

**EVALUATION OF THE ENROLMENT AND RETENTION
STRATEGIES OF MASALLACI NATIONAL MODEL ADULT
EDUCATION CENTRE, KANO, NIGERIA, 2007-2017**

BY

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ABSTRACT

Literacy centres are established to provide a second chance at the acquisition of skills essential for personal and national development. However, virtually all literacy centres in Nigeria are faced with the problems of enrolment and retention, due to the characteristics of adult learners. Nevertheless, the Masallaci National Model Adult Education Centre (MNMAEC), Kano has managed to sustain high levels of learners' enrolment and retention for over 50 years. Previous studies have focused largely on funding, instructional methods, and learner and facilitator factors with little emphasis on enrolment and retention strategies as they relate to the success story of MNMAEC. This study, therefore, was carried out to evaluate the enrolment and retention strategies of MNMAEC between 2007 and 2017 being a period that witnessed insurgencies in some parts of the North, with a view to ascertaining its enrolment, attrition rates and time-to-completion of its programmes. Its adopted enrolment, retention and teaching strategies were also determined.

The Stake's Countenance Model provided the framework, while the survey design of the *ex-post facto* type was used. The seven existing programmes in the centre were enumerated, while the proportional to size sampling technique was adopted to select 50% of the learners in each programme; making a total of 1018 learners. The 67 staff were enumerated. The instruments used were MNMAEC Programme Evaluation Questionnaire ($r=0.82$), and Enrolment ($r=0.71$) and Retention ($r=0.87$) strategies scales. These were complemented with official records. A focus group discussion was held with learners, while key informant interview sessions were held with staff (4) and the proprietor. Quantitative data were analysed using percentages and Pearson's product moment correlation at 0.05 level of significance, while qualitative data were content-analysed.

Participants were mostly males (86.8%) and married (52.4%), aged 22.5 ± 2.30 years. They were traders (25.4%), civil servants (22.7%), artisans (21.3%) and farmers (11.0%). The mean enrolments of MNMAEC between 2007 and 2017 were $\bar{x}=236.5$ (Basic Literacy-BL), $\bar{x}=432.6$ (Post Literacy-PL) $\bar{x}=304$ (Intermediate-Int), $\bar{x}=152.9$ (Vocational-VOC), $\bar{x}=193.2$ (Remedial-RM), $\bar{x}=42$ (Special Class-SC) and $\bar{x}=16.9$ (Computer-CP). The means for attrition and retention rates were $\bar{x}=13.2$ and $\bar{x}=223.3$ (BL); $\bar{x}=17.4$ and $\bar{x}=415.3$ (PL); $\bar{x}=16.5$ and $\bar{x}=287.4$ (Int); $\bar{x}=13.1$ and $\bar{x}=139.7$ (VOC), $\bar{x}=13.8$ and $\bar{x}=179.4$ (RM); $\bar{x}=5.5$ and $\bar{x}=36.5$ (SC) and $\bar{x}=3.1$ and $\bar{x}=13.8$ (CP). The completion periods for the programmes were 4 months (CP), 6 months (BL), 9 months (VOC), 1 year (RM), 2 years (PL and Int), and $2\frac{1}{2}$ years (SC). The use of religious/community/opinion leaders (94.4%), face-to-face contact (93.1%) and visits to worship centres (91.1%) were adopted enrolment strategies. Relevant learning materials (98.3%), motivating teaching methods (96.7%) and friendly instructors (90.1%) were retention strategies. Discussion (91.1%), demonstration (90.5%) and explanation (90.3%) were effective teaching strategies. However, lack of adequately trained facilitators, finance and low remuneration for facilitators were challenges faced by MNMAEC.

The Masallaci National Model Adult Education centres, during the crisis period between 2007 and 2017, engaged opinion leaders in enrolment, and used relevant materials and interactive teaching to retain learners.

Keywords: Adult and non-formal education programmes, Literacy education in Nigeria, Adult learners in Kano State

Word count: 483

CERTIFICATION

I certify that this research was carried out by Ruth Joshua MAGAJI (Matric. No. 59514) in the Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria, under my supervision.

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DEDICATION

This thesis work is dedicated to the memory of the following: my husband, Rev. Joshua Batuk Magaji, my parents, Hadiza and Gyet [Lima] Kotty Shabung, my brothers, Joshua and Dogara GyetKotty, my guardian, Mr. Dauda Danbaki and my son, Isuwa James.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adult education focuses on the development of skills in adults and providing them with opportunity to reach their full potential. It aims at creating a learning society where life-long education is a cherished goal. Adult education differs from child education; it is a practice that makes adults get engaged in sustainable self-education activities in order to gain new forms of knowledge, attitudes, skills and values. It allows to participate in organized activities that can help to facilitate their learning and understanding. Throughout life, every individual is required to his skills, knowledge, abilities and attitudes. UNESCO (2015) identify three major areas of skills and learning for adults, equipping adults with literacy basic skills, providing adults with continuous training and professional development and promotion of personal and professional development. This support and helps adults to be more actively engaged in their communities and societies.

Literacy education, one of the core areas in adult education is the ability to read and write short and simple sentences with understanding and ability to make simple arithmetic calculations in everyday life. UNESCO (2018) opine that literacy is the ability to identify, create, interpret, communicate, understand and compute printed as well as written materials in various context. Literacy involves a continuum of learning that enables individuals to develop knowledge and potentials to participate fully in their community and wider society. Literacy education is important because it develops an individual who in turn contributes to the development of the society. Literacy education enables an adult to understand the vital national problems and develops an attitude that will enable him to effectively participate in social and political life of the nation. A healthy society is a result of healthy and literate individuals' therefore, literacy is necessary for the development of the individual which transcends to the development of the nation. The importance of literacy therefore cannot be overemphasized because of its role in sustainable development.

The importance of literacy cannot be over-emphasised because it is seen as the starting point of any sustainable development. The realisation of the importance of literacy for the attainment of sustainable development has led to a wide paradigm shift in contemporary literacy. In 1962, literacy was popularly accepted as the acquisition of essential knowledge and skills, particularly in reading, writing and arithmetic, which enable individuals to engage in those activities continually in which these are required for collective functioning (Olomukoro, 2012; Adamu, 2012). Omolewa (1981) asserts that it is never in doubt that development is possible only with the acquisition of literacy and that it is not just a coincidence that all economically and technologically advanced nations are also with high literacy rate. This assertion emphasises the importance of literacy to development, when an individual is able to function as a literate in his professional and social life. Literacy prepares an individual for civic, social and economic roles beyond just reading and writing (Grossman, 2012; Boughto, 2010).

Literature over the years have established the fact that literacy is not an end itself but a means to achieving many ends (Zubairu, 2012). Today, there is a serious rethinking of the concept of literacy, it has ceased to be merely about possessing the basic skills of reading, writing and arithmetic but about providing individuals with the capabilities for understanding their lives and social environment as well as equipping them with problem-solving skills and a foundation for the acquisition of human capital development. It remains the core skill and competence for building societies worldwide especially in Africa (Omolewa, 2015). Not only does literacy aid social change, it also removes passiveness and ignorance while opening the minds of the people thereby making them active participants in the process of development (Haladu, 2006). Literacy education has the capacity and credibility to bring about peace building in a society like ours. This is because adult education is dynamic and can provide economic, political, social, healthcare and vocational learning both on short and long term bases (Adelore, 2008).

Literacy fosters cultural awakening, minimises all forms of prejudices and enhances civil responsibility. A literate and well-informed citizenry is an anchor for progress, and a pillar of civilisation and development polity (Moda, 2002). The importance of adult literacy to Nigeria's development has long been appreciated and adequately documented. For instance, since 1946, successive governments in Nigeria have made

several attempts at eradicating the scourge of adult literacy (Haladu, 2006; John, 2005).

It is commonly and universally accepted as a basic human right issue and a lifelong learning process that serves as a catalyst for development in all spheres of human life. Literacy is a basic tool for the advancement of rights and privileges, and indeed the soul of all education and the foundation of a happy life (UNESCO, 2012). In recognition of the importance of literacy, governments around the world and international organisations are making concerted efforts to ensure that people become literate (Carr-Hill, 2012). This can be seen in the goal 4 Education For All (EFA) which is “achieving a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults”. As well as the Millennium Development Goals (MDGs) goal 2 of “achieving universal primary education” and recently the Sustainable Development Goals (SDGs) goal 4 of “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all”. This shows the importance of literacy to individual and national development. Despite the importance of literacy, the various efforts that have been made towards the provision of adult literacy education in Nigeria have not yielded the much desired aim of reducing illiteracy rate of Nigerians. This is because millions of Nigerians are still non-literates (Abubakar, 2010). This trend is attributed to the constant collapse of literacy centres soon after they are established (Tukur and Oyelakin, 2016). The society is today witnessing changes in all spheres of life noted in economic, political, cultural, social and technology. Education, formal or non-formal is considered as an instrument for change and societal development (Adelore and Olomukoro, 2015).

To achieve the objectives of literacy, literacy centres were established to train adults who did not have opportunity to go to school and provide a second chance to dropouts. However, attracting and retaining adult learners is an enduring effort for providers of literacy in Nigeria. The problem of low enrolment and high attrition in literacy programmes in Nigeria have been attributed to many factors related to literacy providers and government including adult learners themselves who often affected by situational factors beyond their control such as job, health, finance, legal, personal or family challenges (Obeka, 2007; Ogbu and Bukar, 2012; Akintayo, 2012). Likewise,

dispositional factors such as expectations, self-esteem, level of family support and past educational experience, can be barriers to participation (Haladu, 2006). Regardless, of the attributable factors, one thing is certain; the adult learners must be able to combine their competitive time schedules with the demands of attending literacy classes. They must be able to manage their time between literacy class attendance and other aspects of life generally.

One other major factor militating against the success of literacy education programmes has been inadequate or insufficient supply of funds. Indabawa (1996) observes, whereas the economic fortunes of government has been on the decline, the competition for scarce resources has become more and more intensified. As always the case, education and health are usually the first victims of social expenditure cuts by governments in times of financial trouble. Hence, dwindling resources, coupled with a lack of political will, result in poor treatment of adult education as the “poor cousin” in the educational family line (Haladu, 2006).

Another factor making it difficult for adult literacy programmes to succeed is the practice of leaving such responsibilities to government alone. The few cases of NGOs or even individual voluntary participation in providing literacy education usually face the problem of funding; condition which has reduced the impact of such efforts (Ulrike, 2015; Central Intelligence Agency, 2016). Haladu (2006) opines that other reasons include the adoption of poor implementation strategies by providers of mass literacy programmes and lukewarm attitude on the part of the learners themselves. Laoye (1999) however, believes that learners are confronted with the problem of lack of support from other sources coupled with the multifarious demands on their time and energies; make it difficult for them to persist.

Enrolment strategies are important for the sustenance and continuity of literacy centres because without good enrolment rate, literacy centres will not exist. There are different strategies which can be used for enrolment at literacy centres, some of them include: use of the people’s leaders, community meetings, door to door mobilisation, rallies, posters, distribution of handbills, telephone calls, and so on. Hope (2006) in Ulrike (2015) identifies four strategies to improve enrolment of adult learners; accelerated confidence, engagement of faculty to foster buy-in, strengthening

competence base and prior learning and developing system wide transfer policies and procedures. Other ways to improving enrolment are to initiate guidance and counselling programmes and improve the economic activities of the learners. According to Karki (2014), enrolment process begins with promotional information; prompt response to initial contact, provision of details by phone, print or local information session, effective follow-up on initial contacts, pre-enrolment exercise to assess learners' competence and grouping of learners into learning groups by competencies.

Adult learners are goal-oriented, therefore, to sustain their interest and motivate them to enrol, persist and complete their programmes proper retention strategies must be put in place. Some of these retention strategies include: learning environment must be conducive, the learning materials must be relevant and available, the programme should be flexible and promote personal advancement, income generating skills and opportunity for academic advancement (Bakare, 2010). Laoye (1999) submits that if clientele must persist at literacy centres, literacy programmes should be made functional by including courses like hygiene, domestic economy, child care and sewing. The functionality of literacy is emphasised here because learners may dropout if they are not satisfied with the retention strategies or are not motivated to stay on the programme.

Teaching methods adopted at literacy centres also play important role in motivating learners to persist and complete their programmes. There are different methods to teaching adults depending on the type and nature of the programme. Among these methods of teaching adult is discussion, tutorials, demonstration, field trips, role play, simulation, seminars and workshops, and so on (Jarvis, 2010). Another important literacy method is Freire's (Freire, 1985) notion of Conscientisation and dialogue. This involves the awakening of the consciousness of adults about realities of their society even as they are taught how to read and write. To Freire, once an individual understands a challenge and recognises the possibilities of a response, the person action will correspond with his understanding. Therefore, critical understanding of situations leads to critical action (Freire, 1970). This type of teaching is not forced on learning from the top but occurs in a shared investigation or a problem raising situation between instructor and learners. Conscientisation of the minds of the people

is an important method of adult literacy delivery. This is done by talking to individuals and appealing to their hearts (Ojokheta, 2007). Other methods of teaching adults are discussion, demonstration, mentoring, simulation, explanation, seminars and workshops, tutorials, field trips, role play and so on. When proper teaching methods are employed learners tend to be motivated to stay.

Privately owned adult literacy centres were established at different times to uplift the literacy status of Nigerians. In Kano for example, some are still functional even though they may not have the much desired response. Some privately owned adult literacy centres in Kano include: Adolescent Health and Information Project (AHIP), Al-Hayat Non-Formal and Vocational Education Centre, Jammaje English Centre, Ibadurrahman Adult Education Centre and M.M. Haruna Academy. All these have the main objective to eradicate illiteracy among the citizens but whether the objective is met is a big question because they do not appear to function as expected. Most adult literacy centres collapse due to two serious problems: low enrolment and learner attrition. This ugly state of affairs in adult literacy delivery in Nigeria has made achievement of the goals of literacy very difficult; this has created concerns among stakeholders and raised the salient question of: why is it that adults do not enrol for and those that enrol, why do they not stay to complete their programmes? Currently, there is low patronage of adult literacy programmes in Nigeria which is not supposed to be. The programme that once thrived is now doing very badly. It has become low-keyed, ineffective and characterised by low enrolment, poor participation and high dropout rate (UNESCO, 2015).

The various efforts that have been made for adult literacy education in Nigeria have not yielded the much desired goals of reducing illiteracy level of Nigerians. This is because most literacy centres collapse almost as soon as they are established. The persistent problems are low enrolment rate and learners attrition. The few learners that enrol do not stay to complete their programmes but drop-out of the programmes (Tukur and Oyelakin, 2016).

However, the 'Masallaci' National Model Adult Education Centre, Kano has defied all problems and is thriving very well with large learners' enrolment as well as large number of learners' retention and persistence to complete their programmes. The

Centre started in June 1967 as a voluntary literacy class with three learners and the founder GarbaBabanladiShettima as the sole instructor with the aim of making adults able to read and write. The number increased and the upsurge intakes demonstrated the triumph of the Centre and extension classes were then opened at different locations of the city. According to records, between 1967 and 2007, about 230,000 male and female adults as well as youths had benefited from the Centre's programmes. Even though some learners dropped out along the line, participants at the Masallaci Centre completed and proceeded further to acquire different educational qualifications like G.C.E and "A" levels, Teachers Grade II, N.C.E, diploma and degrees. The Centre is reported to be a model of literacy provision throughout Nigeria; and it has been acclaimed internationally though not without challenges as revealed by a SWOT analysis of the Centre. (See Appendix I) The Centre has been able to surmount the problems and is still thriving.

The Centre was established to help adults to learn how to read and write. The proprietor revealed that his love for literacy and anger for the illiteracy rate of his people pushed him to establish the Centre. He was determined to make his people literate, seeing that majority of the people could not function well in the society. In his words "my love for my people and education has been my driving force from inception till now." The Centre has produced professors, Ph.D holders, Masters and degree holders in various fields of endeavours such as Engineers, medical doctors, civil servants, politicians, business men and women as well as vocational skills. A visit to the Centre when in session is amazing to learners trooping in their numbers on foot, bicycles, motor cycles and cars all heading to the Centre. The Centre is indeed mind blowing as learners even sit on bare floor in some cases without complaints or remorse.

The Masallaci National Model Adult Education Centre (MNMAEC) has been using a primary school where the name of the Centre derived from. Primary school pupils come in the morning and the Centre's programmes hold 4pm to 10pm daily. The question among adult education practitioners in Nigeria is what makes the MNMAEC to thrive where others fail? Could it be that they have unique enrolment and retention strategies that others have not discovered? What is unique about the enrolment and retention strategies adopted by the Masallaci National Model Adult Education Centre,

Kano? What is the driving force that takes learners to the Centre and makes them persist to complete their programmes? There have been several concern about literacy enrolment and retention generally in Nigeria but there is actually no singular effort to empirically determine why the Masallaci National Model Adult Education Centre, Kano continue to excel while others fail. This was the focus of the study.

1.2 Statement of the Problem

Education is the bedrock of empowerment and development for individuals and the nation. Literacy programmes were developed and implemented with the intention to empower the citizens with basic knowledge, skills, self-confidence and competence which will enable individuals to fully participate in the development programmes of the country. Adult literacy programmes have impact on the learners' self-esteem, empowerment for the achievement of economic, social, cultural and political freedom because literacy is a basic tool for advancement of rights and privileges.

The need to provide adult literacy for all has been a just concern worldwide among national governments and individual donor agencies, non-governmental organizations and individuals. Evidently, in Nigeria, literacy as a component of adult and non-formal education has been designed as an integral part of the education system needed for the acceleration of the developmental process. This explains why the National Policy on Education (2013) and other governmental educational white papers accorded it priority.

Regardless of this, Nigeria as a nation has been unable to meet its target of reducing the illiteracy rate to the barest minimum. This trend has been attributed to problems of inadequate funding, low political commitment and will, inappropriate utilisation of resources and political instability among others. More importantly, like in many other countries, literacy programmes in Nigeria suffer from low enrolment and high rates of attrition. Despite efforts in time, energy and money spent to reduce illiteracy among the citizenry, the inability to sustain literacy programme continue to persist. The general problem of enrolment and attrition of learners at literacy centres across Nigeria has made the attainment of literacy education difficult and illiteracy rate continue to increase instead of decreasing. The literacy centres and programmes that were once vibrant have become low key, characterised by low enrolment rates and high rate of learners' attrition.

However, the general problems of enrolment and attrition of learners, the Masallaci National Model Adult Education Centre, Kano has managed to thrive for over 50 years. The Centre also faces the problems of low enrolment and learners' attrition, these are very minimal. The uniqueness of the Centre has been widely propagated and documented in Nigeria literature on literacy and adult education. But previous studies have focused largely on funding, provision and organisation of literacy by religious organisations, international donors and government with little or no emphasis on the literacy programmes of Masallaci. What makes the Centre to thrive where others fail was the focus of this study. The study therefore evaluated the enrolment and retention strategies of the Masallaci Centre, Kano with a view to determining its uniqueness and effectiveness that may be further adopted in the implementation of literacy programmes across Nigeria.

1.3 Objectives of the Study

The main objective of the study was to evaluate the enrolment and retention strategies of Masallaci National Model Adult Education Centre, Kano with the view to assessing its effectiveness so as to recommend it as a framework for adult literacy delivery in Nigeria. The specific objectives were to:

- i. ascertain the actual enrolment rate at the Centre from 2007-2017,
- ii. ascertain the actual attrition rate at the Centre from 2007-2017,
- iii. ascertain the actual retention rate at the Centre from 2007-2017,
- iv. find out the time frame to – completion of programmes at the Centre,
- v. investigate the strategies used for learners' enrolment at the Centre,
- vi. investigate the strategies used to retain learners at the Centre,
- vii. examine the teaching methods/strategies used at the Centre and
- viii. findout which strategy amongst enrolment strategy, retention strategy and teaching method strategy is most effective at the Centre.

1.4 Research Questions

The following research questions were formulated to stimulate responses

- i. What is the actual enrolment rate at the Centre from 2007-2017?
- ii. What is the actual attrition rate at the Centre from 2007-2017?
- iii. What is the actual retention rate at the Centre from 2007-2017?

- iv. What is the time frame to – completion of programmes at the Centre?
- v. What are the enrolment strategies used at the Centre?
- vi. What are the retention strategies used at the Centre?
- vii. What are the teaching methods/strategies used at the Centre?
- viii. Which of these strategies is the most effective in the enrolment and retention of learners at the Centre: enrolment strategies, retention strategies, and teaching methods/strategies?

1.5 Significance of the Study

The Masallaci National Model Adult Education Centre Kano is an important literacy centre and about the most consistent and thriving centre in Northern Nigeria today if not nationwide. A discovery of how the centre has been able to thrive would be of immense contribution to ensuring sustainability in literacy programmes.

The finding from the study would provide a model for retention of learners in literacy centres in Nigeria. The benefit of this study to the sector is expected to increase the understanding of the problems of enrolment and retention of adult learners and provide information on strategies that will ensure that literacy centres thrive.

The finding from the study would be a model for adult literacy practitioners and stakeholders tasked with reviving the deplorable condition of literacy programmes and centres in Nigeria. It is expected that the study would be useful to researchers, planners, Government and Non-Governmental organizations in planning and executing literacy programmes. The finding from the study will programmes help planners to review the existing policies and curriculum to meet the needs of learners and also motivate facilitators to stay on.

The finding from the study would encourage adult learners and their facilitators to persist and achieve goals and objectives. It would also motivate sponsors of literacy centres to strategize and find ways of motivating learners to persist and complete programmes.

The finding from the study would provide a frame work for policy makers, government, employers of labour, social workers, adult educators on the enrolment and retention strategies at literacy centres.

The finding from the study would serve as a database for further studies in the field of adult literacy education.

The finding from the study would serve as additional literature for researchers in the field of adult literacy education

1.6 Scope of the Study

The study evaluated the enrolment and retention strategies of Masallaci National Model Adult Education Centre, Kano. The study was delimited to Masallaci National Model Adult Education Centre, Kano because the Centre is reputable for its high enrolment and retention of its adult learners. It has been awarded national recognition as the foremost literacy centre in Nigeria by several international donors and the National Mass Education Council. Besides, the study was restricted to evaluating the enrolment and retention strategies adopted by the Centre across the seven programmes, namely; basic literacy, post literacy, intermediate, remedial, computer, vocational training and special needs programmes.

In addition, the study was restricted to a time frame from 2007 to 2017 to enable a reliable coverage of the Centre's activities. Moreover, it would not have been easy to evaluate the enrolment and retention strategies of the Masallaci Centre since inception as a time frame of less than ten years may not be long enough to meaningfully and critically evaluate the centre. It was necessary to study the activities of the centre for that long (11 years) to ascertain the claim of continuous enrolment and retention. Undertaking a study at such a centre from inception to date may be too cumbersome and too large to execute the study, the financial implications and time would not have favoured the researcher.

1.7 Operational Definition of Terms

In order to prevent ambiguity, misconception and misinterpretation, the following terms as used in the study, they are operationally defined as follows:

Attrition: Early leavers at literacy centres, learners that graduate but deliberate reduction in the number of learners attending literacy programs for various reasons by individuals.

Basic literacy: Entry point for learners who want to learn the art of reading and writing and basic arithmetic or numeracy for adults who have never been to school. At Masallaci Centre, it is equivalent to lower primary 1 – 2 and it lasts 26 weeks (6 months).

Computer Programme: Computer classes to teach computer literacy to learners that want to have knowledge of computer, and it lasts 16 weeks (4 months).

Intermediate: When used in the research, it refers to a higher of advanced literacy instruction than basic literacy. It is a build-up on basic literacy with more expectations in reading more fluently, understanding more complex sentences. It commences after post literacy and lasts 104 week (2 years) and equivalent to JSS 1 – SS2.

Enrolment Strategies: Used here refers to the ways and methods used to get learners' attention and ability to convince them to enrol into the literacy centre. It refers to the plans put in place for registration of learners into the centre.

Post Literacy: It refers programme aimed at maintaining and enhancing basic literacy, numeracy and problem solving skills and provides sufficient basic skills which helps the adult to function well in their communities and societies. Post literacy commences immediately after basic literacy skills and lasts for 104 weeks (2 years) and is equivalent to primary 3 – 6.

Remedial: As used in the study, it refers to planned programme as a remedy intended to correct faculty study habit and raise the learners' competences. The remedial programme helps learners to prepare for Senior Secondary Certificate Examinations (SSCE). It builds up confidence after intermediate and last for one year.

Retention Strategies: This refers to deliberate effort made at motivating learners to remain, persist and complete their programmes. What is done and how it's done to sustain the interests of learners to complete programmes.

Special Classes: It refers to literacy programmes intentionally planned with the physically challenged in mind towards helping them to learn despite their disabilities. The programmes are 130 weeks (2 1/2 years).

Vocational Programme: It is a skill acquisition programme for learners not interested in any rigorous educational activity. Trainings are given to them to help them become self-sufficient through trades or small scale means.

Time-to-Completion: This used here refers to the time frame within which each programme is completed. The time frame when a learner is expected to complete his programmes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Several researches have been carried out on some variables used for this study. This chapter therefore examines some relevant literatures. The chapter is devoted to the conceptual review, empirical review, theoretical review and appraisal of literature.

- 2.1 Conceptual Review
 - 2.1.1 The concept of literacy
 - 2.1.2 The concept of enrolment
 - 2.1.3 Enrolment Strategies in literacy programmes
 - 2.1.4 The concept of retention
 - 2.1.5 Retentionstrategies in literacy programmes
 - 2.1.6 Factors that motivate learners to enrol and persist in literacy programmes
 - 2.1.7 General overview of literacy programmes
 - 2.1.8 Literacy efforts in Nigeria
 - 2.1.9 Literacy efforts in Kano
 - 2.1.10 Summary of literacy programmes of Massallaci National Model Adult Education Centre
- 2.2 Empirical Review
- 2.3 Theoretical Review
 - 2.3.1 Evaluation Models
 - 2.3.2 Model for the Study: Stake's Countenance Model
- 2.4 Appraisal of Literature

2.1.1 The Concept of Literacy

UNESCO is at the forefront of global literacy efforts and is committed to keeping literacy high on national and international agendas. There is reference to the uses of literacy and acknowledgement that these changes as technologies change and the use of literacy for the exchange of knowledge constantly evolve side by side with advances in technology(UNESCO, 2013). A literate community is a dynamic community; it exchanges ideas and engages in debates (Cambridge Assessment, 2013). In a report about literacy worldwide, the Organisation for Economic

Cooperation and Development (OECD) (2015) claim that the International Adult Literacy-Survey (IALS) no longer define literacy as an arbitrary standard of reading performance but rather proficiency levels along a continuum denote how well adults use literacy to function in society and economy. The OECD definition of literacy is the ability to understand and employ printed information in daily activities at home, at work and in the society or community to achieve one's goals and to develop one's knowledge and potential (Cambridge Assessment, 2013).

According to Nordquist (2016) Progress in Reading Literacy Study (PIRLS) defines reading ability as the ability to understand and use those written language forms required by society and or valued by the individuals while Programme for International Student Assessment (PISA) defines literacy as understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potentials and to participate in society. Alberta (2010) defines literacy as acquiring, creating, connecting and communicating meaning in a wide variety of contexts. In this plan, traditional approaches to literacy are contrasted with the more complex approach required in the 21st century. Alberta educators agree that it is more important than that we teach and develop a wider set of literacy skills that learners know how to filter, evaluate, and make critical judgments as to the accuracy and ethical use of information they require to function. In a statement of intent 2010-2015, the New Zealand government defining literacy said being literate is the ability to read, write, listen and think creatively. Merriam (2014) submit that the modern term's meaning for being literate has been expanded to include the ability to use language, numbers, images, computers and other basic means to understand, communicate gain useful knowledge and use the dominant symbol systems of a culture. John (2005) simply submits that literacy kills the scourge of poverty and ignorance.

Adelore and Itasanmi (2016) posit that acquisition of literacy skills is necessary for human needs which lead to participation in cultural and social life. Life without literacy is hopeless and insecure because literacy skills help people to cope with challenges and difficulties in life. According to Nordquist (2016) the importance of literacy cannot be over emphasized because it transforms life and is a very potent tool for personal empowerment and a means for social and human development. UNESCO

(2011) affirms that literacy is essential for eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and ensuring sustainable development, peace and democracy. Oxenham (2008) reporting for UNESCO submits that literacy acquisition gives efficiencies to learners in the functioning of their brains and intellects and understanding of information of radio broadcasts of information on health, on avoiding HIV and AIDs, infection or on improving nutrition. He further reiterates that literacy improves memories, ability to use information for judgments and decision making. In summary, literacy develops a more enabled person in the interest of both the learners and society. In relation to the SDGs, benefits of literacy include reduction of poverty and hunger, social and economic development and gender equality and empowering women, reduction of child mortality and improving maternal health, combating HIV and AIDs, malaria and other diseases and ensuring environmental sustainability. Literate adults contribute to the socio-economic and political growth of the country and also improve their welfare and life expectancy (Obeka, 2007; Kenrick, Neuberg, Griskevicius, Berki and Schaller, 2010).

Okedeji (2002) reiterates that literacy promotion and development in the third world should no longer be a subject of debate but literacy education should be seen as indispensable and a major component of all development efforts in every country whose population is still predominantly illiterate. We must aim at wiping out the incidence of illiteracy completely from our society. This is because life in the modern world is dependent on the ability to read and write. Omolewa (2006) did not mince words when he said if we want to conquer poverty, ignorance and disease, we must first conquer illiteracy. Two main reasons that make literacy important are; the links with economic stability and individual well-being self-efficacy and self-esteem. Literacy brings about self-control, goal orientation, self-confidence and self-development. A developed nation is a nation whose adults are literate because they will be relevant and contribute positively to the development of their individual lives as well as the growth and development of the nation (Paiko, 2011; Naude, 2004). Literacy is the ability of a person to function in all the activities in which literacy is required for effective functioning of his community and also for enabling him and the community to continue to use reading, writing and calculation for self and the community's development (UNESCO, 2010). Many writers have upheld the

potency of literacy for individual and societal development. The usefulness of literacy cannot be denied because the neo-literate, if properly instructed and made aware that literacy is a tool for liberation and enriched living will gain confidence and dignity in the society.

