

THE ROLE OF ADULT EDUCATION IN POVERTY ALLEVIATION AMONG NIGERIAN RURAL WOMEN: A PANACEA FOR THE ACHIEVEMENT OF GOAL ONE OF THE SUSTAINABLE DEVELOPMENT GOALS

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ABSTRACT: *Poverty has been identified as a major challenge to the growth and development of African countries. It is also recognized that women and girls who reside in the rural areas constitute the largest percentage of the poor in Nigeria. Various poverty alleviation programmes have been adopted by successive governments to address poverty issue in Nigeria but the fact is that the condition of the poor has not improved. This paper examines the importance of adult education in alleviation of poverty among rural women in order to achieve “Goal one” of the Sustainable development goals. The paper posited that adult education for women is a powerful tool which will break the endemic cycle of poverty in rural communities. The writer concluded that low level of education among rural women and their non-participation in poverty alleviation programmes compound their poverty problems. Thus, the paper recommended among others that government should step up investment in adult education programmes and involve rural women in poverty alleviation programmes.*

KEYWORDS: adult education, poverty alleviation, Nigerian rural women, sustainable development goals

INTRODUCTION

One of the major challenges to the growth and development of African countries including Nigeria is poverty. Poverty among the rural women is a reality not a mirage. It manifests in their mode of dressing, the food they eat, the house they live in, and the work they do. The issue of poverty is a paradox. It is a case of poverty in the mist of plenty. As the most populous country in sub-Sahara Africa, the issue of poverty in Nigeria is of concern, not only in itself but also a challenge for poverty reduction mandate in the whole of Africa continent.

More than one billion people in the world today, the great majority of whom are women, live in unacceptable conditions of poverty especially in developing countries. Poverty is a general phenomenon as old as human history and in Nigeria, its situation has become so serious that it is regarded as one of the major developmental challenges of the new millennium. Poverty anywhere is a threat to prosperity; because poverty is antithetical to human rights (Baba 2010). Poverty is a common status which cannot be easily wiped out or eradicated through human effect. To eradicate poverty is an ideal or utopia state; however, it is very difficult and unachievable in the real sense of life. Instead of talking about eradication of poverty, we will be better off and more comfortable to talk of poverty reduction or poverty alleviation.

The concept of poverty has been addressed in various ways by various scholars of different intellectual persuasion based on different method of analysis. The Gaborone conference (2004) interpreted poverty "as lacking the basic means to live in dignity". It elaborated this by quoting 2002 poverty reduction strategy paper in the following lines; a multidimensional understanding of poverty helps us define poverty as a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for enjoyment of an adequate standard of living and other civil, economic, political and social rights.

In line with the above definition, the World Bank also defines poverty in the lines below; Poverty is hunger, lack of shelter, being sick and not being able to go to school, not knowing how to read, not being able to speak properly, not having a job, fear for the future, losing a child to illness brought about by unclean water, powerlessness, lack of representation and freedom etc (World Bank, 2009). Women constitute 70% of the world-estimated 1.3 billion of people living in absolute poverty. Economic well-being of any society cannot be achieved if one group is massively underprivileged compared to the other: Neither can economy be called healthy without utilizing the contributions and skills of all members of society. The Human Development Report (HDR) in 2005 said, "Poverty has a woman's face". When we look at domestic and international architecture for development we will see that economic inequality between men and women is widening. Whilst globalization has brought some women greater economic opportunities and autonomy, it has further marginalized others. Most women in the developing countries today live below poverty line of one US dollar per day.

In the traditional society, women suffer from the problem of limited access to productive resources. Men are often at an advantage in possession and command over resources. In general majority of women are ineligible to credit loans and advances as they do not possess collateral securities or what World Bank sources refer to as lack of "pledge able assets". Due to the poverty rate of women, they constitute a setback to sustainable development spectrum. Poor women lack resources, skills, education and collective strength to break the cycle of their oppression and exploitation.

