Chapter 15
Management and Policy Process in Adult Education: Leadership Implications to Corporate Social Responsibility in Higher Institutions

Williams Emeka Obiozor and Vivian Ngozi Nwogbo

Abstract The purpose of this chapter is to highlight the essence of management and policy process in adult education, and identification of the challenges and prospects for the Nigerian society, including government and non-governmental participation in education beyond the twenty-first century. Globally speaking, the management and policy process of adult education target the identification of felt needs and their applications for future development of the sector in any nation. There is a pressure on the stakeholders, including corporations to support education alongside the government provisions. This includes the demand by adult education advocates for effective policy and information on adult education programmes which are needed to contribute effectively to national productivity and leadership development in all sectors of the economy. This chapter highlighted the CSR challenges facing the educational leadership of Nigeria and made suggestions on ways government, NGOs and corporations could work together to support education beyond the twenty-first century.

W.E. Obiozor (✉)
Department of Adult Education, Faculty of Education, Nnamidi Azikwe University, Awka, Anambra, Nigeria

Nnamidi Azikwe University, Awka, Anambra, Nigeria
e-mail: obiozor66@yahoo.com

V.N. Nwogbo
Nnamidi Azikwe University, Awka, Anambra, Nigeria

15.1   Introduction

As the world grapples with the challenges of illiteracy, ignorance, disease, civil conflicts and poverty; stakeholders in various developed and developing nations continue to work tirelessly in their effort to translate the United Nation's Millennium Development Goals (MDGs) and Education for All (EFA) into action, with a view to achieving stable lifelong learning among the citizenry and changing their environment to become better and progressive. It is in this regard that effective management and policy process in the context of adult education becomes imperative with inputs from the governmental and non-governmental agencies, corporations and other stakeholders. This is because of the significance of adult education both as a consequence of active citizenship and condition for full participation in the corporate society. It is a powerful concept for fostering ecologically sustainable development, for promoting democracy, justice, gender equity and scientific, social and economic development; and for building a world in which violent conflict is replaced by dialogue and culture of peace based justice (CONFINTEA V Hamburg Declaration on Adult Literacy, 1997).

The major thrust of management and policy advocacy in adult education in Nigeria, as far as the authors are concerned, is on the essence of establishing a universal and effective national policy (the planning, implementation, monitoring, evaluating, execution) on adult and non-formal education programmes geared towards effective leadership development and community empowerment to reduce illiteracy and alleviate poverty; whereby adults would participate in the national transformation of Nigeria in the twenty-first century. Ogunu (2000) in Okemakinde, Okemakinde and Gbenro (2006), describes such management aspect as a social process, which is designed to ensure the cooperation, participation, intervention and involvement of given or predetermined objectives. Thus, management implies planning, organizing, directing, reporting, staffing, coordinating and budgeting to facilitate a given programme or project goals. These characterize the activities of modern organizations and even the educational institutions where policy objectives must be well spelt out before other management functions are carried out. Such topical issues are given serious consideration in educational activities for national development.

In the case of adult and non-formal education, policy objectives are meant to guide the management functions for achieving the goals of adult and non-formal education programmes but they seem to be lacking in the Nigeria educational policy (for instance)—the accepted guidelines for implementation in order to achieve peace and community development (Akubuilo, 2009). The management and policy process of adult education incorporates the entire body of the organizational educational process—for instance, the content, level and method of developing adult abilities, knowledge and skills. This is where corporate organizations are expected to play some roles to ensure massive literacy and training across the nation. It is imperative to note that adult education includes mass education, community development, vocational training, the learning of reading, writing and

arithmetic, both informal activities, formal and non-formal education aimed at training the adult for his duties as a citizen of his state or society (Obetta, Ukwuaba & Okenwa 2010).

In recognition of adult education in Nigeria, the Federal Government emphasized the establishment of a National Commission for Mass Literacy, Adult and Non-Formal Education in the Section 6 of the National Policy on Education (NPE) to encourage all forms of functional education given to youths and adults outside the formal school system, such as functional literacy, remedial and vocational education (NPE, 2004: p. 24). State agencies of similar nature were also established to complement, monitor, regulate and evaluate local programmes in the states. The Federal Ministry of Education in Nigeria is responsible for the determination of National Policy on Mass Literacy, Adult and Non-Formal Education. Since the revised National Policy on Education in 2004, successive governments in Nigeria are yet to produce a national policy document on adult education which would address the needs, environmental and skill acquisition requirements of the populace who did not had an opportunity for formal schooling to improve their lives.

