

Planning Implementation and Evaluation of Adult and Non-Formal Education Programme in Nigeria



Abbas Mahmud Ph. D.¹, Kasim Mohammed Saad²

¹Department of Adult Education and Extension Services, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto

²Department of Educational Foundation, Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto

ABSTRACT:The paper title planning implementation, evaluation of adult and non formal education programme in Nigeria examine the concepts planning as systematic arrangement of human and material resources to coordinate the activities of the organization or programme. The paper also looked at need analysis and programme planning of adult and non formal which include: asking, observing and testing. The paper also examines types of planning in adult and non formal education programme which include among others: hierarchical, frequency and contingency. The authors discuss in details steps in programme planning of adult and formal education that includes: being aware of opportunities, establishing objectives and develop premises etc. The paper further described how implementation process of adult and non formal education is been done through: fund, human and material resources and technical personnel for programme implementation among others. And evaluation process on adult and non formal education programme were part of what the paper examine in order to see the achievement and where need is to correct mistakes. The evaluation process include: formative and summative process. The paper finally gives summary about the paper.

INTRODUCTION

Nigeria education system is well plan and document for proper execution. The document is identified with various laudable programme aiming at bringing changes on individual, groups communities, society, organizations and nation at large. Adult and non-formal education is one of such programme intended to bring changes in different ramification for rapid development. These could not be achieving without proper planning. Good planning identified with success in all programme design to conduct. This planning involves careful strategies that recognized the importance of every actor necessary for the programme intended doing. After careful and strategic planning for a programme it lead to implementation which understand is the most crucial stage in programme since is to put the development plan into action. The implementation has to be done according to plan schedules. At the stage of implementation programme planers are to take measures in ensuring all plan action are implemented with strong emphasis on identified every item are effectively actualize as it stated in the plan. A successful plan goes along with the evaluation of every stage of development plan of action, because doing that it revealing to programme planers necessary measures that are to take to correct mistakes in the process of implementation. Evaluation is of different categories depending on the programme and planning strategies identified.

Concepts of Planning

Planning can be seen as systematic arrangement of human and material resources to coordinate the activities of the organization or programme. To put it differently Gariil & Arina (2015) sees planning as a fundamental property of intelligent behavior. Equally as a process of essential to the creation and refinement of a plan, or integration of it with other plans; that is, it combines forecasting of developments with the preparation of scenarios of how to react to them. But to Longe (2003), planning implies given thoughts to the goals, aspirations and priorities of a nation. In accordance Oxford Advanced Learner's Dictionary (2000), to plan is to device, to design, to arrange beforehand. Putting these together one can understand that planning is a giant decision in meeting the desire result and these could not be achieved by single individual rather than forming a strong team with zeal in mind to achieve the common goal. In the word of Akpan (2011) planning as the process of examining the future and drawing up or mapping out a course of action for achieving specified goals and objectives. It involves working out in broad outline the things to be done and procedures for doing them in order to accomplish set purpose. Moreso, UNESCO (2003) describes planning as a process that makes it possible to work out a systematic outline of activities to be undertaken in order to meet the developmental objectives of a country within that country's possibilities and aspirations.

Planning Implementation and Evaluation of Adult and Non-Formal Education Programme in Nigeria

Need Analysis and Programme Planning on Adult and Non-formal Education

Needs are wants of individual, group or communities which they need to fulfill either themselves or in any other means legitimately. Because of the nature of human it become necessary for the programme planner to carefully identify the needs of the target population and analyze the needs base on priorities. The programme planning is to follow some certain procedures to analyzed needs of adult in the community these could be through:

By asking, observing, or testing them. In this interview involves asking in-depth questions in order to better understand the individual's points of view and opinion regarding his/her problems. After interview one can use questionnaire as the case may be. Questionnaire is referring to a set of questions given to a sample of people. The purpose is to gather information about their attitudes, thoughts, behaviours, and so forth. Equally, programme planner may use observation, whether done in a structured way (using observation grids, rating forms, checklists, or observation schedules) or in an unstructured way (by informal observation), is a valuable method for gathering data for programme planning..