There is a broad trend of what may be called "feminization" and "ruralisation" of poverty all over the world including Nigeria. Many indicators point towards the fact that majority of the poor are women who reside in the rural areas. World Bank report (2009) shows that 70 percent of the poor are Women and girls most of whom live in the rural areas while 75 percent of the world's illiterate adults are also women. (<http://usoneworld.net>). Research findings also show that about 18 million people mostly women and children die every year due to poverty related causes while 800 million go to bed hungry every night (Wikipedia Encyclopaedia). For Eze, (2008:2), "real poverty is a poor Woman" because she bears the brunt of poverty. The problems of poverty are always dumped on women who usually do a good job anyway but most of them are uneducated, work very hard but have very low economic

status and have children every year. Nigeria is among the poorest countries in sub-Saharan Africa in both real income and access to social services. According to Igbuzor (2007), the incidence of poverty in Nigeria using the rate of one dollar per day increased from 28.1% in 1980 to 46.3% in 1985, declined to 42.7 in 1992 but increased again to 65.6% in 2006. These indicate a need for greater attention to poverty alleviation. To redress the situation of poverty, there have been many poverty alleviation programmes put in place by succeeding governments in Nigeria which look impressive and ready to solve the problem of poverty among Nigerians. However, Olaleye and Adekola (2006) observed that the failure or very low success recorded by most of these programmes and the poor macro-economic conditions arising from ineffective policies and programmes implementation had consciously been contributing factors to the poor economic state and poor living conditions of Nigerians especially women at the grassroots level. Nigeria has also joined the rest of the world and made a firm commitment to among others to fight poverty and hunger. This commitment was articulated in seventeen goals called "The Sustainable Development Goals" (SDGs).

Sustainable development goals are very unlikely to be achieved in Sub-Saharan Africa (Adebowale, 2016). This was supported by Jonathan, (2018) and Igbuzor, (2017) who observed that Nigeria has the third largest population of poor people in the world with 54.4% poverty rate which translates to 69 million Nigerians living below poverty level. Hence the focus of this paper is on "Goal One of the SDGs" which is "no poverty by 2030". Therefore, adult education programmes for the rural women is culturally relevant and will equip the learners with employable life skills with which to improve their living condition, economic viability, political stability and moral balance.

Poverty

The term poverty has been defined by many authors and in many ways. However, there are certain distinctive characteristics which seem to recur in the definitions. According to United Nations (2007) "Poverty is the inability of getting choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in the society. It means not having enough to feed and clothe a family, not having the land on which to grow one's food or job to earn one's living not having access to credit. It means insecurity, powerlessness and exclusion of individual, households, and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation."

According to World Bank (2010) "Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice and insufficient capacity and opportunity to better one's life." Poverty can be seen as a state of deprivation of basic human needs including food, safe drinking water, sanitation facilities, health, education and information. It depends not only on income, but also on access to social services. According to Ebirim (2010) poverty means those who do not enjoy minimum standard of living consistent with human dignity, those families whose total earnings are insufficient to meet minimum necessity for the maintenance of mere physical efficiency. According to Okafor (2004), poverty is an abject state in which an individual is incapable of utilizing resources around him to improve himself economically, socially, politically or otherwise. Oregh, (2006) is of the opinion that poverty includes those who have no assistance, those who sold off their land and are heavily indebted to other people, those who are too weak and incapable of getting one good meal for two days or more. Soludo (2004) on his own, view poverty as a state of want, need and deprivation. Standing strong on the basis of

his premise, he affirms that poverty cannot be eradicated but can only be reduced. Although the reduction means the removal or minimizing of the factors which contribute to poverty such as crime, illiteracy, unemployment, lack of income sufficient to ensure a sustainable livelihood.