UNESCO (2018) submits that literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Montoya (2018) then observed three key features in UNESCO's submission on literacy as follows:

- People use literacy as a means of communication and expression through a variety of media
- Literacy is a practice in particular contexts for particular purpose using specific language
- Literacy involves a continuum of learning measured at different proficient levels.

From the above, literacy can be summarized as the ability to read and write, ability to use language proficiently. It is a continuum of learning which enables individuals to achieve their goals, develop knowledge and potentials and participate fully in their communities and wider society. Sarumi (2011) submits that literacy is the acquisition of skills for reading, writing and arithmetic with global information and skills in the context of lifelong learning. This skill is capable of exposing an individual to fresh ideas, innovation and developments. It is no gain saying that literacy brings about growth and development.

Literacy involves more than just reading, writing and arithmetic. For a nation to be developed socially, economically, politically and all human endeavor, there is need to liberate its citizens from traditional forms of beliefs, attitudes and practices, and literacy education for all is the only way to effect such a positive change in the society (Sarumi 2011). When a nation's population is predominantly literate, development in all facets of life will surface and a lot of benefits accrue to a nation with literate adults. This is because literacy has the ability to enlighten and expand the

consciousness and horizon of citizens, increases the power of thinking and enables them to improve their environment and society.

2.1.2 The Concept of Enrolment

Enrolment is an act of enrolling or registration learners into adult literacy programmes. In the context of this research, enrolment refers to the act of enlisting or enrolling learners into literacy programmes. Learners are accepted for the course of study by enrolling or enlisting at the centre, before they are regarded as learners of the literacy centre. Enrolment of learners into any literacy programme is the starting point for a successful programme implementation. The process of enrolment begins with mobilization of prospective learners or participants if the programme must succeed. To achieve this, UNESCO (2013) explain that facilitators need to employ a variety of community based outreach activities such as education awareness and advocacy campaigns intended to encourage adults to enrol into literacy programmes. Once identified, the potential beneficiaries should be subjected to pre-enrolment assessment exercises aimed at establishing their literacy skills, competencies, needs and future goals. The information derived from this exercise is then used to group learners into appropriate study circles as well as to tailor the study programme to suit their needs and goals (UNESCO, 2013).

It is recognized that non-formal education can make individuals, communities and societies respond to rapidly changing social and economic realities, and that it can contribute to tangible improvements to individual lives and to socio-economic development if proper mobilization is done and the enrolment of learners is effective (UNESCO, 2014). The mobilization and enrolment of learners through awareness campaigns is crucial for the success of all large-scale literacy programmes (Karki, 2014). Furthermore, it is a worthwhile venture to encourage adults to participate in literacy programmes. Adult learners enter adult education programmes to meet their specific needs; therefore, making a commitment to enrol involves a relationship of mutual understanding between the programme and the learners and between the programme planners and would be learners. Adult participation is shaped by access to programme information. Enrolment should therefore be viewed as a multistep process of drawing people into programmes other than motivating them to sign up for a single course (Dantani, 2002). The process of enrolment begins with

promotional information to prompt participants contact; providing details by phone, fliers and inviting potential participants to a local information session (Imhabekhai, 2009; Karki, 2014). Follow up on initial contact is crucial; a study of adults who contacted literacy programme found that most common reasons for not enrolling was not getting a call back (Long, 2001). Ostapchuk (2018) notes that enrolment activities are divided into three major components; community awareness, learner information and learner renewal.

Enrolment is an essential ingredient of a comprehensive plan to develop and maintain learners capable of contributing maximally towards attaining programme objectives (Pemida, 2001). One cannot have the blessing of participating in any literacy programme effectively without being enrolled. It follows therefore that participation at literacy programmes takes learners on one hand and facilitators on the other. Enrolment of learners into literacy programme is the sustaining force and life span of any literacy centre. If for instance a centre does not enrol learners for a number of years, the centre will eventually fold up for lack of continuity this is because enrolment is an essential ingredient of a comprehensive plan to develop and maintain learners and staff capable of contributing maximally towards attaining a centre's objectives (Shittu and Ikara, 2012). For sustainability and effectiveness of literacy education therefore enrolment is very vital. Once enrolment stops, literacy centres equally stop functioning. This explains why MNMAEC has continued to flourish and remains functional for over five decades. This is possible when the life wire of the centre's programmes which is enrolment continues on a regular basis. Graduates of the Masallaci Centre are employed as instructors and supervisors.

Enrolment is an essential aspect of comprehensive plan to develop, maintain, and attain literacy proficiency. Literacy education is usually directed at the non-literate members of the society. Imhabekhai (2009) suggests that since learning activities in literacy classes involve rote learning and memorization, success or proficiency is only ascertained by learners' ability to read, write, compute and use the skills for various purposes. As a result, the complex nature of literacy education makes it mandatory to carefully select participants.

2.1.3 Enrolment Strategies at Literacy Programmes

Enrolment into literacy centres is a necessity if literacy centres and programmes must continue to exist. As a result, appropriate and effective strategies need to be put in place to attract learners to enrol and remain to complete programmes. Survival of literacy centres is entirely dependent on how they are positioned planned and managed to sustain such centres in the current globalization. In a study by Mutali and Messah (2011) on effects of selected marketing communication tools on student enrolment in private universities in Kenya, they report that good public relation, effective advertising, direct marketing and proper selling of self-influenced learners' enrolment.

On enrolment plan for adult learners, Ostapchuk (2018) discusses three major components namely community awareness, learner information and learner renewal.

1. Community Awareness: This involves those activities put in place to create awareness within the community or targeted population to enlighten them on the existence of the literacy centre and its programmes. Such awareness could also be directed to agencies with clientele that may need to be referred to adult literacy centres. Proby, Schultz, Joycox and Ayer (2017) in their Toolkit for successful enrolment and retention of adult learners reiterate that conduct of outreach is very important to create awareness of literacy programmes. To them, developing outreach and having a good plan of marketing the centre's programmes which should appeal to potential clients would involve conveying the importance and benefits of the centre's services and what it takes to participate. Proby, et al (2017) further suggest seven steps for conducting successful outreach.

- i. Identification and definition of targeted population.
- ii. Getting input and suggestion from the community and stakeholders.
- iii. Give appealing names to programmes and emphasise community goals such as reduction of poverty and violence.
- iv. Develop message plans that are cultural based by asking the various cultural groups to develop messages for their groups.
- v. Brochures and fliers to be used should clearly state what clients stand to gain by participating in the programmes. Include requirements and criteria for eligibility for participation in any of the programmes.

- vi. Use the right message by recognizing client's strength; uphold their interest in their quest to improve skills and outcome.
- vii. Ensure that community outreach efforts are maintained over time by participating in community programmes, attending faith-based social hours and other community events.

Pringle and Huisman (2011) suggest other community awareness activities to include;

- i. Making available adult education programmes report and events to interested organisations, agencies and adult educators.
- ii. Regular presentation of programmes at different community's organisations by the supervisors on request and facilitators should be encouraged to provide such opportunities.
- iii. Annual recognition ceremonies should be organised for graduates and attendance to be encouraged so that large attendance is achieved through wide publicity.
- iv. Periodically, articles should be published in newspapers on issues that are related to adult education issues and literacy.

2. Learner Information: This include those activities that are meant to give direct information to potential learners to let them know of the availability of adult education and literacy services offered and to motivate them to attend. By this, sign posts are mounted to announce the centre's location or venue, days and times of classes at prominent places, flyers that contain information about the programme with captivating benefits like employment opportunities, further studies, and referral services which should be given to potential learners through regular school students, agencies and locations that may be likely areas potential learners may come more frequent. Also, relationships should be developed with local churches, mosques and other gatherings where adult education and literacy programmes may be publicized from time to time especially in church bulletins in the bid to encourage church members to attend such programmes as well as mosques to encourage Muslims to attend the programmes as well as activities of other groups and organisations.

3. Learner Orientation: Learner renewal component is an attempt to determine a learner's reason for considering to attend or not to attend. This helps to address

problems of attendance or obstacles to attendance. This component includes activities like having a comprehensive orientation for adult learners to identify factors that may hinder or affect attendance and address them. The learning environment should be considered and be conducive to ensure removal of barriers to attendance. Facilitators are encouraged to develop and have various contacts with those that may stop attending to determine why they stopped attending and if anything can be done to bring them back, encourage, re-admit and re-commit them into the programme and ensure attendance and completion of the programme.

In his own submission, Bryant (2013) suggests nine ways for successful enrolment management:

- a. Do not make projections but set realistic and achievable goals. In doing this, he poses 3 questions that must be answered by any enrolment managers. Do you know them? Do other key personnel know them? Are they supported by everyone?
- b. Identify and secure adequate resources both human and material to meet objectives for enrolment. There is need to know resources needed to reach the goal including cost implication.
- c. Develop enrolment plan annually and also develop a strategic enrolment plan for three to five years ahead to chart a course for what the centre is now and what it will be in 3-5 years' time.
- d. Every time and resources devoted to enrolment should be equal to the devotion to retention. Be committed to learners' persistence and completion and plan for identifying learners that need assistance and render such assistance either to enrol or retain them.
- e. Build an enrolment database and inquiry point deliberately not just by chance and manage the inquiry pool very well and more strategically to give out the right information and answer questions asked satisfactorily.
- f. Track enrolment activities Porter (2014) quips what gets measured gets done. A time when there are limited resources, for learner enrolment, centres cannot afford to put time and money into programmes without measurable returns on investment made. Four things are involved; (i) identify what to track (ii) Use data collected to guide decisions. (iii) Monitor the effect of the efforts made and adjusts accordingly.
- g. Grade the prospective learners. This gives idea on where to place learners that

will make them interested and help them to learn better with learners of like abilities.

- h. Maintain a good communication flow. Think and communicate appropriately at each stage of enrolment; inquiry, application admission and registration stages. Progressing learners to each stage of enrolment is very important and should be maintained.
- i. Give financial assistance so that learners can get what they need and expect to enrol. Where prospective learners feel the worth and love through financial assistance they are most likely going to enrol and expect better days.

Noaman (2017) list other enrolment strategies some of which are:

- Commitment and visionary leadership
- Development and communication of the type of centre
- Set goals and analyse enrolment rates
- The term and staff should be well cared for
- Launch awareness programmes
- Consistently inquire and follow-up on enrolees
- Re-enrol learners neighbours, friends and families yearly to ensure continuity
- Use word of mouth campaign which is the most important strategy to employ for enrolment of learners.
- Tell the story of the centre at any given opportunity
- Create conditions for prospects at the centre by making adverts interesting enough to be shared. Celebrate the centre boldly.
- Face to face contact should be encouraged
- Take decisions quickly without delays in enrolling learners and give preference to new enrolees.
- Give gifts and souvenirs to learners.

2.1.4 The Concept of Retention

Retention is the process of motivating learners to persist in literacy programmes. The ability to keep a person or a thing at a desired location is retention. Oxford Advanced Learners Dictionaries 6th Edition (2001) says that retention is the act of keeping something that is keeping or holding. Further explaining retention, the oxford dictionary says that retention is the act of keeping something rather than losing it. The

big and itching problem practitioners of literacy programmes face is retaining learners long enough to achieve their goals. The ability to retain learners is dependent on several factors which include diversity of the programmes, flexibility in delivery methods, suitability and conduciveness of the environment and relevance of the learning materials to the learners (Eric and Wilson, 2012). Every barrier to learning opportunities must be removed and ensure relevance and value to the learners to sustain their interest and retain them at the centre.

Ezele and Tedjere (2006) identify some problems and challenges faced by practitioners of adult and non-formal education in Nigeria. One of such problems and challenges is the problem of personnel and participants growth and development. The practitioners in the adult and non-formal education sector are looked upon as the nobodies of the society and as such the young and indeed the adults do not wish to be associated with them. No wonder the sector appear not to grow especially in terms of personnel. It is now very difficult to persuade people to take to certain vocation because they are not satisfied with the status of existing practitioners in the field. The practice and indeed the apprenticeship is now left only to the not-do-well in the society, this however does not give room for ingenuity, which the sector demands. Only on a daily basis people wishing to study medicine, engineering, accountancy among others are generally on the increase because of the prestige and gains accruable to practitioners in these fields (Hamza, 2010).

Retention at literacy programmes is not just the problem of teachers or instructors but also learners. Aderinoye (2007) notes that the difficulties of maintaining the initial motivation are eminent from failures that have occurred in various literacy projects. Retention as defined by Saunders Comprehensive Veterinary Dictionary 5th Edition (2020) is the process of holding back or keeping in position, such as persistence. Further to the above, Saunders continues to explain retention as power to retain, capacity for retaining the inherent property of a restoration to maintain its position without displacement. Going by this explanation, retention is the ability to retain or sustain a person in an activity and in this study literacy training. Even when there are facilitators at a literacy centre, if the learners are not there, it becomes a problem. The ability to reduce the attrition rate of learners is one major pathway towards successful literacy programme (Maiturare, 2011). Retention therefore is the ability to motivate

and sustain the interest of learners to complete their programmes.

Obeka, (2007) took analysis that specifically addressed retention in e-learning and identified three sets of variables related to perseverance or withdrawal. These variables -are identified as (1) Defining variables related to the learner's background, which include the learner's maturity, personal circumstances and previous experience, (2) Environmental variables, such as family, social and work commitments and (3) Academic variables, which include the learner's previous academic-track record and the relationship between the learner and the subject being studied. These sets of variables are allied to other individual variables such as academic self-confidence, academic outcomes and case of integration with the institution, along with institutional size, social integration abilities and the learner's psychological make-up. John (2005), recognizing the complexity of the attrition issue, claim that previous studies on attrition and retention are rarely effective and tend to be too difficult and/or complex to understand. Berge and Huang (2004) propose a cluster range of variables in three primary' groups; (1) Personal Variables such as age, ethnicity, gender, income, previous academic experience and personal attributes like self-efficacy for learning, personal organization and motivation: (2) Institutional Variables such as institutional attitude, values and beliefs, academic characteristics like structural systems and processes, learner support and disagree of congruence between the needs of individual students and the philosophical stance of the institution; (3) Circumstantial Variables which include the nature and quality of the institution's interaction with the student; academic interactions, course design and facilitation, as well as the interactions that are specific to the learner's life, work, family, responsibility and satisfaction. While these studies are no doubt important, how one might use them to deal with drop outs from programmes is hard to fathom.

The problem here is keeping the learners or sustaining their interest in order to retain them at literacy centres. Aderinoye (2007) observes that there is the need to build in techniques for training adult learners in literacy programmes. According to him, any programme of development which must succeed must be able to develop the human capacity of the citizens. In other words, the emphasis is not just to have literacy programmes that teach the 3Rs, but functional literacy should be emphasised and

adopted to achieve retention and reduce drop-outs. Keeping adult learners in classroom long enough for them to reach their educational goals is a constant challenge for the field of adult education and literacy. While the task of mobilising and enrolling learners into literacy programmes is relatively easy, motivating them to continue to stay and participate in the programme is another huge challenge probably because learners have various challenges including family responsibilities. Adult learners enter adult education programmes to meet their own specific needs. Successful retention starts with a staff well trained in listening skills. A programme's first obligation is to understand why these adults came to you for help at this particular time of life (Abubakar and Dantani, 2011).

Keeping adults to continue to attend, their interest need to be aroused at the point of entry. In line with this, Igbuzor (2006) remarks that at the initial meeting, a well-trained, skilled interviewer should be prepared to guide learners through a process that encourages establishment of their own definition of a successful education experience. The interview, Igbuzor (2006) continues is the time to identify barriers to participation that could hinder success. These could include time constraints, work-schedule conflicts, transportation difficulties, family problems, inadequate children care, embarrassment, health problems, frustration with their own skill deficiencies, or any other concern of learners (Shittu and Ikara, 2012). By understanding why they might dropout at the start of their involvement, you will have a framework for outreach when and if absenteeism becomes a concern. Scheduling programmes to accommodate the learners' needs helps boost retention. Literacy programmes and activities should seek to help clients deal with the myriad issues of housing, employment, childcare, healthcare and personal relationship. Counselling and social services should also be central to literacy classes. Bringing literacy programmes closer to the clients will help enrolment and retention of learners (Grossman, 2012). Offering services in storefronts, libraries, community and market centres, mosques and churches, or housing projects can bring programmes to people in places where they feel most comfortable, while alleviating some transportation problems because of distance and lack of public transportation are significant problems in literacy programmes delivery (Bakare, 2010).

Other ways for improving enrolment are to initiate guidance and counselling programmes and improve the economic activities of the learners. According to Karki (2014), enrolment process begins with promotional information; prompt response to initial contact, provision of details by phone, print or local information session, effective follow-up on initial contacts, pre-enrolment exercise to assess learners' competence and grouping of learners into learning groups by competencies. Enrolment involves volunteers, the support of community/religious leaders, opinion leaders, use of models or graduates of the centre, handbills/bill boards, door to door visitation, and use of electronic media such as television, radio, and so on (Imhabekhai, 2009). Other enrolment strategies are access to programme information, invitation of participants to a local information session. To achieve success in the enrolment of adult learners at literacy centres will require the commitment of volunteers, support of community leaders, use of hand bill, face to face contact, local and community meetings, and so on.

2.1.5 Retention Strategies in Literacy Programmes

The issues of learners' retention and completion rates in literacy programmes have been investigated and vigorously argued over for at least the last decades. This discussion has intensified and its progression from the periphery of mainstream and earlier modes of distance education and training to a more central role, (Adamu, 2012). The issue of retention in literacy programme is important for two reasons: First, it is important in assessing the relative effectiveness of the cost of adult learning compared to traditional classroom-based teaching as this affects educational planning and the value of investment in adult agencies. Secondly, it is also important in determining what approaches might increase the learner engagement with and learning effectiveness of adult learning itself, as this affects opportunities for access, learning outcomes and the perceived value and credibility of literacy programmes and qualifications (Ulrike, 2015).

Ulrike (2015) identifies four strategies to improve retention of adult learners; accelerated confidence, engagement of faculty to foster buy-in, strengthening competence base and prior learning and developing system wide transfer policies and procedures. Fasokun and Pwol (2008) suggests that learners should be taught in a conducive environment for them to be comfortable and remain in the programme. Furthermore, he identified eight strategies to increase retention which are; conduct

new learners orientation, conduct one on one personal interviews, learners be given letters of admission and telephone calls, consistent attendance follow up, regular learners' conference, individual's education plans, acknowledgement of special life events and use of active learning in instructional practice. Retention strategies also include good teaching methodology, use of simple language, relevant and interesting learning materials, flexibility of the time, proximity of the centre, attitude of facilitators, opportunity for further study/employment, achievement, of objectives and linkage of programme with development interventions or incentives.

Retention of adult learners is a problem that has threatened adult literacy programmes at literacy Centres in Nigeria. Salami (2012) reports that others have argued that retention or attrition are neither good nor bad; therefore, she suggests that the measure of achievement of learner success in any programme should be the goal. Retention strategies have been discussed from different other perspectives by adult education practitioners and researchers some of which are discussed below:

Learner-centred Activities

Sagenmullar (2018) posits that interactive rather than didactic teaching improves learner academic performance and promotes participation and feelings of inclusion in the learning process. Tinto (2007) suggests that involving the learners by making them to participate in the learning environment can influence learner persistence. He advises that facilitators can use cooperative, problem-based or project based learning to encourage learners' interaction and team work. Such teaching methods when applied will help learners to develop critical skills effective in enhancing persistence and completion among adult literacy learners. This strategy makes learners to play more active role in their learning process. Further to this submission, Sagenmuller (2018) notes that learner centred discussion and group learning activities promote and enhance learner participation, interaction and willingness by learners to express themselves and communicate among themselves which helps them to adjust fast in their programmes. It gives them opportunity to learn faster and better because opportunity is created for them to test new concepts themselves which increase motivation and quality of discussion and interaction among learners and between learners and facilitators (Educause Review, 2010). Learner engagement is seen as the time and effort learners put into or devote to those activities that are linked to desired

outcomes of centres and what can be done to make learners participate in these activities (Porter, 2004 and Nyangau, 2014).

Create Opportunity for Learners Success

Tregoe (2001) reports that when centres create shared vision of learner success, it is easier for learners to identify with their goals which also allow the centres to organise resources to support the goal of the learners. Learners who feel that the centre has no plans for their success are likely to leave. Therefore, literacy centres can provide learners with opportunities for success by setting high but realistic and achievable goals and expectations and help them to set goals that can support their achievement (Hanover Research, 2013). Furthermore, MCAughtrie (2016) emphasises that learners should be taught the habit of success. Some learners abandon programmes because they do not understand what is expected of them or are unfamiliar with the resources the centre has to offer. Literacy centres need to make available resources and programme public for learners at orientations, seminars, graduation ceremonies and any other given opportunity.

Collect Data and Feedback

To address the problem of low learner retention rates, literacy centres must gather data on programme effectiveness, learner achievement and resource allocation (Hanover Research, 2013). This can help to enhance learner retention efforts as it can help the centre to have proper record of activities of learners to be able to help them achieve their goals. Using data efficiently works in helping to collect relevant information to improve management and achieve the centre and programme goals and they can use the data collected as a registry or record of their performance. This strategy can keep learners informed of their progress in their programmes and give room for adjustment. Apart from creating an environment that promotes self-reflection, it also encourage learners to reflect on what they learn or are learning and help the facilitators also to assess their performances and chart new ways of improvement.

Counselling and Monitoring

Cambridge Assessment (2013) suggests counselling as a strategy for learner retention, noting that the initial contact with a learner is very important in retaining an adult

learner. As a result, it is expedient to give good counsel to learners at the point of entry and the practice should continue all through the programme. This is similar to the need for suggested by Pringle and Huisman (2011) and Deloitte Consultants (2014) where they advise that learners should be attached to academic advisors to guide them and give them information on the programmes of the centres. By this arrangement, learners will be properly guided and adequately informed of their programme which will in turn help to retain them to complete their programmes. Cambridge Assessment (2013) suggests steps to counselling programmes for adult learners:

1. Provision of intake service to lead the learner to the programme, support the learner academically and encourage him to believe that he has the ability to attain his educational goals
2. Proper screening and testing procedure should give the learner a positive and supportive experience according to their needs and goals.
3. Make concerted efforts to understand the learners' goals.
4. Give counsel, assistance and referral services.
5. Follow-up on the progress and problem of the learner commitment to the learner interest.

Ayis (2009) notes that adult education projects should involve counsellors, home coordinators, outside agencies, facilitators and supervisors and should not be left to few people. Critical to the learner success is learner academic advisors must be knowledgeable, helpful as well as being accessible to learners. All these are very essential in helping learners to access adult education programmes, resources and opportunities and to improve learner retention (Pringle and Huisman, 2011). By this strategy, advisors are trained to provide guidance and adequate information to learners. The advisors must be well informed of the policies, ideals and resources available at the centre and be able to give effective guidance services to learners to boost retention (Deloitte Consultants, 2014). Deloitte Consultants (2014) advise that adult education centres should monitor their learners especially the new enrollees and identify those learners who lack focus in their programmes and are most likely to drop out so that they can be given one-on-one meetings and coaching with facilitators, advisors and supervisors to help them develop interest in the programme. During such meetings, their peculiar problems should be identified and addressed. Bi-weekly

academic coaching can also be organized for learners at the risk of dropping out. This can enhance learners' retention if at such sessions they are convinced about the programme and the benefits of the programmes. There should be opportunity for them to ask questions freely and get answers. Efforts should be made at such programmes and sessions to convince learners to remain and complete their programmes. Though, facilitators should not seek 100 per cent retention but be committed to helping learners to learn and achieve their goals.

Intervention and Support

One of the most efficient ways to improve learner retention is to reach learners at the risk of leaving before they leave the centre. Learners with personal, social, financial and academic problems can be given handbills with information on centres resources, programmes and workshops available that can help to address their problem (Mansfield University, 2012). Tinto (2007) argues that support for learner academic excellence can help retain them at adult education programmes. To him, when support is directly aligned with everyday learning activity, support tends to be effective in retention of learners. To Fontaine (2014) support can make or mar a learner from the beginning of the programme because the type of support given to a learner can either motivate him to persist or dropout. Clearly defined expectations can help learners to develop realistic goals and expectations for themselves and plan their time to meet the competing challenges of the programme. Facilitators must give all necessary information to learners about what is required in each programme, assignments, examinations and projects where applicable to prepare them for what to expect during the programme. To help learners meet their expectations, they should be grouped according to their abilities and expectations to enhance learner retention. This is because if they are together, the low learners may feel inadequate while the fast learners will feel they are drawn back which may affect retention of learners (Hanover Research, 2014).

Conducive and Friendly Environment

Retention is the business of all; facilitators, supervisors and administrators. An all centre commitment by staff raises belonging spirit in learners. Every player in an adult education centre must understand that literacy education is not a service but probably one of the most rewarding experiences in life. Each aspect of the programme

must have a clear implementation plan, specified time frame and responsibilities for delivery (Sagenmuller, 2018). Every staff of adult education is important and contributes to learner retention. The respective roles and responsibilities of staff capacity should be built through professional development. Attention should be given to leadership capabilities and support for implementation of retention strategies where accountability for delivery is not taken lightly. When everyone plays his part well, learners retention can be enhanced.

When learners feel isolated or unwanted, they are likely to leave and abandon their programmes. It is important to establish a community both in and outside the classroom as an effective way to build a network for learners. This will remove the feelings of isolation and create a spirit of oneness and togetherness (Porter, 2004). Nyangau (2014) submits that a feeling of community belongingness and togetherness can also help to support healthy study habits and high academic performance of learners. The facilitator should find out those detractors that influence learners' performance and direct resources towards helping learners to persist. It is not possible for the facilitator to solve all of learner's problems but can direct the learner to appropriate sources for help which will in turn increase learner retention (Maiturare, 2012). When a learner's problem is alleviated, he concentrates better on successful completion of his educational goals and is more likely to remain and complete the programme (Eric Digest, 2011).

Motivation

Motivation and participation are very essential for successful adult literacy programme. Learners' participation is dependent on their individual needs and the motivation to persist and complete the programme. Fasokun and Pwol (2008) identify four factors that can motivate learners to persist in literacy programmes as curriculum, environment, incentives and staff. The four factors can either make or mar learners' continuous participation at literacy programmes. If learning materials are relevant and meet the needs of learners, they will persist. The same way, learners are motivated to persist if the facilitators are friendly, understanding and considerate. The learning environment and incentives or benefits attached to learning all contribute to learners' motivation and persistence. Course materials, facilitators, tutor, environment and

incentives if available, learners' motivation and participation can be witnessed and results achieved (Jegede, 2003).

Recognition of Accomplishment and Certification

This is very important for success of adult learners' retention because recognizing the success of learners will encourage them to persist. When they are rewarded for success before the end of the programme they are more likely to remain and complete programmes when compared to those not rewarded. On completion, certificates given to them create a sense of achievement and they can use their certificates for employment. Employers who can be shown certificates by applicants are likely to grant interviews and may look for them for employment when opportunity shows up. This is why adult literacy centres need to give certificates to their learners who complete programmes that they can show to potential employers and even the society as a proof of their achievements. Other learners, knowing that they will be rewarded will be motivated to also persist and complete their programmes. The success stories of learners should be advertised and focus on employment and employability skills and job survival as well as reading and issues related daily work situations. Daily life, living and family life and skills for improvement of family relationships should also be emphasized (Eric and Wilson, 2013).

2.1.6 Teaching Methods

Varieties of teaching methods for adults abound and there is need to systematically present methods of teaching adults to effectively motivate them. Jarvis (2010) noted that various teaching methods are adopted to help the adult educator differentiate between various methods so as to know when to use them and the context within which they may be used. However, none of the methods is entirely exclusive on its own; they may be used to complement one another. Some of the methods include:

Conscientisation Method

Paulo Freire's methods of literacy training are better understood when presented in education for critical consciousness. Paulo Freire simply calls his method of adult literacy training as conscientisation. He believes that the moment one understands a challenge and the possibilities of response, one's act which will correspond to his understanding. Therefore critical understanding of situations brings about critical

action (Ojokheta (2007). Freire believes that an illiterate adult that must be taught to read should first be helped to understand his passive understanding and develop a critical understanding of his reality.

Ojokheta (2007), discussing Freire's teaching methods remarks that the actual process of literacy training may not take place if the political consciousness of the learners has not been thoroughly raised. Ojokheta (2007), driving home the conscientisation methodology insists that education which fails to recognize the educational role of anger that protests against injustice, indifference, exploitation and violence is wrong.

Paulo Freire proposed three stages of literacy teaching methods:

- i. Study of context:** At this stage, the context in which the people live is studied to ascertain the common problems of the people. During informal conversations, the language of the people, their vocabulary and their peculiar problems are discovered.
- ii. Selection of words from the vocabulary discovered:** The words and the expression of the people is taken note of. Words are generated which have power to generate other words for learners. The most important consideration for the choice of words is that they must be capable of confronting social, cultural and political reality of the people's condition.
- iii. Actual process of literacy training:** three sub-stages come to play at this stage; motivation sessions, development of teaching materials and literacy training proper (Ojokheta, 2007).

The whole of Paulo Freire's literacy method is a notion founded on conscientisation and dialogue. This is a process that leads to development of consciousness that is understood as having the power to transform reality. Therefore, conscientisation helps people to be organized to take actions that will change their social realities. Freire's method offers the illiterate people the opportunity to replace their passive perception of their reality by what is critical to them so that they can be able to do something about their situations. He suggest that such conscientisation can be achieved through active dialogue and critical pedagogy such that the learning content comes from the learner's experiences or concrete social realities (Freire, 1970). Freire argues that acquiring literacy is more than just competence in reading and writing skills but to also be competent in terms of consciousness. Therefore, the facilitator's role is to have dialogue with the would-be learner about concrete issues and situations and lead

him to teach himself to read and write. This type of teaching is not imposed on the adult learner from the top but in a shared investigation or a problem-raising situation between the learner and the facilitator. The emphasis is on the learner's critical analysis and creativity in order to encourage active behaviour of learners.

Discussion Method

This method implies a verbal activity of a group of persons seeking to put together their knowledge, ideas and opinions about a subject matter with the aim of learning from each other (Shaaban, 2004). This is a useful method which may produce attitude change in participants. Jarvis (2010) submits that this method may also enhance relations and self-awareness and create a willingness to consider new ideas. However, if the group fails to function smoothly, these positive gains may not be achieved and problems of human relations and other factors may arise and should not be ignored by the teacher. Discussion method is good but most adult learners may opt out of the discussion if they do not find it interesting or relevant. Therefore, facilitators should pick topics with care and they may be in conjunction with the learners.

