MANAGING INNOVATIVE ADULT AND NON-FORMAL EDUCATION FOR ATTAINMENT OF SUSTAINABLE NATIONAL DEVELOPMENT: THE ROLE OF FACILITATORS

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Abstract
Adult and Non-formal education is growing to new heights amid the turbulent atmosphere that it found itself. There is hope that adult learners will become more relevant to the society.The facilitator has been charged with the responsibility of innovationtowards attaining the sustainable national developments. This paper, discusses the innovative ways of managing adult education with focus on the facilitators. It outlined a cluster of objectives of sustainable development goals and a list of innovations required by the facilitator towards improving adult and non-formal education. The paper suggested among others that facilitators should develop innovative training programmes that will integrate theory and practice to enable collaborative and participatory learning, address the personal values of the adult learners, and show greater concern for adult education's social and political role towards sustainable national development.

Keywords: Adult and Non-formal education, Sustainable Development, and Facilitators.

Introduction

Education is a pursuit that is no doubt inextricably linked to nation-building. It is in recognition of this fact that governments commit immense resources to ensure the provision of education for the citizens and also direct their policies towards ensuring that it is made accessible to the generality of their citizenry through various outlets. Access to standard and top-notch adult learning assumes a definitive role in growing better aptitudes and abilities that add to employability and the general intensity of the developing nations of Africa. Be that as it may, there is need to realize that learning brings significant advantages for adult's social incorporation and individual satisfaction. Interest in learning encourages individuals to ensure a useful and dynamic job in their neighbourhood and in society at large. It can help diminish costs of wellbeing and the rate of criminality, while additionally assisting with lessening destitution. As a result, one can't think little of the significance of learning for self-improvement and prosperity.

In recent years, there has been considerable interest among educators in finding ways of managing innovative education. The role of adult and non-formal education seems downplayed, just as it might be in most developing countries of the world today(Oyeboade,2008). Unfortunately, over the years, more emphasis has consistently been thrown at the traditional formal education, relegating adult education to the background. It should be realised that adult and non-formal education affords many avenues to equalize societies on a larger scale. In this context, education and skills deficits need to be addressed as a priority to improve the economic and social prosperity of all citizens.

Innovations in management of adult education for achieving sustainable national development can strive to ignite socio-economic, political and cultural development. The ability to participate and explore the entire developmental process towards sustainable national development could come from good management of adult education programme.

The masses should be empowered to continue their education in order to acquire new skills and knowledge which can change the trend of attaining the sustainable national development. Onyenemezu and Aduvo (2014), examined adult continuing education programmes for sustainable national development in Nigeria and analyzed how adult education programmes can be utilized for sustainable national development. They noted that in spite of Nigeria's affluence in human and material resources, it is still being classified among countries with high level of poverty because of limited innovations in management of education. They made a case that adult continuing education should be a veritable means for achieving national sustainable development.

Looking back in history, in the bleak days of the colonial rule and sometime after, education was rationalized, access was denied to many people. It will be recalled that during the time when there seems no arrangement for high institution teaching and learning in the country,it was adult and non-formal education that filled the crack, assisting with giving the education that was required for social change, helping to understand abilities and capacities, helping individuals to explore their potential outcomes and giving the support never to surrender their dreams and visions for a superior and enhanced future for themselves, families and society at large(Onyenemezu & Aduvo, 2014). The role of Adult Education facilitators in the transfer of learning, just like in a formal education, cannot be overemphasized. We depend on the facilitators to transform the adult learners scheme in line with the national policy, to create a perfect fit for the need at stake.

What learners or participants take away from a class session depends on the proficiency and innovative trend of the facilitator. A facilitator is a trained resource person who organizes a group of people in the right environment to brainstorm for solutions to set problems or make decisions. The facilitator ensures the group discussion stay on course for the definite purpose of meeting the solution. In

other words, the facilitator charts the course of, and propels the conversations. The facilitator also helps the communication flow among participants. It is therefore imperative to seek innovative ways of managing adult education for sustainable national development having the facilitator in mind.

