Lack of access to opportunities and resources, as well as

concerns about environmental issues and human rights, can also be used to define poverty. exposure to injustice, violence, helplessness, and

uncertainty in the face of unanticipated events like illness, accidents, and natural disasters are additional factors. Poverty also is a global phenomenon which affects continents, nations and peoples differently, It affects people in various depths and levels at different times and phases of existence (Oyeyomi, 2019).

The most widely used indicator of poverty is a daily income and consumption level that is below what is required to meet basic needs in the country. According to CBN briefs (2007), this minimum is known as the poverty line. According to the Central Bank of Nigeria, poverty is defined as a situation in which a person is unable to meet their basic needs for food, clothing, and shelter, is unable to fulfill their social and economic obligations, lacks assets, skills, and self-esteem, and has limited access to social and economic infrastructure like education, health care, portable water, and sanitation. As a result, they have little chance of improving their welfare to the fullest extent possible.

When he stated, "Don't ask me what poverty is because you have met it outside my house, look at the house and count the number of holes, look at my utensils and clothes, look at everything and what you see is poverty," Narayan (2024) provided a methodical definition of poverty. According to the United Nations Education, Scientific, and Cultural Organization's (UNESCO) 2010 Global Monitoring Report (GMR), 92% of Nigerians live on less than \$2 per day, and 71% live on less than \$1 per day.

The fact that Nigeria, with its vast resources and potential, is ranked 20th among the world's poorest nations is, to put it mildly, disgusting and an embarrassment to the nation known as the "Giant of Africa." In actuality, there is widespread indisposed poverty, and the effects on the country's progress have been pitiful. Additionally, the majority of Nigerians' quality of life has been declining, with a privileged minority living in luxury while the majority of

Nigerians continue to live in abject poverty. Hunger, homelessness, illnesses, malnourishment, a high child mortality rate, broken families, unemployment, human trafficking, child labor, abduction, murder, sexual assault, drug abuse, prostitution, and high mortality rate to mention but a few.

According to the World Bank's 1990 World Development Report (WDR), conditions could be classified as very poor if an individual's per capita income or consumption is less than US \$275 at any given time, or as poor if it is less than US \$370. In both absolute and relative terms, Englama and Bamidele (1997) succinctly defined poverty as a situation in which a person is unable to meet their basic needs—food, clothing, and shelter—as well as their social and economic obligations; lacks gainful employment, skills, assets, and self-esteem; and has limited access to social and economic infrastructures. To put it another way, the impoverished have little chance of improving their welfare to the extent that they have limited access to social and economic infrastructures because they lack basic infrastructure like education, health care, potable water, and sanitation. Put differently, the impoverished are incapable.

The World Bank (2023) defines the poverty line as the amount of income or consumption needed for (a) the minimal standard of nutrition and (b) other "necessities." The Human Development Index (HDI) of the United Nations Development Programme (UNDP, 1996) was developed by the UN to show the level of poverty or prosperity within a society and globally. Factors of interest include life expectancy at birth, adult literacy rate, the ratio of primary, secondary, and tertiary enrollment, and real GDP per capit are all factors of interest in the Human Development Index (HDI) of the United Nations Development Programme (UNDP, 1996), which was created by the UN to indicate the degree of poverty or prosperity within a society and worldwide.

Oladunni cited in Okpara (2014) notes although poverty is a global issue, Nigeria is among the world's poorest nations. With over 45% of people living below the poverty line and 67%

of the impoverished being extremely poor, the situation has reached a concerning level. It is not surprising that poverty has become more prevalent in Nigeria during this time.

Based on Oladunni's documentary evidence cited in Okpara (2014), Nigeria has an extremely high dependency ratio, with about 234 dependants supported by every 100 economically active individuals. The situation is more severe in rural areas, where 286 dependants rely on every 100 workers, compared to 219 dependants per 100 workers in urban areas. Similarly, among the working-age population (15–64 years), the dependency ratio stands at 259 dependants per 100 workers nationwide, rising to 302 in rural areas and decreasing to 222 in urban centres. This condition significantly worsens the poverty situation of the average Nigerian worker, as each employed person carries the financial responsibility of supporting more than 200 non-working individuals.

Poverty, however, is not limited to Nigeria or other developing countries; it is a global concern. Egwuatu (2008) reports that over 500 million people worldwide live in extremely poor conditions despite being economically active. These individuals lack access to basic necessities such as adequate food, shelter, and primary healthcare. Most earn a living through self-employment as micro-entrepreneurs or by working in very small businesses employing no more than five people. Unfortunately, their chances of expanding these enterprises are limited due to their inability to access formal credit from banks.

In general terms, poverty refers to a condition in which individuals are unable to meet essential needs such as food, clothing, and shelter. As a result, they become vulnerable to various diseases that negatively affect their health and may even threaten their lives. Poverty can arise from factors such as unemployment or the absence of relevant economic skills needed for self-reliance.

Concept of Adult Education

Adult education differs significantly from child education in several respects. A major distinction is that adults bring prior knowledge and life experiences to the learning environment, which enhances their learning process. In addition, adult learners are typically

self-directed and internally motivated. They often learn most effectively when they can apply new knowledge to real-life situations and when they believe that the learning outcomes will support their personal or professional objectives.