Adult and non-formal education is a programme accepted as a strategy in meeting desired of the teeming population of Nigerian citizen in education and vocational skills to contribute toward national economy. On that note the Federal Government of Nigeria come up with a policy to meet that desired of its teeming population. Therefore, proper planning was done with all strategies to meet the desire goals.

Types of Planning in Adult and Non-formal Education Programmes

As it been described of what constituted planning one can understand that planning is the entire activity of a design project. The following are the types of planning that explained by Mainul Islam & Awal Khan (2007):

1. **Hierarchical:** from the word one can understand that planning came up from the top managers in an organization therefore it has to be strategic plans that involve the top managers' level of an adult educational organization. Strategic plans define the organization's long-term vision and how the organization intends to make its vision a reality. In short, strategic planning is the determination of the basic long-term objectives of an enterprise and the adoption of courses of action and allocation of resources necessary to achieve these goals. It is still under this the hierarchical it follows by:
 - i. **Intermediate or administrative planning** is done at the level of middle management. It is done to allocate organizational resources and co-ordinate internal subdivisions of the organization. It is also a process of determining the contributions that sub-units can make with allocated resources.
 - ii. **Operational planning** is the process of determining how specific tasks can best be accomplished on time with available resources. This is also done to cover the day-to-day operations of an organization. As such, many operating plans are designed to govern the workings of the organization's technical core.
2. **Frequency-of-use (repetitiveness)** the plan at this stage is determined by two aspects standing plans and single-use plans.
 - i. **Standing plans** are drawn to cover issues that managers face repeatedly. For example, managers may be facing the problem or challenges in discharging their duties which may constitute allot of difficulties. To this effect Managers may, therefore, design a standing plan to be implemented automatically in their absences each time for them not to leave any vacuum that will disrupt the whole process of any adult education programmes. Such a standing plan may be called standard operating procedure (SOP) as it was suggested by Mainul Islam & Awal Khan (2007). The standing plans are also added to some fundamental functions to add value and strength on planning. These are: Policies, procedures and rules.
 - a. **Policies:** In most cases, policies are standing plans. Managers of adult and non-formal education Programmes are to be consistent, careful and strategic this is because they are dealing with most unique individual adults basically on their experiences, age, maturity and self determine. Therefore, policies are to be broad-based statements of understanding or general statement of intent. Equally, the policies most to define an area or provide limits within which decisions are to be made within programme beneficiaries and ensure that the decision will be consistent with, and contribute to, an objective.
 - b. **Rules:** are engagements of the whole process of activity for adult and non-formal education programme organized. They are upon unanimous agreement reached between programme organizers and beneficiaries which goes along line with standard plan of the programme. Such of these rules are spell out specifically what employees are supposed to do or not to do. For example, coming to programme center on time, actively participated on the programme as a requirement. Rules specify what actions will be taken (or not taken) and what behaviour is permitted or not.
 - c. **Procedures:** procedures are standing plans that provide guidance for action rather than speculation. They are plans that establish a required method of handling future activities. Procedures establish customary ways for handling certain activities.
3. **Contingency plans.** As we already know, the process of planning is based on certain premises about what is likely to occur in the environment of an organization. Contingency plans are made to deal with situations that might crop up if these assumptions turn out to be wrong.

