Faculty ICT Coordinator,

From the SelectedWorks of Dr Williams Emeka Obiozor

January 17, 2013

TRAINING OF VILLAGE EDUCATION COMMITTEES, CBOS, NGOS ON ADULT LITERACY CENTER ADVOCACY: METHODOLOGY FOR EFFECTIVE NFE SUPERVISION"

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Available at: https://works.bepress.com/drwilliams_obiozor/27/
PROJECT:
CAPACITY DEVELOPMENT OF VECs, CBOS, NGOS, & TOWN ASSOCIATION MEMBERS IN SUPERVISION/MONITORING OF NFE CENTERS IN THE 3 SENATORIAL ZONES OF ANAMBRA STATE...

ORGANIZED BY
AGENCY FOR ADULT & NON-FORMAL EDUCATION IN COLLABORATION WITH MINISTRY OF ECONOMIC PLANNING & BUDGET (UNICEF GCCC), ANAMBRA STATE

NFE/COMMUNITY ORGANIZATIONS & PARTICIPATION & CD

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Introduction

- Trainer & Participants mingle!

• About the Trainers

Williams Emeka Obiozor, Ed.D, is a specialist in Adult and Special Education projects. An alumnus of the University of Pittsburgh, Pittsburgh-Pennsylvania; Wilmington University, New Castle-Delaware, USA, and the University of Nigeria; Dr. Obiozor’s research interests include literacy, project management education, leadership and innovation in organizations, ICT and teacher preparation in Africa.

He is also a novelist & motivational speaker on community development affairs. He is the chair, OneStreet Consulting Limited & special consultant to UNESCO, UNICEF, the International Law Institute - Nigeria, African Development Law Centre & Producer/Host, ONESTREET RADIO TALKSHOW on 94.1 UNIZIK FM every Saturday @ 11am.

Dr. Obiozor likes to play tennis, conduct community activities, cook rice & stew, design handmade cards, meet new people & travel to new places.

Dr Adebola is a lecturer at the Department of Adult Education, UNIZIK

• What about YOU?
THINK
BEFORE YOU SPEAK

T - Is it True?
H - Is it Helpful?
I - Is it Inspiring?
N - Is it Necessary?
K - Is it Kind?

If it is none of these things, is it really worth saying???? Think about it......
Intro Activity
“Committed CBOs, VECs, NGOs & TAMs don’t jump out of a box as a pre-made community development experts, coordinators, managers, directors or leaders!”

REACT
DISCUSS & SHARE your IDEAS & OPINIONS on the STATEMENT...

Is supervision and monitoring of community programs necessary?
Why NFE Supervision & Monitoring?

• Monitoring & Supervision is a collective responsibility which demands the participation of all major stakeholders in education.

Anambra State – The Data

• 177 autonomous communities
• 177 town unions
• 551 Center Based Organizations (CBOs)
• 25 NGOs
• Stakeholders – VECs, CBOs, NGOs, Town Associations, Communities.
Getting to Know Our 21st Century adult PARTICIPANTS

• Our approach to the adult participation must be designed with a clear understanding of:
  - Who our adult participants are;
  - Their felt needs & individual/collective goals;
  - Their patterns of participation and level of contributions to community development,
  - And their expectations.

How can we ensure that all adult learners experience coherent and engaging Non-Formal Education?
Changing adult PARTICIPANT Profiles

• Advanced knowledge - whether general or specialized in character;
• The ability to apply this to practical situations;
• A range of social or communication skills which will allow him or her to function in an increasing global world. These will include capacities in:

✧ relationship-building
✧ persuasion
✧ self-management skills
✧ leadership and co-ordination abilities
✧ an adequate degree of business acumen
✧ English /PIDGIN language competence.
Community Development (CD) is a broad term applied to the practices and academic disciplines of civic leaders, activists, involved citizens and professionals to improve various aspects of local communities.

Community development seeks to empower individuals and groups of people by providing them with the skills they need to effect change in their own communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.
Community Development Approaches

CD practitioners have over many years developed a range of skills and approaches for working within local communities and in particular with disadvantaged people.