Adult education programmes should therefore broaden their scope to include diverse forms of learning, particularly in areas such as agriculture, health and hygiene, and civic education. This focus on adults highlights that adult education is not restricted to specific societies or narrowly defined groups. As noted by Juan (2023), the emphasis defines a teaching and learning approach suited to maturity, but it does not imply the exclusion of other age groups. Rather than being a rigid category with fixed learner profiles, content, or methods, adult education represents a broad motivational approach within the educational process.

Adult education is the teaching-learning that should be applied to all types of teaching. And even though specific classes can be given to adults, this does not take away the right for adults to receive a complete education in accordance with the teaching-learning parameters of adult education in its training phases and education types. Adult education includes all educational fields. It is a practice in which adults engage in. It is a systematic and sustained learning activities in order for adults (participants) to gain new forms of knowledge, skills, attitudes or values. Adult learning is defined as the range of formal, informal and non-formal learning activities which are overtaking by adults after a break since leaving initial education and training, which result in the acquisition of new knowledge and skills (European Commission 2023).

Adult education activities, viewed as forming part of life-long education and learning, have no theoretical boundaries and should meet the particular situations created by the specific needs of development, of participation in community life and of individual self-fulfilment; they cover all aspects of life and all fields of knowledge and are addressed to all people whatever their level of achievement. In defining the content of adult education activities priority should be given to the specific needs of the educationally most underprivileged groups.

Juan (2006) classified the development of the concept of adult education into three periods. The first period is between 1946 and 1958. This period focuses on the idea of reconstructing the educational structures affected by World War II; the interest of establishing complete educational programmes; favouring free and obligatory education; and for universal education. The ten general conferences celebrated in those first twelve years highlighted those worries and interests, which had repercussions in the valuation of the concept of adult education.

The second period is between 1960 and 1976. The use-for the first time in 1960-of the concept of a lifelong education is the beginning of a more explicit discourse in regards to adult education. It then acquires the characteristic of a defining and unifying concept in education for becoming adults, which is permanent. UNESCO will greet it enthusiastically by considering it capable of framing and uniting the Organization's importance on education, and since it can organise all of the developed educational processes into a single common principle: grade school, out-of-school, primary school, secondary, school, higher, professional, formal and non-formal education. If education is defined as lifelong education, and adult education includes all processes of education, adult education and lifelong education unite into a single reality. From this we can affirm that all educational processes must be carried out within the context of lifelong education or adult education. This criterion on adult education, just like lifelong education, is found in the 1976 Recommendation and marks the end of this second period.

The third period began in 1980. This period is framed under the 1976 Recommendation in which we can see different areas of importance. In 1983 the concept of adult education continued to be a concept that presides in all areas of education, and these must be developed within the context of a lifelong education. Then, in this year the concept of lifelong education would be expanded with the addition of "for all," which required the highlighting of the concept of lifelong education, making clear that a lifelong education is for all. Lifelong education for all would then meet its decisive moment in its admission in the World Conference on Education for All (Jomtien, 1990).

Lifelong education had earlier been more clearly described as education for all throughout life, and there is no significant distinction between these concepts. Similarly, the term introduced in 1995—learning without frontiers—conveys the idea of learning that is unrestricted by age, time, space, or diversity. Adult education can therefore be understood as a cultural and educational programme that promotes responsible adaptation to one’s environment, critical engagement with the media, decision-making skills, social participation, and appreciation of the arts, including music and museums.

Adult learning represents the most varied sector within lifelong learning. It occurs in a wide range of settings and is designed to reach adults who may not typically participate in formal education or training. Through adult learning, individuals are given opportunities to develop new interests, enhance their self-confidence and well-being, support their children’s learning, and interact constructively with people both within and beyond their immediate environment. Adult learning encourages personal choice, responsibility, and empowerment, and it engages learners through inclusive, relaxed, and supportive learning environments that contribute to social inclusion and community development. Without such opportunities, many individuals may never begin a learning journey or fully realize their potential (Egenti, 2024).

Recognizing lifelong learning as the foundation of a national educational development strategy requires a rethinking of all educational sectors, with adult education presenting the most comprehensive dimension of this approach. Consequently, the structure and interpretation of adult education systems become particularly significant. According to the UNESCO General Conference (1976), adult education encompasses all organized educational activities—regardless of content, level, or method—whether formal or non-formal, that extend or replace initial schooling and apprenticeship. These processes enable individuals regarded as adults by their societies to develop their abilities, expand their knowledge, improve or redirect their professional qualifications, and transform their attitudes and behaviour, thereby supporting both personal development and active participation in balanced social, economic, and cultural growth.

This broad definition outlines the objectives of adult education in contributing to multiple dimensions of development, the scope of its content (both professional and non-professional), its formats (formal and non-formal), and its applicability across all educational levels. It also emphasizes attitudinal change as a core component of adult education, making it possible to conceptualize an effective and desirable adult education system. Adult education performs two major functions: the compensatory function and the function of continuing education. The compensatory function focuses on addressing educational deficiencies resulting from limited or failed educational opportunities during youth through functional adult training.