15.2 The Issues

15.2.1 Understanding Adult Education

Over the years, adult education has been used as a tool for improving the lot of people through capacity building (Kwapong, n.d.) but the question is; how many corporations have been responsible in supporting the government on adult education to build a stable and better society for all? Ani (2003) describes adult education as all educational activities carried out by those who are adults which will help them to adjust better on personal, social and economic needs and fulfillment of obligations. It covers all kinds of educational provision for adults; it is the modification of cognitive, affective or psychomotor behaviour of any individual who is physiologically mature, socially and economically responsible. An adult's desire to participate in an educational programme often is the result of a changing personal, social, or vocational situation. This individual orientation, according to Kwapong, has resulted in the creation of a continually changing, dynamic field able to respond to the varied needs of society; including the adults desire to update his or her skills, obtain knowledge and information in the rapidly changing technical fields so as to remain effective and productive. This is what adult education is all about, because the adults engage in different non-formal education programmes to learn something new and update their knowledge and skills to meet felt needs.

The management of adult education programmes in different nations recognizes the fact that there is a need to prepare teachers of adult learners to facilitate effective and efficient teaching-learning process. Many nations make efforts (with little or no support from corporations) to improve policies aimed at standard quality of adult

education not only at the institutional levels, but also in the community it serves; thereby the establishment and management of adult and non-formal education centers on <u>curriculum</u> that targets lifelong skills. <u>Curriculum</u> refers to all the learning experiences the students will go through in the process of obtaining the knowledge, the competencies, and the skills necessary in the teaching of adult students.

Several factors have influenced this process and decision making on what programme is suitable for the adult. These factors include (a) the lack of qualified adult education teachers or facilitators at the adult learning centers, (b) the increasing number of adult learners in adult education centers offered by the various state Departments of Adult and Non-Formal Education, (c) the prioritizing of adult education in communities by the Agency for Mass Literacy, Adult and Non-Formal Education of Nigeria and their desire for the collaborative institutions, like universities, to develop teacher education programmes in the field, (d) the increasing numbers of adult learners entering the Adult Education Centers who have passed through the basic adult literacy or adult basic education (ABE) programmes offered by the public schools system, and (e) the commitment the Agency for Mass Literacy, Adult and Non-Formal Education of Nigeria has of improving adult education in the community it serves.

Furthermore, understanding adult education creates better opportunity to the understanding of her management and functional process in the society. Encarta Reference Library (2005) described adult education as: *All forms of schooling and learning programs in which adults participate*. It is further explained in the Encarta Reference Library that unlike other types of education, adult education is defined by the student population rather than by the content or complexity of a learning programme. Adult education, could therefore, mean any teaching- learning activity organized for adults irrespective of mode of delivery, content or level. It includes both formal and non-formal educational programmes like university credit programmes, literacy training, community development, on-the-job training, and continuing professional education. Programmes vary in organizations from casual incidental learning to formal college credit courses. Institutions offering education to adults include colleges, libraries, museums, social services, government agencies, businesses, non-governmental organizations, churches, etc., (Kwapong, n.d.).

According to the Metadata Report (2005) from an *Educational Survey*, adult education refers to the provision of instructed learning events for adult who usually act or have acted in working life after earlier terminated or interrupted education within the regular education system. It is characteristic that adult education is arranged and organized specifically with the adult in mind; thus, specifically acknowledging the concept of andragogy as propagated by Malcolm Knowles in 1970. The Knowles' andragogical concept presents five underlying assumptions about the nature of the adult learner. These are (a) the learner is increasingly self-directed in his or her learning, (b) the learner's experience is a rich source for learning, (c) the learner's readiness to learn, stems from his or her life tasks or problems, (d) learning itself focuses on tasks or is problem centered, and (e) the learner's motivation is derived from internal incentives or curiosity.

Any management policy on educational curriculum must prepare adult education teachers to take into consideration these assumptions which clearly establish the unique qualities of the adult learner.

In the light of the above, the United Nation's Educational Scientific and Cultural Organization (UNESCO, 2003) advanced an internationally acceptable view of adult education, as the entire body of organizational educational process, whatever the content, level and method, whether they prolong or replace initial education in schools, colleges and universities, as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction or behaviour in the twofold perspectives of full personal development (Obetta et al. 2010).

From the above discussions on the issues, definitions and meanings of adult education, it becomes imperative that for the stakeholders in adult education to manage the varied adult and non-formal education programmes geared towards the development and betterment of the life of the adults in his or her community, they must put in place effective policies and management processes which would facilitate the achievement of the goals of the adult.