- Less formal educational methods
- Community organizing
- Group work skills.

The Strategic Goal
The mobilization of the people power to affect social change, alleviate poverty and usher a better life in the community.
Community Development Approaches

• Community development approaches are recognized internationally. These methods and approaches have been acknowledged as significant for local social, economic, cultural, environmental and political development by such organisations as the UN, WHO, World Bank, Council of Europe, UNICEF & EU, etc.
ADULT MOTIVATION TO LEARN & PARTICIPATE in COMMUNITY PROGRAMMES & PROJECTS:

- Adults need to know the reason for learning something
  - *(Need to Know)*
- Experience (including error) provides the basis for learning activities
  - *(Foundation)*.
- Adults need to be responsible for their decisions on education; involvement in the planning and evaluation of their instruction
  - *(Self-concept)*.
- Adults are most interested in learning subjects having immediate relevance to their work and/or personal lives
  - *(Readiness)*.
- Adult learning is problem-centered rather than content-oriented
  - *(Orientation)*.
- Adults respond better to internal versus external motivators
  - *(Motivation)*.
Establishment of NFE Centers

• Strong emphasis placed on NFE was prompted by *Education for All by 2015*

• Adult and non-formal education occupies a pride of place in the National Policy of Education (2004), which describes adult and non-formal education as all forms functional education given to youths and adults outside the formal school system.
The Concept of Non-Formal Education

• Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s.

• It can be seen as related to the concepts of recurrent and lifelong learning.

• Tight (1996: 68) suggests that whereas the latter concepts have to do with the extension of education and learning throughout life, non-formal education is about 'acknowledging the importance of education, learning and training which takes place outside recognized educational institutions'.

• Fordham (1993) suggests that in the 1970s, four characteristics came be associated with non-formal education:
The Concept of NON-FORMAL EDUCATION

Non-Formal Education was introduced in our society to fill the gap created by the highly structured formal school system in developed and developing nations. In these nations, non-formal education programmes were designed with specific target groups in mind, such as the dropout, illiterates, rural men and women, farmers, artisans, low income workers and other disadvantaged groups.

NFE provide knowledge, skills, values and attitudes required by human beings (youths and adults alike) to be able to survive, develop their full capacities to participate fully in development and improve the quality of their lives.
NFE - Four Characteristics:

• Relevance to the needs of disadvantaged groups.
• Concern with specific categories of person.
• A focus on clearly defined purposes.
• Flexibility in organization and methods.
## DIFFERENCES B/W FORMAL & NON-FORMAL EDUCATION

(Adapted by Fordham 1993 from Simkins 1977: 12-15)

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<thead>
<tr>
<th></th>
<th>formal</th>
<th>non-formal</th>
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</thead>
<tbody>
<tr>
<td><strong>purposes</strong></td>
<td>Long-term &amp; general</td>
<td>Short-term &amp; specific</td>
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<td></td>
<td>Credential-based</td>
<td>Non-credential-based</td>
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<tr>
<td><strong>timing</strong></td>
<td>long cycle / preparatory / full-time</td>
<td>short cycle / recurrent / part-time</td>
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<tr>
<td><strong>content</strong></td>
<td>standardized / input centred</td>
<td>individualized / output centred</td>
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Ideal-type models of normal and non-formal education

|                    | institution-based, isolated from environment.                          | environment-based, community related.   |
|                    | rigidly structured, teacher-centred and resource intensive             | flexible, learner-centred and resource saving |

| control            | external / hierarchical                                               | self-governing / democratic             |
Agency for Adult and Non-Formal Education

- **Assumed VISION**
  Eradication of illiteracy and poverty alleviation for national development

- **MISSION**
  To initiate policies, develop and disseminate teaching strategies and coordinate, monitor and standardize the implementation of mass literacy delivery through networking and forging delivery through Local and international stakeholders for the purpose of achieving EFA goals.
Assumed ROLES