Theoretical Framework

This discussion is hinged on the Andragogy Theory of Adult learning by Malcom Knowles (1968). According to this theory,there are many differences in the way that adults learn as opposed to children. The theory sought to capitalize on the unique learning styles and strengths of adult learners (Merriam, 2001). The assumptions are:

- Self-Concept – Because adults are at a mature developmental stage, they have a more secure self-concept than children. This allows them to take part in directing their own learning;
- Past Learning Experience – Adults have a vast array of experiences to draw on as they learn, as opposed to children who are in the process of gaining new experiences;
- Readiness to Learn – Many adults have reached a point in which they see the value of education and are ready to be serious about and focused on learning;
- Practical Reasons to Learn – Adults are looking for practical, problem-centered approaches to learning. Many adults return to continuing education for specific practical reasons, such as entering a new occupation.

Driven by Internal Motivation – While many children are driven by external motivators – such as punishment if they get bad grades or rewards if they get good grades – adults are more internally motivated (Knowles, 1968).

The relevance of this theory to this discussion is that since adults are self-directed, they should have a say in the content and process of their learning (innovation); they have so much experience to draw from learning process.

Facilitators should therefore focus on adding to what they have already learned in the past; adult learning contents should focus on issues related to their work or personal life. It is important that facilitators should be innovative to develop learning contents that will be centered on solving problems instead of memorizing content.

Adult and Non-Formal Education

Non-formal education (NFE) refers to structured education that take place outside an organised school setting (Ololube & Egbezor, 2012). It can likewise be depicted by the nearness of a learning framework that can be available to a more extensive gathering, which need not expect students to put the same number of individual resources as in a formal setting. Non-formal education is a ceaseless and vibrant procedure that doesn't really stop after one spends the conventional long periods of learning. Non-formal education can be applied in the most basic unit of the society – family. Parents and different parental figures, for instance, may tell youngsters the best way to get ready family nourishment or tie their shoe bands.

This is non-formal training. Friends may urge each other to discuss things that have occurred in their lives through which they figure out how to process their emotions and show up at fitting actions and responses. Non-formal education can likewise incorporate the discoveries that originate from being engaged with young people as well as local gatherings. In most of these settings, there are facilitators whose work it is to urge individuals to consider experiences and circumstances.

Latchem (2014) pointed out that non-formal education takes many forms: part-time 'second chance education' for those unable to benefit from regular classes; youth clubs with substantial educational purposes; adult and continuing education; community education; personal development programmes such as cultural, language, fitness and sports programmes; and professional and vocational programmes for the unemployed and upgrading workforces. Latchem's classification puts adult education as an arm of non-formal education. This means that there is intrinsic harmony between adult education and non-formal education. Adult and non-formal education, by giving different types of training in its effect is a powerful device by which the human capacity can be created for accomplishment of sustainable vocations in the general public.

In trying to understand what adult education really means, Chijioke (2010) sees it as "the practice of teaching and educating adults. This often happens in the workplace, through 'extension' or 'continuing education' courses at secondary schools, college or university. He added that other learning places include folk high schools, community colleges, and lifelong learning centers". This definition places emphasis on the functional role of adult education. It recognizes adult education as a means of education given in particular settings within the education system. Another definition by UNESCO (1976), views adult education as the entire body of organised educational process, whatever the content, level and method, formal or otherwise, whether they prolong or replace initial education in schools, college, Universities as well as in apprenticeship whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich the knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two fold perspectives of full personal development and participation in balanced and independent social, economic and cultural development. This definition is rather consummate, capturing the entire function, scope, action, roles and resulting effects of adult education in the society.

Another interesting and rather more recent definition is by The European Association for the Education of Adults (EAEA, 2018), which sees adult and non formal education as a form of learning involving the presence of a learning system that can be accessible to a wider audience, which need not require learners to invest as many personal resources as in a formal set up. Adult and non formal education means that kind of education that involve a collection of grown-ups in a particular environment that is different from a formal

classroom for the purpose of brainstorming on a set or sets of topics which usually have immediate or future benefits for the participants. Benefits as insinuated earlier could be in form of gaining technical skills, performing civic duties, learning about the culture etc.