15.2.2   Adult and Non-Formal Education Programmes

Adult education aims at improving the situation of people by increasing their skills, knowledge and awareness. Adult education therefore becomes crucial to enhance the women's capabilities to be able to organize themselves, to improve their skills for generating income, to increase their own self-reliance, to assert their independent right to make decisions or choices and to be able to control resources which will assist them in challenging and eliminating their subordination (Kwapong, n.d.).

The various adult and non-formal education programmes are expected to be backed and supported by an effective national management policy to empower the adults to realize their full potentials and development. Examples of such adult and non-formal education programmes are as follows:

1. Adult Basic Education(ABE)

    Adult basic education programmes are planned, managed and implemented in rural and urban settings targeted at the illiterate adult population. Such adult learners are engaged in reading, writing, arithmetic and socialization. Advocates and managers of adult education view ABE programmes as another means of meeting the EFA goals and means of poverty alleviation in the society. According to Ani (2003) adult basic education programmes help to eradicate illiteracy which contributes so much adult skills to better their own lives and community development, thereby, alleviating poverty. It will help in changing the people's attitudes, acquire new skills in technology and provide the groundwork of change especially through adult literacy education. Adult basic

education will help the adult to participate actively in planning and executing its community development programme because the adult can support the desire for change only when they are educated (Ani, 2003).

15.2.3 Agencies Involved in Adult Education

The *National Directorate of Employment* (NDE) was established in 1989, for the purpose of creating employment opportunities in the form of self-reliance towards poverty reduction. This is a strategy or institutional framework to meet the challenges of rising unemployment and underemployment. Meeting the needs of the people of Nigeria; another employment advisory mission was undertaken in 1986 which produced a report entitled "Combating Unemployment in Nigeria".

1. National Land Development Authority (NALDA).
2. National Primary Healthcare(NPH).
3. Agricultural Development Programme (ADP).
4. The National Poverty Eradication Programme (NAPEP).
5. The Youth Empowerment Scheme (YES).
6. Capacity Credit Programme (CCP).
7. Oil and Mineral Producing Areas Development Committee (OMPADEC).

15.3 Policies and Practices

15.3.1 The Concept of Management and Policy

Every school has a management process which facilitates the educational plan—the policies of the school, its programs and activities as well as educational services to be carried out (Babalola & Ayeni, 2009). Therefore, the managers of the various educational institutions like the academic and administrative staff should be committed to the formulation of policies and decision making that would create a stable management of the institution to meet the desired goals. Management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish selected aims. Managerial functions include, planning, organizing, staffing, leading, and controlling (Weihrich & Koontz, 2005). Thus, managers are required to work towards achieving internal and external successes of the institution or agency they are employed in—this is because it has a corporate responsibility to deliver or render the needed services that would propel the organization to greater heights and attain success. These managers are expected to work in line with the management and operational policies of the institution. External elements that affect operations of managers in educational and non-educational sectors include political, economic, technological, social and

ethical factors. These elements are essential for the training of individuals for nation building. Thus, Babalola and Ayeni (2009) opined that the educational industry deals with transformation of human resources into human capital, hence, it is known to be an important factor in the political and economic development of every nation.

In an educational setting, individuals involved in academic activities of the institution—teachers, tutors, instructors, lecturers and professors form part of the management team in different ways. They play management and leadership roles in the classroom, providing instructional functions via the teaching-learning transaction which makes it possible for the smooth administration of academic schedules and the realization of academic programmes of the institution. Such vision is part of the policies and practices which the institutional management are expected to provide for the achievement of the institution's mission. As managers, Babalola and Ayeni (2009) stressed that they work as maintainers of the institution or organization, tending to rely on systems and controls.

Management, within the framework of educational policy targets action on the categories of the formulated or existing educational policies with the expectation to have appointed managers' supervise its implementation. Every outlined activity or academic and non–academic programmes, ranging from the pedagogic policies, curricular policies, resource policies, and distributive policies requires careful planning, implementation, monitoring and evaluation. The implication of management policy and practice in adult education, therefore, focuses on utilizing the institutional way of managing adults (based on the adult wealth of knowledge and experiences), facilities or material resources in an institution to ensure probity and accountability in the system. Through the personnel administration which is concerned with the development and application of policies governing: manpower planning, recruitment, selection, placement, termination, education and training, career development, term of employment, methods of remuneration, working conditions and employment services (Babalola & Ayeni, 2009).