**Functions**

- Organization and implementation of Basic and Post literacy Programmes.
- Organization and implementation of Continuing Education Programmes.
- Supervision, monitoring and regulation of the operations of Private CECs.
- Establishment, supervision and monitoring of Functional/Vocational Centres.
- Implementation of Early Child Care Development Programme.
- Training of Adult Literacy Instructors.
- Development of literacy curriculum and preparation of annual estimates.
- Development of literacy curriculum and preparation of annual estimates.
- Literacy delivery through Literacy-by-Radio.
Group Activity

The Challenges:

VECs, CBOs, NGOs, & TOWN ASSOCIATION MEMBERS IN SUPERVISION/MONITORING OF NFE CENTERS
## TYPES OF ADULT & NON-FORMAL EDUCATION/AGENCIES

<table>
<thead>
<tr>
<th>Basic literacy</th>
<th>✅ Literacy for the Blind</th>
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<tbody>
<tr>
<td>Post literacy</td>
<td>✅ Workers ‘Education</td>
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<tr>
<td>Women Education</td>
<td>✅ Vocational Education</td>
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<tr>
<td>Functional literacy</td>
<td>✅ Literacy for the Disabled</td>
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<tr>
<td>Nomadic Education</td>
<td>✅ Prison Education OR</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>✅ Probate Education</td>
</tr>
<tr>
<td>Quranic Integrated Education</td>
<td>✅ Extension Education</td>
</tr>
</tbody>
</table>
These programmes are offered in the various states under the supervision of the State Agencies for Adult & Non-Formal Education. The open apprenticeship scheme, operating in the informal sector, complements with the requisite income-generating vocational skills that are targeted at eradicating poverty.
NFE Sponsors and providers

- Ministries,
- Donor Agencies,
- NGOs,
- CBOs,
- VECs,
- Faith-based,
- Development Associations (DAs),
- Market women and
- Universities.
Why NFE Supervision & Monitoring?

• Supervision is the act of inspecting schools/learning centers to check their activities and give corrective measures that will help develop facilitators’ industrial skills (Adamoechi & Romaine, 2000).
MONITORING

• Closely related to supervision
• Synonymous with internal audit
• Aimed at consistently evaluating the performance of organization, staff, projects, activities and programmes.
Why the Monitoring & Supervision of NFE Centers

Despite the heightened awareness occasioned by the massive mobilization efforts ....

- Lack of access to adult education programmes for many adults
- Some communities not having access
- Participation is restricted on grounds of non-functional programme offerings and poor instructional guidelines
- Other factors including age & disability issues,
- Unsuitable programme schedule,
- Irrelevant curriculum & programmes,
- Participant or facilitator’s lack of interest,
- Availability of facilities and resources
- Instructional strategies – planning, implementation and results
- Family issues hindering acceptance of NFE activities – e.g. ill health and husband’s refusal (among the women)
- Thus, supervisors & monitors work to ensure that adults have access to adult and non-formal education programmes, achieve desired goal set by the Agency, etc.
- Outcomes of the programme/benefits to participants (Program Evaluation)
GROUP ACTIVITY

BRAINSTORM ON THIS....!

• What can CBOs, NGOs, & TOWN ASSOCIATION MEMBERS do in their Communities to improve Adult Education enrollment and NFE CENTERS?

Work in Groups & submit your Opinions and Resolutions??
VECs, CBOs, NGOs, & TAs

- Set of values & practices which plays a special role in overcoming poverty and the disadvantaged.
- Knitting society together at grassroots and deepening democracy.
- Occupational standards and Experience
- Produce active citizens who use CD techniques on a voluntary basis
- Community development worker in a local authority and has a way of working with communities
- Motivate and mobilize community resources for better livelihood and self actualization
- Key purpose is to build communities based on justice, equality and mutual respect.
Involves changing the relationships between ordinary people and people in positions of power, so that everyone can take part in the issues that affect their lives.

Have wealth of knowledge and experience which, if used in creative ways, can be channeled into collective action to achieve the communities’ desired goals.

Work alongside people in communities to help build relationships with key people and organizations and to identify common concerns.

They create opportunities for the community to learn new skills and, by enabling people to act together, community development practitioners help to foster social inclusion and equality.
Use a number of different approaches to community development—Examples:

- Community economic development (CED)
- Community capacity building
- Social capital formation
- Political participatory development
- Non violent direct action
- Ecologically sustainable development
- Asset-based community development
- Faith-based community development
Cont’d.