Planning Implementation and Evaluation of Adult and Non-Formal Education Programme in Nigeria

Steps in Programme Planning of Adult and Non-formal Education

A programme planner is expected to be an experience manager with well diverse knowledge on the existing situation. He has to use the knowledge in solving issues around community, societal and individual problems. At this point planning must be comprehensive, systematic and negotiable in the case of review. The following are the steps which expected a programme manager to utilize properly on planning implementation of adult and non-formal education programme:

- i. **Being Aware of Opportunities:** as a matter of fact programme managers should bear in mind of the opportunities that is going to create to target beneficiaries in the course of planning. The planning templates should clearly indicate those opportunities with references.
- ii. **Establishing Objectives:** Establishing specific objectives is the second step of planning. This involves determining goals or objectives for community members as a whole and then for each individual participant.
- iii. **Developing Premises:** The third step in logical sequence of planning is the establishment of the premises or assumptions on which action statements are built.
- iv. **Determining Alternative Courses:** The fourth step is to search for and find out alternative courses of action, especially those not immediately apparent. At this stage managers decide how to move change current position of participants towards their future desired.
- v. **Evaluating Alternative Courses:** programmes are evaluated at each of the planning stages in order to measure strength and weaknesses of the programme. The evaluation must be in light of how well each would help the progress and to reach the target goals.

Implementation Process of Adult and Non-formal Education Programmes

Implementation is defined as a specified set of activities designed to put into practice an activity or programme of known dimensions. But to Damshroder and Hagedorn (2011) as cited in Joseph, (2013) "Implementation refers to efforts designed to get evidence-based programmes or practices of known dimensions into use via effective change strategies". The implementation of adult and Non-formal education programmes should address national objectives in the provision of security, job opportunities and individual adults' self-reliance. In the word of Joseph, (2013) referred implementation as a gap between how a programme is intended by its designers to be delivered and its actual delivery in practice of variation. Implementation may vary from strict adherence to programme protocols as designed to subtle or major changes in programme protocols. The challenge is to implement a programme with sufficient quality to obtain the outcomes found in original trials.

Every programme goes with process which will lead to its success but this would not be possible until when the programme planners make use of all the process involved in it. The implementation processes are basic or fundamentals aspect or ingredients that make quality programme implementation these include:

1. **Funds:** are money set aside for the purpose of programme execution by the programme organizers. Onwuadi (2012) observed that sufficient funds provided by the government remain the most imperative in the provision of adult and non-formal education programmes and ensure success. In the same vein, Hanachor and Needom (2014) revealed that adequate funds to run adult and non-formal education programmes in Nigeria seems to be the most important aspect to the promotion of adults' people life. To ascertain this Abu and Fabumni (2005) asserted that the successful planning and implementation of adult and non-formal education programmes depends largely on the availability of funds provided by the government and NGOs. Gbadamosi, Onuoha and Nwosu (2013) argued that many governments sponsored adult education programmes with adequate funding and proper implementation with due consideration of information and vision for the promotion of adult and non-formal education with a very strong strategies, goal and instrument that will lead successful implementation. Equally, Jaiyeoba (2007) supported that much of the funds being injected into adult and non-formal education are properly accounted for the purpose of the money earmarked for and ensure judicial utilization.
2. **Human and Material Resources:** are basic and fundamental in everything which without success is not made because of their importance. Human resources as observed by Ikeanyi (2009) are set of organizational activities directed to attracting, developing and maintaining an effective workforce. Human resource encompasses those activities designed to provide for and coordinate the human resources for the programme organized (Byars & Lesile, 2004). Programme success depends largely on right and qualified individual. As the matter of fact adult education programme must attract the right kind of human beings, retain and maintain them in the right frame of mind to give their best efforts towards achieving the goals of programme organized. Human resources in adult and non-formal education according to Iyede (1995) referred to mean effective utilization of adult individual at programme and ensure harnessing their potentialities, beliefs, courage, hardworking, social charismatic, to systematic utilized their human potentials to realize programme objectives.
3. **Technical Personnel for Programme Implementation**
Technical personnel are professionals in different area of specializations who are quite important in any programme meant for development. Ekanem, (2014) considered technical personnel are the most technical knowledge or activities that involved in actualizing, developing and maintaining a creative and productive effort in an organization. Meaningful programme activities

