

CHALLENGES AND PROSPECTS OF MONITORING OF ADULT EDUCATION PROJECTS AND PROGRAMMES FOR SUSTAINABILITY IN NIGERIA

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ABSTRACT: *The focus of the paper is on identification of the challenges and prospects of adult education projects and programmes for sustainability in Nigeria. Inadequacy of data, challenge of appropriate interpretation of data, poor utilization of feedback from monitoring, poor funding of monitoring of adult education projects and programmes among others were identified in the paper as the challenges of monitoring of adult education projects and programmes for sustainability in Nigeria. The paper equally identified provision of good information, control of the cost of projects and programmes as well as maintaining the use of good standard as the prospects of monitoring of adult education projects and programmes for sustainability in Nigeria. The paper recommends the need for relevant stakeholders in adult education projects and programmes to understand the efficacy of utilization of feedback from monitoring, the need for many task-team members to have adequate technical knowledge and skills among others for effective monitoring of adult education projects and programmes for sustainability in Nigeria.*

KEY WORDS: challenges, prospects, monitoring, adult education, projects, programmes, sustainability, Nigeria

INTRODUCTION

The term project simply means a carefully planned work which helps to get information about something, to build something or to improve something for the purpose of enhancing human environment. A project is a human initiative which is driven by clearly stated objectives for improved living conditions of people in the society. On the other hand programme is viewed as a series of actions which are developed in order to achieve important thing in the society. A programme of learning helps to stimulate effective teaching and learning in the society. Feuerstein (1988) defines programme as a plan which is decided in advance with usually stated objectives, methods, sequence and context. These demands of a programme are sequentially arranged to

promote effective teaching and learning in the human environment for the ultimate purpose of improving people's living conditions in various communities in Nigeria.

In adult education, a project or programme can be organization of training workshops for empowerment of workers with relevant knowledge and skills in order to enhance their effective service delivery in their various areas of human endeavour in the society. Ali (2006) rightly observes that in the context of education that a project can mean the introduction of capacity building workshop for teachers, new educational materials, curriculum among others in the society. Essentially, a project or programme involves personnel audit, monitoring of the implementation of new literacy education programmes, ascertaining the quality of school buildings or ascertaining about school buildings or changes in an educational environment.

Adult education project and programme offers opportunities to people to engage in teaching and learning process which helps the adult learners or recipients to acquire relevant knowledge and skills including information and attitudinal change for immediate application to address prevailing human problems in human environment. The adult learner's time perspective moves from that of postponed application of knowledge to immediate application of knowledge in order to address human problems. Freire (1985) rightly advocates for an urgent need for immediate application of the knowledge acquired instead of banking of knowledge for future use in the society. Nzeneri (2010) states that the method of teaching and learning in andragogical setting emphasizes the need for immediate application of knowledge and not necessarily accumulating knowledge, skills and attitude for future use. This tends to justify adult's desire to acquire knowledge for immediate use in human environment.

Concept of Monitoring

The concept of monitoring means different things to different writers on the subject. The different views of different authors on monitoring depends on different perspectives of the writers in human environment. The concept of monitoring is defined as a systematic way of keeping records of project or programme of activities in development process in the society. Onah (2012) defines the concept of monitoring as a way of checking how a development project is developing for the purpose of ensuring that everything is working as it should in a development project in order to achieve target dates in putting things right in the concerned project. Essentially, monitoring affords people an opportunity to put things right as soon as a mistake is identified in project or programme development in human environment. The concept of monitoring can also be defined as a process of checking periodically the progress of work in the implementation of a project or programme for the purpose of appropriate intervention in the concerned development project or programme in the society. Imhabekhai (2009) perceives monitoring as a process which involves seeing periodically the progress of development in order to ascertain the appropriate measures to take in implementation of development projects or programmes in the society. Consequently, the purpose of monitoring is to stimulate efficiency and effective service delivery in implementation of development projects and programmes in the society.