15.3.2   Need for a National Policy on Adult Education

Fabunmi (2005) defines educational policy as a framework within which education is administered in a given place and within a specific period. According to Alimba (2009), since government policy changes as government itself, it means that changes in the policies of government can lead to changes in the educational system. The Federal Government of Nigeria acknowledges the importance of educational services to the adult population, and has made such provision for disadvantaged citizens who could not afford formal school activities to have an opportunity to attend adult basic education classes. Migrant farmers and fishermen called nomads equally are to benefit from such national policy. Therefore, adult and non-formal education occupied a pride of place in the National Policy of Education (2004), which describes adult and non-formal education as all forms of functional

education given to youths and adults outside the formal school system. Sponsors and providers include Ministries, Donor Agencies, NGOs, CBOs, Faith-based, Development Associations (DAs), and Market Women and Universities (Babalola & Ayeni, 2009).

15.4   Challenges and Opportunities

15.4.1   The Inter-Connectedness

Globalization has affected all facets of societal institutions and organizations, including the educational sector—its management and productivity. Alao & Adelabu (2006) observed that globalization has implication for widespread systematic change and innovations in all aspects of education, (including adult education) from curriculum to teacher preparation, institutional structures, school calendar and teacher certification. Another factor that can induce change in the educational sector is government policy. All these have management process attached to it for its successful planning and implementation. There will always be a need to manage the education of adults in our communities, introducing techniques and facilities that would enhance innovation, change in development.

The felt needs of the adults must be taken into consideration as policy makers and stakeholders plan and manage adult education programmes. The challenges facing the management process of adult education programmes must be examined and instructional content boosted to meet global standards as facilitators and instructors target improvement of the adult life. The managers of adult education and related educational programmes must ensure that adult learners will perceive the content within their own global view. Therefore, instructors must elaborate on their intended context, including history, purpose, methods, and intended results.

15.5   Corporate Social Responsibility (CSR) Challenges to Educational Leaders in Nigeria: The Implications

The present *Corporate Social Responsibility* issues for educational leaders in Nigeria are quite challenging not to talk about getting beyond the twenty-first century. The authors are very much concerned with deceptive state of education in the nation in this twenty-first century where the Nigerian leadership in the local, state and federal levels find it quite complex and difficult in turning corporate social responsibility into tangible supports toward education, from the socioeconomic perspective and corporate managerial perspective. It is true that access has granted to corporate establishments and individuals to own private higher institutions, it has not solved the problems in the higher education system. Thus, several pressing

issues in Nigerian higher education system are yet to be addressed by the educational leaders, with minimal attention from the corporate sector—whether in the field of adult and non-formal education, science and technology, medicine, agriculture, curriculum, structures and facilities including instructional resources and learning materials, education management and policy in Nigeria's tertiary and higher institutions, etc.

Furthermore, some of these issues include the incorporation of CSR and Ethics in higher education curriculum, graduate unemployment, limited access to technology, infrastructure issues (inadequate classrooms, desks and chairs, staff offices and seminar halls), lack of textbooks, water shortage epileptic electricity, corruption among lecturers, sexual harassment of female students, student cultism, etc. One wonders how educational leaders in Nigeria are addressing these confronting issues and problems nationwide. The same challenges in higher education in Nigeria affect corporations, NGOs, and the government(s) but it is difficult to understand corporation and government roles to remedy the problems and poverty situations in the higher institutions. Corporations and government agencies can do more than philanthropy for creating educated generations who would lead the nation beyond the twenty-first century.

Furthermore, Rong (2010) argued that educational institutions must be connected with corporations and governments to achieve success. They are essential for human progress, societal development, and the creation of a healthy economic environment. This key status has earned education an international recognition as a driver of long-term wellbeing of developing countries. Therefore, it is natural that the business community, especially multi-national companies, should play a part in optimizing the education conditions and lifting poor countries out of illiteracy and an undereducated population.

Higher education leaders should ensure that funds allocated to their institutions are utilized judiciously to actualize the purpose they were established. They should be innovative and creative in luring the multi-national companies to build and support research centers on their campuses. Corporate establishments are not doing much to support education in Nigeria, hence, the call for concerted efforts to encourage corporate participation in higher education, especially for these corporations to work with higher institutions to promote adult education programmes to increase the nation's literacy and human skill levels. There should be more institution of endowment funds and scholarships, commissioning of research centers, laboratories, technology equipment/tools, sponsorship of research projects, fellowships and continued research in all fields to create opportunities for multidisciplinary programmes and projects in Nigerian institutions of higher learning.