Demonstration Method

In this method, learners are taught to carry out activities through practical demonstration. Illustration helps in illustrating a fact or principle, visualizing a process, showing materials of specimens, portraying methods or techniques of doing something; creating a problem situation, simulating interest, finding information and evaluating learners achievements (Omosowo, 2001 in Shaaban, 2004). Demonstration method can be used to teach a non-literate adult how to write alphabets, numbers and sentences, and can also be used to teach them how to read. Adult learners can be taught how to operate machines and file papers in court through demonstration method. It can be used to show learners how to solve practical problems and better their lives. Demonstration method is activity oriented and thus removes or prevents boredom in the learning process. It gives an opportunity for good teacher-student, student-student, human-material interaction in teaching and learning situation (Jarvis, 2010).

Explanation Method

Explanation method is a method in which a qualified person talks to a group of adults on a specific issue for a limited time. The qualified person could be any adult teacher like a university lecturer, an adult education officer, a health worker, a community development officer, a scientist, a clergy, an adult education officer, and so on. Usually, the talk should not be more than an hour and to be followed by question time. Differentiating explanation from discussion and lecture methods, Okoli and Tobi (1993) in Shaaban (2004) state that unlike a discussion, the explanation has a main speaker who elaborates on the topic in focus and his talk takes up most of the time meant for the session and only a topic is handled in an explanation session. Owing to the form the explanation takes place, it is very similar to the lecture method but different because the learners are not passive listeners, they contribute by way of questioning. In essence, the leader does not dominate the learning session as the lecturer does.

Explanation method is good because it can be used to explain, elaborate, simplify or specify an issue at a time and particularly suitable when new information has to be given to adults on a specific subject and when it is necessary to cover a lot of materials in a short time. In using this method, the adult educator should carefully select a topic or an issue, the venue, the speaker, the materials and the officials of the talk session. The speakers should be contacted appropriately and timely.

Role play and Simulation

These are other approaches to teaching that allow for learners group to participate actively. Their similarities necessitated their being grouped together here but will be discussed separately for convenience. Role play is similar to photodrama and socio-drama with educational aims. It can be employed when tutors wish students to experience something about which they are cognitively aware (Jarvis, 2010). Role play encourages active participation and breaks down social barriers in the class, since students of any ability can be involved. It also motivates students to learn more within a short period of time. Some may be shy so the teacher should therefore allow them to participate in any way they wish.

Simulation as elements of role play but the students may be made to involve in a much complex problem and even relate it to a future occupational role in vocational

education (Jarvis 2010). Simulation method has to do with presenting an artificial setting that looks like a real life situation but in the actual sense is not. The setting is usually ideal and the learners are made to feel that they are carrying out the learning activity in a real life situation although the situation is artificial. The learners practice on the mechanical devices or carry out the mock action by themselves (Shaaban, 2004).

Field Trip Method

This method is otherwise called field visit. This is a carefully planned tour which a group of learners are made to visit some places or establishment for first-hand steady observation, collection and classification of information (Omosewo, 2001 in Jarvis, 2010). In planning for a field trip, the tutor should visit the places to be visited in advance for adequate arrangement and prior information on the place or establishment to be visited to identify the specific sections to visit if it is a large establishments or place. Field trip afford learners get first-hand information on issues that add to their knowledge about things, like culture, public information, business tips, community developments and the process of mobilizing and orientating people.

Story Telling Method

Story telling is an art of giving an account of events, incidents or happenings, a narration of an incident that took place in the past. Jegede and Brown (1980) in Shaaban (2004) explain that stories can be used to convey ideas, teach concepts and properties of objects. Story telling method of teaching is not only good for children but adults as well which may be used within the context of any of the model approaches. The story should not be too fictitious to be believed because adult minds are matured compared to that of children. Adults need to be told stories that fascinate them with implicit or explicit lessons about life that can make them sober and reflective while thinking about their lives and the lives of others. The story must be relevant to the lessons and the learning programmes as a whole. If used appropriately, storytelling method can be a good means of capturing and sustaining attention and interest of the adult learner. Also, it can make the adult learner a better listener and help him to apply the knowledge gained to real life situations.

Mentoring Method

There are different interpretations to mentoring, although it is clearly a significant learning method in contemporary education and training. Doloz (1998) in Jarvis (2010) suggests some of the major things that good mentors do in mentoring adult learners: support, challenge and provide a vision each of which is subdivided into a number of different functions.

- a. **Support:** listening, providing structure, expressing positive expectations, sharing ourselves, making it special;
- b. **Challenge:** setting tasks, engaging in discussion, heating up dichotomies, constructing hypothesis, setting high standards;
- c. **Vision:** modelling, keeping tradition, offering a map, suggesting new language, providing a mirror.

In a sense, the role of the mentor is to help the protégés reflect on their practice, to learn from their experiences and to improve so that they can gain more expertise. Mentoring is done through an in-depth relationship based on primary experience. It is the relationship that makes mentoring or mentorship important not just professional practice but life itself. This is where the mentor and mentee should both gain from the relationship.

The mentoring role might be performed by the personal tutor or a senior colleague – especially if the individual is acknowledged to be concerned about excellence in practice. Mentorship might also be facilitated for junior qualified staff, by way of helping subordinates make decisions. Mentoring is done in a one-to-one situation where the mentor seeks to assist the learners to reflect upon their practice and improve it.

Tutorial Method

Although tutorials are more likely to occur in the formal school system of education than informal adult education, it is possible to classify some small classes or groups in the latter as tutorial groups. Group tutorials employ one tutor to a number of learners. The optimum number in a group depends on the ability of the tutor rather than the figure beyond which the group cannot function. However, a group of six or seven, a maximum of ten may be sufficient because of the number of possible relationships that can exist between the learners.

In a tutorial group, the tutor's role may be didactic or Socratic; it requires a tutor who is trained and sensitive in human relationships. The tutor should have some understanding of the group dynamics or else the tutorial may fail as a teaching method.

Workshops Method

This method has similarities to project and case study methods. Learners are encouraged to relate a theory to practice in areas of their interest or occupation. Students may actually design their own working programme or participate in one devised by a tutor. In a workshop situation, the students are able to undertake a piece of work or research either individually or in groups. The subject of the exercise may be subjected to the critical scrutiny of the class for discussion or appraisal. The end product of such a workshop may be improved skills, a product useful to professional practice or merely additional learning (Jarvis, 2010).

The workshop therefore may be seen to provide a wide range of learning experiences. It is a method that is attractive to adults especially those who have some previous experiences of a topic. Some workshops can have very practical outcomes.

Seminars Method

In seminars, there is usually an introductory statement or paper by one or more students visiting specialist and this informs the basis for a group discussion. The paper should ensure or provoke discussion so that it will be proactive, topical and relevant. It has similarities with the lecture and discussion methods but it results in active learning by the presenter(s) of the topics as well as passive learning by the remainder of the group who are recipients of the presentation. The seminar method is dependent upon the ability of the presenter to provoke discussion and the tutor has to ensure that the session is a useful learning experience.

2.1.7 Factors that Motivate Learners to Enrol and Persist in Literacy Programmes

According to Ogbu and Bukar (2012), for any meaningful achievement of results in any literacy programmes, there has to be motivation for both the facilitators and the learners because it is motivation that brings about active participation. If there is motivation for the facilitators by way of remunerations and provision of facilities

necessary for literacy training, their interest will be sustained. In the same way, if the learners have the feelings that the programme is not beneficial or they do not find the training interesting, they are likely to be passive and indifferent. The work therefore rests on all the participants; the learners, trainers and the organizers who have to work round the clock to ensure a successful training and achievement of objectives. Everybody needs to be involved in teaching, learning or planning literacy programmes. It is only proper that all should be involved such that one who can teach should teach and he who is non-literate should learn.

The government cannot be left out as it is expected that all tiers of government should be involved in the training of non-literates. By the time this is done, there is sure to be a better Nigeria. For all to participate actively the objectives of the programmes should be adhered to strictly and the target group recognized and made to participate. This is because if priorities are misplaced, the programmes will not succeed. The larger majority of the population yet to be literate should be the focus of functional literacy (Nzeneri, 2010). The eradication of illiteracy is a bold step and a huge programme which should involve the Federal, State and Local Governments, Islamic and Christian religions, private business, international agencies and voluntary organizations or associations. Adequate planning and funding are as essential as the organization and administration are imperative for a successful take-off of literacy programmes (Benavot 2010). To ensure effective participation, it is necessary to train people who will in turn teach or train others to teach. The literate ones should volunteer to teach others around them. Dantani, (2012) suggested that every literate person must teach another person to be literate. This arrangement can work when a father helps to make his son literate, or daughter assists the mother to acquire the literacy skill. By so doing, each member of the society would be involved either as a facilitator or as a learner. It is important to note that each one teach one can apply to a process of training an individual or a group in the methodology of teaching adults and sending the individual or group to the field to transfer the literacy skill to another individual or group.

Unfortunately in Nigeria, when literacy programmes are planned, the people who actually need such programmes are ignored. By this they are denied the right to participate. Such programmes tend to be concentrated in urban centres neglecting the

rural areas. When Directorate for Food, Roads and Rural Infrastructures (DFRRI) was introduced for example, the rural people were not given room to participate, thereby rendering the programmes ineffective since (the rural people who should benefit were not involved in the directorate's programmes. This applied to Better Life for Rural Women Programmes as well. It was propagated that the programmes was to be beneficial to rural women but at the end of the day it was the other way round. The local people were not involved at all. According to Imhabekhai (2009), many African governments have invested and are still investing in non-formal education so as to acquire excellence in that vocation; but they have failed to involve the local people. Imhabekhai is of the opinion that if the local people are involved in such government programmes, they would derive satisfaction from such participation. It is not reasonable to plan programmes for a beneficiary and he is not allowed to participate or get involved in the programmes. In his own contribution, Dantani (2009) observed that to give people help, while denying them significant part of action contributes nothing to the development of the individual. In the deepest sense, he reiterated, it is not giving but taking their dignity because denial of the opportunity for participation (in decision) is denial of human dignity. Therefore, motivation by way of involving the people makes participation easy and normal.

But it baffles one to know that in areas where the people have the opportunity to participate in Nigeria, the rate of illiteracy is still high. Some non-literates are not even interested in the programmes therefore have refused to participate. Some non-literates, believing they have been destined to be non-literates make no effort at fighting it. One is therefore tempted to ask what is happening to the Nigerian society that the rate of illiteracy still remains high despite all efforts at eradicating illiteracy. Many reasons have been underlined for this. Some of these constraints include social constraints, limitation of a capitalist system, economic constraints, unwillingness of non-literate adults to register for literacy classes and many others (Omolewa, 2006). The constraints mentioned and those not mentioned would not allow for active participation on the sides of both the instructors whose efforts would be ineffective and the learners whose efforts might result to a share waste of time and therefore, they would not be motivated to participate (Abubakar and Dantani, 2011).

For results in literacy programmes in Nigeria, there is the need to get all parties involved. The learners should have a say in the planning and setting of objectives if it would benefit them since they are the target group and the most important. The interest of the learners should be considered to enhance active participation by them if the goals and objectives of the programmes are to be achieved in Nigeria. In a study, Ayis (2009) highlights the feelings of some literacy programmes beneficiaries. It is clear from the study that the motivation of the participants enhanced their participation and subsequent achievements. Individuals may have different factors that motivate them towards participating in literacy programmes. To some, they want to have knowledge and to achieve better living standard as claimed in the study that literacy education affords participants knowledge of how to achieve a better living standard and a great happiness. In the same study, it was revealed that continuous reading and writing are sure to make one a full person. If so therefore, anyone who wants to be complete must have the urge to read and write. This motivational factor would then bring about the person's participation in literacy programmes.

Although the evaluation and results of functional literacy projects have been rather discouraging, the fight against illiteracy should and must continue. Imagine what would happen if the whole world becomes literate. The world is by and large structured in such a way that it is capable of absorbing the impact. But if the whole world consisted of literate, autonomous, critical, constructive people, capable of translating ideas into action individually or collectively the world would change (John, 2005). Literacy therefore is so important that its activities and programmes need to be encouraged and a lot of motivation given to the non-literates to enhance participation. Literacy training must include a large variety of training programmes in what to do in words, such as compassing posters, carrying on dialogue, composing, letters-to-editor, commenting on and criticizing radio programmes, behaving in meetings even when reading and writing are not directly involved (Akintayo and Kester, 2004). Besides, a basic condition for literacy should be functional rather than just a question of learning and forgetting equally or even more quickly. This will motivate non-literates to participate, as the goal of every human being is to be functional in his society. The content therefore is very important for, just as the structure is the basic message, the content is defined through the use. If literacy

training is to be effective therefore, participants need to be motivated adequately (Magaji,2012).

In the course of promoting literacy programmes, some societies have been seen as following the planned development model. These societies as ideal types want to change structures but wish to keep the dynamics of change under the planners' control. The masses are invited to participate in the implementation of the outcomes planned by the power of elite (Dantani, 2002). A situation where the masses and all are motivated to participate in literacy programmes, there is sure to be a yielding result as all would be interested. In 1990, United Nations proclaimed International Literacy Year. This came as a result of the discovery that illiteracy had been recognized as a major global problem. It was estimated in 1985 that 889 million adult (15 years +) non-literates were found all over the world besides children of primary school age. This discovery prompted the proclamation of the International Literacy Year (ILY). One of the objectives for the ILY was to increase popular participation within and among countries, in efforts to combat illiteracy, particularly through activities of governmental and non-governmental organizations, voluntary associations and community groups. This effort has yielded a lot of results as there has been increased participation worldwide in literacy programmes and at least governmental and non-governmental organizations have set the ball rolling and voluntary associations are not left out as aimed by the United Nations while proclaiming the ILY. Whether literacy will be completely wiped out in Nigeria or not, remains a puzzle but the fact is that there is greater participation by the people.

2.1.8 General Overview of Literacy Programmes

Illiteracy is a phenomenon that is persistent in the developed as well as developing societies of the world. The vast majority of the 771 million adults who lack minimal literacy skills live in three regions: South and West Asia, East and the Pacific, and sub-Saharan Africa (UNESCO, 2006). According to the report, three-quarters of the world's non-literate population live in just twelve countries, Nigeria inclusive. Since 1990, the illiteracy rate in eight of these twelve countries has decreased though only China had significant reduction rate. Brazil, the Democratic Republic of Congo, Egypt, India, Indonesia, Nigeria and the Islamic Republic of Iran recorded only little decrease. By contrast, the non-literate populations in Bangladesh, Ethiopia, Morocco

and Pakistan have increased since 1990 despite improvements in adult literacy programmes in other countries. This shows that progress in these countries was not sufficient enough to reduce the increase in their illiterate population (World Bank, 2010).

While the more developed countries had attained over 90% adult literacy rates in the 1950s, rates in developing countries then averaged lower than 50% though have increased to over 75%. On the average, the world literacy rate increased at a faster rate in the 1970s than in subsequent decades. Adult literacy rates increased quite rapidly in regions where initial literacy rates were lowest, doubling in sub-Saharan African, the Arab States, and South and West Asia from 1970 to 2000 (UNESCO, 2006). In the developed and industrialized countries, it is the minority of the adult population that is non-literate and these are migrants, immigrants, handicapped people, indigenous minority groups, rural dwellers and inhabitants of other slums. This is so because of the prevalence of compulsory, targeted public education entrenched in the system and backed up by the political will and social action, workable policies and principles. It should be noted however, that in literate societies, pockets of persistent illiteracy continue from one generation to the other. Recent international studies have revealed that significant proportions of the adult population in these highly literate countries have substandard literacy skills (UNESCO, 2008). Usually, higher levels of literacy are required for self-sufficient and economic development. Therefore, people who are not literate feel embarrassed and isolated in their plight and are generally considered socially and economically disadvantaged.

According to UNESCO (2006) the vast majority of non-literate populations are concentrated in developing countries. The percentage living in south and West Asia, Sub-Saharan Africa and the Arab States has increased since 1970, partly due to population growth rate, while there has been a pronounced decline in East Asia and the Pacific, due to the efforts and achievements of China. It is worthy of mention that there was a reduction in the number of non-literate adults by 100 million worldwide, although this relied heavily on fall of 94 million in China alone. There are 771 million non-literate young people and adults in the world for whom programmes and provisions are not yet adequate in either quantity or quality (UNESCO, 2010). Rural residents have lower literacy levels than urban residents, which measures from census

data or from household data disparities between urban and rural populations tend to be greater in those poorer countries in which overall literacy rates are comparatively low (National Bureau of Statistics (NBS), 2010). Overall, considerable global progress in adult and youth literacy rates has occurred during the past fifty years. Nevertheless, the challenge to improve the quantity and quality of literacy worldwide has not diminished. Unless effort is significantly accelerated, the 2015 targets fixed at Dakar will not be achieved (Purcell and Waterman, 2000).

A study by UNESCO Institute of Statistics in 2012 revealed that out of 18 countries which had data on literacy in the year 1990, there was a rise in adult literacy rates over the two decades that followed. Thus, the increase that happened between 1990 and 2010 ranged from about 6% in Mexico and Nigeria to about 28% in Egypt. Similarly, by contrast, there was an increase in adult literacy rates between 2000 and 2010, in 35 of 38 countries which had data for that particular period. The growth ranged from less than half of a percentage point in Cambodia to 21% in Timor-Leste. As for DR Congo, Haiti and Madagascar—they made some level of progress over the past two decades in terms of decrease in adult illiteracy, compared to countries which already had a relatively high level of literacy 10 or 20 earlier. The EFA goals adopted in Dakar in the year 2000 at the World Education Forum, called for a 50% improvement in adult literacy levels by the year 2015. For the purpose of monitoring, this goal is basically interpreted as reduction of the rate of adult illiteracy by 50% between 2000 and 2015 (UNESCO, 2015).

The UNESCO Institute for Statistics was able to make an estimate for 37 countries, particularly to find out if the EFA goal in adult literacy could be reached by the year 2015 or not. The findings made were, however, not as encouraging as expected. For instance, only three countries which include China, Indonesia, and Iran, were projected to reach or exceed the set goal of 50% reduction in the rate of adult illiteracy rate between 2000 and 2015. In addition, five other countries which are Brazil, Egypt, Eritrea, Mexico and Timor-Leste, were projected to come within 5% points of the target adult literacy rate in 2015. The rest of the countries which had data were projected to miss the goal by more than 5% points; this also included 23 countries which were projected to miss the goal by 10% and above. Five countries, all in sub-Saharan Africa (Benin, Burkina Faso, Chad, Madagascar and Mali),

were estimated to be 20% or more below the target adult literacy rate in 2015. Sudan's target literacy rate was known to be 81% but no projections could be generated. For Afghanistan, Djibouti, and South Sudan, no data were available (UIS, 2012).

The changes observed in the population of adult non-literate persons of the 38 countries were noted to have varied over the past two decades. This was observed to be as a result of the interaction that existed between varying trends in both adult literacy rate and population growth. Similarly, between 2000 and 2010, the number of non-literate adults dropped in five countries (Brazil, China, Egypt, Indonesia and Iran) by more than one million. The highest decrease was discovered in China. In China, the adult non-literate population fell by 24 million. Meanwhile, in five other countries including DR Congo, Ethiopia, India, Madagascar and Pakistan recorded increase in the number of non-literate adults by at least one million. India had the highest increase with 13 million more adults who were unable to read and write in 2010 than in 2000. The remaining 27 countries with data recorded either an increase or decrease in the population of non-literate population by less than one million over the past decade.

While revising the trend over the previous decade, the adult non-literate population in countries such as Brazil, China, India, Indonesia and Iran was projected to fall by at least one million. Meanwhile, in the case of the DR Congo, Ethiopia, Niger, Nigeria, and Pakistan, an increase by one million or more was projected. Out of 37 countries with projections for 2015, the number of non-literate adults in 22 of those countries was expected to remain relatively stable, however, with an increase or decrease by less than half a million. Generally, the total number of non-literate adults was projected to remain large, with 33 out of 37 countries which had data projected to record a minimum of one million non-literate adults. Take for instance, in 18 countries; over 5 million adults were projected to be non-literate. Similarly, in nine countries, the population of non-literate adults was projected to exceed 10 million in 2015. These included specifically, 12 million in Brazil; 14 million in Democratic Republic of Congo; 16 million in Egypt; 29 million in Ethiopia; 36 million in Nigeria; 44 million in Bangladesh; 50 million in China; 51 million in Pakistan and 266 million in India (UNESCO, 2012).

In order to mark the International Literacy Day on the 8th of September, 2015, a fact sheet containing latest literacy data from UNESCO Institute for Statistics was presented. The report had it that the number of people who could not read and write a simple sentence continues to fall, but the trend vary across regions and countries (UNESCO UIS, 2015). The International Community, however, pledged their support towards the reduction of adult illiteracy rate by 50% as part of the EFA goals. The UNESCO Institute for Statistics data revealed that 757 million adults, including two thirds of women, still lack basic reading and writing skills.

Table 2.1: Global literacy rates and illiteracy population for adults and youth, 2013

Indicator	Adults (15 years and older)	Youth (15–24 years)
Literacy rate, total	85%	91%
Literacy rate, male	89%	93%
Literacy rate, female	81%	89%
Illiteracy population, total	757 million	115 million
Illiteracy population, female share	63%	59%

Source: UNESCO Institute for Statistics (2015)

The data above shows a decrease in the population of non-literate adults when compared with 781 million estimated in 2012. This reduction is attributed to more recent data in three countries; India, DR Congo and Tanzania which recorded lower non-literates to estimates of 2012 (UNESCO, 2015). It is obvious that set MDGs for 2015 failed therefore another set of 17 goals - Sustainable Development Goals (SDGs) were declared on the 25th September 2015 hoped to be achieved by 2030.

Organization of adult education in Tanzania for example was in 1964 when the institute of Adult Education was carved out from the Extra Mural Studies Department and diploma in adult education courses were offered in 1969. At the University of Dar es Salaam, while adult education administrators conducted degree courses in adult education, adult education methodology was also offered at teacher training institutes. Rural population radio programmes were available, this made it easy for literacy campaigns to be widely diffused. Primary schools were used as centres of education for both children and adults as parents also attended classes after school hours. The ruling party TANU was applauded for the mobilization of learners, administrators, supervisors, volunteers and instructors. In Tanzania, adult education has about ten percent share in the country's education budget and various infrastructures for the promotion of adult education were put in place. The country's ministry of education directed adult education programmes in conjunction with regional, district, divisional and coordinators of the word adult education programmes.

Adult education in Tanzania enjoyed government and individual commitment which brought about its success in the country. However adult education in Tanzania was confronted with some challenge which included:

- Unavailability of communication network to reach the rural area.
- Being a poor country, Tanzania did not have enough resources to effectively provide adult education programmes
- There were no post-literacy materials like books for reading, and material for specialized subjects especially on agriculture
- Though the government has introduced radio study group, due to its dwindling finance, it was extremely difficult to provide each group with a radio set.

Educational reform in Cuba for example took root following the Cuban Revolution of 1959. After the 1959 Revolution, two major education-related goals emerged: making education available to all and connecting this new educational system to socioeconomic development (Perez, 1995). Achieving these goals required a new national educational system that could educate largely non-literate population. Consequently, a National Literacy Campaign was launched in 1961 to instil basic literacy skills to citizens in the poorest and most remote regions of the country. Before 1959 the official literacy rate for Cuba was between 60-76 % for all ages. There was a dichotomy between urban citizens and rural citizens. The rate of illiteracy among city dwellers was 11%, compared to 41.7% in the countryside (Jeffries, 1967). As a result, the Cuban government of Fidel Castro declared 1961 the "year of education", and sent "literacy brigades" out into the countryside to construct schools, train new educators, and teach the predominately non-literate Guajiros (peasants) to read and write. By the completion of the campaign, 707,212 adults were taught to read and write, raising the national literacy rate to 96 % (Kellner, 1989). The percentage of children enrolled in school in Cuba (ages 6-12) increased dramatically over the years: 1953—56%, 1970—88%, 1986—nearly 100% (Perez, 1995). In 2002 literacy rate among adults aged 15 and above in Cuba amounted to 99.8% in male and female gender. It is interesting to note that in 2009 the literacy rate in the entire population of Cuba across ages reached 99.83% (Central Investigation Agency (CIA), 2012). Cuban government led by Fidel Castro declared 1961 the "year of education", and sent "literacy brigades" out into the countryside to construct schools, train new educators, and teach the predominately non-literate Guajiros (peasants) to read and write.

The campaign was "a remarkable success", and by the completion of the campaign, 707,212 adults were taught to read and write, raising the national literacy rate to 96 % (Kellner, 1989). Cuban government also provided enabling environment to the National Literacy Commission of Cuba to deliver in her literacy efforts. For example Leiner (1985) reports that Cuban government invested heavily on National Literacy Commission of Cuba to provide necessary materials, physical resources, teacher preparation, personnel development, equipment and incentives to literacy workers in order to succeed in the battle against illiteracy. These supports might have translated to the success recorded in the rate of literacy in

Cuba. The participation of every sector of Cuban society in the literacy campaign has equally been identified to have contributed to the success of literacy in the country. For example all universities and secondary schools on the Island were closed down and volunteers were sought from them as literacy instructors (Fagen, 1969). Worker groups and community organizations such as the Confederation of Cuban Workers, the Committees for the Defence of the Revolution, the Association of Small Farmers, and the Federation of Cuban Women joined in the teaching of literacy (Fagen, 1969).

2.1.9 Literacy Efforts in Nigeria

Literature has established the importance of history exhaustively, regardless of its criticism in contemporary times World over, and history plays a vital role because it is pertinent that we understand our pasts, so that we can map out effective strategies for our future efforts. Therefore we need to allow the lessons of the past to guide and use to avoid past mistakes, so that the future will be bright. This review is relevant to this study as study of the past must not be taken to mean an automatic Promotion of literacy. Omolewa (2006) postulates that the failure to look back in adult education delivery has inevitably led to the persistent recurrence of the same problems generation after generation. Education for citizenship was introduced in 1948 to promote studies in the villages and discussion groups, using mass media approach which are today features of education methods in Nigeria to promote education of the masses. From all the various accounts on educational developments in Africa and in general, and Nigeria in particular as advanced by various scholars, it could be adduced and concluded that the effort of the Muslims and Christian missionaries served as a go between for the colonial administration with regards to the development of general education and in particular, that of adult education enterprise in Nigeria (Sarumi, 2005).

Northern Nigeria in the fifteenth century revealed that Muslim clerics and itinerant teachers were attending to the needs of the people in Qur'anic education and Arabic script. Many of them served as letter carriers between the Hausa and the Arab rulers in North Africa. In the southern part of Nigeria the various Christian missionaries of different denominations were establishing Sunday schools classes where people were

introduced to the art of reading and writing. Omolewa (2006) further remarks that most of the foundation built upon by the colonial administration in the promotion and furtherance of adult education was laid by the Christian missions through the missionary activities, which were vigorously pursued into the 20th century. The missionaries used evangelism to propagate the course of adult education. Most of these Christians converted their Sunday school Classes into literacy classes with the sole aim of making the non-literate converts to understanding new religion they had accepted very well.

Going by the account given by Ngwu (2010), the colonial administration's 1935 educational policy placed emphasis on health, agriculture, environmental studies and cooperative societies all of which formed the content of adult education. The colonial educational policies and development in 1940s and 1950s enhanced the promotion of early adult learner, which brought about a lot of promotional efforts in adult education activities in Nigeria. The appointment and establishment of the university college Ibadan (now university of Ibadan) and the volume of educational activities immediately following, a lot of progress and development were witnessed in adult education in Nigeria. Its content and strategies became enlarged, hence, the idea of mass education, community development liberal education, and remedial and distance learning among others, forming parts of the Adult Education programmes for Nigeria and the Nigerians (Salami 2012).

The role of the university college Ibadan which was the handiwork of the British colonial government in Nigeria cannot be over stressed, considering its pioneering and leadership involvement in adult education undertakings in the Nigeria of yester years up to the nation's independence in 1960 and beyond. Ngwu (2010) submits that the activities of the colonial administration in furtherance of adult education form the springboard for the management of adult education in the post-independence Nigeria. Adult and non-formal education has increased in scope to cope with the fast-changing complex world, needs, aspirations, interest of the general populace and technological innovations. Skills acquisitions in literacy and computer add information technology generally is being promoted. The policy maker and stakeholders in the education industry in Nigeria have now realized the importance of adult and non-formal education. All states of the federation now set up agencies for adult and non-formal

education to promote adult education. The local government councils also floated similar agencies. The role of the non-government organizations (NGOs) in the promotion of adult and non-formal education becomes more encompassing. These agencies support Government in the areas of rural development, community education, community development, social services, prison education and in the entire development processes.

Literacy Campaigns

The outbreak of the Second World War brought about a change in the attitudes of the British Government resulting to the extension of adult education to a great number of Nigerians. This attitudinal change brought about the modern foundation of adults education. In May 1941, the Colonial secretary Advisory committee on education set up a sub-committee to consider the best approach to the problem of mass literacy and adult education. The committee's recommendation gave a guideline for the development of adult education in the British colonies. The committee observed that in West Africa, and then education was concentrated on the young people while adults were left out in the education process. Therefore, they urged that attention should equally be given to adults not just youths to enhance good development and better the lives of both the young and the old. This report was received by the British House of Commons on 13th July, 1943. As a result, campaigns started on the three regions of Nigeria-Northern Western and Eastern regions.

At the end of the Second World War, the government of Northern Nigeria was not only faced with the problem of providing schools for the children and youths, but was also faced with non-literate adult population (Sarumi, 2005). In 1946, an adult education department was set up in the regional ministry of education. Thereafter, Major A.J Capenter who had gained experience in mass adult education in the army started a pilot study. With the assistance of an expert from UNESCO, an adult teaching method was devised to facilitate the experiment in adult teaching. The response to the pilot study was so encouraging that government appointed an education officer in 1949 to take charge of the work, giving undivided attention to it. Each local government at his time handled the teacher of adult literacy its own way. In 1953, a decision was reached that the teaching of literacy throughout the region be done in vernacular languages at a meeting held in Zaria.