One key goal of educational policy is to promote the social inclusion of adults through education. This is achieved by providing adults with foundational training for essential life roles, including active involvement in community and rural development initiatives (Egwu, 2006). The compensatory role of adult education is reflected in activities such as completing primary education, acquiring functional literacy, providing initial vocational training for unskilled individuals, retraining unemployed persons to meet labour market demands, and updating the skills of women whose competencies have become outdated due to prolonged unemployment. It also includes educational programmes for immigrants and socially marginalized groups who are insufficiently integrated into society.

Continuing education for adults involves ongoing learning that enables individuals to successfully adapt to constant and emerging changes in the demands of basic adult life roles. In highly developed societies, these changes occur so rapidly and extensively that lifelong learning has become one of the essential responsibilities of individuals. There is a close relationship between the compensatory role of adult education and its function in continuing vocational training. As societies progress, improvements in the general and professional education of younger populations reduce the emphasis on compensatory adult education and shift attention toward continuous and advanced learning opportunities for adults. The more developed a society becomes, the greater the number of individuals who seek and require education in general, professional, political, and cultural fields.

In conclusion, the adult education process aims to develop individuals' ability to think independently and apply reason to various issues. Adult education emphasizes the development of attitudes and skills that help to clarify misunderstandings in communication, promote effective use of acquired competencies for personal empowerment, and contribute to both individual improvement and the overall well-being of the community.

Types of Adult Education Programmes for Poverty Alleviation

Adult education has become increasingly significant in contemporary society due to several factors. Industrialization has created a demand for a more skilled workforce, while rapid technological advancement has made continuous updating of skills and knowledge essential. In addition, growing awareness of human rights has reinforced the belief that all individuals should be given opportunities to realize their full potential. As noted by Ossai (2003), adult education, like youth education, is crucial to societal development, particularly in relation to poverty reduction. Ossai further identifies several adult education programmes that possess strong potential for alleviating poverty within communities, including functional literacy, community education, women's education, workers' education, and vocational education.

Functional Literacy: Literacy is commonly understood as a collection of measurable skills, especially the cognitive abilities of reading and writing, often viewed independently of the context in which they are learned or the learner's background (Adams, 2004). Oduaran, as cited in Constance (2015), defines literacy as the ability to communicate through written symbols, a definition that emphasizes written language while giving less attention to oral communication. Functional literacy, however, extends beyond basic reading and writing to the effective application of these skills in real-life situations. In this broader sense, functionality involves equipping learners with the competencies required for active and responsible participation in community life, the workplace, and educational environments (Qualifications and Curriculum Development Agency, 2007). Thus, literacy is meaningful only when individuals can apply their skills productively, such as using them for income-generating activities to improve their economic status.

Community Education: Community education is founded on the belief that meaningful change depends largely on the awareness and active involvement of community members themselves. It seeks to transform attitudes and develop skills that align with contemporary knowledge and societal demands. Ezimah (2004) describes community education as a process that promotes the use of all available learning resources within a community to mobilize people toward collective development. Similarly, Idowu (2003) explains that community education includes educational and developmental initiatives conducted within local communities rather than formal institutions such as schools, colleges, and universities. While formal education has often been criticized for failing to reach large segments of the population, community education focuses particularly on extending learning opportunities to disadvantaged areas, though it may also be applied more broadly. Through community education, individuals gain insight into strategies for maximizing economic opportunities, including community-based investments such as town halls, farmland management, and organized inter-community activities. Income generated from these ventures can then be reinvested in essential community facilities, thereby enhancing overall living standards.

Women's Education: Women's education refers to a structured learning process designed for women who are unable to attend school on a full-time or regular basis. It involves organized and sequential activities aimed at bringing about positive changes in knowledge, understanding, skills, and attitudes, with the goal of enabling women to identify and address personal and community challenges (Barka, 2002). Programmes in women's education typically include literacy and basic education, vocational and job-related training, entrepreneurship development, health and family education, as well as physical and personal development initiatives.

More broadly, women's education encompasses a wide range of issues and discussions related to educational access for girls and women at the primary, secondary, and tertiary levels, as well as in health education. It also addresses concerns of gender equality and highlights the relationship between education and poverty reduction (Olawumi, 2008). Educated women have improved employment prospects and are better positioned to

contribute to household income. In addition, education enhances women's opportunities to assume leadership roles within society, enabling them to influence decisions that improve the well-being of women, families, and communities.

Workers' Education: Workers' education can be described as education specifically tailored to the needs of workers. According to College (2005), it is a process through which workers acquire knowledge, skills, awareness, and appropriate attitudes necessary for sustaining individual productivity, organizational efficiency, and societal development. It focuses on enhancing workers' capacities and deepening their understanding of labour-related issues in a broad sense. As such, workers' education serves as a vital tool for developing a responsible, effective, and sustainable labour movement in any society.

Nze (2006) emphasizes that workers' education aims to broaden workers' understanding of labour challenges and should be viewed as a means to practical and meaningful action rather than an end in itself. Through workers' education, individuals are able to improve existing competencies and acquire new skills, leading to increased productivity and higher income when these skills are effectively applied. Additionally, Oyelami (2003) notes that workers' education contributes to poverty reduction by equipping workers with financial management skills, thereby minimizing the waste of limited resources.