Planning Implementation and Evaluation of Adult and Non-Formal Education Programme in Nigeria

are value change that can take place by using different skills of individual human that are creative in changing people desired toward right direction for sustainable growth and development

Technical personnel are critical and are at the center for programme implementation because they are the set of values of which underlying philosophies of programmes are defines with objective reason for the organization of programme, and the purpose for which it is established. So long as there are considerable values among persons in positions of power to influence or persuade others to work in the right direction within the programme objectives, there is likely to have cooperation and coordination. Priorities are generally obvious, because the commitment to a commonly held set of values usually motivates people to work together in flexible ways.

4. Community Participation for full Programme Implementation

Communities are the most beneficial of a programme therefore, their participation is quite important in order to ensure strict follows of the written policy of the programme. The community participation here are members with personalities which their participation would add value and ensure things are done in an agreed way. According to Dannyet al. (2004), as cited in George and Nafi'u (2020) "Community participation is of absolute importance when it comes to community development" the authors make it abundantly clear that this is more so in a situation where there is a physical outcome of

The project that the community will have to take care of. To support this Chambers (2012) George and Nafi'u (2020) community participation undergoes through four stages: Involvement this includes information, education and planning (IEP) to provide adequate and timely evidence, educate people about the development initiative, and outline a plan of action. Control: This encompasses implementation, co-ordination and monitoring (ICM). In this stage it is assumed that once local people are well informed about a particular development initiative, they are in a better position to plan on their own and implement project activities. Ownership: This stage assumes that local people share project costs-if not by contributing money, then in kind by offering time, materials or other efforts. This sharing of costs is assumed to engender a sense of ownership and commitment to the project. Feedback: This stage includes consultation to harness local people's knowledge and experiences reassess their needs and evaluate outcomes of a development project. It also holds local people accountable for successes and failures.

Evaluation of Adult and Non-formal Education Programme

Evaluation is a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change, or eliminate something" (Ornstein and Hunkins, 1998 as cited in Lars and Zsolt 2018) and basically is to reflective practice also provides the raw material for reflection, the evidence to underpin changes in action and the means by which open-mindedness and responsibility are exercised" (Ashcroft and Palacio, 1996 as cited in Lars and Zsolt 2018)

Types of evaluation models: The two main philosophical approaches to evaluation are formative and summative. The most important difference between these two types is the timing when the evaluation takes place. The other way to classify evaluation types is by process, output and outcome. These types defer mainly in terms of the purpose of the evaluation.

Formative evaluation: A programme may be formatively evaluated to measure its progress against ongoing benchmarks and to allow the programme planners to make changes to the programme. This form of evaluation is very useful to the programme planners as it provides valuable information that helps to succeed. It also tells the evaluator whether or not the programme is appropriate, and whether changes are needed. Formative evaluation is outcome oriented. Formative evaluation will provide data that could assist programme designer and providers to improve the programme. It is thereby closely linked to process evaluation (learning).

Formative evaluation is normally conducted throughout the programme to provide information which can be useful in improving the programme implementation. The purpose of formative evaluation is to provide feedback on problems encountered and progress made, and on how to identify ways in which the programme can be improved. Formative evaluation can provide an important diagnostic function, as it can help to identify emerging issues. Throughout the formative evaluation process, it may be useful to identify those aspects that can be changed during the rest of the programme process and look for features that are not aligned with the programme objectives.

Summative evaluation: A programme may be summatively evaluated to measure its success or failure by comparing outcomes with the original goals (Hernandez, 2000 as cited in Lars and Zsolt 2018). Summative evaluation is usually output focused and concerned with determining the effectiveness of the programme. It is conducted at the end of the programme to provide stakeholders with judgments about the programme's worth or merit. As a rule this type of evaluation is commissioned by policymakers and funders to help them to reach a decision on the future of a particular project (effect).