The Encyclopaedia Americana viewed poverty in two perspectives "moneylessness" and "powerlessness". Moneylessness means "not merely an insufficiency of cash but chronic inadequacy of resources of all types to such basic human needs as nutrition, rest, warmth and body care". The powerless are those who lack opportunities and choices open to the non-poor, whose lives seem to them to be governed by forces and persons outside their control by people in positions of authority by perceived "evil forces" or hard luck (Eze, 1998). Poverty is also seen in the sense of material limitation that is poverty due to inability of individual or groups of people to provide for themselves and their own geographical and social environment (Olagoke, 1996). Poverty is beyond food, shelter and clothing; poverty is deprivation, a denial of access to those things a person believes necessary for his life to be worth living like education and the opportunity to engage with other human beings from a position of dignity. In line with this, definition, Igbuzor (2008) see poverty as a violation of internationally recognized human rights.

According to Olaleye (2004), poverty is a relative term; consequently, its meaning and means of measurement vary from one location to another, she observed that poverty can either be absolute or relative. In both situations, poverty is a state of deprivation, lack or want. The effect of poverty on the people and nation is so devastating that no serious government can shy away from serious efforts aimed at alleviating it among its citizenry.

Poverty Alleviation

Poverty alleviation simply means the removal or minimizing of the factors which contribute to poverty such as crime, illiteracy, unemployment; lack of income and productive resources, sufficient to ensure a sustainable livelihood; hunger and malnutrition; ill health; instability; unsafe environment's and social discrimination and exclusion. Poverty has a stronger impact on women generally but very active on women living in rural house hold. Poverty among women is directly related to the absence of economic opportunities and autonomy, lack of access to economic resources includes credit, land ownership and inheritance, lack of access to education especially Non-formal Education (NFE) and support services and their minimal participation in taking decision on Issues that concern them.

Women and Poverty

The feminization of poverty has recently become a significant problem in African countries with economies in transition as short-term consequences of the Social transformation. In addition to economic factors, the rigidity of women's limited access to power, training and productive resources as well as other emerging factors lead to insecurity of women as a group, family and community in general. Economically, the decreasing dominance of agriculture in Nigeria was caused by the discovery of crude oil, which becomes the economic mainstay of the country accounting for over 80% of total government earnings. Despite the enormous resources from oil in the past 40 years, over 70% of Nigerians are poor and women constitute the majority (Forum for African Women Educationalist Poverty has placed these women beyond material deprivation which Nigeria, 2008) FAWEN.

Poverty has placed these women under material deprivation which include vulnerability and exposure to risks, shocks and stress both in their families and society. Specifically, it includes housing, low life expectancy, low level of energy consumption, lack of economic infrastructure and lack of active participation in the decision making process. The above also indicate that poverty can afflict both these women and their environment consecutively. This is why it is said that poverty is a curse in all ramifications.

Poverty can be absolute or relative. Absolute poverty means that an individual or household falls below certain consumption level commonly taken to be about NH300 monthly while relative poverty refers to a situation where the provision of goods and services to an individual or house hold is lower than that of others. These two types of poverty are commonly experienced by women in the rural areas. Poverty, lack of power and low education also constitute a vulnerable condition for women anywhere they are- rural or urban. For these vulnerable conditions they found themselves, they have to be empowered economically to become independent in solving their problems and air their views in the matters concerning them in their societies. This leads to call for the concept of employment generally.

Adult Education.

For many decades, educators have argued about the concept, meaning and the use of the term adult education (Ironside, 1989). He also observed that the reason for different definitions is because the practitioners of adult education did not have a homogenous background unlike lawyers, doctors and engineers;

Adult educators gained entrance to the profession more through their practice than through a background in educational theory. Liveright and Haywood, (2008) thus defined adult education as "a process unrelated to age, whereby persons who have terminated their initial cycle of continuous education may undertake any "sequential and organized activities with the conscious intention of bringing about changes in information, knowledge, understanding, or skills, appreciation and attitudes" (Ironside, 1989:15).