Vocational Education: Vocational education is a broad concept that encompasses all forms of education and training aimed at developing skills, competencies, and qualifications related to specific occupations, trades, or professions. According to Kotsikis (2007), vocational education provides the technical knowledge and practical skills required for individuals to practice a profession or trade, regardless of age or prior educational background, even when such programmes include elements of general education. Vocational training, as a component of vocational education, focuses on delivering specialized skills and professional knowledge that ensure occupational competence and form the core of vocational training programmes.

By equipping individuals with practical and entrepreneurial skills, vocational education enables learners to establish businesses, achieve self-reliance, and sustain their livelihoods.

This capacity for self-employment and income generation plays a significant role in reducing poverty within society.

Influence of Adult Education on Development of Economic Skills

Adult education plays a vital role in the continuous improvement of adult learning by promoting the acquisition of new knowledge, skills, values, and habits that enable adults to adapt effectively and contribute meaningfully to the development of their immediate communities. In particular, non-formal adult education is widely recognized for equipping adults with economic skills and competencies that foster financial independence. Through non-formal learning, adults acquire practical knowledge and abilities that support self-reliance, sustainability, and active financial contribution, thereby making them economically responsible members of society.

Non-formal education refers to organized learning programmes specifically designed to help individuals develop practical skills, attitudes, and competencies necessary for practicing a trade or occupation for personal and societal benefit. In support of this view, the United Nations Educational, Scientific and Cultural Organization (UNESCO), in collaboration with the International Labour Organization (ILO) (2002), defines non-formal education as an educational process involving the study of technology and related sciences, alongside the development of practical skills, attitudes, and knowledge relevant to occupations across various economic and social sectors. The central aim of such education is to prepare individuals to become productive and self-reliant. Skills, generally acquired through training or experience, enable individuals to perform tasks effectively, while skill acquisition refers to the process of gaining new competencies that enhance one's ability to discharge responsibilities efficiently.

Dike (2009) observes that the impact of economic challenges on nations is largely influenced by their level of development and institutional effectiveness. In Nigeria, there is a growing need for individuals skilled in modern agricultural practices, including the use of advanced

equipment, improved planting techniques, land cultivation, harvesting, and storage methods. Through agricultural extension programmes, adult education provides these essential skills, thereby supporting increased food production to meet the demands of Nigeria's growing population. Training and retraining are therefore crucial for enhancing productivity across professions. Regular training programmes help refine the expertise of professionals while equipping new entrants with the competencies required in their respective fields (Egwim, 2003).

Similarly, the industrial sector requires a well-trained and skilled workforce to ensure that locally manufactured goods meet international standards. Adult education, through workers' education programmes, equips industrial workers with relevant skills and capacities to enhance productivity and efficiency. In the transport sector, Nigeria's extensive road network supports economic development by facilitating the movement of goods and services. However, the effective operation and maintenance of vehicles depend on skilled operators and technicians. Ego (2004) emphasizes that functional literacy is essential in this context, as it enables individuals to understand vehicle operations and manage them efficiently.

Skill acquisition is also crucial within the education sector, as it contributes significantly to human capital development and employment preparedness. An educated individual is expected to demonstrate positive attitudes and competencies that promote both personal growth and societal advancement. Ogunbote (2006) asserts that a nation's productive capacity depends on its ability to identify, develop, and utilize its human resources effectively. In line with this, the National Policy on Education (2004) identifies the acquisition of appropriate skills and the development of mental, physical, and social competencies as key educational objectives that prepare individuals to contribute meaningfully to societal development.

Furthermore, Ogundele (2010) argues that societies require skilled, enterprising, and self-reliant individuals who can adapt to rapid technological changes and apply scientific knowledge to address environmental challenges. In essence, the acquisition of relevant skills,

attitudes, competencies, and knowledge enhances both individual development and national progress.

Impact of Economic Skills on Societal Development

In the early years following Nigeria's independence, employment opportunities were readily available to graduates, and it was common for newly qualified individuals to have multiple job options. However, this situation has changed significantly in contemporary times due to a widening gap between educational training and labour market requirements. With rapid population growth, each available job now attracts large numbers of both new and long-term unemployed individuals. Datol and Padung (2000) observe that employment opportunities are increasingly limited for young people who lack essential skills and knowledge. Consequently, rising unemployment poses a serious threat to societal stability and economic development, as many talents and productive capacities remain underutilized. This underscores the need for unemployed individuals to acquire new skills that enable self-employment and entrepreneurship, thereby creating jobs for themselves and others.

Skill acquisition plays a crucial role in national development. Gaining job-specific skills equips individuals with practical knowledge that enables them to effect positive change within society. Ayobami (2005) explains that skill acquisition contributes to national progress by developing individuals' abilities to function productively in society. A skilled and well-trained worker is more productive and ceases to be a burden on the economy, while also developing a positive work ethic. With appropriate skills, individuals can perform tasks efficiently and make meaningful contributions to national development through improved attitudes toward work.

Employment opportunities can expand significantly when acquired skills are effectively applied, encouraging citizens to adopt progressive approaches to economic growth. Egwim (2003) argues that skill acquisition helps eliminate involuntary and unproductive idleness, thereby supporting national development. Individuals who possess relevant skills are able to demonstrate their talents, apply creativity and innovation, and enhance their social and

economic status. Similarly, Ifelowa (2001) notes that skill acquisition reduces waste by decreasing reliance on foreign experts, as local professionals become capable of managing and transforming the nation's economy.