Challenges of Monitoring of Adult Education Projects and Programmes for Sustainability in Nigeria

The followings are the challenges of monitoring of adult education projects and programmes for sustainability in Nigeria:

- 1) **Inadequacy of data:** Inadequacy of data is a serious challenge which militates against monitoring of adult education projects and programmes in Nigeria. Poor data baseline hinders effective monitoring of adult education projects and programmes in the country. Baseline information helps project or programme participants to have a better understanding of what the situation is prior to the commencement of a project or programme. Feuerstin (1988) states that baseline information is usually collected before a programme starts. Indeed, baseline information serves as a base to aid people's better understanding of what the situation was like before human-oriented project or programme commenced. Good record keeping in adult education projects and programmes is important in monitoring of projects and programmes. Onah (2012) identifies regular project records as an important source of data. The data are useful for future planning and research purposes.
- 2) **Challenge of appropriate interpretation of data:** A good number of task-team members engaged lack the requisite technological knowledge and skills for appropriate interpretation of data in monitoring of adult education projects and programmes. Indeed, appropriate interpretation of data requires expertise for effective service delivery in monitoring of adult education projects and programmes in Nigeria.
- 3) **Poor utilization of feedback from monitoring:** Poor utilization of feedback from monitoring of adult education projects and programmes is equally another serious challenge which hinders effective service delivery in monitoring of adult education projects and programmes in Nigeria. The feedback from the monitoring should be employed appropriately for improvement of adult education projects and programmes.
- 4) **Poor involvement of relevant stakeholders and communities in monitoring implementation:** It is very overt that poor involvement of relevant stakeholders and communities in monitoring implementation of adult education projects and programmes hinders effective service delivery in this area. There is an urgent need to reverse this trend for better results.
- 5) **Poor funding of monitoring of adult education projects and programmes:** The poor funding of monitoring of adult education projects and programmes is characterized by inadequate and irregular funding of adult education in particular and education in general in Nigeria. Chukwu (2011) states while quoting Maduewesi that monitoring is grossly inadequate because of lack of funds which hinders regular and effective monitoring. This problem can be addressed through adequate budgetary allocation to adult education in order to ensure effective service delivery in the area in Nigeria. The effective implementation of monitoring of adult education projects and programmes will depend to a certain extent on effective monitoring and budget expenditure tracking. This will promote transparency for accountability in project or programme implementation and management.
- 6) **Lack of appropriate continuing professional development:** Lack of appropriate continuing professional development for adult education workers militates against effective

monitoring of implementation of adult education projects and programmes in Nigeria. This trend should change in order to guarantee effective monitoring of adult education projects and programmes for sustainability in Nigeria.

7) **Lack of detailed work plans:** Lack of detailed work plans by all relevant departments, units or sections in adult education is also identified as challenge that confronts effective monitoring of adult education projects and programmes in Nigeria. There is an urgent to have a detailed work plan for effective monitoring of adult education projects and programmes in Nigeria.

8) **Lack of adequate technical knowledge:** A number of task-team members for monitoring lack adequate technical knowledge for effective monitoring of adult education projects and programmes in a developing country like Nigeria. Enugu State Government (2010) asserts that many task-team members do not have requisite technical knowledge for this demanding assignment. There is, therefore, an urgent need for strategic training for task-team members to acquire the needed relevant training to stimulate effective service delivery in implementation of adult education projects and programmes in Nigeria.

9) **Challenge of insecurity:** The challenge of insecurity presents another serious problem which militates against monitoring of adult education projects and programmes for effective implementation, operations and management for sustainability in various parts of Nigeria. Evidently, boko haram insurgent as a group of people fighting against the government of Federal Republic of Nigeria in the North East of the country militants as members of militant organization or people who are willing to use strong or violent action in order to achieve political or social change in South South region of Nigeria, kidnapping to take somebody to somewhere illegally by force, usually in order to get money as ransom for releasing or returning the person, cult groups who terrorize people in various parts of Nigeria, armed robbery and Fulani herdsmen who have been attacking people in various states in Nigeria present a serious challenge to monitoring of adult education projects and programmes in Nigeria. These situations occasioned by security situation are becoming increasingly dangerous in many parts of the country. The security situation has, therefore, caused a lot of uncertainties in the country.