The above definition failed to take into consideration those who did not have the opportunity of attending school at all. Similarly, Nzeneri, (2006) in his own definition described adult education "as any education given to adults based on their social, political, cultural and economic needs or problems to enable them adjust fully to changes and challenges in their lives and society". This definition sees adult education as education that keeps adults up to date with the trends of the society.

In trying to settle the confusion in the definition of adult education, UNESCO general conference made a general recommendation on the Development of Adult Education. The recommendations accepted by representatives of 142 countries included the definition of adult education which sees it as: "denoting the entire body of organized educational process, whatever the content, level and method, whether formal or otherwise, or whether they prolong or replace initial education in schools, colleges and universities, as well as an apprenticeship, whereby persons regarded as adult 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 and bring about changes in their attitudes or behavior in the two-fold perspective of full personal development and participation in balanced and independent social and cultural development.(UNESCO, 1976)."

Though the UNESCO definition is quite comprehensive, it is still not widely opted as the real concept of adult education, hence the need for search for a generally accepted definition of adult education.

The Concept of Sustainable Development

The Sustainable Development Goals (SDGs) were born at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2015. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. The SDGs replace the Millennium Development Goals (MDGs), which started a global effort in 2000 to tackle the indignity of poverty. The MDGs established measurable, universally-agreed objectives for tackling extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities.

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Through the pledge to Leave No One Behind, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing ‘zeros’, including zero poverty, hunger, AIDS and discrimination against women and girls. Everyone is needed to reach these ambitious targets. The creativity, knowhow, technology and financial resources from all of society are necessary to achieve the SDGs in every context.

Since that time till date, it continuous to dominate national and international discourse and as a result, the concept has attracted many definitions. According to Etakpobunnor, Shaka and Umar (2012), sustainable development is that type of development that is appraised in terms of both redistribution of wealth and meeting the basic needs of the masses at sustainable level. This means that sustainable development does not happen by chance. It must be first conceived, planned and executed. Also before, any type of development can be sustained; it should have focus/target or objectives that are set out to be achieved. Attah (2014), regard sustainable development as a process of change in which the exploitation of resources, the direction of investment, the orientation of technological development and institutional changes are all in harmony and enhance both current and future potentials to meet human needs and aspirations. From the definition given by Attah, it could be deduced that development is said to be sustained if it is conscious of the future. That is trying to find out the impact of today’s resources, exploitation, orientation of technological development; institutional changes will have on the future of society or a particular people.

Therefore sustainable development can be defined as the process of development initiative which will ultimately lead to continuous improvement in the conditions of living of people in the society. Ibori (2001) stated that sustainable development simply means putting in place necessary measures and programmes which will lead to improve the standard of living of people. The implication of this is that the development initiative of sustainable development is people oriented which certainly stimulates continuous process of improving people’s living conditions in the society.

Sustainable development can also be perceived from the perspective of embarking on development initiative which lasts for the ultimate benefits of both present and future generations in the society. Segynola (2003) stated that sustainable development is simply perceived as development which lasts

and does not in any way endanger the environment as well as the resources therein for both present and future generations. Indeed, sustainable development is a development initiative which emphasizes on meeting the needs of present generation without compromising the ability of future generations to meet their own needs. Aruma (2004) rightly asserted that sustainable development focuses on ensuring better quality of life for every person now and in future. This tends to reveal that sustainable development guarantees better life for people of present generation without jeopardizing the ability of future generations to meet their own needs. Adult and non-formal education will help to conscientise people on the need for partnering with relevant stakeholders in order to facilitate the actualization of Sustainable Development Goals (SDGs). The idea for advocating for partnering through conscientisation becomes imperative so as to stimulate sustainable development. Indeed, partnering with relevant stakeholders in development initiatives guarantees sustainable development in the society.