The model considered education as an instrument which can be used by the state to accomplish certain socio-economic and political ends. From the economic perspective, for instance, literacy education stood for both change and stability. Change because literacy education was to equip the learners with the changing mental and physical skills necessary for national survival and development. It equips the citizens with the latest information, knowledge and skill necessary to make a nation develop side by side with other nations of the world. From the political perspective, the model conscious literacy education as an instrument for developing the nation's citizens to be alert and alive to their citizenship and civic responsibilities. Among other things it aimed at fostering national stability and organization. This model contains vocational citizenship education of various types. The primary concern of the social engineering model is the survival and development of the nation-state, while the secondary concern is the individual development. In other words, development of individual citizens is not seen as an end in itself but a means to an end and the end in this context is the development of the individual, nation and state. The implication of this model is that adult learners improve themselves which lead to the development of the nation and state. This means that the improved socio-economic and political status of individuals lead to national development. Literacy managers should therefore have this at the back of their minds in planning any programme for learners so as to achieve desired results. By the end of 1946, the objectives for adult literacy education by various agencies had become more comprehensive in the development of adult education in Nigeria. In 1947, a new policy gave direction to those who were convinced of the value of adult literacy education. A ten-year plan for fundamental adult education was introduced nationwide. The period 1946-1958 witnessed the facility of funding education by the UNESCO that encouraged literacy and skills acquisition.

The outbreak of the civil war in Nigeria gingered the indigenous government to embark on another literacy campaign. In 1974, the Nigerian government embarked on a new literacy campaign for literacy promotion. This effort however, was not successful due to many reasons. This was entrenched in the National Policy on Education (NPE) (Sarumi 2005). The implementation committee in 1978 recommended that the first task of the National Commission for Mass literacy was to

float a mass literacy campaign, while the Nigerian constitution of 1979 provided that government would strive to eradicate illiteracy (Blue print, 1978/79). 1979, 1982 and 1988 Literacy campaigns all failed due to lack of funds commitment, reliable data among other reasons. 1992 saw another re-launch of mass literacy by the Babangida administration through Mass Mobilization for social and Economic Reforms (MAMSER). This could not thrive because of the political crises and other similar problems as the early ones. The Obasanjo's administration in 1999, brought back the 1976 Universal Primary Education (UPE) which metamorphosed into Universal Basic Education (UBE) This programme recognizes the relevance for adult literacy programme to national development and adult literacy.

Suffice it to say that various initiatives also came to play such as Family Support Programme (FSP), Better Life for Rural Women have gone into oblivion. Presently women for change initiative have taken over the I Care programmes, but the question is how far can they go? Vision 2020 is in the pipeline, can it stand the best of time or not? According to Ngwu (2003), the various educational planning and development strategies adopted in developing countries in the decades of the 60s and 70s led to the emergence of an innovative and flexible educational concept called non-formal education. In Nigeria, for example, the first national policy on education (1977) made provision for adult and non-formal education. The revised editions (1981 and 2004) also retained the relevant provisions on adult and non- formal education. The national policy on Education describes mass literacy, adult and non-formal education as the equivalent of basic education outside the formal school system. The target groups include school dropouts, migrant communities/people, almajiris, non-literate and semi-non-literate adults, youths and adolescents (FME, 2004).

Over the decades the Federal Government took some practical measures to fight illiteracy. In 1990, the Federal Government established the National Commission for Mass Literacy, Adult and non-formal Education (NMEC). Before then, there was the National Commission for Nomadic Education (NCNE) established under the NCNE Act of 1989. Furthermore, it passed the Universal Basic Education (UBE) Act of 2004. The enactment of the 2004 UBE Act gave birth to the Universal Basic Education Commission (UBEC). This serves as the Federal Government's vehicle for directly achieving EFA Goals 2, 3, 4 and MDG Goal 2. In spite of all the efforts, the

level of adult illiteracy in Nigeria is still high as revealed by the National Literacy Survey Report 2009 which put the literacy rate at 56.9 per cent (FNE, 2010; NBS, 2009). Part of the problem is the high number of almajiris in the northern part of the country which was put at over 7 million in 2010 (Leo, 2010). The federal Government has however inaugurated a national committee on the implementation of the almajiri education programme in 2010, which, implicitly, was an admission that the UBE programme was not inclusive enough.

The Millennium Development Goals (MDGs) was a landmark commitment by world leaders. Goal 2 of the MDGs was to achieve Universal Primary Education aimed at eradicating illiteracy by 2015. This was not achieved but enrolment at Primary Schools increased from 81 per cent in 2000 to 91 per cent in 2015. The number of out-of-school children dropped from 100 million in 2000 to an estimated number of 57 million in 2015 and there was a global increase in literacy rate among youth of 15 to 24 years by 81 per cent between 1990 and 2015 (United Nations, 2015).

Despite the fluctuations in adult literacy, more youth between the ages 15 and 24 could read and write simple short statements in their daily life with understanding and the ability to calculate simple numeracy. Varella (2020) reported that the Southern regions of Nigeria recorded the highest literacy rate where the South West had 89 per cent males and 80.6 per cent females who were literate in 2018. Generally, there was low percentage of female literates when compared to the males. He represented his findings by a table showing literacy rate in Nigeria in 2018 by zones and gender.

Zones	Male	Female
North Central	72%	49.6%
North East	50.5%	31.8%
North West	59%	29%
South East	86.7%	79.3%
South South	88.5%	79%
South West	89%	80.6%

In 2015, history was made when Heads of States and Governments as well as representatives at the United Nations Headquarters in New York took a decision on a

comprehensive people centred universal transformative goals labelled “the 2030 Sustainable Development Goals” which came into effect 1st January 2016 at the expiration of the MDGs date line (UNESCO, 2015). Ojokheta (2019) reported that in May 2015, there was a great gathering from different works of life at Incheon the Republic of Korea for the World Education Forum (WEF 2015). The outcome of the meeting saw a declaration tagged The Incheon Declaration on Education 2030 with the vision of equitable quality education and the promotion of lifelong learning opportunity for all. Clause 24 of the declaration noted that all youths and adults especially girls and women should be provided with the opportunity to achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire skills for life and decent work. Importantly also, the provision for adult learning, education and training opportunities must be ensured.

2.1.10 Literacy Efforts in Kano

Kano is adjoined in the East by Borno State, in the South and South-East by Bauchi State, in the West and South-West by Kaduna State while in the North by the Republic of Niger (Tijitar 1976). According to a report of 21 years in Mass Literacy, Adult and Non-Formal Education delivery in Kano State (2001), Kano State was created in July 1967 and formally came to being on 1st April, 1968 with Kano as the State capital. The State as at the time of the report had a total population of 7,495,939 people. During the Trans Saharan trade, Kano played a vital role which has today placed her as the largest and most veteran commercial centre in Nigeria after Lagos. No wonder, Kano is referred to as the “Centre of Commerce”. The trans-Saharan trade brought Arabs and Barber traders to Kano and they introduced Islam and Islamic education to Kano in the 11th century A.D. Since that time, the system of traditional writing in Arabic alphabet began. It can be deduced therefore, that long before the colonization of Nigeria, literacy in Kano was taught in Arabic alphabets. It was not until early 1930s that literacy programme in Roman character popularly known as “Boko” was introduced by the colonialists. But like most developmental efforts, literacy was very minimal and only very few people benefited from it.

With the establishment of Northern Regional Literacy Agency (NORLA) in the 1950s, the colonial government came out boldly to raise the literacy level of the Northern Region population by laying the foundation of “Yaki da Jahilci” (war

against illiteracy). The Regional Literacy Agency had boosted the provision of human and material resources as well as basic structures for the delivery of literacy education in the State. From 1967 to 1979, the State Ministry of Education in collaboration with Local Government Councils shouldered the responsibility of providing mass literacy education. The Local Governments were responsible for the basic literacy programmes only to be granted financial aid by the State Ministry of Education while the Ministry on its own catered for post literacy, vocational training, specialized programmes for women and GCE Extra-Mural programmes. Such arrangements however, had their merits and demerits. Some of the serious problems faced were lack of adequate funds, shortage of trained personnel, official neglect and lack of reading materials. These problems almost rendered adult and non-formal education particularly the literacy aspect in Kano non-existent.

The situation remained so until the inception of the then civilian administration of Alhaji Muhammadu Abubakar Rimi in 1979. Being aware of the danger of an ignorant community, and the significance of literacy, government resolved that there was need for a crusade against illiteracy. It was then that government became committed to the development of the talents of the citizenry, which is seen as an essential prerequisite for the attainment of sustainable growth and development (Agency for Mass Education Kano 2001). Agency for Mass Education was set up in order to separate all adult and non-formal education programmes from the State Ministry of Education and the Local Government Councils and transfer them to the Agency as an autonomous body in order to further the development of adult literacy throughout the length and breadth of Kano State.

The establishment of the Agency for Mass Education (the first of its kind in the Federation) marked a turning point in the provision of adult and non-formal education programmes in the State. The agency has achieved outstanding success which earned it National and International recognition. It is worthy of mention that the Iraqi International Literacy award won by the agency for the first time in the whole of Africa did much to justify the existence of the former and its autonomy as an independent organization. It is encouraging to know that twenty-eight years after its establishment, the reputation of the agency is still the envy of many states in the federation. Today, the agency has every cause to expect the promotion of reputation

because of the government's commitment to the provision of literacy as a practical way of assisting the rehabilitation of the people to be more purposeful and productive in life. This virtue was reiterated by Salihu (2007) when he observed that the Kano State government, through its education institutions and agencies is committed to not only creating learning opportunities for all its citizens, but also ensuring that such opportunities are expanded and adopted to cater for the needs of all. He continued to say that a lot has happened in Kano since 1983 and especially from 1993 because of the State's reorientation programme which to him is considered an aspect of adult education designed to make them respect themselves (the people of Kano) and honour and respect Nigeria.

According to the Agency for Mass Education Kano Report (2001), from its inception, the agency has emerged the largest autonomous State owned mass literacy body with a fairly comprehensive literacy programmes and strategies designed to ensure the accomplishment of the objectives for which it was established. This, the report continues, has made the agency not only a symbol of departure from traditional approach but also a consummate response to the desire for concrete action at the literacy front. In a presentation by Abdullahi Umar (2007), he said that the Agency for Mass Education, Kano State was established with specific objectives in mind. Among others, he said to develop in adults and youths the ability to use the skills acquired to enhance their knowledge and understanding of their social and physical environment in order to improve their mode of living and their states of well-being; another objective is to develop in adults and youths attitudes and commitments towards active participation in the transformation of their immediate locality and the nation at large to mention just a few.

Kano indeed has a promising tomorrow at least from Shekarau's Vision 2011 which hopes to see Kano as "The most ethically correct people", "The most industrialized State", "The centre of the nation's politics", "The most peaceful State", "The nicest State to live" (Muhammad 2007). If this vision must be realized, it is necessary that the people are delivered from the bondage of illiteracy which also represents retardation and lack of progress. It is therefore not surprising that the State Government has chosen to, through the Agency, move Kano ahead by putting a lot of effort to eradicate illiteracy so that the Vision 2011 can be a reality. There are many

programmes that are carried out by the Agency for Mass Education Kano which include Basic Literacy, Post Literacy, Women Education, Vocational Education, Girl Child Education and Quranic Education among others. The Agency has division and units, 44 Area Coordinating Officers, 53 Women Centres to provide basic literacy and skill acquisition needs for women in purdah.

To show the seriousness and commitment of the government towards self-reliance and responsible living in Kano, the government has introduced another programme to complement the efforts of the Agency for Mass Education. This programme is Kano's Societal Reorientation Programme. "*A Daidaita Sahu*". It is hoped that this programme will bring an end to child begging, commercial violence and thuggery, drug addiction, idleness and indolence, general indiscipline, ignorance, girl-child hawking, indiscriminate posting of bills, family abandonment and breakdown and so on. from among about 144 identified social ills (Mohammad, 2007). This effort will definitely go a long way to help in the realization of the State Government's dream of eradicating illiteracy to some extent if not wiped out completely. The importance of literacy education cannot be overemphasized considering the role it plays in the lives of individuals. Literacy makes it possible for individuals to use their minds in new and different ways. Ability to find and use new information gives them a new sense of freedom (Bhola, 1994). Indeed, literacy is a social process which brings new respect and social status to the literate person. Other changes may take time; however, it is a reality that literacy can and does bring development to individuals and societies. In Kano State, the claims above have been and are being realities as declared by the Kano State Agency for Mass Education Report (2001). Many of the beneficiaries have set up their workshops. To improve their status through active participation, the report says that successful graduates of post literacy, primary school leavers, post primary school dropouts and secondary schools referred are intakes of the literacy programme which prepares them for S.S.C.E.

2.1.11 Literacy Programmes in Massallaci National Model Adult Education Centre

It started in June 1967, as a voluntary literacy class, with only three learners and the founder Garba Babanladi Shattima as the sole instructor. The number of participants significantly increased and the study venue, which was a local house (Soro), became

too small. It was in view of this development and to also formalize activities; permission was sought for from the department of education under the then Native Authority (NA) to use the premises of “Masallaci” Primary school, Shahuci Kano, for studies in 1971. It was then named after the primary school and thus, called “Masallaci” Adult Education Evening classes (MNMAEC). Leadership role was specified, patrons and board of trustees were formed and management structure drawn. The centre was assessed by UNESCO in 1999 that gave it the status of a National Model Adult Education Centre. This changed the name of the centre to “Masallaci” National Model Adult Education Centre (MNMAEC). With the new structure in place, activities were run efficiently which continued to attract many adults and youths to join the centre, either as learners or instructors. The upsurge intakes clearly demonstrated the triumph of the centre, as extension classes were then opened at Kurmawa, Jarkasa, Madatai and Yakasai in Kano city.

When Kano state Agency for Mass Education was created, decision was reached at government level that all adult education centres run by voluntary organizations in the state be taken over by the Agency. A development that seemed to relieve the centres of the financial burden on them, it was however, not practicable because government alone could not shoulder the responsibility of funding education at all levels. The programme almost crushed as the agency could not sustain its financial and basic requirements. It is on record that the agency was only able to settle the payment and all the expenditure from June 1980 to September 1981. As the centre was about crushing, in 1981, MallamGidado Bello Akko, then a Director with the Centre for Adult Education and Extension Services, Ahmadu Bello University, Zaria, and the then director of Kano State Agency for Mass Education UmaruAji, assisted the centre with their professional advice. They provided training opportunities to some instructors of the centre. With this development, fresh ideas were introduced which accelerated rapid reactivation of the centre and also paved way for the establishment of special education programme for the disabled among adults and youths. This further increased the popularity and public recognition which witnessed the conversion of the evening literacy classes to full-fledged centre for adult literacy programmes, as an NGO.

At its inception in 1967, the centre started with only three learners, but in 1971, there were 81 learners. When the venue was moved to the premises of Masallaci Primary School, the enrolment rate became very high with over 1,500 learners. The current enrolment capacity stands at almost 4000 learners apart from the extensions. Enrolment into the centre is purely based on self-motivation, interest and other conditions as prescribed earlier. Extensions in other Local Governments in Kano state include Yola, Daurayi, Daneji, Yakasai and Kawo. Learners are recruited almost on daily basis, examined, interviewed, enrolled and registered into the classes suitable for their standard. In a chat with the director Alh. Garba BabanLadi, he said since establishment till date, about 230,000 males and females adults and youths have benefited from the programmes of MNMAEC. Several others dropped along the line at different levels. However over 100, 000 participants who started without basic knowledge of how to read and write have been able to acquire different educational qualities, ranging from basic literacy to post literacy certificates, G.C.E and A levels certificates. Teachers grade II and N.C.E certificates as well as diploma and even degrees and higher degrees. A breakdown of the beneficiaries' record indicates that 1500 participants have obtained. Teachers Grade II certificates 50,000 secured GCE certificates. And another 20,000 beneficiaries were mobilized to read further and now hold diploma and NCE certificates while others numbering 10,000 of them, after fighting illiteracy at MAEC were able to proceed further up to the University level and possessed degrees in various disciplines and a considerable number of others went far to undertake post-graduate courses. Some however ended up just knowing how to read and write (record of the centre).

More so, the centre has paved way for some of the beneficiaries to secure employment with the State and Federal government as well. A considerable number of them have engaged their services in Ministries, government agencies, parastatal, and so on. Others also secure jobs with private companies and schools after acquiring basic knowledge from MAEC while others are self-employed. The "Masalachi" Adult Education centre started with the founder as the only instructor and coordinator. When the number of participating learners picked up to 81, three other instructors were added. By 1991 when the number of learners became too large there was 86 staff out of which 78 of them were instructors. Presently the centre has a total work'-force of 216 personnel including those in extension centres.

Staff of MNMAEC are drawn from the public on the merit of self-motivation, honesty, interest, devotion, dedication, self-sacrifices, self-discipline hard work and experience rather than paper qualification alone. Part time allowances are paid to the workers according to designation and nature of work. It is on record that over 2700 men and women have worked with the centre at one time or the other and in different capacities with 80% of them instructors and supervisors. It is a voluntary and non-revenue generating organization, the registration fees, weekly/monthly fee paid by participating learners and also monetary contribution among the students and staff when there are such needs is the source of income for the centre. In recognition of the performance of the centre, in 1972, the department of adult education under the ministry of education Kano state, demonstrated interest in the activities of the centre and therefore decided to offer annual grant as supplement in order to aid its activities. The sum of N72.00 was approved for each class per annum. The amount was later increased to N144.00 in 1974. Although the amount could not meet the entire basic requirement in running of the centre, it however served as a morale booster for a short while.

Another source of funding of MNMAEC is through the activities of some philanthropist in the society, either as organizations or individuals, for example, a Kano based philanthropic organization; Lebanese club, donated to the centre 78 chairs, 6 desks and a sum of ₦250.00 in 1984. Similarly the management of Arewa hotels, in 1989 gave a donation of ₦5, 000.00 to the centre in appreciation for literacy training of some workers of the hotel. A.B.U Zaria also assisted the centre with the sum of N10, 000.00 to improve performance. In 1991 Kano state office of MAMSER, donated various working materials and items to different adult education organization in the state. MNMAEC was given different learners books, primers and other instructional materials worth about ₦35, 000.00. Even the building of the centres administrative office and the generator and computer sets owned by the centre, were obtained through public, donations either, as organizations or individuals.

The upsurge of the learners became so much and donations to the centre reduced greatly. This led to the centre taking a decision that learners could contribute little amount to enable the proper running of the centre and payment or stipends to the

facilitators and other voluntary staff. Between 1991 and 1998, the donations that came to the centre with the learners' contributions were used to cater for the facilities, staff stipends and study materials. Activities of the centre continued without problems as the director and his assistants made sure of that. The democratic era in Nigeria brought few politicians who were impressed with what was happening at the centre so gave some support but it was short leaved as some of them made unfulfilled promises and disappeared. In order to ensure that the centre continued, the management of the centre continued to solicit for support especially during graduation ceremonies when dignitaries are invited including beneficiaries of the centre who make donations. The period of this study, 2007 to 2017, the centre experienced financial difficulties because funding was not there from anywhere and most of the learners could not pay the little token but they could not be sent back because the centre needed them to learn therefore sending them back home was not an option. The director had to keep pleading with the staff to be patient and whenever any money was realised, they were given their stipends. The staff demonstrated a level of commitment and went about their work without complains. The centre had to introduce payment of a little amount for collection of certificate so that learners who wanted to collect their certificates after graduation had to pay and since they needed the certificates, they had to pay. This proved to be beneficial to the centre and helped to solve some financial problems.

2.2 Empirical Review

There is ample literature and empirical studies to support enrolment and retention strategies in literacy programmes. Literatures on retention of adult learners suggest that previous educational attainment is closely tied to participation and persistence. It is worthy of mention that the aims of literacy include; preparation for useful living within the society and preparation for higher improved economic, social and political status in the society.

The outcome of a research conducted by Laoye (1999) on the experience of University Village Association (UNIVA) in income generating activities and women literacy participation in Oyo State from 1989 to 1997, revealed that all the 200 respondents had no intention of leaving the centre because the programme combined learning with skill acquisition. The study confirmed that learners were taught how to

read, write and calculate in addition. They were also provided with training in soapmaking, Pomade, body cream, tie and dye to mention a few. In addition, learners were given loan to start trade apart from the provision of different processing machines. Furthermore, the learners confirmed that they built houses for themselves so rather than quit, they would welcome new members as some of the beneficiaries were already instructors. On the teaching method, learners attested to the fact that the method of instruction in their literacy programme has direct bearing to their needs and goals.

From Laoye's findings, two things are striking for continuous retention of learners at literacy programmes; income generating activities and the direct bearing of the teaching methods to the learners ' needs and goals. This shows that learners will continue to persist if they can generate some income and the teaching method meets their needs. This agrees with the findings of Tukur and Oyelakin (2016) that learners will continue to attend literacy programmes when their economic needs are met. This is in congruence with curriculum theorists who believe that the needs expressed by learners should be given prominence in curriculum planning and that potential learners should be part of the planning (Eric and Wilson, 2013).

Another study on interest in schooling as a determinant of secondary school students' study habit conducted by Olatoye and Oloyede (2004) revealed that there is high positive significant relationship between students' interest in schooling and also significantly predicts study habit. The descriptive research survey was carried out on 206 students from randomly selected secondary schools in Ibadan, Oyo State. Their study shows that students' interest in any education activity predicts their study habit and attitudes. A student that is interested in schooling will have a positive study habit and a healthy attitude to schooling. If however, a student is not interested in schooling, he is bound to have a negative study habit and negative attitude to schooling.

By implication therefore from their study, learners' interest in any adult education programme predicts their attitude and habit. A learner who is interested in learning will devote time, to it. However, a learner who is not interested in learning is not likely to devote much time to the programme.

In a research on learners' motivation, Ayis (2009) reveals that learners' motivation to learn is dependent on many factors. The descriptive survey method was carried out on 150 learners in Zaria Local Government Area of Kaduna State. The research showed that failure of the programme to be relevant to learners' needs discouraged them from persevering to the end. Other factors militating against motivation of learners include insensitivity of the social and cultural demands on participants, rigidity of the programme, distance of the centre and time constraints. From this research, it is clear that learners are most likely to be motivated to persevere if their instructors and planners are sensitive to their learning needs, distance of the centre, conduciveness of time for learning and some consideration for the learners as regards other demands other than learning at literacy centres. On enrolment in same research Ayis (2009) reported that proper awareness and enlightenment for literacy programmes will go a long way to ensure greater enrolment. From the findings, the most powerful tool for enrolment is word of mouth publicity generated by satisfied learners. Other powerful tools include the use of community and religious leaders, knocking on doors in local neighbourhoods or staffing information at community fair, on the shop floor, or in neighbourhoods, churches, mosques, union meetings or human service agencies.

In another research on causes of dropout in adult basic literacy education programmes, Tukur and Oyelakin (2016) revealed that learners are likely to persist and complete their programmes if they find their programmes interesting. The findings from interview conducted with the 30 adult learners at Tudun Wada Zaria literacy centre revealed that learners dropped out of the centre because their facilitators were not committed to their work. Learners leave their various fields of endeavours to go to the centre but could stay a whole day without a single facilitator coming to their programme and when they come they are unfriendly which make the programmes boring. On why facilitators are not committed is non-payment of stipend due to them. The research however, revealed that the skill acquisition sections where they learn carpentry and tailoring do not lack participants who persist and complete their programmes. The reason for this it was discovered that because they make some money from what they produce, the facilitators and learners attended because of the little money they got after selling what they produce or get paid for sewing people's clothes.

From the research, it can be inferred that unfriendly and uninterested facilitators in any adult learner's centre will discourage the learners from persisting. Also, when learners have income generating activities they benefit from at the centre, they are likely to persist at the centre. It is therefore important for facilitators to be taken care of to sustain their interest in literacy programmes which will in turn, motivate learners to persist and complete their programmes. In the same vein, income generating activities should be encouraged at literacy centres.

Another research by Maiturare (2011) on evaluation of the participation and persistence of learners in Basic Literacy further revealed that adult participation is shaped by access to programme information. The descriptive research survey focused on 120 adult learners at the Federal Capital Territory (FCT) Abuja. The research revealed that when there is creation of awareness and proper information on any adult literacy programme, learners are most likely to participate.

The findings further revealed that adults are not likely to participate in a programme they are not well informed about. Since adults are goal oriented and learn for immediate use, there is always the need to carry them along in the process and give them adequate information on programmes they are expected to participate in. The findings of Maiturare (2012) revealed that prospective learners who should have benefitted from the programme failed to enrol because they were not properly informed and therefore, they could not be convinced to enrol and participate.

However, some who were privileged to be well informed understood and enrolled at the centre. In other words, proper mobilization and creation of awareness helps to attract participants to adult literacy programmes. This shows that mobilization and enrolment of learners through awareness campaigns are very crucial for successful literacy programmes. Therefore, enrolment of adult learners in to literacy centres should be seen as a multistep process of drawing people into programmes other than motivating them to sign up for a single course.

It can be deduced from the empirical review that various factors have varied degrees of influence on enrolment and retention of learners in literacy centres. This assertion

was in consonant with the findings of Al-barwani and Kelly (2009) on factors influencing the enrolment and retention of learners in Oman where it was discovered that there exist regional differences at the adult motivation for enrolling but that the spiritual motive was the most significant. Their research further showed that adults gave different and varying reasons and obstacles in completing their studies. These obstacles, men indicated work responsibilities while women complained about family responsibilities. The research further revealed that programme attrition was mainly attributed to structural characteristics of the programme.

2.3 Theoretical Framework

2.3.1 Evaluation Models

Evaluation models serve principally to conceptualize the field and draw boundaries for an evaluation (Mabolaji, 2000). These have been developed by specialists in order to communicate the results of their own experiences to others. The purpose of a model therefore is to guide, and offer a focus on evaluation, assists in structuring the type of questions to be asked and the type of data to be collected. Models of evaluation exist in large number and many more are being created in rapid succession. The evaluation models which are being widely used include: Congruence-Contingency Model (Stake, 1967), Discrepancy Evaluation Model (Provus, 1971), Participative Evaluation Model and the Context, Input, Process and Product (CIPP) evaluation model developed by Stufflebeam (1969). These evaluation models are briefly explained below:

Congruence-Contingency Model

This was developed by Stake (1967). The model contends that an evaluation consists of three stages of data sources; antecedents, transaction and outcomes. Hence, it has come to be known as the ATO model.

The antecedent data include all of the conditions that existed prior to a programme implementation. The transaction data refer to the process during implementation while the outcome data the specific output arising from the process.

The ATO model could be adopted for use in evaluating a training or educational programme. The antecedent data would relate to all conditions preceding the educational programme, for instance, entry behaviour of trainees; the training environment, rationale or intent for the training and so on. The transaction data would include all of the processes in the programme implementation including the classroom

interaction, while the outcome data would be the specific skills, attitudes and achievements that result from the training experience (Mabolaji, 2000).

Discrepancy Evaluation Model

The model was proposed by Provus (1971), who defined evaluation as the art of describing a discrepancy between expectation and performance of programme. It basically involves a comparison between intended or planned with actual outcomes.

The basic tenets of the model according to Bhola (1990) in Haladu (2006) are standards (S), performance (P), and discrepancy (D). The task is to compare P against S to determine D and thereby making judgements about the worth or adequacy of an object or a programme. This model as reported by Olufunmilayo (1998) in Haladu (2006) must be conducted by a team of evaluators who must reach agreement with the programme team on expected standards. Thereafter, every evaluation question must be answered by creating new information, judging performance against pre-established standards according to agreed criteria and making appropriate decisions.

The model claims to provide continuous information to decision makers on the performance of an on-going programme since any discrepancies noted can serve as a feedback for improving programme performance. Full use of the Discrepancy Evaluation Model would however require abundance of experts, time and resources.

Participatory Evaluation Model

The name of Paulo Freire, the Brazilian educator and the author of pedagogy of the Oppressed (1973) is often associated with participatory evaluation. Participatory Evaluation Model is a contrast to what is considered the dominant or traditional model that tends to see the people involved in a project as objects. It is an alternative, dialogic approach that views all those involved as subjects. The aim of participatory evaluation is to ensure that the people whose lives have been studied remain active participants rather than becoming mere objects.

Participatory evaluation is not a scientific endeavour of the professionals but an in-depth, existential review of an experience done by all concerned, together, in collaboration. Essentially, participatory evaluation means that it is not evaluation done by an outside expert in splendid isolation from the people, wrapped within the pretence of objectivity, but an evaluation that is done by all the stakeholders

concerned, together, in participation with each other. All those involved, and particularly, the learners and participants in programme activities, together construct their own meanings, and speak in their own behalf, in their own language. The learner becomes an evaluator and the evaluator becomes a learner. Evaluation goals, ends, standards and tools are decided upon participative. Each contributes personal data and collects the data that has to be obtained. Analysis of data is collectively undertaken.

For the participative evaluator, Olufunmilayo (1998) in Haladu (2006) notes, reality is not restricted to facts and physical objects, but includes the ways in which people involved with these facts and objects perceive them. It is thus the dialectical relationship between objectivity and subjectivity. The evaluators' task is to discover how people perceive themselves in their dialectical relationships with objectivity. The methods used must involve dialogue (Haladu, 2006)

2.3.2 Model for the Study

Stake's Countenance Model of Evaluation

This study adopted Stake's model of evaluation which was used to determine the extent to which Masallaci National Model Adult Education Centre Kano met its target of enrolling and retaining its learners. Stake's Countenance Model focuses on the evaluation of intents that is the rationale for the programme that shows the goals and plans of the practitioners other than the actual goals of any programme in particular educational programme. Akinyemi (2015) notes that this is necessary because an evaluation is not complete without the rationale of the programme. Though it may not be clearly stated, every programme has its rationale which indicates the purpose and philosophical background of the programme. This forms the basis upon which every programme is evaluated. The question then will be whether the plan developed by the programme planner constitutes a logical step in the implementation of the basic purposes of the programme.

The implementation of Stake's evaluation model requires that data is obtained based on three established categories and based on the condition of intent expected and the one actually observed (Suryadi and Kudwadi, 2010; Akinyemi, 2015). The technique of data collection in Stake's model is through a developed structured questionnaire interview, observation guidelines for the documentation of study and document test.

Akinyemi (2015) explains that data analysis in Stake's model uses comparative studies (congruence) between the ideal (logical contingency) and the evaluation result (empirical contingency) using the principle of similarity. By this, the consistency of the data collected is tested to determine the relationship among the programme intent, antecedents, transactions and outcomes. The results are then linked to absolute standards and relative to make consideration or judgement from comparison of implementation of the overall programme. Stake's model derives its strength in being participant oriented by its emphasis on the voice of stakeholders and relying on the observations and judgements of the evaluator.