10) **Problem of logistics:** The problem of logistics also presents another challenge that militates against monitoring of adult education projects and programmes in Nigeria. The practical arrangements which are needed in order to make adequate plan that involves many people and equipment to be transported in the course of day-to-day activities hinders monitoring of adult education projects and programmes in Nigeria. This trend must change if remarkable progress is to be achieved in monitoring of implementation of adult education projects and programmes in the country.

11) **Inadequacy of facilities and resources:** Inadequacy of facilities and resources is also a challenge that confronts promotion of effective monitoring of implementation of adult education projects and programmes in Nigeria. There is need to provide adequate facilities and resources for effective implementation of adult education projects and programmes in Nigeria.

12) **Lack of institutional support:** Lack of institutional support is another challenge which confronts monitoring of implementation and management of adult education projects and programmes in Nigeria. It is appropriate to explore certain initiatives to improve opportunities for monitoring implementation and management of adult education projects and programmes for

sustainability in the country. Monitoring provides good learning opportunities for relevant stakeholders to explore how to enhance the functionality of adult education projects and programmes for sustainability. Kidd and Titmus (1989) state that there must be some organizations to provide learning opportunities to adults. Aruma (2011) asserts that the department of adult and non formal education in many universities, polytechnics and colleges of education as well as adult education centres, local government education authorities (LGEAs), state and federal governments including non-governmental organizations (NGOs) both locally and internationally should collaboratively engage to explore opportunities which institutional support provides to project participants in the society. Fasel (2000) strongly advocates for partnering across organizational boundary in this type of initiative in the society. Appropriate institutional support provides a lot of opportunities that are rewarding for effective service delivery. Aruma (2011) states that institutional support arrangement offers many opportunities such as provision of adequate funding of adult education projects and programmes, exchange programmes, inter-project visits among others in the society. The establishment of substantial institutional support is still lacking in monitoring the implementation and management of adult education projects and programmes for sustainability in Nigeria.

13) **Lack of organizational support:** Lack of organizational support is also another serious challenge which militates against effective monitoring of adult education projects and programmes for sustainability in Nigeria. The support of a good organization for monitoring of an adult education project or programme is very critical for its sustainability in the society. Indeed, adequate organizational support for adult education projects and programmes will certainly stimulate effective monitoring of adult education projects and programmes for sustainability in Nigeria. Ngwu (2016) advocates for organizational interface with ministries and departments in order to allow people to participate in collaborative and partnership arrangement to achieve the objectives and goals of adult education projects and programmes. The organizational support for adult education projects and programmes should be on a long-term basis in Nigeria. Pratt and Boyden (1985) strongly advocate for organizational support for adult education projects and programmes for at least five years in the society. The advocacy for organizational support for adult education projects and programmes on a long-term basis clearly indicates the urgent need for organizational support for sustainability of the projects and programmes. The organizational intervention in monitoring of adult education projects and programmes will guarantee that such establishments will continue for a long period of time. The reason for organizational support in monitoring of adult education projects and programmes is basically to enable the projects and programmes to be well established as formidable and functional adult education projects and programmes before the funding organization withdraws its assistance.

14) **Poor monitoring:** Poor monitoring is another challenge that militates against effective implementation of adult education projects and programmes for sustainability in Nigeria. Adult education projects and programmes have suffered from poor monitoring occasioned by lack of incentives to motivate the workers' interest and commitment to work. The poor monitoring of adult education projects and programmes usually leads to their poor implementation in various parts of the country. There should be re-orientation of adult education workers on how to change

their attitude to promote effective monitoring of adult education projects and programmes for sustainability in Nigeria.

15) **Inconsistent monitoring:** Inconsistent monitoring is equally a challenge which hinders effective implementation of adult education projects and programmes in Nigeria. There should be a detailed work plan to guide adult education workers in promotion of consistent and regular monitoring of adult education projects and programmes. This will not only ensure high productivity and performance of adult education projects and programmes, but will certainly guarantee their sustainability in addressing people's needs in the country.