The 17 sustainable development goals (SDGs) to transform our world:

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequality
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life below Water
- GOAL 15: Life on Land
- GOAL 16: Peace and Justice Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

Goal 1: No poverty

Eradicating poverty in all its forms remains one of the greatest challenges facing humanity. While the number of people living in extreme poverty dropped by more than half between 1990 and 2015, too many are still struggling for the most basic human needs. As of 2015, about 736 million people still lived on less than US\$1.90 a day; many lack food, clean drinking water and sanitation. Rapid growth in countries such as China and India has lifted millions out of poverty, but progress has been uneven. Women are more likely to be poor than men because they have less paid work, education, and own less property. Progress has also been limited in other regions, such as South Asia and sub-Saharan Africa, which account for 80 percent of those living in extreme poverty. New threats brought on by climate change, conflict and food insecurity, mean even more work is needed to bring people out of poverty.

Goal one which is no poverty by 2030 is the focus of this paper. The goal has seven targets, they are as follows:

Targets

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day.
- By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.
- Implement nationally appropriate *social protection systems and measures for all*, including floors, and by 2030 achieve *substantial coverage* of the poor and *the vulnerable*.
- By 2030, ensure that all men and women, in particular the poor and *the vulnerable*, have *equal rights to economic resources*, as well as access to basic services, ownership and control over land and other forms of 13 property, inheritance, natural resources, appropriate new technology and financial services, including micro-finance.
- By 2030, build the resilience of the poor and *those in vulnerable situations* and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters.
- Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions.
- Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.

The SDGs are a bold commitment to finish what have started in MDGs, and end poverty in all forms and dimensions by 2030. This involves targeting the most vulnerable, increasing basic resources and services, and supporting communities affected by conflict and climate-related disasters.

With the achievement of goal one, it is hoped that all other goals most likely to be achieved. Most children are in the streets hawking to supplement their families' meagre income to enable them providing their basic needs. If women's poverty is alleviated through education, their income would improve and the standard of living of the family would also improve, they will be able to send their children to school, their health and that of their households would improve and they will be empowered and better equipped to combat HIV/AIDS and other diseases.

Poverty Alleviation Programmes for Rural Women in Nigeria.

In as much as poverty rate is still high in Nigeria, concern about poverty alleviation especially among rural women is not new. The Nigerian government in recent past initiated and implemented many programmes for and involving women, the main thrust of which has been the transformation and development of all women particularly rural women. Notable among these programmes are 1972 Gen. Gowon's National Accelerated Food Production Programme, 1976 Gen. Obasanjo's Operation Feed the Nation and 1979 Shagari's Green Revolution Programme. Mrs. Mariam Babangida brought rural women to the limelight when she introduced her "Better Life for Rural Women Programme between 1985 and 1993. The programme was interrupted and changed to Family Support Programme during Abacha's regime which was a pet project of the wife, Mariam Abacha. Unfortunately, this was hijacked by some educated and exposed women who pretended to be representing the rural women. Despite all these programmes, by 1999, a World Bank report indicated that Nigeria's Human Development Index (HDI) was only 0.416 and that 70% of the population live below poverty line. This alarming indicator prompted the formulation of National Poverty Alleviation Programme (NAPEP) in January 2001 by President Obasanjo with the objective of alleviating poverty among Nigerians. In 2004, the National Economic Empowerment and Development Strategy (NEEDS) was

set up. The strategy was to create wealth, create 7million new jobs, alleviate poverty and eliminate corruption between 2004 and 2007 which it has failed to achieve (Akosile, 2008). The present administration of President Yar'Adua has developed a 7-point Agenda which include among others wealth creation and poverty alleviation to bring rapid development in Nigeria, achieve the millennium development goals and to push Nigeria up among the world's top twenty economies by the year 2020.

It is glaring that all these programmes and reforms have not done much to alleviate poverty among the rural populace especially women. The reasons are obvious the poor, for whom the programmes are initiated are not involved in the planning, implementation and evaluation of the programmes. The programmes are not tied to programmes like education programmes which can help to achieve success. It is also a fact that there is confusion among the policy makers on the approach to deal with poverty situation in Nigeria.