Stake's model takes into consideration the complexity of the environment in which the implementers are expected to implement the programme. It also put into consideration the antecedent conditions existing before the programme implementation and the dynamic transactions among the implementer(s), materials, environment and stakeholders as well as the outcomes of the programme. In Stake's model, importance is placed on the observation, description and judgement of the programme through a variety of data sources and multiple analyses which call for documentation of antecedent condition (Akinyemi, 2015). While focusing on the intents of the programme, the models approach to data collection sought to detect the congruence between these intents, the processes influenced by factors like antecedent conditions and transactions between practitioners and stakeholders and programme outcomes intended.

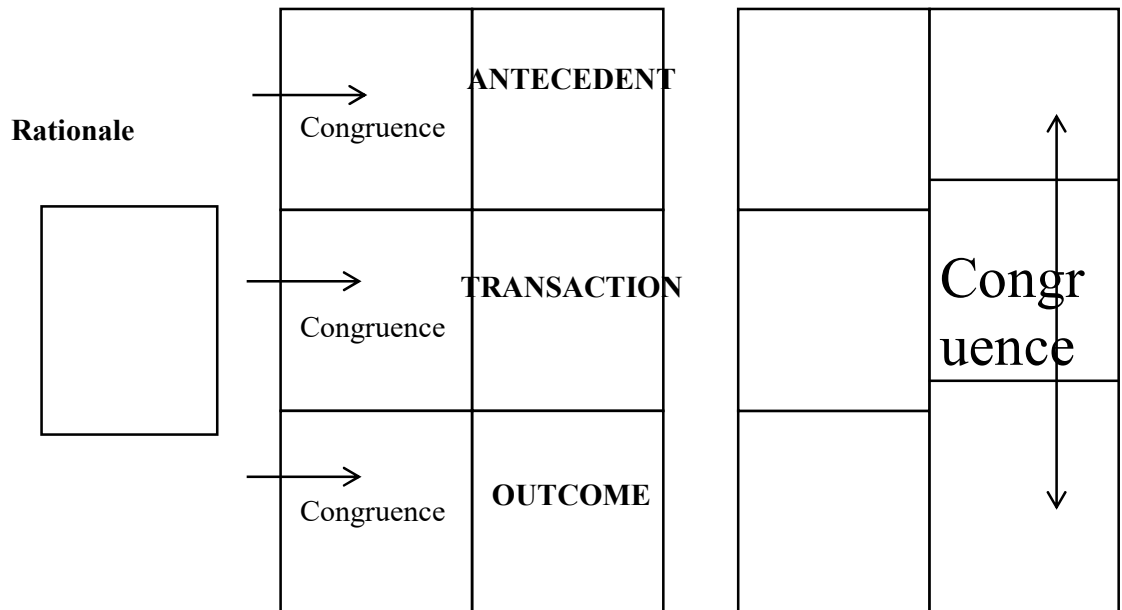
The Stake's model was adopted to evaluate the enrolment and retention strategies of the "Masallaci" National Model Adult Education Centre(MNMAEC) Kano to find out reasons for the persistence and completion rates in congruence with implementer(s), materials, environment and outcomes of the programme. This was done by collection of data through questionnaire and interviews and the data collected were subjected to statistical analysis to determine if the results obtained were in line with the plans and goals of the MNMAEC Kano following four steps namely intent, antecedent conditions, dynamic transactions and the programme outcome.

Stakes Model

Descriptive Matrix

Judgement Matrix

Intents Observations StandardsJudgement



**Source: Akabar, I. S. and Widodo, S. E. 2018
(Adapted and modified)**

Stake Model is considered for the assessment of the process of programme implementation or policy implementation. To Stake the countenance of a sound evaluation includes seven basic things namely: (1) description and rating of programme; (2) data relating to the programme's intended expectations and outcomes; (3) the reasons or rationale for the programme; (4) analysis of the programme congruence and contingencies; (5) identification of often conflicting related matters standards and judgements; (6) various evaluation tasks and associated procedures; (7) use of formative and summative findings. Stake identifies three phases in the evaluation process, which are antecedents, transactions and outcomes where the antecedents phase refers to the initial conditions, transactions refers to the process of programme intervention while outcomes refers to the results achieved.

Stake further argues that the use of antecedents, transactions and outcomes as core concepts structures his view of what should be done when describing and judging a programme. He emphasised the documentation of a programme intents and observations, that is, its intended and observed antecedents, transactions and outcome. Associated with the three phases, Stake offers explanations for the programme, many conditions or provisions or contexts for operating the programme each capable of being judged by quality will be considered. According to Akabar and Widodo (2018), these are background conditions and input antecedents. They further submit that in evaluation studies, data should be gathered on intentions, quality and perception of some of the antecedents. Some antecedents are responsible, some are not.

Stake argues that data should be gathered about programme activities, operations, functions and processes which is transactions. In evaluating a programme, the interest is usually in what the programme has achieved or accomplished in terms of its impact or outcomes. By so doing, many antecedents, transactions and outcomes are obtained. In this case, the information needed include rationale, antecedents, transactions and outcomes. Rationale refers to the background and the purpose of a programme or policy while antecedents, transactions and outcomes are equivalent to the inputs, processes and products. Information is presented in form of description and judgement matrix. To fill in the matrix, considerations may be collected from the users of the evaluation results. Data descriptions are classified into intent (what the programme intends to do or achieve), observations (what the programme perceives).

The judgement statement is classified in conditions that meet specific standards and judgement where standard is what people generally accept or approve while judgement is what people value the immediate programme to be.

Stake's model involves the completion of two matrix; description matrix and judgement matrix. The description matrix comprises intents and observations each in its column while standard and judgement comprise the judgment matrix. The matrix is divided into three rows antecedents, transaction and outcomes labelled from top to bottom. Observations consists of input (antecedents), process (transactions) and results (outcomes).

2.4 Appraisal of Literature

The review in this chapter showed that literacy education suffers setbacks as a result of lack of personnel. This is because even the few hands recruited as instructors soon fade out for lack of motivation. When compared to other sectors in education, literacy education is not adequately catered for. Enrolment of learners and facilitators into literacy programmes is one thing, retaining them is yet another and when the needs of the learners are not met, they withdraw.

The Literature reviewed revealed that literacy education has suffered set back not just in developing nations but the developed world as well. Despite concerted efforts by governments and Non- governmental Organizations and much money sunk into the sector to improve adult literacy education, illiteracy rate still persist. The two major problems faced by practitioners of literacy education are non-enrolment of adult learners and attrition of learners. Adult learners do not like to enrol and those who enrol drop out without completing their programmes. A lot was revealed on the situation of adult literacy education, the most revealing and disturbing are those of EFA Global Monitoring Reports. The reports pointed to the prevalence of illiteracy rates especially in the Sub- Saharan Africa. According to the report, 771 million people globally are not literate and three- quarter of them live in twelve countries, Nigeria inclusive (2006). The UNESCO Institute of Studies statistical analysis gave the break-down of progress in literacy programmes. The projection by UIS between the year 2010 and 2015 was that the population of adult literates would increase in some countries but decrease in some others, while some were expected to remain

stable. The bottom line is that the total number of non-literate adults by 2015 is projected to remain high.

Empirical studies showed that with creation of awareness and follow up to the potential adult learners, there is hope that they will enrol for adult literacy programmes. When recruited, it will take retention strategies to keep them motivated enough to persist and complete their programmes. If good retention strategies are in place, attrition rate will reduce and the expected result achieved. Attrition of learners is caused by myriads of factors as revealed in the literature. These are built into sociological, psychological, physiological and cognitive factors. These problems, when properly handled will result in some level of confidence built into the adult learners and cause them to persist to complete their courses. Attrition rate needs to be checked to ensure retention of learners at literacy programmes.

Causes of low retention in literacy programmes stems from course materials, facilitator/Tutor, environmental factor, financial inadequacies and lack of proper motivation. The needs expressed by learners should be given prominence in the curriculum planning and make potential learners part of the planning process. There are important factors that must not be ignored for successful adult literacy programmes. The three most important factors are learners' background, learning environment and academic exposure. Three other variables are personal, institutional and circumstantial. However, four factors that may increase learners' persistence in literacy programmes are staff, environment, curriculum and incentives. These variables, put together, will contribute immensely to the level of perseverance and persistence in literacy programmes. From the factors above, it can be deduced that friendly staff, inviting environment, well planned curriculum and incentive programme put together can motivate learners' participation and retention.

CHAPTER THREE

METHODOLOGY

Chapter three described the steps, methodology and procedure used in data collection. It presented the research design, population of the research, sample and sampling technique, research instrument and the administration. It also presented the content validity and reliability of the instrument used as well as method of data analysis.

3.1 Research Design

The study adopted the survey design of the ex-post facto type which was deemed appropriate because the events had occurred and the researcher could not manipulate the variables. The method sought to find out the opinions of people with regards to their feelings, beliefs and perceptions and evaluation of social phenomenon. In the survey design, quantitative and qualitative techniques of data collection were used to collect data and information gathered was analysed.

3.2 Population of the Study

The population of the study consisted of all learners that enrolled at the centre between 2007 and 2017 which gave a total of 15,158 learners and all facilitators (31) at the Masallaci centre during the period under study totalling 15,189.

Table 3.1: Population of the Study

Programmes	Population
Basic Literacy	2,601
Post Literacy	4,758
Intermediate	3,344
Remedial	2,125
Vocational	1,682
Special Needs	462
Computer	186
Total	15,158
Staff	31
Grand Total	15,189

Source: Centre Record (2017)

3.3 Sample Size and Sampling Technique

For questionnaire, key informant interview and focus group discussion, the population of learners and facilitators present at the centre during the data collection numbering 2,034 learners and 31 staff including the proprietor, registrar and facilitators totalling 2,065 was used. The sample size for the study consisted of 1,018 learners and 16 facilitators. The adult learner population was stratified along the seven existing programmes in the Centre, namely Basic Literacy, Post-Literacy, Intermediate, Remedial, Computer, Vocational and Special Needs. Further, the proportionate to size sampling technique was adopted to select 50% of the learners in each of the seven strata as well as 50% of the facilitators was used to select the 16 facilitators given a sample size of 1034 .

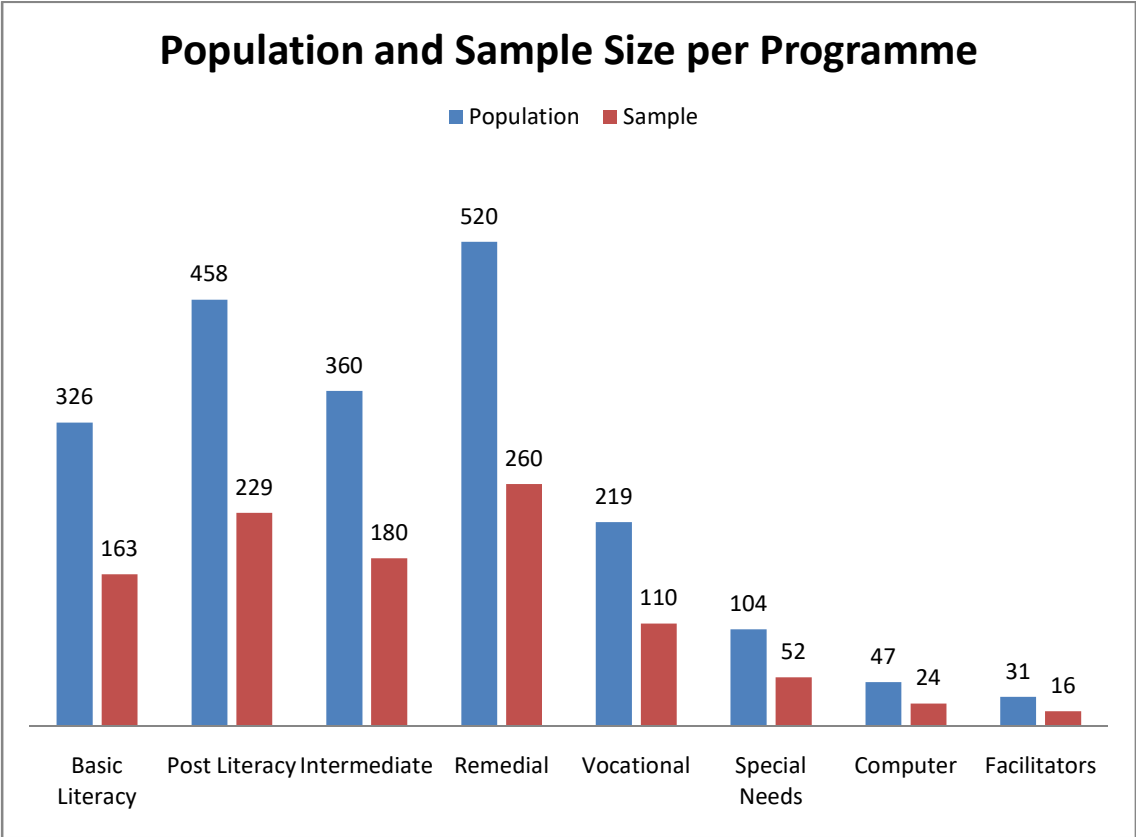


Figure 3.1: Bar Chart Showing the Population and Sample Size
Source: Field Survey (2017)

3.4 Instrumentation

Two major instruments were used to facilitate data collection. The quantitative data was collected through a set of self-structured questionnaire tagged “Enrolment and Retention Strategies Questionnaire (ERSQ)”. The questionnaire was divided into sections A-D. Section A consisted of the bio-data of the respondents. Section B asked questions on enrolment strategies Section C asked questions on retention strategies and section D was on teaching methods/strategies.

The second set of instrument was the qualitative method which consisted of sets of questions for facilitators, supervisors and management as well as learners. These were administered through Focus Group Discussion (FGD) and Key-Informant Interviews (KII). To substantiate the information elicited from the quantitative instrument, the Centre’s official records and document were equally used to further elicit information on actual enrolment, attrition, retention and completion period of programmes at the Centre.

Table 3.3: Data Collection Matrix by Objectives

S/N	Objectives	Questionnaire	FGD	KII	Primary Sources
1	Actual Enrolment Rate				✓
2	Actual Attrition Rate				✓
3	Actual Retention Rate				✓
4	Time to – Completion of Programmes		✓	✓	✓
5	Strategies used for learners' enrolment	✓	✓	✓	
6	Strategies used to retain learners	✓	✓	✓	
7	Teaching Methods/ strategies	✓	✓	✓	
8	Most effective strategy	✓			

Focus Group Discussion (FGD)

The Focus Group Discussion was used in this study to elicit information relevant and useful for the study but may not be obtained through the questionnaire. Focus Group Discussion provided opportunity to address and elicit feedback from respondents. This feature was handled during the analysis phase of the study and helped the researcher to make recommendations for future interventions. The focus group discussion consisted of 6-10 members with a moderator, 7 sessions were observed at times and dates convenient and agreed by the various groups. (See appendices VII and VIII for FGD and KII guide).

Table 3.4: Schedule for Focus Group Discussions

Date	Groups(6–10 people) and Topic of discussion: Enrolment and Retention	
Day 1 14/10/2017	Basic Literacy 9 – 11am	Post Literacy 2 – 4pm
Day 2 4/11/2017	Intermediate 11am – 1pm	Remedial 4 – 6pm
Day 3 25/11/2017	Computer 10am – 12pm	Vocational 3 – 5pm
Day 4 9/11/2017	Special Needs 9 – 11am	

Table 3.5: Schedule for Key Informant Interview

Date	Interviewee	Time
13/12/2017	Proprietor (Alh. Baban-Ladi)	12pm - 1pm and 1:30pm - 2:30pm
02/12/2017	Registrar	9am - 11:30am
06/12/2017	Facilitators I -III	9am - 1pm
07/12/2017	Facilitators IV –VI	3pm - 7pm

3.5 Validation of the Instrument

Validity is intended to ensure that the instrument measure what it is supposed to measure. In view of this, several steps were taken to ensure the validity of the questionnaire. The self- structured items of the questionnaire were related to the objectives of the study. The content validity of the questionnaire was established by the researcher's supervisor and experts in the field of adult education to make criticisms, corrections and suggestions. The corrections and observations made were considered before the final questionnaire instrument was drafted.

3.6 Reliability of the Instrument

The reliability of the instrument was established through the use Cronbach's Alpha method. Having administered the instrument tagged "Enrolment and Retention Strategies Questionnaire" at the Kofar Mata Literacy Centre, Kano, the data collected were subjected to the Cronbach's Alpha analysis and the reliability value was 0.82.(See Appendix II).

3.7 Administration of the Instrument

To ensure proper responses to the questions, and for proper co-ordination of the questionnaire and proper coverage of the population, the researcher used three research assistants. They were given some orientation on what to do and how to do it. The researcher took time to cross check the work done by the research assistants to ensure that a good job. Where there were doubts or otherwise, the researcher went to the centre in person for verification. For 257 respondents who did not understand the questionnaires in English, the items were translated in to Hausa language for them. (See Appendix X)

During the dialogue and oral interviews, a conscious effort was made by the researcher to promote and develop dialogue naturally, flexibly, and openly as much as possible in order to allow participants to talk and discuss freely about the questions asked or other questions meant to elicit adequate information for the research. These dialogues were examined and presented to show the factors influencing enrolment and retention at the centre.

The researcher explained to the respondents the significance of the study and the need for their honest and sincere co-operation. It was painstaking to complete the copies of

questionnaire but worthwhile. The copies of questionnaire distributed were collected by the researcher, using the same process in the centre.

3.8 Method of Data Analysis

Data obtained were analysed using the descriptive statistics of frequency count, simple percentage, Pearson's Product Moment Correlation, trend analysis and content analysis for quantitative data while content analysis was used for qualitative data. Analysis was done at 0.05 alpha level.

CHAPTER FOUR

RESULTS AND DISCUSSION OF FINDINGS

The chapter presents the analysis of the demographic characteristics of one thousand and eighteen (1,018) learners and sixteen (16) staff on the variables analysed based on objectives of the study and research questions.

SECTION A

Demographic Data of Respondents

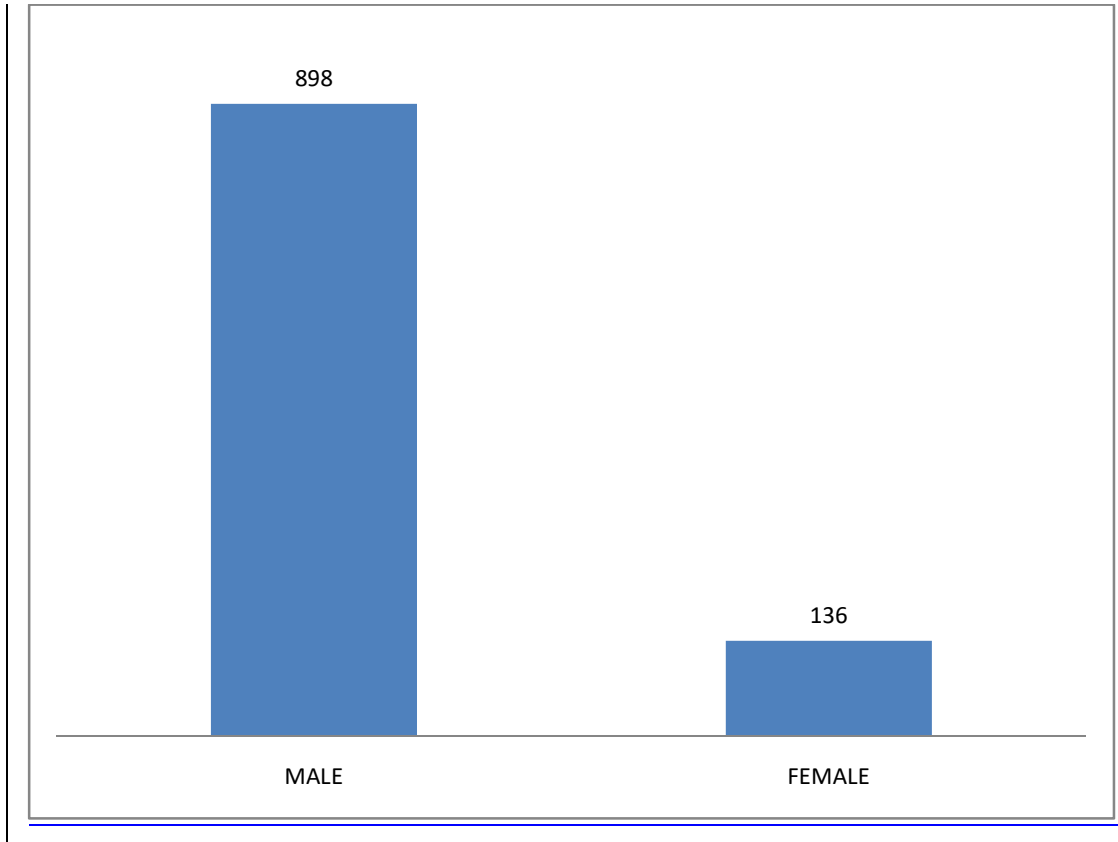


Figure 4.1.1: Gender of Respondents

Source: (Field Survey, 2017)

Figure 4.1.1 showed that 86.8% respondents were male while 13.2% respondents were female. This means that majority of the respondents were male.

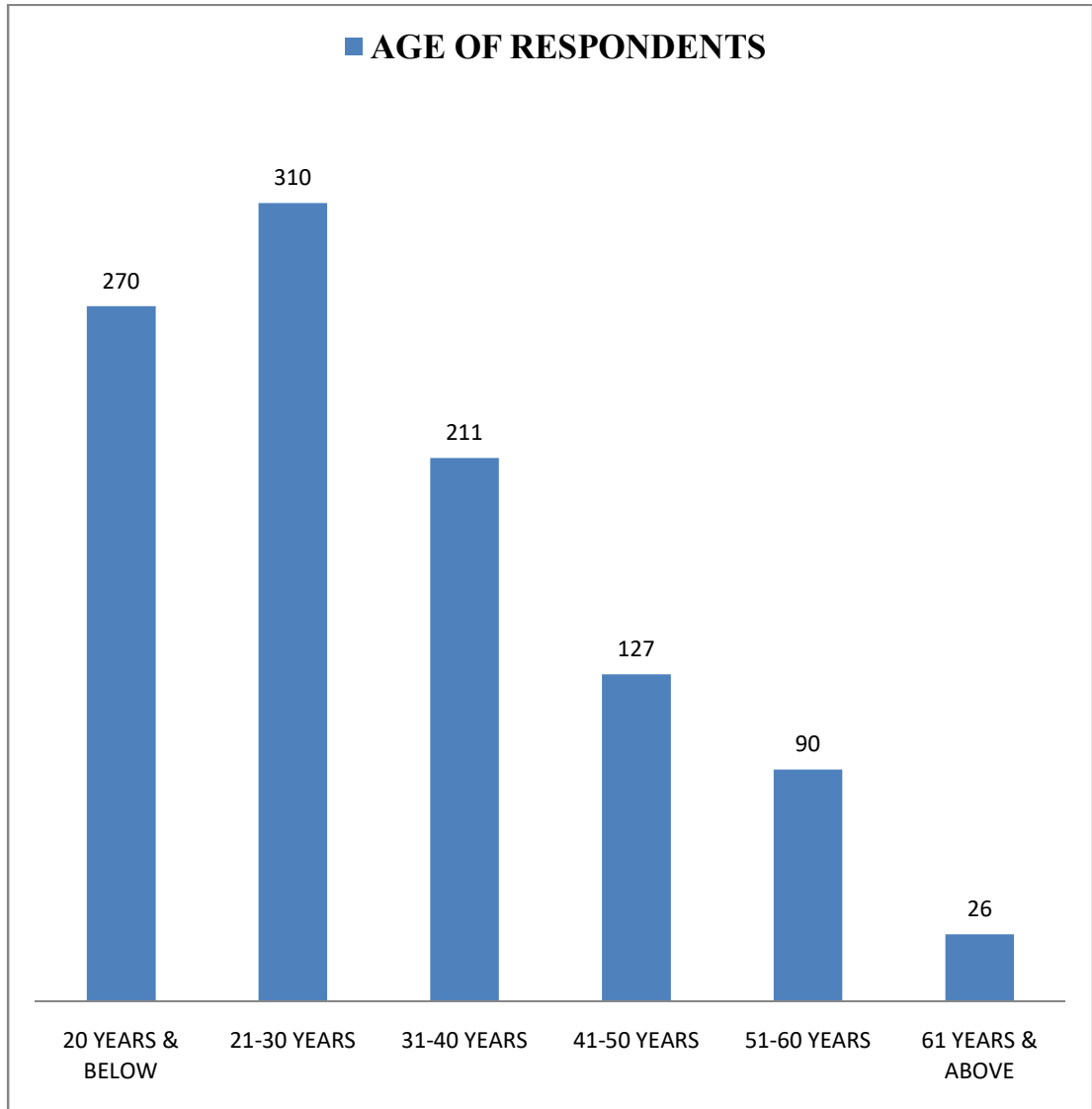


Figure4.1.2: Age of Respondents

Source: (Field Survey, 2017)

Figure 4.1.2 showed that 26.5% respondents were below 21 years, 30.5% respondents were within the age range of 21 to 30 years, 20.4% respondents were within the age range of 31 to 40 years, 11.8% respondents were within the age range of 41 to 50 years. 8.5% respondents and 2.4% respondents were within the age range of 51 to 60 and 61 and above respectively. This means that the majority of the respondents were within the age range of 21 to 30 years old and 20 years and below. The mean age of respondents was 30.6

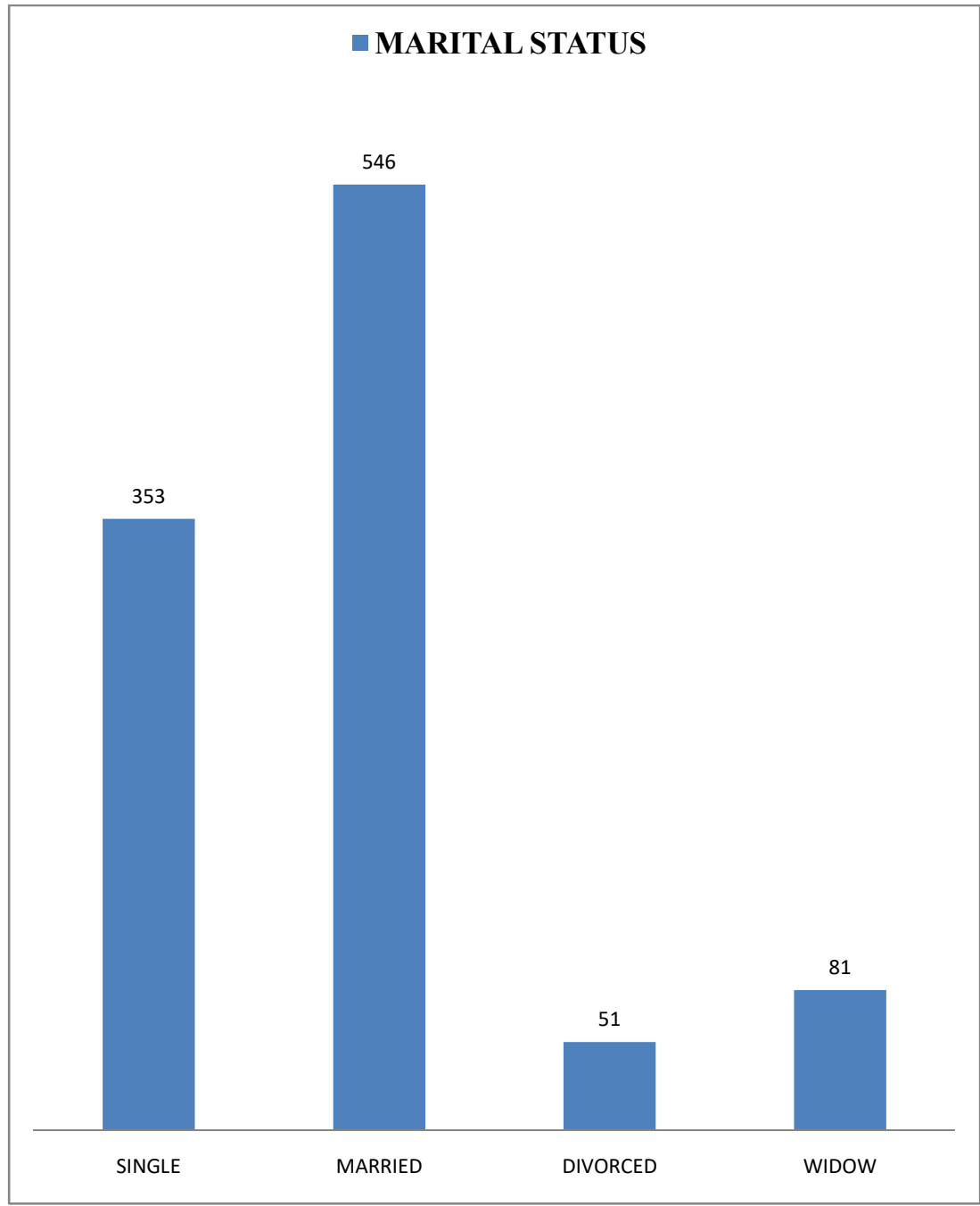


Figure4.1.3: Marital Status of Respondents

Source: (Field Survey, 2017)

Figure 4.1.3 showed that 34.6% respondents were single, 52.4% respondents per cent were married, 5% respondents per cent were divorced while 8% respondents per cent were widows. It implies that married respondents constitute the majority of the learners.