VECs, CBOs, NGOs, & TOWN ASSOCIATION MEMBERS

- Community practical social work
- Community-based participatory research (CBPR)
- Community mobilization
- Community empowerment
- Community participation
- Participatory planning including community-based planning (CBP)
- Community-driven development (CDD); and approaches to funding communities directly.
*Responsible for ensuring that the Agency/government policy formulation, planning, evaluation and execution of plans and initiating legislative measures relating to non-formal education programmes and projects are carried out at the NFE Centers.
GROUP ACTIVITY

- **ACTIVITY ON THE EXPERIENCE OF ADULT PARTICIPANTS:**
  “Experience of adult participant seems to be a very good resource for community development”.

- **In your group,**

a. Identify case(s), in a community context of adult participants, in which experiences of adults are useful to project management, supervision and monitoring.

b. Are there any case(s) in which experience may not be as "useful" and perhaps experience could be a barrier to community participation?
Facilitating adult learners to learn effectively:

... one of the strengths of being a good supervisor/monitor is to know the tutors/adults well, rather than acting like being superior to them.

Supervisor understands the motivations of the NFE staff/adult learners and their learning needs very well, because he himself "has walked through the same path" -- in the past and now.
Trivia stuff

Tune into UNIZIK Radio
94.1 FM
Listen to ONESTREET RADIO TALKSHOW
with Dr. Will & Friends
Every Saturday @ 11:00AM
(What’s in it for me?)
“Lovelines & Lifelines”

Seyi - presenter

Dr. Will - Host

Adaugo - presenter
Development of learning materials

• WHAT WORKS FOR YOU?

• CHECK OUT THE NAIJA PRIMERS.....

• BY LITERACY INTERNATIONAL, USA.

• GROUP ACTIVITY

• REVIEW OF LOCAL NIGERIA PRIMER ON PIDGIN LANGUAGE...
REFLECTIONS OF A SUPERVISOR IN ADULT & NFE PROGRAMMES

• TESTIMONIES......

• Facilitators & Supervisors

• Share your ROLES, experiences and challenges....

• let’s proffer solutions...
Why is M & S planning for andragogy programs necessary?

• Planning a supervisory/monitoring activity for adult & NFE Centers is a package of investigative/learning activities for retention and application of knowledge and skills for the improvement of the quality of NFE activities.
Guiding Questions For This Module

• Please discuss the following:

1. What do you understand about planning, monitoring, supervision & evaluating andragogy programme for NFE Centers?
2. What are the goals and objectives of planning andragogy?
3. What is monitoring and supervision of andragogy programmes?
4. What are the different forms of monitoring and supervision?
5. What type of information system is necessary for monitoring andragogy & NFE programme?
6. How will you involve adult & NFE Centers in the monitoring and supervision exercises?
**MONITORING & SUPERVISION**

- The systematic and continual process of collection and analysis of information about a piece of work is called monitoring.

- Monitoring is of several types and is done at different time intervals, such as, monthly, bimonthly, quarterly or annually.
Monitoring & Supervision

- It is done to assess the progress of the programme and provide inputs whenever necessary.

- It is a systematic way of collecting and analysing information related to the implementation of the programme in order to provide continuous improvements.

Evaluation is another essential component of the planning exercise.
**Evaluation – M & S**

- It gives a comparison between the real results and the expected outcomes of a curriculum, plan, project or activity and is vitally important for the success of any NFE programme.

- Required to provide direction to the training, to ensure optimum utilisation of resources, to facilitate smooth management, to reduce risk of failure and time wastage, to ensure people’s active participation and proper coordination & supervision.
• In order for a programme to be sustainable, different management structures must be in place, including planning, implementation, monitoring and evaluation.