Globalization has further increased the importance of lifelong skill development across all sectors of society. Continuous skill acquisition is essential for professional advancement and personal growth, as it largely determines individual productivity and success in both employment and entrepreneurship (Shaffer, 2007). Anderson (2001) adds that human capital is strengthened when individuals acquire transferable skills applicable across various occupations and settings. In this context, adult education serves as a vital instrument for equipping individuals and groups with relevant and sustainable skills, which Shaffer (2007) identifies as key indicators of sustainable national development.

Economic skill development also plays a significant role in reducing youth restiveness. Ndubuiro (2001) argues that Nigeria's economic challenges have created conditions that foster youth unrest, as issues such as poverty, unemployment, inadequate infrastructure, and unequal resource distribution have strong economic foundations. Consequently, many scholars and policymakers advocate vocational education as an effective strategy for addressing youth unrest.

Yusuf (2014) found that youth restiveness in Nigeria is largely driven by unemployment, limited access to education, poverty, environmental degradation, and marginalization. He therefore recommended that government initiatives should focus on youth empowerment as a means of promoting stability and sustainable development while addressing insecurity, poverty, and unemployment. Similarly, Nwokocho (2003) notes that ignorance, illiteracy, and the actions of some elites have contributed to youth unrest. He suggests that governments should provide functional, skill-based education to enhance literacy and awareness, while also reorienting elites who have been accused of exploiting youth for political purposes.

Furthermore, the acquisition of economic skills contributes to reducing socio-economic challenges within communities. Nwokocho (2003) asserts that gainful employment significantly lowers individuals' involvement in criminal activities. By engaging youths and

adults in productive and income-generating ventures, economic skills enhance personal development, promote social safety, and create a more attractive environment for economic investment. As Yusuf (2014) emphasizes, economic growth cannot thrive in insecure environments, as insecurity discourages investment and deepens poverty.

Contributions of Adult Education Programmes towards Poverty Alleviation

Adult education can be categorized into three main forms: formal, non-formal, and informal education. Formal education typically takes place within recognized institutions and leads to certification. It may be offered on a full-time or part-time basis but is always institution-based. Non-formal education, on the other hand, consists of organized learning activities conducted outside formal institutions and designed to achieve specific learning objectives. These include work-related skills training, community education programmes, and other structured learning initiatives. Informal education occurs largely outside structured programmes and is often embedded in activities where learning is not the primary goal but results in the acquisition of knowledge, skills, and understanding through experience and interaction (Thung, 2003). Examples include learning how to operate new workplace equipment or participating in community meetings on issues such as land reform (Government of Namibia, 2003).

During the 1970s, UNESCO sought to integrate adult education—particularly non-formal education—into the broader concept of lifelong learning and the idea of a “learning society.” While many educators support lifelong learning as a theoretical foundation for non-formal education, non-formal education activities often lack a unified framework. Consequently, the term has come to represent a wide range of programmes across different countries. These programmes include adult and youth literacy education, basic education initiatives, dropout recovery programmes, political and trade union education, and various educational activities linked to development projects. As a result, adult learning has become an important component of education policies and programmes in many developing countries.

Adult learning is a multi-sectoral responsibility that intersects with areas such as agriculture, extension services, basic education, cultural and heritage programmes, environmental management, health services, vocational and business training, skills development, media,

rehabilitation programmes, voter education, and gender awareness initiatives (Adeyomi, 2001). At its core, adult education focuses on empowerment, just as poverty alleviation also seeks to empower individuals and communities. Both emphasize sustainability, participatory decision-making, the use of indigenous knowledge systems, local governance, and development through collective action.

Poverty reduction through adult education is therefore an enabling process. In collaboration with other development initiatives, adult education strengthens individuals' capacity for self-advocacy. Its focus may vary depending on context, thereby shaping its impact. For instance, adult education may emphasize political awareness by promoting knowledge of human rights and national or global affairs. It may also address economic marginalization by providing learning opportunities tailored to local economic needs. A social focus encourages cooperation and collective responsibility, while an environmental focus supports the use of indigenous knowledge and holistic approaches to sustainable development (Mosweunyan, 2002).

As a community-based and participatory form of education, adult education serves as a powerful instrument for mobilizing people toward liberation from poverty. It raises awareness and helps individuals recognize and harness their inherent potentials, including modern competencies such as computer skills, which can significantly transform livelihoods through non-formal vocational, technical, and functional education programmes. Other areas, such as improved agricultural practices, home management, and interior and exterior decoration, also contribute to improved living standards. If youths and adults are guided to identify and develop these potentials through effective adult education programmes, poverty levels in Nigeria could be significantly reduced.

However, acquiring education alone is insufficient without adequate empowerment and support. Government intervention is necessary to enable trained individuals to access tools, materials, and equipment required to apply their skills productively. Such support would facilitate job creation among youths and adults, thereby reducing poverty. Adult education programmes instill skills, knowledge, and attitudes that discourage dependency and promote

self-help, community initiatives, and active participation in productive ventures. Consequently, governments are urged to support adult education through non-formal programmes such as vocational training and skill acquisition initiatives to foster self-reliance among citizens. This approach aligns with the national emphasis on functional education, which encourages individuals to acquire practical skills or trades that enable them to sustain themselves independently rather than relying solely on formal employment opportunities. Through its comprehensive and practical programmes, adult education remains a vital force in empowering individuals and advancing sustainable national development.