16) **Poor motivation of adult education workers:** Poor motivation of adult education workers hinders effective service delivery in monitoring of adult education projects and programmes for sustainability in Nigeria. Appropriate motivation of workers stimulates their interest on sustainable basis to enhance their productivity. Msheliza (2012) asserts that motivation as a driving force helps to energise a person to action or to do work better in work environment. The concept of motivation is eagerness and willingness of people to do something without needing to be told or compelled to do it. Feuerstein (1988) perceives motivation as a feeling of desire in a person to do something. She further observes that lack of motivation indicates a feeling of having no interest or not caring in doing something.

17) **Poor commitment of adult education workers:** Poor commitment of adult education workers is another factor which militates against effective monitoring of adult education projects and programmes for sustainability in Nigeria. Adult education workers are not adequately committed to a certain extent in their work of monitoring the implementation of adult education projects and programmes. This is overtly seen in poor conditions of service, lack of promotion and poor motivation among others.

SPDC (2001) identifies the challenges of monitoring to include the followings:

1. Lack of funds
2. Inconsistency in definition of parameters
3. Inconsistency in assessment of parameters
4. Poor management
5. Lack of commitment among others.

Prospects of Monitoring of Adult Education Projects and Programmes for Sustainability in Nigeria

The prospects of monitoring of adult education projects and programmes for sustainability in Nigeria are the followings:

1) **Provision of good information:** The provision of good information is seen as an important prospect of monitoring of adult education projects and programmes for sustainability in Nigeria. In the views of Feuerstein (1988), good monitoring of projects and programmes should provide regular information of activities to know the progress being made in the projects and programmes. The appropriate utilization of the information obtained from monitoring of projects and programmes is very vital for effective implementation and management of the concerned projects and programmes in human environment.

2) **Monitoring of projects and programmes helps greatly to control costs of projects and programmes:** The desire to keep monitoring of budget of projects and programmes cannot be overemphasized for effective service delivery. Batchelor (2010) states that to keep monitoring of budget when the project is being implemented is an ideal thing in project implementation. This certainly controls project costs in human environment.

3) **Maintain the use of good standard:** The desire to ensure that the use of good standard is being maintained is also another important prospect of monitoring of adult education projects and programmes for sustainability in Nigeria. Feuerstein (1988) rightly notes that monitoring of projects and programmes helps to see whether good standards are being maintained in the concerned projects and programmes in the society. The implication of this is that monitoring is used to maintain good standards in projects and programmes in human environment. Monitoring helps to see that good level of quality and achievement that is considered acceptable is achieved in adult education projects and programmes for sustainability in Nigeria.

Justification for the Research

The justification for the research is anchored on the desire to know the challenges and prospects of monitoring of adult education projects and programmes for sustainability in Nigeria. This will strengthen people's consciousness to work collaboratively with relevant stakeholders of adult education projects and programmes in order to make them result-oriented in Nigeria. This will, indeed, improve the living conditions of people in various participating communities in human environment. The research will stimulate public confidence in adult education projects and programmes in Nigeria. The public confidence will strengthen people's resolve to ensure effective service delivery in adult education projects and programmes.

The justification for the research will stimulate an understanding of prevailing challenges of adult education projects and programmes in Nigeria. Indeed, early identification of the problems in adult education projects and programmes through effective monitoring will enhance an understanding of the intervention to ensure that things are put in proper perspective in project and programme implementation and management in Nigeria.

Another justification for the research is promotion of people's morale to a certain level in their resolve to achieve a higher standard in implementation and management of adult education projects and programmes. Fundamentally, knowledge of the challenges and prospects of monitoring of adult education projects and programmes for sustainability motivates people's desire to engage in people-oriented adult education projects and programmes.

Implications of the Study

An important implication of the study is that good record keeping in adult education projects and programmes is very critical in monitoring of projects and programmes. Poor data baseline obviously hinders effective monitoring of adult education projects and programmes. Consequently, good record keeping in adult education projects and programmes is considered very crucial in monitoring of adult education projects and programmes in human environment.