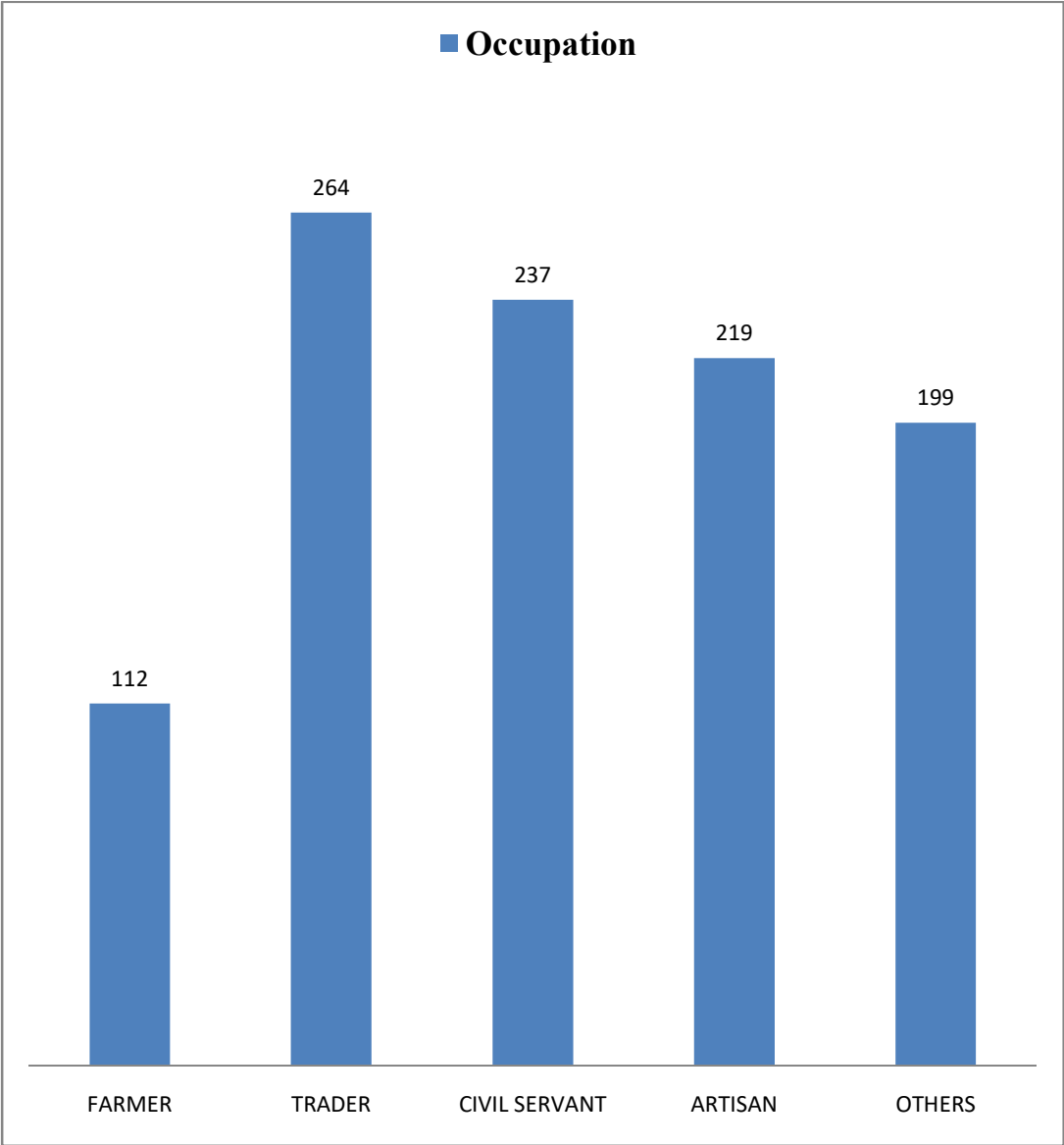


Figure 4.1.4: Occupation of Respondents

Source: (Field Survey, 2017)

Figure 4.1.4 showed that 11.0% respondents were farmers, 25.4% respondents were traders, 22.7% respondents were civil servants while 21.3% respondents and 19.6% respondents were artisan and others respectively. It implies that majority of the learners were traders.

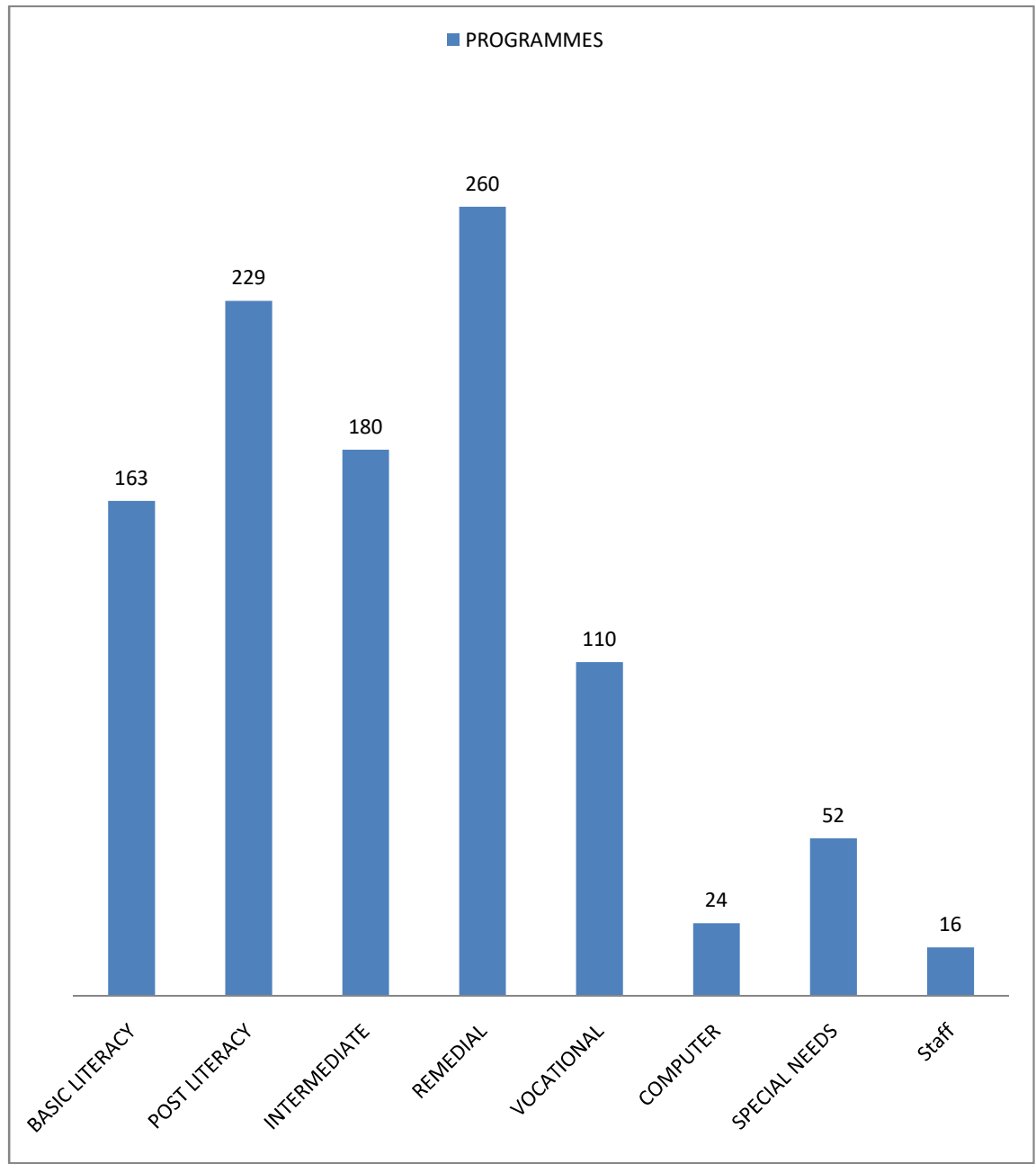


Figure 4.1.5: Programme of Respondents

Source: (Field Survey, 2017)

Figure 4.1.5 showed that 16.0% respondents enrolled for basic literacy, 22.5% respondents enrolled for the post literacy, 17.7% respondents enrolled for intermediate, 25.5% respondents enrolled for remedial, 10.8% respondents enrolled for vocational, 5.1% respondents enrolled for special education while 2.4% respondents enrolled for computer programme. It implies that those for the remedial programme constitute the majority.

4.2 Analysis of Research Questions

Research Question One: What is the actual enrolment rate from 2007-2017? The Centre official record in figure 4.2.1 was used to assess the actual enrolment rate from 2007-2017.

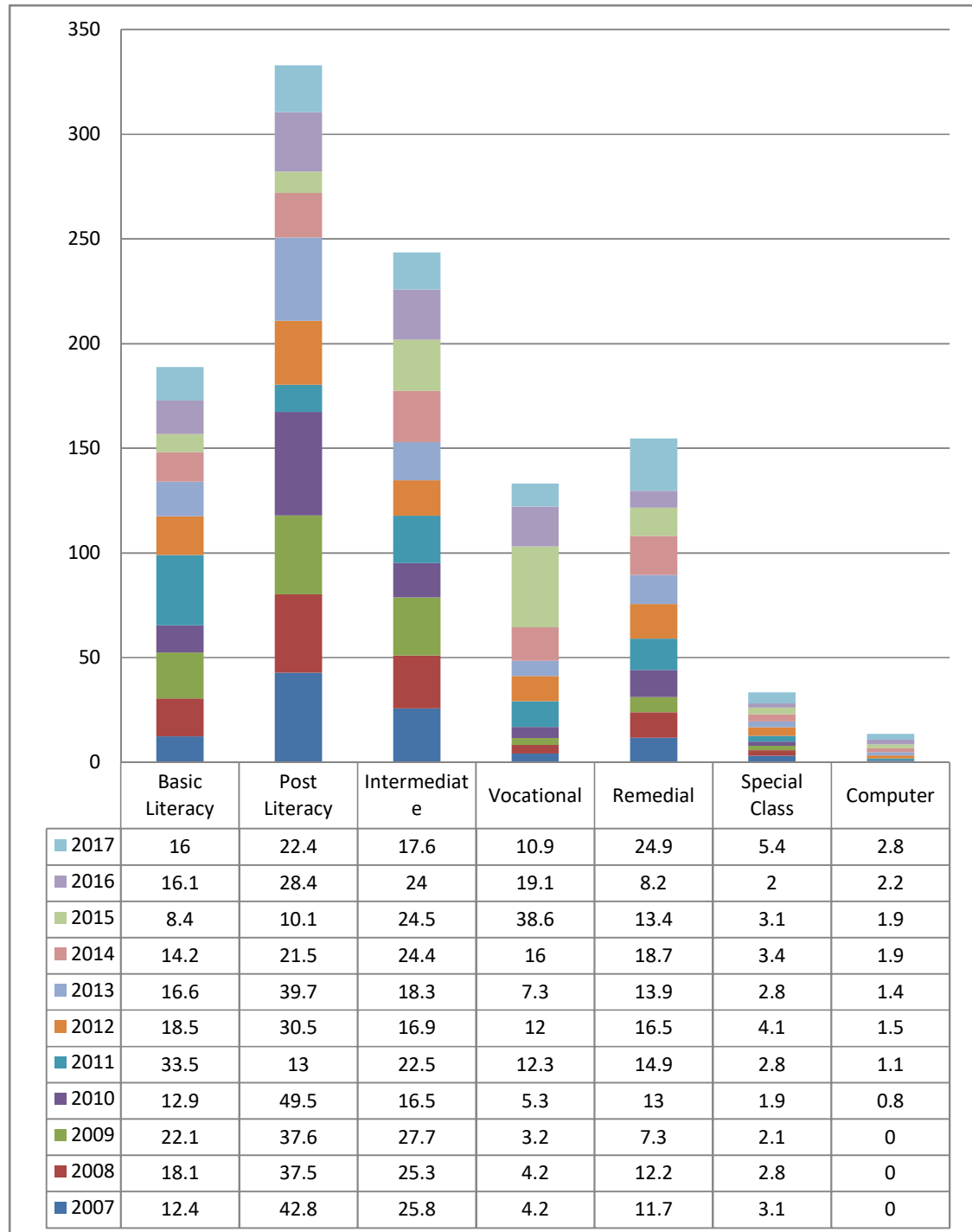


Figure 4.2.1: Percentage of Actual Enrolment Rate from 2007-2017

Source: (Field Survey, 2017)

Figure 4.2.1 showed the percentages of actual enrolment of learners across programmes per year at the Centre from 2007-2017. The total enrolment from 2007-2017 was 15,158 and the percentage breakdown across programmes per year as follows:

Out of the 1,309 learners who enrolled in 2007, 12.4% enrolled for basic literacy, 42.8% enrolled for post literacy, 25.8% enrolled for intermediate programme, 4.2% enrolled for vocational programmes, 11.7% enrolled for remedial programme, 3.1% enrolled for special class and nobody enrolled for computer programme. Out of the 1,196 learners who enrolled in 2008, 18.1% enrolled for basic literacy, 37.5% enrolled for post literacy, 25.3% enrolled for intermediate programme, 4.2% enrolled for vocational programmes, 12.2% enrolled for remedial programme, 2.8% enrolled for special class and nobody enrol for computer programme. Out of the 2,118 learners who enrolled in 2009, 22.1% enrolled for basic literacy, 37.6% enrolled for post literacy, 27.7% enrolled for intermediate programme, 3.2% enrolled for vocational programmes, 7.3% enrolled for remedial programme, 2.1% enrolled for special class and nobody enrol for computer programme.

Out of the 1,856 learners who enrolled in 2010, 12.9% enrolled for basic literacy, 49.5% enrolled for post literacy, 16.5% enrolled for intermediate programme, 5.3% enrolled for vocational programmes, 13.0% enrolled for remedial programme, 1.9% enrolled for special class and 0.8% enrolled for computer programme. Out of the 1,118 learners who enrolled in 2011, 33.5% enrolled for basic literacy, 13.0% enrolled for post literacy, 22.5% enrolled for intermediate programme, 12.3% enrolled for vocational programmes, 14.9% enrolled for remedial programme, 2.8% enrolled for special class and 1.1% enrolled for computer programme. Out of the 928 learners who enrolled in 2012, 18.5% enrolled for basic literacy, 30.5% enrolled for post literacy, 16.9% enrolled for intermediate programme, 12.0% enrolled for vocational programmes, 16.5% enrolled for remedial programme, 12.0% enrolled for special class and 1.1% enrolled for computer programme.

Out of the 1,027 learners who enrolled in 2013, 16.6% enrolled for basic literacy, 39.7% enrolled for post literacy, 18.3% enrolled for intermediate programme, 7.3%

enrolled for vocational programmes, 13.9% enrolled for remedial programme, 2.8% enrolled for special class and 1.4% enrolled for computer programme. Out of the 825 learners who enrolled in 2014, 14.2% enrolled for basic literacy, 21.5% enrolled for post literacy, 24.4% enrolled for intermediate programme, 16.0% enrolled for vocational programmes, 18.7% enrolled for remedial programme, 3.4% enrolled for special class and 1.9% enrolled for computer programme. Out of the 1,124 learners who enrolled in 2015, 8.4% enrolled for basic literacy, 10.1% enrolled for post literacy, 24.5% enrolled for intermediate programme, 38.6% enrolled for vocational programmes, 13.4% enrolled for remedial programme, 3.1% enrolled for special class and 1.9% enrolled for computer programme.

Out of the 1,499 learners who enrolled in 2016, 16.1% enrolled for basic literacy, 28.4% enrolled for post literacy, 24.0% enrolled for intermediate programme, 19.1% enrolled for vocational programmes, 8.2% enrolled for remedial programme, 2.0% enrolled for special class and 2.2% enrolled for computer programme. Out of the 2,159 learners who enrolled in 2017, 16.0% enrolled for basic literacy, 22.4% enrolled for post literacy, 27.6% enrolled for intermediate programme, 10.9% enrolled for vocational programmes, 24.9% enrolled for remedial programme, 5.4% enrolled for special class and 2.8% enrolled for computer programme. The mean enrolment of MNMAEC between 2007 and 2017 were Basic Literacy (BL 236.5), Post Literacy (PL 432.6) Intermediate (INT304), Vocational (VOC152.9), Remedial (REM193.2), Special Class (SC42) and Computer (CP16.9). (See Appendixes III and IV)

The figures confirmed that the enrolment rate at the Centre was very high. This corroborates the submission in literature that enrolment is an essential aspect of comprehensive plan to develop, maintain and attain proficiency (Maiturare, 2011). One cannot have the blessing of participating in any literacy programme effectively without being enrolled. Therefore, for sustainability and effectiveness of literacy education, enrolment is very vital (Shittu and Ikara, 2012). It can be deduced from the table that enrolment of learners into the Centre was consistent and very high. From the table of enrolment, there was evidence of enrolment of learners into the centre every year and there was no year that learners were not enrolled. Karki, (2014) submits that enrolment of learners into any literacy programme is the starting point for a successful programme implementation. Unlike many literacy centres, Masallaci

Centre has stood the test of time. The Centre has continued to enrol learners for over five decades but this research focused on the years 2007-2017. The ability to enrol learners at the Centre was amazing as shown from the records presented by the Centre.

The Masallaci Centre has continued to flourish because enrolment has been continuous, non-stop and was very high. Corroborating this finding, Imhabekhai (2009) said once enrolment stops, literacy centres equally stop functioning but once the life wire of a centre which is enrolment continues on a regular basis, the centre continues to grow. Therefore, it can be deduced that because enrolment has not stopped that is why the Masallaci Centre still functions effectively. It can be deduced from the findings that the Masallaci Centre has not missed out a single year without enrolling learners at the Centre which is an indication that the Centre has been sustained successfully because of the constant enrolment of learners. It was confirmed at the Centre that enrolment went on every time and anytime learners showed interest.

Learners enrolled into the Centre for self-improvement and for acquisition of cognitive skills (reading, writing, and speaking). This will in turn bring about self-confidence which will translate to ability to express themselves in public and give them a sense of belonging. The need to help children with their home work was expressed and this cut across the groups expressing the need to help their children with homework, to be self-reliant and to participate in activities outside the home. Other motivating factors are to become a better person, being more independent, becoming better informed, knowing about health issues and sanitation among several other reasons. From the reasons given for enrolling, the needs of most learners can be grouped into five, namely: self-improvement, employment, care for children, health/sanitation and literacy.

From the findings, most people participate in literacy programmes for personal development and fulfilment which indicates that society is becoming more complex and technologically advanced that any individual without literacy education and numeracy skills will find it difficult to cope. There is greater awareness now of the need to acquire literacy skills. Also there is an increased desire by adults to take their proper place in the society and to gain self-respect in the changing world which can

be found only in adult literacy programme. Also, psychological empowerment involves developing a sense of confidence and self-esteem. Self-esteem or assessment of one's worth can be considered a personal condition that precedes social and political action. Literacy participants' increase in self-esteem has been reported in several international studies, including ethnographic studies of change in adult learners in Brazil and Nigeria (Egbo, 2000). Self-esteem is the most common outcome of literacy programmes.

On why the female enrolment was so low, it was revealed that "*women are supposed to be in Purdah according to Islamic teaching*". The general belief was that women are not to be heard therefore, they do not need education. Moreover, whether they are schooled or not, they must end up in the kitchen. As a result only very few women enrolled and remained to complete their programmes at the Centre. This corroborates Adedire and Ojedeji (2016) submission that religious, cultural and authoritative behaviour of males stop females from taking part in literacy programmes.

The question was whether the educated Muslim women and their husbands or parents are not true Muslims. The answer was simple "*modernisation has destroyed a lot of cultural values and religious teaching*". The few females at the Centre either had educated parents or husbands who value education.

It was evident that enrolment was done throughout the period under study and learners were placed according to their capability. There was no time frame for enrolment which meant that so long as learners came to enrol, they were enrolled.

The usual practice of female dominance at literacy programmes was not the case at the Masallaci Centre where of 15,158 that enrolled during the period of study, only 1,576 (10.4%) learners were females. The male learners have dominated the centre for long as revealed by records throughout the period under review. Another striking thing was that even the few females that enrolled still had a higher percentage of attrition rate compared to males. No explanations for the disparity other than culture and religion which limit the rights of a girl or woman and placing male superiority over her. They have been so indoctrinated that the women themselves have accepted their being lesser than men and have been conditioned to believe that their major roles

were the home front so they do not need literacy to run the home because their mothers always gave them the training and teach them the norms and values society expects of a woman. To run a successful home as a woman, respect and honour your husband, do as he says other things are secondary.

Some of the women and girls were not deprived from attending but they were shy and afraid of failure since they have conditioned their minds to believe that it was too late for them to learn. The question then was what could be done to change the scenario and let more females register at the centre? In the words of the registrar, “we are doing our best”. However, with more awareness to make them understand that a woman can be literate and still remain a loyal and dutiful housewife there might just be a change. After all there are religious women who are literate and are keeping their homes even better. One thing that was confusing was the rate that the Imams, chiefs and opinion leaders with so much influence on the enrolment and retention of adult learners at the centre failed to influence the enrolment of females at the Masallaci Centre. Why they ignored the near to non-enrolment of females was baffling.

Research Question Two: What is the actual attrition rate from 2007-2017? The Centre official record in figure 4.2.2 was used to assess the actual attrition rate from 2007-2017.

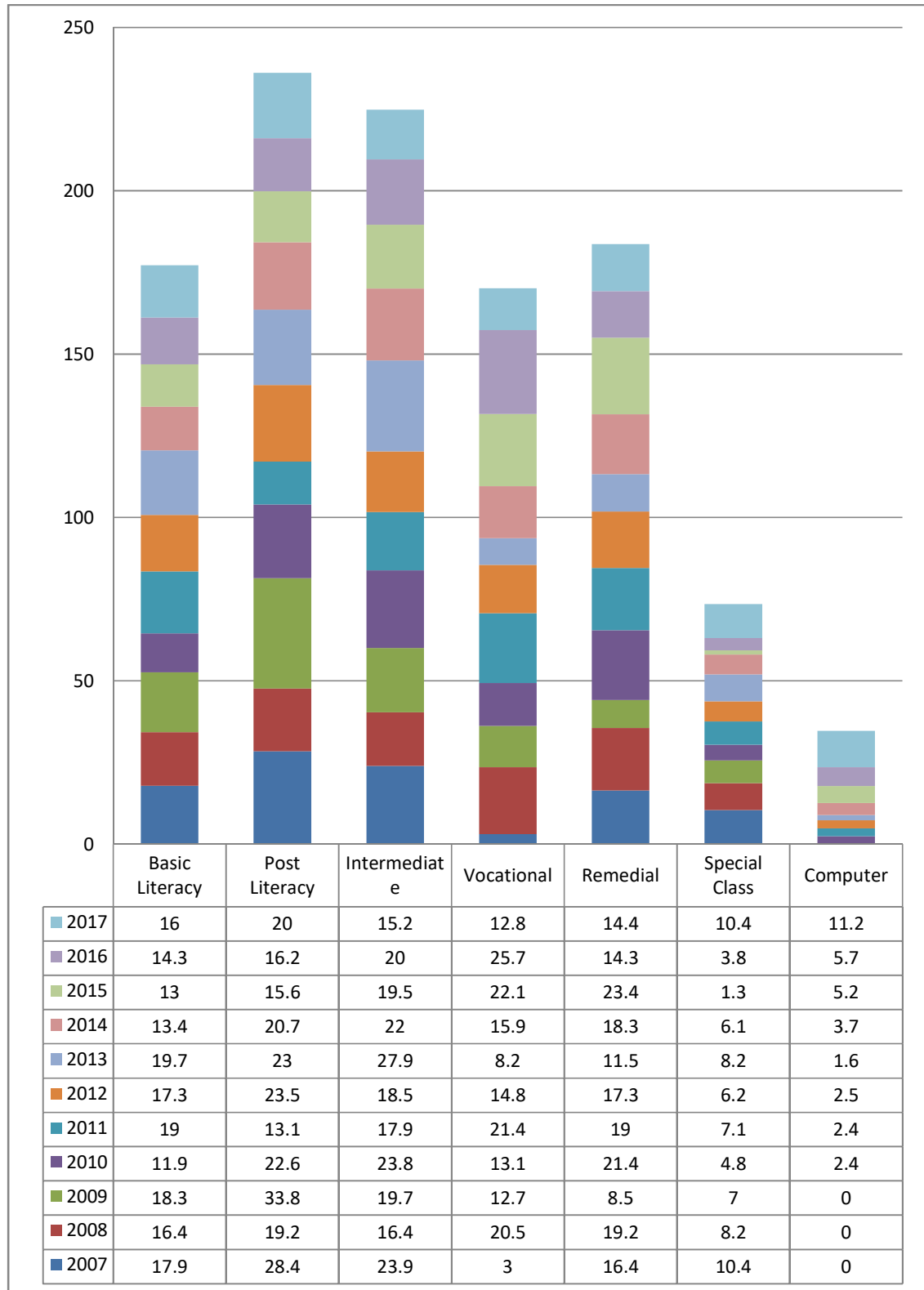


Figure 4.2.2: Percentage of Actual Attrition Rate from 2007-2017

Source: (Field Survey, 2017)

Figure 4.2.2 showed the percentage of actual attrition of learners across programmes per year at the Centre from 2007-2017. The total attrition from 2007-2017 was 909 (6.0%) of the total enrolment within the period. The percentage breakdown across programmes per year as follows:

Out of the 67 attrition recorded in 2007, basic literacy accounted for 17.9%, post literacy accounted for 28.4%, intermediate programme accounted for 23.9%, vocational programmes accounted for 3.0%, remedial programme accounted for 16.4%, special class accounted for 10.4% and 0.0% for computer programme. Out of the 73 attrition recorded in 2008, basic literacy accounted for 16.4%, post literacy accounted for 19.2%, intermediate programme accounted for 16.4%, vocational programmes accounted for 20.5%, remedial programme accounted for 19.2%, special class accounted for 8.2% and 0.0% for computer programme. Out of the 71 attrition recorded in 2009, basic literacy accounted for 18.3%, post literacy accounted for 33.8%, intermediate programme accounted for 19.7%, vocational programmes accounted for 12.7%, remedial programme accounted for 8.5%, special class accounted for 7.0% and 0.0% for computer programme.

Out of the 84 attrition recorded in 2010, basic literacy accounted for 11.9%, post literacy accounted for 22.6%, intermediate programme accounted for 23.8%, vocational programmes accounted for 13.1%, remedial programme accounted for 21.4%, special class accounted for 4.8% and computer programme for 2.4%. Out of the 84 attrition recorded in 2011, basic literacy accounted for 19.0%, post literacy accounted for 13.1%, intermediate programme accounted for 17.9%, vocational programmes accounted for 21.4%, remedial programme accounted for 19.0%, special class accounted for 7.1% and computer programme for 2.4%. Out of the 81 attrition recorded in 2012, basic literacy accounted for 17.3%, post literacy accounted for 23.5%, intermediate programme accounted for 18.5%, vocational programmes accounted for 14.8%, remedial programme accounted for 17.3%, special class accounted for 6.2% and computer programme for 2.5%.

Out of the 61 attrition recorded in 2013, basic literacy accounted for 19.7%, post literacy accounted for 23.0%, intermediate programme accounted for 27.9%, vocational programmes accounted for 8.2%, remedial programme accounted

for 11.5%, special class accounted for 8.2% and computer programme for 1.6%. Out of the 82 attrition recorded in 2014, basic literacy accounted for 13.4%, post literacy accounted for 20.7%, intermediate programme accounted for 22.0%, vocational programmes accounted for 15.9%, remedial programme accounted for 18.3%, special class accounted for 6.1% and computer programme for 3.7%. Out of the 77 attrition recorded in 2015, basic literacy accounted for 13.0%, post literacy accounted for 15.6%, intermediate programme accounted for 19.5%, vocational programmes accounted for 22.1%, remedial programme accounted for 23.4%, special class accounted for 1.3% and computer programme for 5.2%.

Out of the 105 attrition recorded in 2016, basic literacy accounted for 14.3%, post literacy accounted for 16.2%, intermediate programme accounted for 20%, vocational programmes accounted for 25.7%, remedial programme accounted for 14.3%, special class accounted for 3.8% and computer programme for 5.7%. Out of the 125 attrition recorded in 2017, basic literacy accounted for 16.0%, post literacy accounted for 20.0%, intermediate programme accounted for 15.2%, vocational programmes accounted for 12.8%, remedial programme accounted for 14.4%, special class accounted for 10.4% and computer programme for 11.2%. The mean attrition of MNMAEC between 2007 and 2017 were Basic Literacy (BL 13.2), Post Literacy (PL 17.4) Intermediate (INT 16.5), Vocational (VOC 13.1), Remedial (REM 13.8), Special Class (SC 5.5) and Computer (CP 3.1). (See Appendixes V and VI)

It could be inferred that the attrition rate at the Masallaci Centre was very low, showing that the Centre had ability to motivate persistence for learners to complete their programmes with only few of them dropping out. This was an indication that the Centre was able to retain learners that enrolled within the years under study. It implies that the Centre was able to surmount the problems that led to attrition and was also able to motivate and sustain the interest of learners. If learners were enrolled and not retained, the Centre could not have been sustained because the presence of learners made the Centre a vibrant literacy centre. However, from the figure, learners dropped out of the Centre at various times. Even though minimal, it was still attrition, meaning that Masallaci Centre also faces the problem of attrition.

Having enrolled into a literacy programme, retaining them becomes a problem. This leads to learners dropping out of literacy programmes. Maiturare(2011) informs that

ability to reduce the attrition rate of learners is one major pathway towards successful literacy programme. The issue of drop outs cited in literature are of concern particularly for institutional managers and for government and their agencies that focused on investment of public monies and the rules metrics around funding high education (Bryant, 2013).

Keith (2006) examined factors that affect attrition among learners and reported that attrition among adult literacy learners is affected by sociological, psychological, technical and cognitive factors and critical factors of which are the motions cognitive load and focus of control.

Simpson (2004) also reports that the experience of the UK revealed that 25% or more withdraw before submitting their first assignment. This suggests that learners' initial experience with literacy programme may well have a significant impact on decision to drop out. In literature, initial contact with learners is very important as it either help to retain an adult learner or make him drop out. At the Masallaci Centre, attrition rate was found to be low as elicited from Centre record within the period of study. To keep learners at literacy centres, Aderinoye (2007) notes that such programmes of development must be able to develop the human capacities.

It was deduced that attrition at the Masallaci Centre was not much of a problem because it was very low and negligible. There seemed to have been greater awareness of the need to acquire literacy skills which is the foundation for all further learning as the most fundamental foundation and tool for all forms of worthwhile and sustainable development (Akinpelu, 2002).

While many of the issues surrounding attrition have been widely researched, the rate of and reasons for withdrawal are yet to be well researched. Sarasota (2005) suggests other factors that may be responsible for attrition in adult learners as managing work, family, school, finances, fear of adjusting to studying and inability to cope with adult roles as well as learning activities. The reasons for withdrawals at the Masallaci Centre in line with Sarasato (2005), the study revealed that learner inability to cope with divergent roles was largely responsible for learner withdrawals.