Summary of Literature Review

From the issues reviewed, it is evident that poverty is a multidimensional condition that affects various aspects of human life, including physical, moral, and psychological well-being. It describes a situation in which individuals are unable to adequately meet basic needs such as food, clothing, and shelter, fulfill social and economic responsibilities, or secure gainful employment due to a lack of relevant skills, assets, and self-confidence. Poverty is also characterized by limited access to essential social and economic infrastructure, including education, healthcare, safe drinking water, and sanitation. As a result, individuals experiencing poverty have reduced opportunities to improve their living conditions and realize their full potential. Poverty can further be understood in terms of restricted access to opportunities and resources, as well as challenges related to human rights and environmental conditions. Consequently, there is a strong need for proper education—particularly among adults—to enable individuals to overcome poverty, highlighting one of the key benefits of adult education.

Adult learning is the most diverse sector of lifelong education, occurring in a wide range of settings and targeting adults who may not typically engage in formal education or training. Adult education generally refers to organized learning processes through which individuals recognized as adults within their societies develop their abilities, expand their knowledge, and enhance their technical or professional qualifications. These processes support personal development and encourage active participation in balanced social, economic, and cultural advancement. Adult education programmes take various forms, including literacy education,

community education, women's education, lifelong learning initiatives, workers' education, and vocational education.

These diverse adult education programmes equip individuals with practical skills and competencies that enhance their relevance and usefulness within their communities. By acquiring such skills, individuals become self-reliant, self-sufficient, and economically independent, enabling them to contribute meaningfully to the development of their immediate communities and the wider society. Rather than waiting for limited employment opportunities, individuals can utilize and expand acquired skills to create employment for themselves and others. Skill acquisition also boosts productivity and helps reduce waste by minimizing dependence on imported goods and services.

Ultimately, adult education is centered on empowerment, just as poverty reduction is fundamentally about empowering individuals and communities. Adult education serves as a transformative force that can free people from the constraints of poverty by increasing awareness of the vast potentials within individuals and their environments. Through the provision of relevant skills, knowledge, and positive attitudes, adult education discourages dependency and unproductive behaviour while promoting self-help initiatives, community development projects, and active participation in productive ventures that foster individual usefulness and collective progress.

CHAPTER THREE

METHODOLOGY

This chapter examines the procedures and methods that was employed in the collection of data for the study and particular attention was given to the following sub-headings.

Design of the Study

Population of the Study

Sample and Sampling Technique

Research Instrument

Validity of the Instrument

Reliability of the Instrument

Administration of the Instrument

Method of Data Analysis

Design of the Study

The study adopted a survey research design. This design was considered suitable because it allows for the systematic collection and analysis of data relating to people's opinions, attitudes, and perceptions concerning issues of this nature.

Population of the Study

The population for the study consisted of all the three hundred and forty thousand, two hundred and eighty-seven (340,287) residents of Egor Local Government Area of Edo State.

Sample and Sampling Technique

The sample for the study comprised one hundred and twenty (120) adult participants drawn from the ten communities in the study area. Specifically, twelve adults were selected from each community. This equal representation was adopted due to the relatively homogeneous characteristics of the population in the area. The selection of participants was carried out using the simple random sampling technique. Table X presents the detailed procedure for the selection of the sample.

S/N	Communities	Sample
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1	Uselu	12
2	Evbougide,	12
3	Iguediayi	12
4	Iguikpe	12
5	Oghedaivbiobaa	12
6	Oghokugbo	12
7	Oviasuyi,	12
8	Ughighoko	12
9	Urunmwon	12
10	Uwelu	12
	Total	120

Source: Field Survey 2025

Research Instrument

Data for the study were collected using a questionnaire developed in line with the research questions formulated for the study. The questionnaire consisted of two sections: Sections A and B. Section A sought information on the respondents' demographic characteristics, such as age, sex, and marital status, while Section B focused on issues directly related to the subject of the study.

Validity of the Instrument

The validity of the research instrument was established through the expert judgment method. To achieve this, the questionnaire was reviewed by specialists in the field of Adult and Non-formal Education. These included the researcher's supervisor and other lecturers from the Department of Adult and Non-formal Education, Faculty of Education, University of Benin. Their observations, suggestions, and corrections were incorporated into the final version of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined using the test-retest method. The questionnaire was administered on two separate occasions during a pilot study involving twenty (20) respondents drawn from different communities. The responses obtained from both administrations were correlated using the Pearson Product Moment Correlation technique, resulting in a reliability coefficient of 0.68. The participants involved in the pilot study were excluded from the main study.

Administration of the Instrument

The questionnaire was administered personally by the researcher with the assistance of a trained research assistant. This approach facilitated the efficient distribution and retrieval of the questionnaires from the respondents.

Method of Data Analysis

Data collected were analyzed using frequency counts, simple percentages, and mean score statistics.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with the analysis of data obtained in the course of the study. The results that emanated from the analysis are interpreted and discussed. The presentation is done in line with the research questions raised.