According to the European Commission, (2012), barriers currentlyfacing different types of participants in adult education which could hamper successful implementation and requires management of innovations are:

1. Structural barriers: which they listed as involvingissues impeding or discouraging participation from the start, such as a perceived lack of suitable programmes, non-flexible education delivery systems or lack of access to adequate funding.

2. Situational barriers:which was shown to arise from individual circumstances as a result of age or family life, e.g. full-time work, child bearing responsibilities or seniority.

3. Psychological barriers: These concern the mental state of learners. They recognized their associations with adults' life experiences and may relate to negative associations with the learning environment, lack of confidence, sense of worthlessness, or social exclusion.

Management and Innovation in Adult Education

Management and innovation in Adult education could be seen to represent key elements in the completion of a qualitative education act for matured individuals in a society, which serves the socio-cultural, economic and democratic values and principles. Innovation in management of education is considered as the invention and implementation of new practice, structure, techniques or management processes in the school system. (Birkinshaw, Hamel and Mol, 2008). Innovation in management has the unique ability to operate radical and durable changes regarding the competitive edge (Hamel, Breen, 2010). Manea (2015) cataloged the means of manifesting innovation at the level of the management of school units and the effects this produces regarding the partnership dimensions, school-community, school-designed curriculum and the didactic staff working in the school units. He discovered that innovation production and acceptance within educational management would lead to a very high standards which implicitly means quality and progress of the learners.

Innovation in management of adult education implies holding and practising managerial skills, determination and courage in taking responsibility for the implementation of changes that trigger progress and performance in the process of training adult learners. It also represents a deliberate activity, aiming to introduce novelty into a certain context; it is pedagogical because it aims to substantially improve adult learners preparation by means of interaction and interactivity. The facilitator must plan his/her entire activity in accordance to the procedure of the programme in order to train adult learners in the sense of pedagogy that contributes to the development of personality.

The re-arrangement of adult learners' curriculum may be regarded as an innovative act, especially since it becomes necessary in the postmodern educational system, as a consequence of the numerous demands on government from other sectors. The low budgetary allocation to adult education by the government requires the adoption of an innovative strategy in the organisation of adult education programme to make up for the poor financing of the programme (Stan, 2014). It is expected that there be an increase in the degree of direct and assumed functions of the educational partners (school-family-community) in shaping/promoting desirable social models, for individuals with a moral, intellectual and cultural integrity that is deemed worthy. The stimulation of innovation may be supported by rewarding team work.

In the views of Nzeneri (2008), adult and non-formal education accommodatesall the forms of formal, non-formal and informal aspects of education given to menand women (alone, in groups or institutional settings) to improve them in their societyby increasing their skills, their knowledge, understanding, attitudes and sensitiveness. Adult and non-formal education has proven efficient in filling the crevices and loopholes in the education system of a country and generally improving the collective development of a society. There is need for more chances and backing for adults to keep learning for the duration of their lives, whatever their conditions (Latchem, 2014).

The reality is continually changing and learning causes numerous individuals to roll out the positive improvements they need. Omolewa (2015) pointed out that when the universities were called upon to provide expert knowledge towards the reduction of illiteracy rate in the country, adult and non-formal education came to the rescue.Hence, the need for the management of innovative education in the context of adult and non-formal education.

Adult Education, Sustainable Development and the Facilitator

On seeking to discover the role and importance of adult education to development while quantitatively measuring six group dimensions, Ololube and Egbezor (2012) painstakingly found that non-formal education plays an important role in development. What then is sustainable development? The term sustainable development is usually seen as the synthesis of the words "sustainable" and "development," and most definitions given for this concept revolves round the two words. Schaefer and Crane, (2005) defines Sustainable Development as development that meets the needs of the current generation without compromising the ability of future generations to meet their own needs. This definition points out that the desirable final result is a condition of society where day to day environments and asset use keep on addressing human needs without subverting the integrity and dependability of the normal frameworks. Sustainable development is development that addresses the issues of the present without trading off the capacity of people in the future to address their own needs. Inherent in it are two ideas: The concept of

'needs' specifically, the fundamental needs of the world's poor; and the possibility of constraints forced on the condition of innovation and social association on the environment's capacity to meet present and future needs.