Of concern in the attrition of the centre was that the female though with low enrolment had higher attrition when compared with males. It was revealed that women who enrolled battled with the stress of having to go home to prepare food and took care of the house chores. Those who did not have the stamina for the stress decided to drop out without completing the programme. The attrition rate was not static but was very low because of the 15,158 that enrolled during the period, only 909 (6.0 %) withdrew.

Research Question Three: What is the actual retention rate from 2007-2017? The Centre official record in figure 4.2.3 was used to assess the actual retention rate from 2007-2017.

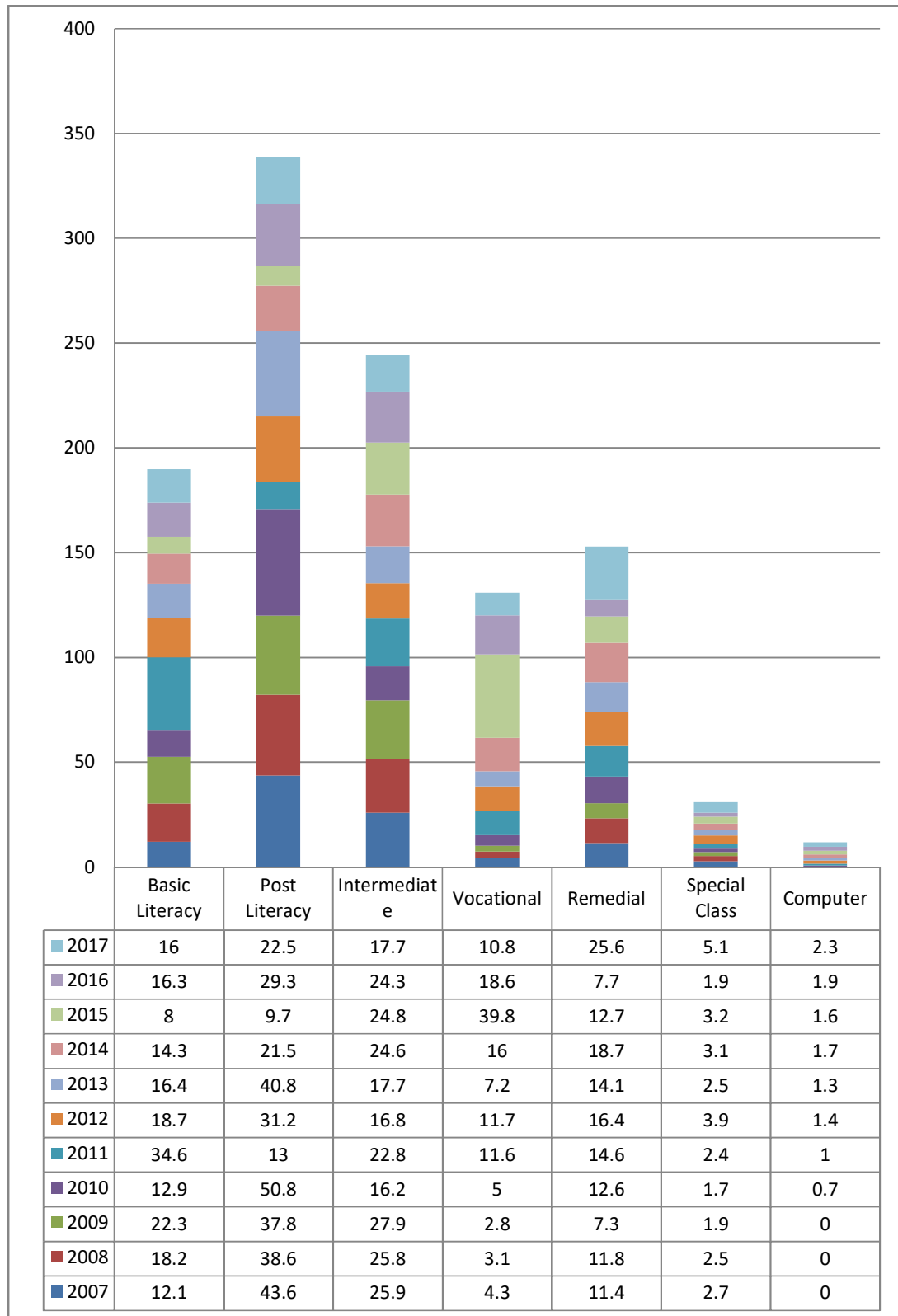


Figure 4.2.3: Percentage of Actual Retention Rate from 2007-2017

Source: (Field Survey, 2017)

Figure 4.2.3 showed the percentage of actual retention of learners across programmes per year at the Centre from 2007-2017. The total retention from 2007-2017 was 14,249 (94.0%) of the total enrolment within the period.(See Appendixes VII and VIII) The percentage breakdown across programmes per year as follows:

Out of the 1,242 retention recorded in 2007, basic literacy accounted for 12.1%, post literacy accounted for 43.6%, intermediate programme accounted for 25.9%, vocational programmes accounted for 4.3%, remedial programme accounted for 11.4%, special class accounted for 2.7% and 0.0% for computer programme. Out of the 1,123 retention recorded in 2008, basic literacy accounted for 18.2%, post literacy accounted for 38.6%, intermediate programme accounted for 25.8%, vocational programmes accounted for 3.1%, remedial programme accounted for 11.8%, special class accounted for 2.5% and 0.0% for computer programme. Out of the 2,047 retention recorded in 2009, basic literacy accounted for 22.3%, post literacy accounted for 37.8%, intermediate programme accounted for 27.9%, vocational programmes accounted for 2.8%, remedial programme accounted for 7.3%, special class accounted for 1.9% and 0.0% for computer programme.

Out of the 1,772 retention recorded in 2010, basic literacy accounted for 12.9%, post literacy accounted for 50.8%, intermediate programme accounted for 16.2%, vocational programmes accounted for 5.0%, remedial programme accounted for 12.6%, special class accounted for 1.7% and computer programme accounted for 0.7%. Out of the 1,034 retention recorded in 2011, basic literacy accounted for 34.6%, post literacy accounted for 13.0%, intermediate programme accounted for 22.8%, vocational programmes accounted for 11.6%, remedial programme accounted for 14.6%, special class accounted for 2.4% and computer programme accounted for 1.0%. Out of the 847 retention recorded in 2012, basic literacy accounted for 18.7%, post literacy accounted for 31.2%, intermediate programme accounted for 16.8%, vocational programmes accounted for 11.7%, remedial programme accounted for 16.4%, special class accounted for 3.9% and computer programme accounted for 1.4%.

Out of the 966 retention recorded in 2013, basic literacy accounted for 16.4%, post literacy accounted for 40.8%, intermediate programme accounted for

17.7%, vocational programmes accounted for 7.2%, remedial programme accounted for 14.1%, special class accounted for 2.5% and computer programme accounted for 1.3%. Out of the 743 retention recorded in 2014, basic literacy accounted for 14.3%, post literacy accounted for 21.5%, intermediate programme accounted for 24.6%, vocational programmes accounted for 16.0%, remedial programme accounted for 18.7%, special class accounted for 3.1% and computer programme accounted for 1.7%. Out of the 1,047 retention recorded in 2015, basic literacy accounted for 8.0%, post literacy accounted for 9.7%, intermediate programme accounted for 24.8%, vocational programmes accounted for 39.8%, remedial programme accounted for 12.7%, special class accounted for 3.2% and computer programme accounted for 1.6%.

Out of the 1,394 retention recorded in 2016, basic literacy accounted for 16.3%, post literacy accounted for 29.3%, intermediate programme accounted for 24.3%, vocational programmes accounted for 18.6%, remedial programme accounted for 7.7%, special class accounted for 1.9% and computer programme accounted for 1.9%. Out of the 1,034 retention recorded in 2017, basic literacy accounted for 16.0%, post literacy accounted for 22.5%, intermediate programme accounted for 17.7%, vocational programmes accounted for 10.8%, remedial programme accounted for 25.6%, special class accounted for 5.1% and computer programme accounted for 2.3%. The mean retention of MNMAEC between 2007 and 2017 were Basic Literacy (BL 223.3), Post Literacy (PL 415.3) Intermediate (INT287.4), Vocational (VOC139.7), Remedial (REM179.4), Special Class (SC36.5) and Computer (CP13.8).

From the figure it can be deduced that the retention rate at the centre is very high. For the retention rate to be very high, it only means that learners were motivated and sustained by the centre. In literature, a well-trained and skilled interviewer should guide learners through a process that encourages establishment of successful education experience (Woods, 1999).

In literature, the big and itching problem practitioners of literacy programmes face is retaining learners long enough to achieve their goals. To Shittu and Ikara (2012), the ability to retain learners is dependent on several factors which include diversity of programmes, flexibility in delivery methods, suitability and conduciveness of the

environment, and relevance of the learning materials to the learners. Maiturare (2011) adds that the ability to reduce the attrition rate of learners is one major pathway towards any successful literacy programme.

Tregoe (2001), reports that it is easier for learners to identify and stick to their goals when a centre creates a shared vision of learners' success. In the same vein, McAughtrier (2006) reiterates that adult learners should be taught the habit of success if they must remain and complete their programmes.

Some learners abandon programmes when they do not understand what is expected of them. If properly taught to identify their goals and habits of success, learners could be motivated to remain and pursue their goals.

This was the case at the Masallaci Centre as responses recorded from the respondents showed when asked how they manage to maintain a high rate of retention as revealed by the table.

What we do is let our learners know what they are coming to face from day one after enrolment. We then make them understand that they can achieve their goals if they are determined and focused.

(KII/ Registrar/ Male/ Kano/ December, 2017)

The retention rate at the Centre was therefore very high because learners knew why they enrolled and what goals they were expected to achieve.

Condelli (2002) believes that essential elements to learners' retention in adult education programmes are to: make each learner feel welcome and valued, make each class worthwhile and make each learner believe in positive personal features. In line with this, from the findings the Masallaci Centre observed all these in its programmes and dealings with the learners and it has contributed immensely to the retention of learners at the centre. The operations at the Centre agreed with the submission in literature that keeping adult learners is a simple use of common sense, courtesy and a more involved process of planning.

It could be deduced that the Centre observed seriously and put in place factors that motivated learners' persistence to be able to attain the high retention rate recorded. Retention of learners at the MNMAEC it was revealed was taken as a communal responsibility to ensure persistence of learners in their programmes. There

was the desire to meet up with the challenges of illiteracy as the world was becoming globalized and literacy the order of the day. As revealed by some learners, they were tired of being referred to as backward academically therefore they are struggling to meet up the literacy level of Nigerians from other states. In other words, there was the desire by the community to bridge the literacy gap to be listed among the literates in Nigeria. This explained why the retention rate was very high.

Research Question Four: What is the time to – completion of programmes at the Centre?

The Centre official record in table 4.2.1 was used to assess the time to – completion of each programmes from 2007-2017.

Table 4.2.1: Completion period for each programme offered at the Centre

S/N	Programmes	Time
1	Basic Literacy	26 weeks (6 months)
2	Post Literacy	104 weeks (2 years)
3	Intermediate	104 weeks (2 years)
4	Remedial	52 weeks (1 year)
5	Vocational	A – 8 weeks (2 months) and B – 39 weeks (9 months)
6	Special Class	130 weeks (2 ¹ / ₂ years)
7	Computer	16 weeks (4 months)

Source: (Centre Record, 2017)

Table 4.2.1 showed that the time to complete varies at the Masallaci Centre. From the records, Basic literacy last 6 months because it is the entry point equivalent to lower

primary classes 1-2, Post Literacy and Intermediate take two years each equivalent to primary classes 3-6 and JSS 1 to SS 2 classes respectively. The one year of Remedial programmes cover the final year that leads to SSCE Certificate. The special programmes last up to 2 ½ years because of the peculiarities of the learners who have various physical challenges which makes managing them a bit more difficult than the normal learners.

Vocational programmes (A) last only 8 weeks (2 months) while (B) last 9 months. This is because group A learn only simple things for immediate needs like soap making, air-freshener and production of creams, tie and dye and so on. The (B) group are those that come to learn sewing, carpentry and more tasking vocations. Computer classes last only four months because they are either completers of SSCE, Civil servants, students from formal schools or graduates of the Centre. They can read and write but want to be computer literate therefore they are easier to manage and they come with determination to achieve computer literacy.

The record revealed that the centre has a well-planned structure to cater for the needs of learners in any category. Knowing the time to complete programmes makes the learners to sit-up and work-hard to complete their programmes and facilitators did their best to ensure completion of programmes by learners.

Discussing why the duration for completion varies, one of the KII participants explained that:

The task for each level differs. Moreover, learners come with different needs and interest and they have to be taken care of. When they come, we assess them and tell them how long it will take them to achieve their goals and objectives. We have done this for decades and it has and is still yielding results and our learners are happy. However, time to complete is not rigid but makes learners responsible to work towards completing their programmes within a specified period depending on their capabilities and abilities.

(KII/Registrar/male/Kano/December, 2017)

In sum, the duration of a programme depends on the mental demand of the programme or the time it takes to achieve the set goals and objectives for the programme. Over the years, performances of learners have helped to determine the

duration for completion of each programme and it has always worked for the centre and learners.

Each aspect of adult education programme must have a clear implementation plan, specific time frame and responsibilities for delivery (Sagenmuller, 2018). A Focus Group Discussion with some respondents revealed that some learners had spent more time than stipulated for their programmes for various reasons.

Some of us found it difficult to understand the lessons and were made to repeat the lessons which led to our moving behind our classmates. The time to complete each is well stated but sometimes some learners spend more time on their programmes than others.

(FDG/learners/male and female/Kano/October, 2017)

On the other hand, some learners do not spend the stipulated time before they graduate from their programmes. This could be seen from the submission of the respondents in the FDG session.

Some people learn very fast and when they show understanding and achievement of their learning goals, they are allowed to graduate. Such cases though are very few, maybe once a while. There are exceptional cases of highly intelligent learners.

(FDG/learners/male and female/Kano/October, 2017)

From the discussion with learners and staff, it was clear that time-to-completion of programmes was not the same for all learners. While some stayed longer, others spent lesser time to complete their programmes; the time-to-completion given by the Centre is not rigid but intended to serve as a guide for learners to work towards completing their programmes.

Each of the programmes at the centre had a period for completion but there were few cases of learners who either finished earlier or later than their stipulated time for completion for some reasons. When a learner seemed to learn faster than his mates, he was promoted to a higher class to avoid him feeling bored due to over learning. In the same manner, a slow learner might be demoted to learn with people of the same learning ability to give the feeling of belonging rather than feel inadequate among

faster learners. It was revealed that such practice helped learners to learn at their own pace without fear of intimidation.

Research Question Five: What are the enrolment strategies used at the Centre?

The assessment was conducted with a list of items on which the respondents expressed their views in table 4.2.2. The views expressed were ranked in order of importance and indicated in the table.

Table 4.2.2: Ranking of enrolment strategies in order of importance, beginning from 1 as the most important

S/N		Yes		No		Ranking
		F	%	F	%	
1	Use of opinion/religious/community leaders	961	94.4	57	5.6	1
2	Face to face	948	93.1	70	6.9	2
3	Visits to places of worship	927	91.1	91	8.9	3
4	Use of models/Graduates	924	90.8	94	9.2	4
5	Graduation ceremonies	907	89.1	111	10.9	5
6	Community meetings	892	87.6	126	12.4	6
7	Door to door mobilization	868	85.3	150	14.7	7
8	Rallies	857	84.2	161	15.8	8
9	Posters	846	83.1	172	16.9	9
10	Distribution of handbills	835	82.0	183	18.0	10
11	Telephone calls	820	80.6	198	19.4	11
12	Use of television jingles	813	79.9	205	20.1	12
13	Use of town criers	799	78.5	219	21.5	13
14	Ceremonies	788	77.4	230	22.6	14
15	Use of radio jingles	762	74.9	256	25.1	15
16	Film shows	679	66.7	339	33.3	16
17	Games	586	57.6	432	42.4	17

Source: (Field Survey, 2017)

Table 4.2.2 showed the opinion of the respondents on the ranking of the enrolment methods they considered most effective in the enrolment process. Use of opinion/religious/community leaders in the enrolment of learners came first (94.4%),

use of face to face second (93.1%), visits to places of worship third (91.1%) while use of film shows and games came last with 16th (66.7%) and 17th(57.6%) positions respectively. It implied that the use of leaders was the most effective followed by face to face and places of worship.

Enrolment of Learners into a Literacy centre is key to the success of any centre because without learners' enrolment, there cannot be a functional centre. There is no gainsaying that the higher the enrolment rate the more likely it will be to have more learners and probably high retention rate. One cannot have the blessing of participating effectively in any literacy programme without enrolment. To this end, enrolment is key to sustainability and effectiveness of literacy education (Shittu and Ikara, 2012). Literacy centres need to make efforts at ensuring continuous learners' enrolment if they must thrive.

In an attempt to further examine the strategies for continuous learners' enrolment at the Masallaci Centre, FGD and KII were held.

Interviews with some respondents revealed that a lot of efforts were made to ensure continuous enrolment at the Centre:

We carry out periodic sensitization, awareness campaigns and advocacies which announce the centre to the community and prospective learners are encouraged to come and enrol. We survey the areas before going out; we always go to our prospective learners and not wait for them to come to us.

(FGD/ Supervisor/ Male/ Kano/ December, 2017)

The involvement and cooperation of the people's leaders is critical to facilitation of enrolment into literacy programmes/centres. The need to ensure learners' enrolment underscores the utilisation of different strategies used by the Centre (Ogbu and Bukar, 2012). In relation to this, a respondent explained that:

We are resilient in following up our prospective learners. Even in the bus we advertise ourselves. It is expensive but we are determined to keep the centre alive. Also, we do not allow the people's leaders to rest; religious, community and opinion leaders are

used to our advantage and we are constantly in touch with them. They listen to us and encourage their subjects and followers to enrol at our centre and you know we respect our leaders, especially our Imams. Their cooperation has contributed immensely to the high enrolment rate we enjoy at the centre.

(KII/ Proprietor/ Male/ Kano/ December, 2017)

In relation to the involvement and cooperation of the community and religious leaders to facilitate enrolment of learners into the Centre, the respondent submitted that:

Our relationship with the Imams, community leaders and opinion leaders has always been cordial and helpful to us in the process of learners' enrolment. In Islam, whatever the Imam says must be taken seriously because he is Allah's representative on earth. We enjoy that seriously here as we use them to talk to people in their various Mosques and in their teachings.

(KII/Registrar/male/Kano/December, 2017)

FGD with the facilitators confirmed that:

Before enrolment at the centre, an initial survey is carried out during which target areas are mapped out as well as the use of jingles on radio and television. Individual instructors make efforts to encourage enrolment by visiting and talking to individuals and groups to sell the centre to them.

(KII/ Facilitators/ Male/ Kano/ November, 2017)

In summary, it could be inferred that advocacies, enlightenment campaigns, resilience and cooperation of community and religious leaders, especially the Imams, have all contributed to the high rate of continuous enrolment of learners at the Centre. Being in good standing with the peoples' leaders is therefore very important in gaining the confidence of the people and make them to enrol.

The findings are consistent with position taken in the literature that, the process of enrolment begins with mobilization of prospective learners or participants through awareness campaigns, involving volunteers, the support of community organs and use of electronic media (Dyslexia, 2004) and (Karki, 2014). To buttress this,

UNESCO(2013) explains that facilitators need to employ a variety of community based outreach activities such as education awareness and advocacy campaigns intended to encourage adults to enrol into literacy programmes. The findings furthermore, corroborate Long(2001) that enrolment process begins with promotional information to prompt participants to enrol, it continuous with a prompt response and follow-up to initial contacts, providing details by phone, print and inviting potential participants to a local information session. Long (2001) also reports a study of adults who contacted literacy programme and found out that the most common reason for not enrolling was not getting a call back.

It can be deduced from the findings that hard work, commitment and resilience of the staff is largely responsible for continuous enrolment at the centre. In line with this view, the MasallachiCentre organises awareness campaigns to prospective learners and a lot of community based outreach activities to enlighten the public and the prospective participants. Also, the commitment of the leaders to encouraging their followers to go and enrol as well as religious and ethnic homogeneity largely contributes to high rate of enrolment. The record of the centre's performance cannot also be ignored from the findings for enrolment to have continued non-stop for five decades. This confirmed the view of Shittu and Ikara (2012) that for a literacy centre or programme to thrive, it must have clean record of good performance and facilitators with impeccable character to attract consistent leaners' enrolment.

The enrolment strategies used at the Masallaci Centre are in line with the literature as discussed by scholars like Hope (2016), Karki, (2014) and UNESCO (2013) identified four strategies to improve enrolment of adult learners namely: accelerated confidence, engagement of faculty to foster buy-in, strengthening competence base and prior learning and developing system wide transfer policies and procedures. Other ways to improve enrolment are to initiate guidance and counselling programmes and improve the economic activities of the learners. Enrolment process begins with promotional information; prompt response to initial contact, provision of details by phone, print or local information session, effective follow-up on initial contacts, pre-enrolment exercise to assess learners' competence and grouping of learners into learning groups by competencies. Other enrolment strategies in literature are access to programme information, invitation of participants to a local information session, clear mission

statement, realistic expectations, setting of achievable goals and objectives, conducive environment, friendly staff and well planned curriculum (Hope, 2016) and (CCA, 2016). UNESCO (2013) suggests that facilitators must employ a variety of community based outreach activities such as education awareness and advocacy campaigns to encourage adults to enrol into literacy programmes.

In the literature, Mutali and Messah (2011) report that public relation, effective advertising, selling of the centre influences learner enrolment. The Masallaci Centre was found to use all these to enhance learner enrolment. The Masallachi Centre engaged in creating awareness to the community and outreach which was found to be in line with Barnes-Proby et al (2017) in the toolkit for successful enrolment, which submits that outreach is very important to create awareness for literacy programmes.

A FGD with the respondents further revealed that:

Some of them got to enrol at the Centre through awareness programme of the Centre. The Centre usually engaged in awareness campaigns from time to time and we asked them questions about the Centre which encouraged us to enrol.

(FGD/ Learners/ Male and female/ Kano/ November, 2017)

From discussions and findings from the Centre, there are enrolment strategies in literature that the centre used for enrolment. The Masallaci Centre was found to use other enrolment strategies as revealed by respondents.

We usually make announcement on radio and television jingles, we distribute handbills in public places or gatherings, religious, business, meetings and so on. We also encourage our learners to invite their friends and neighbours to the Centre. We do not have any stipulated period for enrolment because it continues all through the year. Anytime learners come, we interview them and fix them up based on their capabilities.

(FGD/ Supervisors/ Male/ Kano/ December, 2017)

These strategies have contributed towards increasing the enrolment rate of learners at the Masallaci Centre.

The enrolment of learners through awareness campaigns is crucial for the success of all large-scale literacy programmes (Karki, 2014). Enrolment strategies of Masallaci involve volunteers, the support of community/religious leaders, opinion leaders, use of models or graduates of the centre, handbills/bill boards, door to door visitation, and use of electronic media such as television, radio, and so on.

The management of the centre and facilitators were always in touch with the Imams, chiefs and other influential people in the society and opinion leaders to solicit support in encouraging learners to enrol into programmes at the centre through advocacies. Such actions were very fruitful because these leaders in turn supported by encouraging their people and subjects to enrol into the centre. The face to face strategy was used to talk to people and creating awareness also by using graduates of the centre who were used as torchlights pointing others to the centre. Community meetings and Mosques were not left out in the campaign for enrolment at the centre as every given opportunity was never wasted in passing the message of the campaign.

Research Question Six: What are the retention strategies used at the Centre?

The assessment was conducted with a list of items on which the respondents expressed their views in table 4.2.3. The frequencies and percentages of the expressed views were computed and ranked as indicated in the tables.

Table 4.2.3: Retention strategies used to enhance learners persistence at the Centre

S/N		Yes		No		Ranking
		F	%	F	%	
1	Relevance of learning materials	1001	98.3	17	1.7	1
2	Motivating teaching methods/Strategies	984	96.7	34	3.3	2
3	Friendly and understanding instructors	917	90.1	101	9.9	3
4	Socio-economic improvement	914	89.8	104	10.2	4
5	Simplicity of language	912	89.6	106	10.4	5
6	Closeness of the centre	902	88.6	116	11.4	6
7	Conducive learning environment	889	87.3	129	12.7	7
8	Availability of the learning materials	874	85.9	144	14.1	8
9	Affordability of the programme	872	85.7	146	14.3	9
10	Available transportation	850	83.5	168	16.5	10
11	Respect and acceptance	850	83.5	168	16.5	11
12	Integrating technology in adult programmes	843	82.8	175	17.2	12
13	Flexibility of the programme	795	78.1	223	21.9	13
14	Societal recognition	794	78	224	22	14
15	Educational opportunities	721	70.8	297	29.2	15
16	Employability of the programmes	695	68.3	323	31.7	16
17	Certificate of achievement	637	62.6	381	37.4	17
18	Childcare facilities	326	32	692	68	18

Source: (Field Survey, 2017)

Table 4.2.3 shows opinions of the respondents on the retention strategies that can enhance their persistence in the programmes at the centre. 98.3% respondents agreed that the relevance of learning materials is one of the elements that enhanced their persistence in the programme at the centre while 1.7% respondents disagreed. It implied that the relevance of learning materials is an element that enhances the learners' persistence in the programme at the centre.

Similarly, 96.7% respondents agreed that interesting/motivating teaching methods are the elements that enhance the learners' persistence in the programme while 3.3% respondents disagreed. It implies that interesting and motivating teaching methods are the elements that enhance learners' persistence in the programme.

Also, 90.1% respondents agreed that friendly and understanding instructors is the element that enhances the persistence of the learner while 9.9% respondents disagreed. 89.8% respondents agreed that socio-economic improvement is an element that enhances the learner persistence in the programme at the centre while 10.2% respondents disagreed. It implies that socio-economic improvement by the programme enhance the learner persistence in the programme.

Furthermore, 89.6% respondents agreed that the simplicity of language enhance their persistence in the programme while 11.4% respondents disagreed. It implies that the simplicity of language enhance the persistence of the learners. 88.6% respondents agreed that closeness of the centre is the element that enhances their persistence in the programme at the centre while 11.4% respondents disagreed. It implies that closeness of the centre is the element that enhances their persistence in the programme at the centre.

Also, 85.9% respondents agreed that availability of the learning materials is the element that enhances learners' persistence in the programme while 14.1% respondents disagreed. It means that availability of the learning materials is among factors that enhance the learners' persistence in the programme.

In the same vein, 85.9% respondents agreed that affordability of the programme is the element that enhances their persistence in the programme at the centre while 14.1% respondents disagreed. It implies that affordability of the programme is the element that enhances their persistence in the programme at the centre. 83.5% respondents agreed that availability of transportation is the element that enhances their persistence in the programme at the centre while 16.5% respondents disagreed. It implies that availability of transportation is the element that enhances their persistence in the programme at the centre.

In addition, 68.3% respondents agreed that the employability of the programme is the element that enhances their persistence in the programme at the centre while 31.7% respondents disagreed. It indicated that the employability of the programmes is the element that enhances their persistence in the programme at the centre. 83.5% respondents agreed that respect and acceptance are the element that enhances their persistence in the programme at the centre while 16.5% respondents disagreed. It implies that respect and acceptance accorded to learners are the element that enhances the learners' persistence in the programme at the centre. 32% respondents agreed that childcare facilities are the elements that enhance learners' persistence in the programmes in the centre while 68% respondents disagreed. It implies that childcare facilities are not the elements that enhance their persistence in the programme at the centre. 82.8% respondents agreed that integrating technology in adult prays while 17.2% respondents disagreed. It implies that integrating technology in adult prays is the element that enhances their persistence in the programme at the centre. 62.6% respondents agreed that certificate of achievement is the element that enhances the learners' persistence in the programme at the centre while 37.4% respondents disagreed. It indicated that certificate of achievement is the element that enhance their persistence in the programme at the centre.

Similarly, 78% respondents agreed that societal recognition is the element that enhances their persistence in the programme at the centre while 22% respondents disagreed. It means that societal recognition is the element that enhances their persistence in the programme at the centre. 70.8% respondents agreed that educational opportunities are the elements that enhance their persistence in the programme at the

centre while 29.2% respondents disagreed. It implies that educational opportunities are the elements that enhance their persistence in the programme at the Centre.

In order to gain deeper understanding of the strategies used by the Centre to encourage retention of learners, an interview was conducted with the Registrar to determine strategies responsible for the high rate of learners' retention at the centre. The KII respondent enumerated some efforts made at ensuring learners' retention.

Our resilience and consistency with hard-work, follow up visits and phone calls, good reception and respect for them, good attention to prospective learners, we make learners feel important, when we visit their homes they are happy and our track records over the years attracts retention of learners. Also, support from leaders, homogeneity of culture, language and religion, flexibility of time to suit participants and good attention to prospective learners are other retention strategies used.

(KII/ Registrar/ Male/ Kano/ December, 2017)

The hard work of staff, resilience, flexibility and respect for learners encourage retention of learners. It is important to note however, that learners and staff homogeneity of language, culture and religion is very important in retention of learners. It shows that where there is understanding among people, they are most likely to achieve results. Most importantly however, the track record of the Centre and standing in the community contributed to the retention of learners. It could be inferred that the people have confidence in the Centre to allow their relations continue to learn at the Centre. It was the same confidence that made learners to persist since they had the right motivation. Furthermore, responses from FGD with respondents revealed that:

Absentees were often reported to the Imams who called the attention of the Mai Anguwas (Community leaders) to caution them and advise them to return to the Centre. The powers and influence of Imams and Community leaders could not be undermined.

(FGD/ supervisors/ Male/ Kano/ December, 2017)

Other strategies obtained in one of the sessions revealed thus:

The Centre has known some measures of success as a result of other strategies were that adopted. So far these include: Good co-ordination; proper follow up, proper monitoring, feedback from learners about their instructors' performances, relevant teaching and learning materials periodic orientation for facilitators, though poorly remunerated, facilitators see it as voluntary service to their people so they are willingly committed to it.