Research Question One: What are the available adult education programmes in Egor local government area?

Table 4.1: Distribution of Responses on the available adult education programmes in Egor local government area

S/N	Responses	Weighted mean	Mean score	Remark
1	Women Education	328	2.73	Accepted
2	Population Education	392	3.27	Accepted
3	Literacy	421	3.51	Accepted
4	Workers Education	379	3.16	Accepted
5	Vocational Education	450	3.75	Accepted

Analyses of data in Table 4.1 above reveals that all the items met the mean score standard of 2.50 and were accepted. This means that the available adult education programmes in Egor local government area include women education, population education, literacy, workers education, and vocational education.

Research Question Two: What is the attitude of the people towards adult education programmes in the area?

Table 4.2: Distribution of Responses on the attitude of the people towards adult education programmes in the area?

Responses	Frequency	Percentage
Positive	74	61.7
Indifferent	17	14.2
Negative	29	24.2
Total	120	100

In Table 4.2, it can be seen that 74 of the respondents indicated that the people have positive attitude towards adult education programmes, 17 of them indicated that the adults are indifferent while 29 stated that the people have negative attitude towards adult education programmes. This means that the attitude of the people towards adult education programme is positive.

Research Question Three:How will adult education programmes provide the people with economic skills? Can.

Table 4.3: Distribution of Responses on whether adult education programmes can provide the people with economic skills

S/N	Responses	X	SD	Remark
1	Adult education programmes has made me to be self-reliant	3.24	.839	Accepted
2	I have been able to improve my business skill through the help of adult education programmes	3.30	.785	Accepted
3	The acquired skills have helped to reduce youth restiveness in the area.	2.80	1.134	Accepted

X - Mean

SD – Standard Deviation

Criterion Mean (X) - 2.50

Data in Table 4.3 revealed that all the items met the criterion mean score standard of 2.50 and were therefore accepted. This simply means that adult education programmes can provide the people with economic skills.

Research Question Four: Strategies to access the impact of these skills on the people of Egor Local Government Area?

Table 4.4: Distribution of responses on strategies to access the impact of these skills on the people of Egor Local Government Area?

S/N	Responses	Weighted mean	Mean score	Remark
1	Questionnaires are used to find out how the skills help people.	420	3.5	Accepted
2	Interviews are used to ask people and community leaders about the skills.	395	3.29	Accepted
3	Observations are done to	300	2.5	Accepted

	see how people use the skills in daily life.			
4.	Group discussions are held to learn how the skills affect the community.	350	2.92	Accepted

Analyses of data in Table 4.4 shows that all the items met the mean score and were accepted. This means the respondents believed that Questionnaires, interviews, observation, Group discussions improved the reading abilities of the people and enhanced cordial relationship with members of the community.

Research Question Five: Benefits of adult education programmes in supporting the people of Egor Local Government Area?

Table 4.5: Distribution of response on the Benefits of adult education programmes in supporting the people of Egor Local Government Area?

Responses	Frequency	Percentage
To a large extent	55	45.8
Moderately	37	30.8
Insignificant	12	10
Very low	16	13.3
Total	120	100

Analyses of data in Table 4.5 shows that 55 or 45.8% of the sampled respondents were of the opinion that they benefited from adult education programme have, to a large extent, helped to alleviate poverty in the area, 37 or 30.8% of them sated that the extent poverty alleviation was moderate. Similarly, 12 or 10% of the participant reported that the extent of poverty reduction is insignificant, while 16 indicated that the extent of poverty alleviation is very low. This therefore means that the extent to which they benefited from adult education programme contributed to alleviation of poverty in the area is very high.

Discussion of Results

The analysis of the data collected and the results obtained from the study yielded insightful findings. With regard to the availability of adult education programmes, the study revealed

that Egor Local Government Area offers several forms of adult education, including women's education, population education, literacy programmes, workers' education, and vocational education. This finding aligns with the view of Ossai (2003), who emphasized that adult education, like youth education, is essential for societal development, particularly in poverty reduction. According to Ossai, adult education programmes with strong potential for alleviating poverty include functional literacy, community education, women's education, workers' education, and vocational education.

The study further revealed that adult education programmes equip individuals with economic skills. Idowu (2003) noted that community education enables people to identify and utilize strategies for maximizing economic opportunities. Similarly, Dike (2009) observed that the impact of economic challenges on nations is influenced by their level of development and institutional effectiveness. He stressed that Nigeria requires skilled individuals capable of applying modern agricultural techniques, including the use of advanced equipment, improved planting methods, land cultivation, harvesting, and storage. Adult education, particularly through agricultural extension programmes, provides these essential skills, thereby supporting increased food production for Nigeria's growing population.

In addition, the findings indicated that adult education programmes contribute significantly to skill acquisition among participants. Ayobami (2005) asserted that skill acquisition enhances national development by equipping individuals with essential competencies that make them productive members of society. A well-trained worker is more efficient and productive and therefore ceases to be a burden on the economy.

Furthermore, respondents indicated that participation in adult education programmes had improved their standard of living, enabling them to meet financial obligations more effectively. Supporting this view, Mosweunyane (2002) described poverty reduction through adult education as an enabling process that builds individuals' capacity for self-advocacy. He explained that the focus of adult education may vary—political, economic, social, or environmental—each influencing its overall impact. Political education promotes awareness of human rights and civic responsibilities, economic education addresses disempowerment through locally relevant skills, social education encourages cooperation and collective action, and environmental education validates indigenous knowledge while promoting sustainable development.