In the words of Klarin, (2018), the essence of the concept of sustainable development is gotten from the Triple bottom line concept, which means the stability between three pillars of sustainability:

1. Environmental sustainability focused on maintaining the quality of the environment which is necessary for conducting the economic activities and quality of life of people;
2. Social sustainability which strives to ensure human rights and equality, preservation of cultural identity, respect for cultural diversity, race and religion and;
3. Economic sustainability necessary to maintain the natural, social and human capital required for income and living standards. That means that there is a large gap to be filled when we want to achieve strict sustainable development. That is why Klarin (2018) expounded further that complete sustainable development is achieved through a balance between all these pillars.

However, the required condition is not easy to achieve, because in the process of achieving these goals, each pillar of sustainability must respect the interests of other pillars not to bring them into imbalance. So, while a certain pillar of sustainable development becomes sustainable, others can become unsustainable, especially when it comes to environmental sustainability, on which the overall capacity of development depends. There are a total of 17 sustainable development goals.

According to United Nations cited in Mensah (2019), the 17 sustainable development goals mainly seek to achieve the following summarized objectives:

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

In essence, adult and non-formal education programmes contribute in positive ways to continuous development of people in the form of acquired fundamental functional and vocational skills, self-reliance, enhanced socio-economic skills, integration into society and will expunge poverty, perilous situations and status. The rate at which sustainable development takes place depends, however, on the nature and degree of management of

innovation in education, particularly in adult and non-formal education.

Innovation is often viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs Oyeboade (2008). This definition is inclined to economics. In education, innovation implies that facilitators fashion out new ways to tackle new challenges facing teaching and effective learning in the 21st century learning environment. Managing innovation requires adopting new approaches to learning so as to quickly break barriers to learning. Managing Innovation by definition refers to handling of all the pursuits needed to introduce something new, which pragmatically means things like coming up with ideas, prioritizing, developing and implementing them, as well as putting them into practice. Creating innovation is quite different from management of existing innovation. Management of innovation is important in ensuring how useful the innovation becomes and also how long that innovation lasts in terms of relevance. The concerted management of innovation in adult and non-formal education is crucial in shaping personal and collective knowledge, skills, values and attitudes to enable individuals to move along pathways towards sustainable development, and a stimulus for development itself. Innovation in Adult and Non-formal Education is a key determinant of social and economic change, and an important catalyst to peace, tolerance and sustainability. Times are fast changing, and it has proven viable at equipping learners with the knowledge, skills, values and attitudes that are vital

and needed to be responsible citizens, such as respect for human rights, gender equality and environmental sustainability. It has been shown that adult and non-formal education has a multitude of benefits (Klarin, 2018).

However, facilitators are seen to play invaluable roles in adult and non-formal education, they must be persuaded of the need to give further education because of existing need and interest. It is important that they base and adjust their educational proposals to the requirements of students. They likewise need to persuade adult students to take an interest in their projects so as to accomplish a good use of their invested resources. Omur and Argon (2016), investigated teachers opinions on the innovation management skills of school administrators and organisational learning mechanisms and reported that teachers' opinions of both the organizational learning mechanisms of their schools and their administrators' innovation management skills were medium level in total and at sub-dimensions; and there is a high-level, positive, and significant relationship between teachers' opinions of organizational learning mechanisms and the innovation management skills of school administrators.

There are different innovations that the facilitator can apply to adult and non-formal education towards facilitating the attainment of sustainable national development. They include:
- E-Learning
- Online learning materials
- Computer software for online forums

- Encourage problem finding instead of just problem solving
- Broadening facilitator's skills
- Invite Business owners and NGO workers to forums
- Creating flexible learning environment.