15.6   Conclusion

Many conclusions can be drawn from this chapter discussion especially on the need for effective management policy process for adult and non-formal education programmes so that both adult learners and facilitators could enjoy quality standard of trainings at the adult education centers across Nigeria. The administration and management of adult education has its problems and challenges but many prospects where a suitable policy is put in place, an academic preparation planned to target the reasons why they attend the adult classes, qualified facilitators or teachers using andragogical methods and techniques to help the adults learn, as well as the need for an adult teacher education curriculum to provide teachers with knowledge and skills in adult education.

The andragogical concept developed by Knowles suggests that adults have their own phases of growth and resulting developmental tasks, readiness to learn, and teachable moments. Thus, teacher knowledge of the physical, psychological, and psychosocial development of the adult is of extreme importance for effective adult education to take place. Knowles' andragogy takes into consideration the many changes adults experience in these three areas.

Therefore, the practice and management of adult education in Nigeria should be covered with strong government policy that would enhance the attainment of functional literacy and vocational skills, if the nation wants to reach a reasonable level as advocated by the United Nation's (UN) Education For All (EFA) and the Millennium Development Goals (MDGs) by 2015. Corporations can come into such ventures. Thus, teacher training and periodic professional development, provision of resources, availability of facilities and structures for the teaching-learning transaction and the application of the principles and techniques of adult education by instructors would assist adult education management across Nigeria.

As a proved fact, information technology provides tremendous opportunities for adult literacy and knowledge to be accessible and affordable. Anticipating a major transfer in how teaching and learning are implemented, information technology companies are making efforts to bring the changes that help poor countries fight against illiteracy and poverty. Solutions are explored upon multinational companies, NGOs as well as policy-makers to address education problems in developing countries through the means of corporate social responsibility, aiming to maximize its contributions to education (Rong, 2010). Nigeria looks forward to the next century with hope of having high quality graduates, producers, managers and technology-savvy leaders in all sectors of the economy; all with the support of corporations and governmental agencies.

References

Akubuilo, D. U. (2009). Globalization and imperative for reform in Nigerian education. *Journal of Educational Management and Policy, 2*(1), 11–24.

Alao, K., & Adelabu, M. (2006, July). *Planning, programming and strategizing for changes and innovations in the educational systems of developing countries*. Paper presented at the 3rd Vittachi International Conference on Rethinking Educational Change, Ifrane, Morocco.

Alimba, C. M. (2009). Managing change in education. In J. B. Babalola & A. O. Ayeni (Eds.), *Educational management: Theories and tasks*. Lagos: Macmillan.

Ani, R. O. (2003). *Approach to the study of adult education*. Onitsha: Ekumax Company.

Babalola, J. B., & Ayeni, A. O. (2009). *Educational management: Theories and tasks*. Lagos: Macmillan.

CONFINTEA V Hamburg Declaration on Adult Literacy. (1997). Retrieved October 2, 2012, from http://www.unesco.org/education/uie/confintea/declaeng.htm

Encarta Reference Library. (2005). *"Adult education"*. *Microsoft corporation*. Retrieved from http://www.microsoft.com/uk/encarta/adulteducation

Fabunmi, M. (2005). *Perspectives in educational planning. Department of educational management lecture notes*. Ibadan, Nigeria: University of Ibadan.

Kwapong, O. T. F. (n.d.). *Using adult education for empowerment of rural women*. Retrieved October 2, 2012, from http://www.iiz-vv.de/index.php?article_id=233&clang=1

Metadata Report. (2005). *An education survey document*. Retrieved June 12, 2012, from http://www.statistikeentralen.com

NPE. (2004). *National policy on education*. Federal Republic of Nigeria Document. Abuja

Obetta, K. C., Ukwuaba, L. C., & Okenwa, G. N. (2010). The role of adult education in the reduction of poverty in Enugu State. *Journal of Adult Education Studies, 4*(1), 149–160.

Ogunu, M. (2000). *Introduction to educational management*. Benin City: Mabogun.

Okemakinde, S. O., Okemakinde, T., & Gbenro, A. I. (2006). Strategies for effective organization and management of universal basic education (UBE) towards revitalizing education in the 21st century. *Adult Education in Nigeria: NNCAE, 12*, 249–262.

Rong, GAO. (2010). *Education and corporate social responsibility*. Paris: Social Business/Enterprise & Poverty Certificate Project.

UNESCO. (2003). *Advanced and international acceptable definition*. Document Vol. xxxv. http://www.unesco.org/education/efa/archives.shtml

Weihrich, H., & Koontz, H. (2005). *Management: A global perspective*. Retrieved October 2, 2012, from http://pdffreedownload.com/pdf/chapter-1-introduction-to-management-43525287.html