Group EXERCISE
Based on your past experience, can you give an example of how careful planning was conducted in any other programme with which you were associated?
Key M & S planning questions:

1. What kind of supervision and monitoring will be undertaken?
2. What are the goals and objectives of training programme for NFE Centers?
3. What is the target group/NFE participants – male or female, youth, adults or older people, etc.
4. Where do they come from – rural or urban?
5. What are the specific activities to be undertaken?
6. Which organisations/personnel will be responsible in undertaking these activities?
7. When are these activities to be undertaken?
8. What problems may arise in connection with the activities?
9. What measures may be adopted to cope with these identified problems?
10. How are the data stored, recorded and retrieved?
11. What logistics should be kept in mind?
12. What resources – human, material and financial – will be required for smooth administration?
13. Who will provide these resources?
14. What mechanism would you require for networking with other NFE centers?
15. What are the resource mobilisation strategies?
16. What targets and objectives will be achieved?
17. How will these activities be evaluated via M & S?
18. What gender issues at the community might relate to the training activities of the NFE Centers?
Steps in planning the implementation of an NFE Programme (Challenge to M & S)

a. Integration with National Policy
It is essential to plan training/S & M activities as a part of the planning for NFE programmes in the state so that it is integrated with the national policy.

b. Curriculum
- Planning for curriculum development includes identifying the main objectives of curriculum design and addressing some of the following concerns:
  - Which agencies/organisations would be responsible for developing the curriculum?
  - How would the curriculum content be determined?
  - How would it be designed?
c. Materials

- Materials form one of the core planning components in the implementation of a training programme.

The following aspects should be kept in mind regarding materials for the NFE programme:
- Learner’s needs and interests
- Types of materials required
- Content of the materials
- Quality of the materials required
- Delivery mechanisms of materials

d. Personnel

The training programme for NFE requires many types of personnel, some with specialised knowledge and skills.

The following aspects should be considered:
- Type and level of personnel required.
- Number of personnel required.
- Availability of personnel (whether full-time or part-time, or a volunteer)
e. Orientation of Personnel

Planning for personnel orientation includes the following aspects:

• Objectives
• Who will conduct the training
• Nature of the participants
• Physical infrastructure and logistics
• Duration of the course
• Training follow-up and evaluation systems

f. Delivery mechanisms

To identify the right delivery mechanism poses difficulties but it is very necessary for the success of the orientation programme.

Some delivery mechanisms that can be effectively used are:

• Contact sessions such as classroom sessions
• Distance learning
• Correspondence courses
• Self-learning
• Group activities
While planning, it is necessary to identify the following:

- **Nature of delivery mechanisms**
- **Infrastructure, logistics and resources needed**
- **Nature of support structures that are needed**

- **g. Finance/Budgeting**
- It is very important to have a budget when planning for a training programme for NFE centers.
- This is to ensure that adequate resources are obtained and spent according to plan.
The following aspects should be kept in mind while M & S planning a budget:

- Cost of materials required
- Cost of training
- Cost of facilities and their maintenance
- Personnel cost
- Cost of supervision
- Cost of monitoring and evaluation
- Sources of funding and budgeting
- Availability of local resources
- Ways of mobilising resources
h. Monitoring and evaluation

• In many programmes, monitoring and evaluation are often not given adequate attention.

The following questions should be answered in planning for evaluation and monitoring procedures:

• Who will conduct monitoring and evaluation?
• What are the criteria for monitoring and evaluation?
• How will the information be collected?
• How will the information be utilised for the effective implementation of programmes?
• How will the information be shared?
i. Contingency planning

In any training programme, there are unforeseen problems that might arise. Some of them might adversely affect the overall success of the programme.

For example, what would happen if a facilitator resigns from his/her job in the middle of the training?

• This could be a major disruption in the programme. Have you planned substitute/additional facilitators?

The questions that should be asked in contingency planning are:
1. What problems are anticipated?
2. What preparations could be made to prevent the problems?
LAST LAP....!

Conduct a Summative Evaluation

- Finally, after your monitoring and supervision activity have been completed, it’s time to carry out the final phase... i.e. to ensure you reached your target goal. The best method is to employ a summative evaluation process.

- A summative evaluation is a method of judging the worth of a programme at the end of the programme activities (summation).

  THE FOCUS IS ON THE OUTCOME OF YOUR ACTIVITY.
REFERENCES

QUESTIONS???

THANK YOU

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