Additionally, an implication of the study is that the establishment of substantial institutional support becomes imperative in monitoring the implementation and management of adult education projects and programmes. The intervention of institutional support in monitoring of adult education projects and programmes stimulates effective service delivery.

Another important implication of the study is that many task-team members engaged in monitoring of adult education projects and programmes should have the requisite technological knowledge and skills that are needed for appropriate interpretation of data in monitoring of adult education projects and programmes. Essentially, appropriate interpretation of data requires expertise for effective service delivery in monitoring of adult education projects and programmes in human environment.

The obvious support of a good organization for monitoring of adult education projects and programmes is very important for their sustainability in Nigeria. Adequate organizational support for adult education projects and programmes will promote effective service delivery in monitoring of adult education projects and programmes.

CONCLUSION

Adult education projects and programmes have suffered immensely from poor monitoring occasioned by lack of institutional support, lack of organizational support, inadequacy of funds, inadequacy of data, poor utilization of feedback from monitoring among others in Nigeria. Monitoring of adult education projects and programmes can be repositioned adequately enough if these challenges are collaboratively addressed by the government of Federal Republic of Nigeria and other relevant stakeholders. This demands the intervention of relevant shareholders locally and internationally for sustainability of adult education projects and programmes in the country.

Recommendations

The following recommendations are made based on prevailing issues and challenges of monitoring of adult education projects and programmes for sustainability in Nigeria:

1. There is the need for relevant stakeholders in adult education projects and programmes to understand the efficacy of utilization of feedback from monitoring of adult education projects and programmes. This will stimulate effective service delivery in adult education projects and programmes in Nigeria.
2. There is an urgent need for many task-team members in adult education projects and programmes to have adequate technical knowledge and skills for effective monitoring of adult education projects and programmes in Nigeria. Many task-team members or project team members should have requisite technical knowledge and skills for an important work such as monitoring of adult education projects and programmes.
3. There is an urgent need for institutional support to facilitate effective monitoring of adult education projects and programmes in Nigeria. It is, therefore, appropriate to explore certain initiatives to improve opportunities for effective monitoring of adult education projects and

programmes. This will certainly strengthen effective implementation and management of adult education projects and programmes in Nigeria.

4. There is an urgent need for promotion of transparency for accountability in implementation of adult education projects and programmes. This can be achieved through regular monitoring of adult education projects and programmes in Nigeria.

5. An efficient monitoring framework should be set up to track budget implementation in adult education projects and programmes. This will stimulate effective service delivery in repositioning monitoring of adult education projects and programmes for sustainability in Nigeria.

6. There should be collaborative efforts by all relevant stakeholders in adult education projects and programmes to improve monitoring in view of the contemporary trends for sustainability. This will guarantee effective service delivery in repositioning monitoring of adult education projects and programmes for sustainability in Nigeria.

7. There should be strengthened collaboration to encourage institutional support for effective monitoring of adult education projects and programmes. This will help to promote a lot of adult education projects and programmes in Nigeria.

8. The various communities where adult education projects and programmes are established in Nigeria should be encouraged to participate actively in monitoring of the projects and programmes. This will certainly ensure effective implementation of adult education projects and programmes for sustainability in the country.

9. An appropriate mechanism should be set up to elicit active participation of professionals to monitor implementation and management of adult education projects and programmes in Nigeria. This will encourage sharing of relevant information, professional experience, expertise and knowledge for enhanced service delivery in repositioning monitoring of adult education projects and programmes for sustainability.

10. Corporate participation in promotion of effective monitoring of implementation of adult education projects and programmes for sustainability should be encouraged in Nigeria. This will add value to corporate concerns to promote an efficient mechanism for monitoring implementation and management of adult education projects and programmes for sustainability in the country.

11. Project monitoring committee (PMC) should be set up for every adult education project and programme. The project management committee (PMC) should focus on project and programme design, implementation, monitoring and evaluation in order to make them result-oriented in participating communities.

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