The feedback obtained from summative evaluation should normally lead to decisions concerning programme continuation, termination, expansion, review or adoption. Summative evaluation is useful to the programme planers or the designer of the programme as it helps in determining the worth of the programme and what changes could be made before revisions take place.

SUMMARY

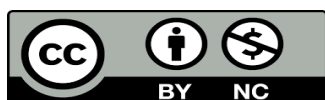
This paper title planning implementation and evaluation of adult and non-formal education programme in Nigeria discusses the basic concepts and key terms of planning that has to do with systematic arrangement of resources for greater achievements. The

Planning Implementation and Evaluation of Adult and Non-Formal Education Programme in Nigeria

paper outlines and described the types of planning and their impact to adult and non formal education programme. Equally the paper dealt with steps of planning in adult and non formal education programme which important component were discusses. It was also discuss on this paper on the implementation process of adult and non formal education programme. At this point important information was provided which guided the full implementation of programme of an adult in communities. Finally the ended off with critical aspect as to what would ensure success on programme planning of adult and non formal education.

REFERENCE

- 1) Abu, P. B, Fabunmi, M. (2006). The relationship among teacher variables and adult learners' academic performance. *International Journal of African American Studies*, 6(1), 10-36.
- 2) Akpan, C. P. (2011). *Fundamentals of School Business Management*. Calabar: Primchoice Konsult. Byars, L. L. M. P. (2004). *Human resource management*(7th Ed). Boston: Hill Irwin
- 3) Ekanem, E. E. (2014). University Teacher Demographic Characteristics as Determinants of Transformed Human Capital Development in Universities in Rivers State of Nigeria. *International Journal of Academic Research in Business and Social Sciences* 4(2), 482 – 492.
- 4) Gavriil, A. N & Arina, M. E. (2015). Planning and Implementation of the Process Aimed at Teaching English to Adult Learners. *Mediterranean Journal of Social Science* ISSN 2039-2117 vol. 6 (2)
- 5) Gbadamosi, L, Onuoha, L. N., Nwosu, J. N. (2013). Planning and financial continuing and non- formal education in Nigeria. *Issues in information science and information technology*, 10, 186-196.
- 6) George, S, K, & Nafi'u, L, A. (2020). The Impact of Community Participation on Projects' Success in Africa: A Bottom Up Approach *International Journal of Research in Sociology and Anthropology* Vol 6, (3) ISSN 2454-8677
- 7) Hanachor, M. E., Needom, R. A. (2014). Developing strategies for promoting non-formal education in Nigeria. *Journal of International Affairs and Global Strategy*, 26, 8-10.
- 8) Iyede, R. O. (1995): *Managing human resources in education*. In V.F. Peretomode (ed.), *Introduction to educational administration, planning and supervision* (pp. 72-81), Lagos: Joja Press Ltd.
- 9) Ikeanyibe, O. M. (2009). *Principles and practices of public personnel administration: a Nigerian perspective*. Perfect Image.
- 10) Jaiyeoba, A. O. (2007). Perceived impact of universal basic education on national development. *International Journal of African Studies*., 6(1), 22-27.
- 11) Mainul Islam, M. D. & Awal Khan, A. (2007). *Principle of Management* (edit) Mahmood, M. mayenul Islam, M. & Ahmed S. Bangladesh Open University. Published by: *Mania Art Press*, 53/1 Northbrooke Hall Road, Dhaka 1100
- 12) Lars, A, O, & Zsolt, V. (2018). *Learning Resources for the DEMAL Training Course Evaluation of Adult Education and Training activities (eLearning)*. Published by: Erasmus+ Strategic Partnership “Designing, monitoring and evaluating adult learning classes – Supporting quality in adult learning” (DEMAL) <https://creativecommons.org/licenses/by-sa/4.0/>
- 13) Onwuadi, C. C. (2012). Rating of the training needs of adult education instructors in Anambra State. *A thesis submitted to the Department of Adult and Extra- Mural Studies, UNN*



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.