The Role of Adult Education in Poverty Alleviation among Rural Women

It has been mentioned earlier in this paper that the majority of the poor are women (about 70%) majority of who reside in the rural areas. Nigerian rural women are poor because rural infrastructure has long been neglected, while investments in health, education and water supply have largely been focused in the cities. As a result, the rural population has extremely been given limited access to services such as schools and health centers. Studies have shown that limited educational opportunities and poor health perpetuate the poverty circle.

Adult education as an essential ingredient to compensate for earlier educational inadequacies and to empower people with the necessary knowledge, understanding and skills for sustainable participation in a constantly changing world, is capable of helping to develop a culture of learning and thus breaking the endemic cycle of poverty in poor communities where the majority of the residents are poor due to illiteracy and low level of education as well as exposure. Adult education for women is a powerful means to contribute to socio-economic development because according to a report of the African Union, "women are the backbone of Africa's rural economy, accounting for 70% of food production (African Union Poverty Reduction Strategies papers, 2007).

It is widely accepted that economic growth will not reduce poverty unless poor people are able to participate in it and such participation can become effective to a large extent through adult education. The theory of Humble approach to development supports, states that it is appropriate for government to ensure citizen active participation in formulating and implementing projects of which they are supposed to be the beneficiaries (Ileubozor, 2008) Adult education for women will improve health care, sanitation, nutrition and standard of living which will in turn reduce sickness and mortality rate and increase life expectancy. Research findings have shown that better educated women have fewer children, get better pre-natal and post-natal care, have more full term babies, send their children to school better prepared to learn and produce greater number of secondary school and college graduates (QCA, 2000). In support of the above assertion, Hesse, (2014) noted that one precondition for development including social integration and alleviation of poverty is early childhood and primary education and adult training. Consequently, Abanihe, (1997) also pointed out that education is the greatest resource for women empowerment. According to her, education influences decisively a woman's overall health and access to paid employment and therefore enables her to make informed decision about herself, and to assume a status and identity beyond those that are linked with child rearing and family. Educational interventions including adult education enable people to realize their

full potential and to improve their well-being; it helps the poor improve his chances of changing his own situation. The denial of women's basic human rights is one of the major causes of poverty. For instance, in the rural areas, many women suffer from harmful traditional practices like genital mutilation and harmful widowhood practices. Only educated women would be able to assert their rights and speak up against these barbaric acts of the rural people. Adult education is the only educational programme that can accommodate women who have either dropped out of school or who never attended school for the first time in view of their enormous responsibilities.

CONCLUSION AND RECOMMENDATIONS

This paper has shown that majority of Nigerian rural women are poor and have very limited educational opportunities which is due to the fact that some poverty alleviation programmes implemented in Nigeria do not benefit them. The paper also revealed that adult education is a powerful instrument to addressing the issue of poverty and therefore concludes that low level of women education and non-involvement of the rural women in poverty alleviation programmes compound this poverty problem. It is therefore recommended that:

- Programmes and projects implemented for the poor should involve The target beneficiaries right from the conception or planning Stage.
- Poverty alleviation programmes should be tied to adult education Programmes and other educational programmes and policies that should have impact on poverty situations.
- Adult education programmes should be made attractive, through adequate funding and proper planning to attract the attention of the Womenfolk.
- There should be continuity on the poverty alleviation programmes by Successive governments so that the goals of such programmes would be achieved.
- Government and other institutions concerned with the provision of basic and physiological needs of women should put in place better strategies to improve the socio-economic conditions of women. This is because fear of poverty and the struggle for survival often force them to focus their time and energy on direct income generating activities thereby relegating participation in adult education programmes to the background.
- Government, Self Help groups and community based organizations should try to improve the rural roads so that the rural people can have easy access to poverty alleviating programmes and also be able to market the products they get from the rural areas.
- Women professional adult educators should come together and promote their profession and ensure that women maximize the opportunities and benefits therein.

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