Finally, the study revealed that the skills acquired through adult education programmes made a substantial contribution to poverty alleviation in the study area. This finding is supported by Adeyomi (2001), who described adult learning as a multi-sectoral responsibility that spans agriculture, extension services, basic education, cultural heritage, environmental management, skills development, health, vocational and business training, voter education, and gender awareness. These interconnected sectors highlight the broad and significant role of adult education in addressing poverty and promoting sustainable development.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This section deals with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

This study was aimed at assessing the contribution of adult education programmes to poverty alleviation in Egor local government area of Edo State. To achieve the purposes of the study, five research questions were raised and examined. Data was collected from one hundred and twenty (120) adults selected from each of the ten communities in Egor local government area of Edo State. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. Analysis of data was done using descriptive

statistics which include frequency, simple percentage and mean score standard. A criterion means score of 2.50 was used as selection criterion. The analysis of data obtained produced the following findings.

Findings

Findings from the study include.

The available adult education programmes in Egor local government area include women education, population education, literacy, workers education, and vocational education.

The attitude of the people towards adult education programme is positive.

Adult education programmes can provide the people with economic skills.

Strategies to access the impact of these skills on the people

Adult education have helped developed communities, improved standard of living, provide people with economic skills, improved the reading abilities of the people and enhanced cordial relationship with members of the community.

Conclusions

Based on the analysis of data obtained and results that emanated, it was concluded that the available adult education programmes in Egor local government area has helped to alleviate the level of poverty through impacting and improving the economic skills of the people as well as their standard of living. The findings have shown that people have a positive attitude toward adult education programmes. These programmes help to provide people with important economic and life skills. As a result, adult education contributes to community development, improves the standard of living, enhances reading abilities, and promotes good relationships among community members. Overall, adult education plays an important role in improving both individual and community well-being.

Recommendations

In view of the conclusions drawn from the study, the following recommendations are made

The available adult education programmes should be sustained while other necessary programmes should be designed to accommodate the peculiarities of the people.

Adult education programmes should be designed to meet the needs of the participants in terms of time and venue in such a way that will encourage positive response and attitude towards the programmes

Having acquired economic skills, the people should be encouraged by the facilitators at the skill acquisition centres and empowered by Non-Governmental organisations through provision of soft loans and credits to enable them start up little ventures or businesses so that these skills do not decay

The Local government authorities should make it mandatory for the people to take care of their environment. Government should also provide opportunity for the people to participate in community decision making processes. Local leaders should also ensure that the community people continue to relate well with other members of the community so as to ensure mutual cooperation which will lead to lasting peace and prosperity in the community. Community development officers should provide avenue for other communities in the area to actively participate in adult education programmes if they wish to reduce their poverty level.

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APPENDIX
DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION
FACULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY, NIGERIA.

**QUESTIONNAIRE ON THE CONTRIBUTION OF ADULT EDUCATION
PROGRAMMES TOWARDS POVERTY ALLEVIATION IN EGOR LOCAL
GOVERNMENT AREA OF EDO STATE.**

Dear Respondents,

The aim of this questionnaire is to obtain data or information on the the contribution of adult education programmes towards poverty alleviation in Egor local government area of Edo State. Your cooperation is highly required in answering the questions asked. Any information you give will be treated with utmost confidentiality. It will be used only for academic purpose.

Please tick (V) in the box provided against option to any question that best matches your choice of response.

SECTION A: BIODATA

Age: 18 - 25 [] 26 - 30 [] 31 - 35 [] 36 - 40 [] 41 - 45 [] 46 and above []

Religion: Christianity [] Islam [] Traditional []

Marital Status: Single [] Married [] Divorced [] Separated [] widowed []

SECTION B

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A); Disagree (D) Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	available adult education programmes in Egor Local Government Area				
1	Women Education				
2	Population Education				
3	Literacy				
4	Environmental Education				
5	Workers Education				
6	Vocational Education				
	attitude of the people towards adult education programmes in the area?				
7	Adult education programmes are very beneficial to me				
8	I feel adult education programmes can help develop my community				
9	Adult education programmes can help improve my standard of living				
10	Adult education programme is irrelevant				
	How will adult education programmes provide the people with economic skills?				
11	Adult education programmes has made me to be self-reliant				
12	I have been able to improve my business skill through the help of adult education programmes				
13	The acquired skills have helped to reduce youth restiveness in the area.				

	Strategies to access the impact of these skills on the people of Egor Local Government Area?				
14	Questionnaires are used to find out how the skills help people.				
15	Interviews are used to ask people and community leaders about the skills.				
16	Observations are done to see how people use the skills in daily life.				
17	Group discussions are held to learn how the skills affect the community.				
	Benefits of adult education programmes in supporting the people of Egor Local Government Area				
18	My standard of living has improved since I started participating in adult education programmes.				
19	I am now able to pay my children's school fees on time.				
20	I have been able to meet my financial obligations in the community.				
21	The skills I acquired through adult education programmes have empowered me economically.				