To embrace and manage innovations, the general objectives of facilitators should include:

Use online apparatuses to bring issues to light and convey education courses: This incorporates the utilization of existing online courses and development of new ones, for example, social media, online platforms, games, and so on. Also, delivering learning courses just like the existing National Open University website. Through this means, the facilitator can distribute learning materials and host classes which can be taken anywhere in the world, provided there is internet access.

Develop Partnership to facilitate training: Financial backing and financing openings accessible to adult education varies from society to society. Vital associations with other education facilities as well as key players in the field will consequently empower facilitators. This will encourage the exchange of adult and non-formal education teachers, course content and best practice.

Expand offer to satisfy need and target groups' needs: This incorporates the alteration of course content and its conveyance to amalgamate students' needs founded on feedback and best practice models. For example, local focus groups, education providers and course members.

Speak on the singular, social advantages of adult and non-formal learning: This is important to prove to students and participants the effect adult and non-formal education can have on their lives. This incorporates the advancement of new thinking abilities which can make people more effective and increasingly serious in a worldwide economy as well as more socially unified. Furthermore, management courses financed by adult education projects can advance monetary freedom among workers.

Collaborate with businesses and Non-Governmental Organizations (NGOs): Adult education course content should address the necessities of the labour market and throw spotlight on the development of aptitudes presently required. Cooperating GOs and businesses would give facilitators pointers to current skills that are in demand. Businesses and NGOs should also be given opportunities to provide resource persons to explain real life and practical lessons.

Publicize educational proposal through mediators: A facilitator, there is need to work with third parties or mediators, for example, national associations of adult educators, Ministry of Education, NGOs, as well as, student agents, Local Government counsellor and chairmen, village chiefs, and even the facilitators. This collaboration will bolster the dispersal of information on courses offered through their singular systems.

Development and implementation of campaigns targeting learners: This involves the development and implementation of several targeted, needs-

oriented, innovative and context-based local campaigns for adults, and includes outreach activities, the provision of information, motivation, rewards, reinforcement or expanded access points for education (European Commission, 2012). This provides constant influx of learners and in retaining existing ones.

For the advancement of sustainable development goals, these objectivesinnovations should be the order for adult education facilitators because meeting them makes education as a whole and its learning contents timeless. When facilitators who implement the curriculum are better enlightened and are aware of recent developments in the contents of the areas they explore, they would be able to analyse the contents in a way the objectives of adult and non-formal education as stipulated in the National Policy on education would be met. In addition, it is important to equally ascertain the facilitator's response to issues pertaining curriculum reforms in adult education. This is because what a facilitator knows is best expressed in their opinion about the subject matter.

Conclusion

Adult and non-formal education has faced unfavourable situation in the history of education in Nigeria. It's a good thing to note that the need for non-formal education has shot through the barricade in recent times. Like in every education setting and learning environment, the role of the facilitator is seen as important in guiding the discuss and providing resources for the programme. Sustainable development has been shown to reflect the

development that its relevance affects the future generation positively. The need for the management of innovation and its role in sustainable development can therefore not be overemphasized. This paper discussed ways that facilitators can apply and manage innovations in adult educationfor meeting sustainable development goals. These necessary skills border around the goals of sustainable development.

Plainly, adult and non-formal education will keep on flourishing as long as there is general public, disparity and imbalance, social unfairness, hardship and disregard of any portion of the populace; because these are obviously the problems that prevent sustainable development in a particular society. This rightly means that, where there is problem, the solution becomes appreciated. Adult and Non-formal education is a formidable solution to many social problems that hamper development.

Suggestions

Based on the discussions so far, the following are hereby suggested:

1. Facilitators should develop innovative training programmes that will integrate theory and practice to enable collaborative and participatory learning, address the personal values of the adult learners, and show greater concern for adult education's social and political role towards sustainable development;

2. There should be more financial resources allocated to adult education programmes. This will make it more

accessible for a large portion of the population;

3. Action should be aimed at developing awareness-raising activities and learning options suited to the needs, of adult learners;

4. Demonstrating societal interest in including groups of individuals, activities in different settings, and by adopting approaches that help to overcome traditional fears in adult learners.

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