(FGD/ supervisors/ Male/ Kano/ December, 2017)

The literature has shown that when learners feel a sense of belonging, respected and their self-esteem is boosted, they will remain at literacy centres. The staff of Masallaci Centre are concerned about the learners and because of this concern for the learners facilitators continue to teach them with or without remuneration. This further confirmed the submission of the learners who expressed thus:

We shall continue to come here until we finish our programmes and continue to encourage others because we feel at home with our facilitators. They are not even paid but they are committed to ensuring that they teach us very well. Even their sacrifices tell us the importance of learning.

(FGD/ Learners/ Male and female/ Kano/ November, 2017)

FGD with respondents revealed more on the retention strategies at the centre.

Group work is given which creates opportunity for learners to interact with each other and share their view and experiences. They write tests periodically which are marked, given back and discussed. Before any test or examination learners are made to relax and encouraged that they should just see it as a practice or exercise so they need to relax as no one will be punished for failing. They are always encouraged to believe in themselves and their God given abilities. Follow up on those who are absent regularly and encourage them to return. Their classmates also do the same. Sometimes absentees are reported to the Mai

Anguwa (Community head) or even the Imams who talk during preaching at the Mosques and this has also helped to bring them back. Sometimes some of them are given transport money so that they can come back the next day. The vocational skill centre is used to produce things which they sell to neighbours and family members through which they get money.

(FGD/ Facilitators/ Male/ Kano/ November, 2017)

The findings here corroborate Wolfe and Branat (2010) that identified four major factors that increase learners' persistence in literacy programmes; staff, environment, curriculum and incentives. Jegede (2007) asserted that causes of low or none retention include course materials, facilitators/tutor factors, environmental variables, financial inadequacies and lack of adequate motivation. From the views above, factors of retention can be grouped into self-confidence, social approval, positive attitudes and personal priority.

All these are the factors that spice the adult literacy learners of the Masallaci Centre, as can be deduced from their responses. Viewing retention in terms of programme completion is relevant only for some learners. For others, retention is successful if learners achieve their objectives for participating.

The findings further agreed with the view of Dantani (2012) that adult literacy planners should not seek 100% retention but begin retention efforts from enrolment, devote much energy to retention as to enrolment. He further suggests that programmes should be offered in accessible neighbourhood locations with flexible scheduling to fit adult life-styles, arrange transportation and child care, advertise success stories of successful learners. Emphasize the difference between adult programme and regular school, focus on employment and employability skills, job survival, vocabulary and reading related to daily work situations.

The finding further revealed a corroboration of the behaviouristic principles incorporated into class room management techniques which decreased attrition at South Dude Adult Centre (Florida) by 15 per cent. Reporting the principles, Dantani

(2012) says the techniques included (1) reinforcement through social facilitation (small group work) (2) schedules of reinforcement (tests after every third class were immediately graded and returned, providing regular feedback and (3) principles of extinction (to reduce test anxiety, learners were instructed in group and individual breathing exercise before and during test). Any teacher of adult learners should always remember that most adult learners come to learn with believe that they matter; therefore it is always good to treat them well and make them feel relaxed, comfortable and respected in order to motivate them to persist.

Furthermore in literature, Ayis (2009) reiterates that literacy programmes and activities should seek to help clients deal with the myriad issues of employment, childcare, healthcare, and personal relationship. The Masallachi Centre has all these in place aimed at achieving desired retention of learners.

Like the Jefferson County Adult Reading Programme in Louisville, Kentucky, a National Dissemination Network validated programme has had a 79% retention rate using its four -phase model: enrolment, staff retention, instructional design, and evaluation (Maiturare 2011). The Masallachi Centre has achieved even higher retention rate with its enrolment, staffing, environment, flexibility and relevant learning materials.

At the Masallaci Centre, academic advice was found to be given to learners as they enrolled to help them stay focused and access adult education programmes. This corroborates Pringle and Huisman (2011) that academic advising is critical to learner's success in adult education. By this learners are given adequate information of the policies, ideals, and resources available at the centre because support given to learners tends to be effective in retention of learners (Tinto, 2007).

At Masallaci Centre, support was found to be given to learners who have difficulties in transporting themselves. Moreover at the vocational centre, learners produce simple items like soap, perfume, room freshener, hair and body creams, among other things which they sell and raise some money to support themselves and others.

Learners were free with their instructors which made it easy for them to interact and ask questions freely. This agreed with Clark (2007) that notes that there should be opportunity for learners to ask questions freely and get answers so that they will be motivated to persist. The facilitators of Masallaci Centre are committed to their work because they recognize the fact that they are very important in the implementation of literacy programmes and these contribute to learner retention in accordance with literature that every staff of adult education is important and contributes to learner retention (Sagenmuller, 2018)

The four major factors that enhanced retention as revealed by Fatokun and Pwol(2008) are: relevance of learning materials to learners' needs, friendly, understanding and considerate facilitators, Conducive learning environment, and incentives or benefits attached to it. All these have been put in place at the Masallaci Centre. The learning materials were found to be very relevant to the learners' needs; the facilitators were committed to their work, free conducive and accessible, with environment and the learners derived incentives and benefits from the Centre which enhanced learners' perseverance and completion at the Masallaci Centre.

Current affairs happenings are used to attract learners to remain. The Centre organizes a week-long programme every year when graduates of the Centre are invited to give talks and another week tagged Masallaci Adult Education Centre Week when influential individuals, celebrities, professionals and politicians also take turns to give talks. The proprietor and his team retorted that when individuals that have achieved through education from the Centre and other schools or centres talk to learners, they usually felt happy and desire to be like the elites. They are allowed to ask questions throughout the week, it has helped to sustain their interest and desire to return in future to address other learners. Through the two distinct weeks every year, learners attach themselves to models they admire and aspire to be like them.

From the findings, it can be deduced that the MasallaciCentre by its programmes and motivations was able to retain learners at the centre to complete their programmes. Learners enjoyed the friendly nature of the staff, developmental incentives, self-respect and self-esteem.

The retention strategies of the centre as highlighted by the respondents were effective enough to motivate learner's persistence and retention. Like in the case of enrolment strategies, the people's leaders are still very relevant in the process of retaining learners to complete their programmes at the centre. Since learners knew that their leaders had their eyes on the centre, out of respect for their leaders and not to incur the wrath of the leaders, they persisted to complete programmes. The constant monitoring by the leaders kept learners in check and made them resilient to complete programmes. Sometimes learners are given transport money by these leaders as a form of motivation for them to persist.

The facilitators' factor could not be ignored in the retention of learners because they made the learning environment conducive, the teaching materials were also relevant to the learners. Flexibility of the programmes was another factor that motivated persistence by learners as the time for the programme was conducive and convenient. The facilitators were friendly, accommodating and understanding so the learners felt at home and very comfortable. The teaching methods employed were also very interesting which contributed to keep the learners to complete programmes. One thing that made the facilitators efficient and effective was the fact that they always had periodic trainings, workshops and seminars where they were made to understand the characteristics of adult learners so that they would handle them with care as well as new techniques of teaching adults.

Research Question Seven: What are the methods/strategies of teaching used at the centre?

The assessment was conducted with a list of items on which the respondents expressed their views in table 4.2.4. The frequencies and percentages of the expressed views were computed and indicated in the tables.

Table 4.2.4: Methods of teaching/strategies used by facilitators at the Centre

S/N		Yes		No		Ranking
		F	%	F	%	
1	Discussion	927	91.1	91	8.9	1
2	Demonstration	921	90.5	97	9.5	2
3	Explanation	919	90.3	99	9.7	3
4	Simulation	918	90.2	100	9.8	4
5	Conscientisation	916	90	102	10	5
6	Role play	909	89.3	109	10.7	6
7	Storytelling	903	88.7	115	11.3	7
8	Field Trips	903	88.7	115	11.3	8
9	Workshop	870	85.5	148	14.5	9
10	Seminars	851	83.6	167	16.4	10
11	Lecture	843	82.8	175	17.2	11
12	Mentoring	813	79.9	205	20.1	12
13	Tutorials	811	79.7	207	20.3	13
14	Assignments	799	78.5	219	21.5	14
15	Debate	725	71.2	293	28.8	15
16	Games/Exercise	673	66.1	345	33.9	16

Source: (Field Survey, 2017)

Table 4.2.4 shows opinions of the respondents on which of the teaching methods that facilitators use for literacy delivery at the centre. 91.1% respondents agreed that discussions are used by facilitators to stimulate learning at the centre while 8.9% respondents disagreed. It implies that discussions are used to stimulate learning at the centre. 90.5% respondents agreed that demonstrations are used to stimulate learning at the centre by the facilitators while 9.5% respondents disagreed. It indicated that demonstrations are used by facilitators to stimulate learning at the centre.

Also, 90.3% respondents agreed that explanations are used by facilitators to stimulate learning at the centre while 9.7% respondents disagreed. It means that flash explanations are used to stimulate learning at the centre. 90.2% respondents agreed that simulations are used by the facilitators to stimulate learning at the centre while 9.8% respondents disagreed. It indicated that simulation is used by the facilitators to stimulate learning.

In addition, 90.0% respondents agreed that conscientisation is used by facilitators to stimulate learning at the centre while 10.0% respondents disagreed. It implies that conscientisation is used by the facilitators to stimulate learning at the centre. 89.3% respondents agreed that role-play is used by the facilitators to stimulate learning at the centre while 10.7% respondents disagreed. It implies that role-play is used by facilitators to stimulate learning at the centre.

Similarly, 88.7% respondents agreed that storytelling is used by the facilitators to stimulate learning in the centre while 11.3% respondents disagreed. It implies that field trips are used in the centre by the facilitators to stimulate discussion. 88.7% respondents agreed that field-trips are used by the facilitators to stimulate discussion in the centre while 11.3% respondents disagreed. It implies that field-trips are used in the centre by the facilitators to stimulate learning.

Furthermore, 85.5% respondents agreed that workshop is used by the facilitators to stimulate learning at the centre while 14.5% respondents disagreed. It indicated that workshop is used by the facilitators to stimulate learning at the centre. 83.6% respondents agreed that seminars are used by the facilitators to stimulate learning at the centre while 14.4% respondents disagreed. It indicated that seminars are used by

the facilitators to stimulate learning at the centre. 82.8% respondents agreed that lectures are used by the facilitators to stimulate learning at the centre while 17.2% respondents disagreed. It implies that lectures are used by the facilitators to stimulate learning at the centre. 79.9% respondents agreed that mentoring is used by the facilitators to stimulate learning at the centre while 20.1% respondents disagreed. It implies that mentoring is used by the facilitators to stimulate learning at the centre.

Also, 79.7% respondents agreed that tutorials are used by the facilitators to stimulate learning at the centre while 11.3% respondents disagreed. It indicated that tutorials are used by the facilitators to stimulate learning at the centre. 78.5% respondents agreed that assignments are used by the facilitators to stimulate learning at the centre while 21.5% respondents disagreed. It indicated that assignments are used by the facilitators to stimulate learning at the centre. 71.2% respondents agreed that debates are used by the facilitators to stimulate learning at the centre while 28.8% respondents disagreed. It implies that assignments are used by the facilitators to stimulate learning at the centre. 66.1% respondents agreed that games/exercises are used by the facilitators to stimulate learning at the centre while 33.9% respondents disagreed. It means that games/exercises are used by the facilitators to stimulate learning at the centre.

From the FGD conducted, the respondents submitted that:

The teaching methods are very clear because if we do not understand one method, they use different methods to teach us. Sometimes they make us teach ourselves and other times they make us sing and even dance. Very interesting! The instructors always come down to our level and explain things very well.

(FGD/ Learners/ Male and female/ Kano/ November, 2017)

Still on the teaching methods, the respondents further reported that:

They are made to do things like children at times, laugh, jump and play while learning. Not only the way they teach, but the respect they give us make us to love them and participate actively. Even if you cannot answer question, they correct you and not laugh at you.

(FGD/ Learners/ Male and female/ Kano/ November, 2017)

Concerning the teachers' personality, the respondents explained that:

The teachers are friendly to us; they know our problems and sometimes visit us at home when we have problems. They mix Hausa and English to teach us. If we do not understand the English, they explain in Hausa.

(FGD/ Learners/ Male and female/ Kano/ November, 2017)

Learners at the Masallaci Centre therefore enjoy cordial relationship with their facilitators which make them always eager to attend classes. Variation of teaching methods endears the learners to their facilitators at the centre. Also, the learner's self-respect and dignity is maintained by the facilitators as observed in literature that facilitators need to be cautious in dealing with learners and respect them to encourage participation in literacy programmes.

In KII with the proprietor to find out what is responsible for the attitude of the facilitators that make them able to carry the learners along very well, he explained:

Periodic training, seminars and workshops on how to deal with learners and achieve results are organized for facilitators of the centre. Some of the areas of emphasis at such training include: psychology of adult learners, counselling techniques, group dynamics and peer motivation. This has contributed a lot in helping to strengthen the relationship of staff and learners as well as help facilitators in their teaching methods and techniques.

(KII/ Proprietor/ Male/ Kano/ December, 2017)

The findings are in agreement the view expressed by Windham (1999) that literacy programmes when properly designed and delivered, impart skills and knowledge to participants that make them more productive. Ogbu and Bukar (2012) observe that if the learners have the feelings that they are disrespected by their facilitators, they become passive participants. They further remarked that everybody should be involved in teaching, learning or planning literacy programmes. But stressing this view, Wolfe and Branat (2010) both family educators in a research on motivation and participation found out that motivation and continued participation are two essential

recipes for a successful family literacy programme. The idea here is that motivation brings about active participation.

It can be understood from the findings that variation in teaching methods encouraged participation. Also, learners enjoyed participation in the teaching and learning exercise because it made them active participants, not just passive listeners. Teaching technique is an important aspect of any educational endeavour therefore, adult literacy delivery is very important in adult learning. The facilitators at Masallaci centre vary their teaching strategies which the learners enjoy and decide to persist. One of the reasons for facilitators' efficiency is the constant training, seminars and workshops they receive on how to deal with adult learners and also learn the art of literacy delivery. This has helped them to always refresh their experiences and entered the class with renewed vigour and methods. This means that re-training is very important if adult learning must be sustained. The more workshops and seminars given to facilitators, the more they were equipped in literacy delivery. The proprietor remarked that the training and workshops attended by facilitators were not to retrain them on teaching methods only but to remind them of the adult learners characteristics and peculiarities so that they can understand the adult learners enough to be able to create a conducive environment for learning even as they learn the art of literacy delivery. This way, both facilitators and learners enjoy the teaching and learning process leading to learner persistence and completion of programme.

Research Question Eight: Which of these strategies is most effective for learners' retention at the Centre: enrolment strategies, retention strategies, and teaching methods/strategies?

Table 4.2.5: Pearson Product Moment Correlation Matrix of Relationship between enrolment strategies, retention strategies and method/strategies of teaching in Masallaci Centre

Variables	N	Mean	SD	1	2	3	4
Retention	1, 018	49.83	10.26	1.000			
Enrolment strategies	1, 018	29.31	4.73	.709	1.000		
Retention strategies	1, 018	47.25	9.13	.747	.691	1.000	
Teaching Methods /Strategies	1, 018	40.88	7.63	.951	.457	.887	1.000

Source: (Survey, 2017)

Table 4.2.5 gives description of measures of association between the variables identified in this study. The scores indicated that enrolment strategies, retention strategies and methods or strategies for teaching all contributed to retention of learners at Masallaci which means that the three strategies are all important to retention at Masallaci.. One striking outcome of the inter-correlation results is that methods of teaching correlated most positively with retention of learners in Masallaci Centre ($r = .951, p < 0.05$). (See Appendix XIII)

From the table, enrolment strategies, retention strategies and methods/strategies for teaching all contributed to high retention rate at the MasallaciCentre though with varying degrees. They contributed to make learners persist in their various programmes at the centre. In other words, they are the three factors that make learners stay and complete programmes at the centre.

The literature corroborates the findings that enrolment strategies at the centre contribute to retention of learners at the centre.The centre's involvement with religious/community/opinion leaders in the process of enrolment agrees with the submission of Shittu and Ikara (2012) that once the people's leaders accept you and your proposed literacy programme, it is sure to succeed. In literature, enrolment activities are divided into three; community awareness, learner information and learner renewal (Ogbu and Bukar, 2012).

The Masallaci Centre observed the enrolment strategies noted in literature which has helped to enhance learners' enrolment over the years. When learners enrol, they persist to complete their programmes because they are well informed from the beginning and the follow up activities as well as the intervention of their leaders have been influential in learners' retention at the centre.

Retention strategies were also found to be very effective in retaining learners at the centre since retention of learners is dependent on the strategy used to motivate persistence. This corroborates the findings that the MasallaciCentre has several retention strategies which had helped to retain learners over the years. The MasallaciCentre had diversity of programmes, flexibility of time, suitable and conducive environment as well as relevance of the learning materials corroborated in

literature. The ability to retain learners at literacy centres is dependent on several factors which include diversity of the programme, flexibility in delivery methods, suitability and conduciveness of the environment and relevance of the learning materials to the learners. Wolfe and Branat (2010) in a research found out that motivation and continued participation are the two essential recipes for successful literacy programme. They further identified four factors that may increase learners' persistence in literacy programmes which are staff, environment, curriculum and incentives. At MasallaciCentre, all four factors were taken very serious as the proprietor did not compromise his position in ensuring that the staff were friendly and respected learners, the environment was conducive, the learning materials relevant to learners and there were developmental programmes in place. Meeting these four factors showed that the centre made efforts to retain learners to which a lot of success was recorded.

Cambridge Assessment (2013) in literature suggests counselling strategies for retention of learners and noted that the importance of the initial contact with a learner cannot be over emphasized. At the literacy centre this was strictly observed and proved to be very effective in retaining learners. From the findings, myriads of retention strategies were used at the MasallaciCentre to increase retention.

In literature, Mutali and Messah (2011) group factors of retention into self-confidence, social approval, positive attitude and personal priority. This is in line with findings that learners enrolled to gain confidence, respect and acceptance, socio-economic improvement and personal development. Once learners are accepted and respected they feel welcome at the centre. Salihi (2007) emphasised that for literacy programmes to achieve any meaningful result, practical ways of assisting the rehabilitation of the people to be more purposeful and productive in life are important. In the same vein, Ogbu and Bukar (2012) submit that for any meaningful achievement of results in any literacy centre, there has to be motivation which is what brings about active participation. This can be realised when the right methods/strategies are used in teaching adults. This explained why methods/strategies teaching were rated high as reasons for high retention rate.

This rated highest and implied that methods/strategies of delivery played very important role in retention of learners. In literature, Maiturare (2011) emphasised staff training and instructional design as factors that encourage retention in literacy programmes. The author further suggests that staff training should include emphasis on psychology of adult learners, counselling techniques, group dynamics and peer motivation, which help to boost the facilitators' teaching methods/strategies.

The findings revealed that periodic staff training was conducted at the centre to equip the facilitators on how adults learn, what they learn and how they should be taught to encourage retention of learners. Dantani (2012) insists that every literate person must teach another person to be literate and appropriate methods which should be participatory to be encouraged. To this end, this submission corroborates the findings that facilitators at the centre used participatory methods/strategies in literacy delivery. Benavot (2010) submitted in literature that motivating teaching methods help in encouraging learners to persist but if the teaching methods are not interesting, learners will drop out. This he observed because method of delivery is key to successful adult literacy learning. The Masallaci centre was found to take delivery methods/strategies very serious which learners found interesting and continued to attend.

The proprietor exclaimed that delivery method was taken seriously at the centre because learners needed to understand and learn and be motivated to remain and complete programmes. Cordelli (2002) maintains that three essential elements to learners' retention in adult literacy programmes are: (1) make each learner feel welcome and valued (2) make each class worthwhile (3) make each learner believe in positive personal features. Keeping adult learners is a simple use of common sense and courtesy. Any teacher of adults should always remember that mostly, adult learners come to learn with believe that they matter, therefore it is always good to take note of it.

The MasallaciCentre observed all these noted in literature above. This explained why learners continued to persist at the centre. Participation ledto persistence at the centre because learners enjoyed the participatory delivery methods/strategies which motivated them to persist. This was corroborated in literature by Cordelli (2002) that retention of adult learners strongly means that educational attainment is closely tied to

participation and persistence. Delivery methods/strategies at the Centre have continued to enhance retention of learners and among all the factors; delivery method is considered the most effective retention strategy by learners at the Centre.

From discussions on the factors that encouraged retention at the MasallaciCentre as revealed by the statistics and correlation matrix table 4.2.5, the findings revealed that enrolment strategies, retention strategies, and methods/strategies of teaching all contributed in one way or the other to retention of learners at the centre, although with varying degrees of effectiveness. From learners' assessment, the most effective was the teaching methods/strategies used at the Centre, followed by retention strategies and the least was enrolment strategies. The learners opted for teaching methods/strategies largely because of the facilitator factor. The facilitators were friendly, accommodating, friendly and understanding. Moreover, the teaching and learning materials were relevant to the learners.

Adapting the study's model in evaluating the enrolment and retention strategies of MNMAEC

The Stake's model was adopted to evaluate the enrolment and retention strategies of the MNMAEC Kano in relation to the failure of most literacy centres in Nigeria and the reasons for the persistence and completion rates in congruence with implementer(s), materials, environment and outcomes of the programme. This was done by collection of data through questionnaire and interviews and the data collected were subjected to statistical analysis to determine if the results obtained were in line with the plans and goals of the MNMAEC Kano.

The implication of the four steps of Stake's Countenance Model of intent, antecedent, transaction and outcomes are shown in the study thus:

(i) Intent

This study revealed that learners, facilitators and administrators at the centre were of the opinion that education is a necessity for any meaningful development of a nation and literacy education should be provided for those who either dropped out of formal school or could not attend at all. They agreed that education can afford one a good life through socio-economic improvement, employability, improved social status and provision of good medical care among others. The gains of literacy to the individual

and the society cannot be overemphasized. Even though learners at the centre have little or no control over the enrolment and retention strategies of the centre, they expressed satisfaction with strategies put in place to enrol and retain learner. With this mind set, learners and facilitators set out to bring to pass the main objective of the centre, make people literate and better their lives.

(ii) Antecedent

The existing situation at literacy centres in Nigeria is revealed by the deplorable condition of literacy centres across the country. Low enrolment and learner's attrition has continued to threaten the success of literacy centres. Consequent upon this, literacy rate is still very high and literacy efforts seem not to pay off. Practitioners and adult educators are worried about the inconsistency of literacy programmes as well as inconsistency in policy making and the inability to deliver citizens from illiteracy. Even a centre like Masallaci in Kano seen to be succeeding still face challenges of learner's attrition. Participants at the Masallaci Centre agreed that if the enrolment and retention strategies are effective, literacy centres will become vibrant again and adult learners will enrol and persist to complete their programmes which will in turn reduce illiteracy rate and bring about national development.

(iii) Transaction

It is common knowledge that indeed, the enrolment and retention rates at literacy centres across Nigeria are very low. The study revealed that the Masallaci Centre has effective enrolment and retention strategies in place which makes learners join the Centre and remain to complete their programmes. The interest of the learners were motivated from the point of entry and remained so throughout the programme to completion. This is not to say that there were no dropouts at the centre, but they were very minimal and almost negligible. The assessment of the Centre's enrolment and retention strategies showed that they were very high. The high rates of enrolment and retention had contributed immensely in keeping the centre vibrant and made it to continue to thrive where others have failed.

(iv) Programme Outcome

Learners at the Masallaci Centre expressed satisfaction of the learning activities at the centre. They revealed that the Masallaci Centre had such track records that no other

centre in Kano had matched. If the centre had thrived for almost sixty years now, it is not likely that it will collapse now or in the near future. To the facilitators, their performances were not motivated by monetary drives but by love for their people, sacrifice and the need to help others attain some level of education. Summarily, the enrolment and retention rates at the Masallaci Centre are very high.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The study evaluated the enrolment and retention strategies of Masallaci National Model Adult Education Centre Kano. The study was carried out at the Masallaci Centre involving learners and staff of the Centre with a view to assessing the effectiveness of the enrolment and retention strategies of the Centre which has remained vibrant over the years and determined what can be adopted in the implementation of literacy programmes in Nigeria. The study was presented in five chapters, using the University of Ibadan sequential format starting with chapter one which is the introduction and ended with the fifth chapter.

The first chapter dealt with the background to the study, statement of the problem, objectives of the study, research questions, significance of the study scope of the study and operational definition of some terms. This was to give a better understanding of the variables as well as the concepts used in the research.

The study did a comprehensive review of related studies on the independent and dependent variables used in the study. This attempt was made so as to put a link between the present study and the past studies in order to bring out the gap that the present study will fill. In addition, theoretical review was considered and a conceptual framework was adopted for use the study.

The study adopted survey design of the *ex-post facto* type involving a sample size of one thousand and thirty four (1,034) respondents comprising of one thousand and eighteen (1,018) learners representing fifty per cent of the learners and sixteen (16) facilitators also representing fifty per cent of the facilitators. The main instrument for data collection was a self-structured questionnaire. These were complemented with the use of the qualitative techniques of Key Informant Interview (KII) as well as Focus Group Discussion (FGD). The validity and reliability of the instruments used were clearly discussed. The data collected from the study were analysed using

descriptive statistics of simple frequency count, simple percentage, Pearson Product Moment Correlation, trend analysis and content analysis. The study established the following major findings:

1. The Masallaci Centre continued to record high rate of enrolment within the years under study. The enrolment rate showed that more males than females enrolled within the years of study 13,582 (89.6%) males and 1,576 (10.4% females) giving a total of 15,158. Unlike the usual practice of female dominance at literacy centres, at the Masallaci Centre male dominance was highly pronounced from shown from the findings.
2. The attrition rate at the Centre during the years of study was low. Total number that enrolled was 15,158 while only 909 (6.0%) of the learners that enrolled did not complete their programmes. Attrition rate of male was 657 (4.8%) while that of female was 252 (16.0%).
3. The retention rate at the Centre within the years of the study was very high as seen from the table of retention. The total number retained was 14,249 (94.0%) of the learners that enrolled. Retention rate of male was 12,925 (95.2%) while that of female was 1,324 (84.0%).
4. Time to completion of programmes at the Centre vary from one programme to the other though it was revealed that not all learners complete at the stipulated time. Some complete their programmes later than others and in some few cases, some complete their programmes before the stipulated time.
5. The major strategies used for enrolment at the Centre were: opinion/religious/community leaders, face to face contact, visits to place of worship, use of models, radio jingles and graduation ceremonies among others. The Imams, chiefs and influential people helped in the enrolment process.
6. Retention strategies that enhanced learner persistence included relevance of learning materials, teaching strategies, friendly staff, conducive environment, flexibility of time and intervention of their leaders.
7. The teaching strategies that motivated learners' retention included discussion, seminars and workshops, maps/calendars and posters/pictures/photos.
8. The enrolment strategies, retention strategies and teaching strategies all contributed to high retention rate at the Masallaci Centre though with varying

degrees. They contributed to make learners persist in their various programmes at the Centre.

5.2 Conclusion

Most literacy centres across Nigeria are experiencing low enrolment and low retention rate which has affected the attainment of literacy in Nigeria. However, the Masallaci Centre has consistently enrolled and retained learners over time. The enrolment strategies used by the centre over the years have helped to attract learners to enrol into different programmes of the Centre. The incorporation of religious/community/opinion leaders into the advocacies and enlightenment campaigns were found to be very effective and useful in helping to achieve high rate of enrolment at the Centre.

The methods/strategies used in teaching over the years have helped to sustain the interest of learners at the Centre. This was made possible because of the periodic training given to the facilitators on how to deal with adult learners. Teaching strategies/methods at the Centre varied, as participatory rather than didactic methods were used by facilitators for literacy delivery. Use of the language that learners understand to explain difficult concepts contributed to their persistence. The resilience of the staff at the centre, their friendly nature, respect for learners, flexibility of time, conducive environment and relevance of the teaching and learning materials among other factors contributed immensely towards the sustenance of enrolment and retention of learners.

5.3 Policy Implications of the Finding

A number of implications could be deduced from the results of this study. A major policy implication is that education policy makers must give serious attention to adult literacy education programmes for the achievement of higher literacy rate for national development. Specific policy implications include some of the following:

1. A collaborative effort with a strong political will should be encouraged to monitor and evaluate literacy programmes. There is the need to integrate and coordinate efforts made by various governments and non-government agencies and centres providing literacy.
2. There is need to recruit and train competent adult education personnel who will be motivated to support policies and programmes on adult education

throughout the country. For success to be recorded, various ministries and agencies must cooperate. Areas of cooperation will include publicity and mobilization, designing and production of primers, staff training, development literacy curricula, and the actual writing of learning materials for adult literacy programmes.

3. The agencies of adult and Non-Formal Education in all the states of the Federation should set up monitoring teams to coordinate and monitor adequately all the literacy programmes both government-owned and private-owned to maintain standard and to ensure that learning centres are evenly distributed.
4. If Nigeria is to achieve the Sustainable Development Goals (SGDs), there is a need to consult widely and come up with reliable and workable funding mechanism. Government must make literacy policy and funding a priority and adequately fund adult literacy programmes.
5. Adequate facilities, infrastructure and instructional materials should be provided and facilitators' stipends should be enhanced to boost their morale.
6. There should be a synergy between literacy centres in the nation where centres will learn from the experience of others and weak centres learn from the vibrant centres for better national results in adult literacy programmes.

5.4 Recommendations

From the findings in the study, the following recommendations were made:

1. Adult educators in Nigeria should be encouraged to manage literacy centres in such a way that there will be continuity in enrolment to be able to have vibrant centres for literacy programmes.
2. Adult literacy centres should as a matter of necessity work very hard to reduce attrition rate by making their programmes attractive and relevant to the needs of the learners.
3. Literacy centres should ensure that learners continue to remain in centres to complete their programmes by ensuring conducive environment, relevant learning materials, good teaching methods, friendly staff and flexibility of time. This will help to maintain high rate of learner retention.
4. Learners' abilities differ and the demands for programmes vary. Literacy centres should assess their learners and place them accordingly and stipulate

completion period for each programme based on the demands of each programme, but without being too rigid on time to completion.

5. To succeed in enrolment of learners at literacy centres, there is need to liaise with the religious, community and opinion leaders who exert some influence and who knows how best to talk to their subjects and followers to key into literacy programmes.
6. For adult learners to be retained at literacy centres across Nigeria, practitioners should ensure that the environment is conducive, staff are friendly and learning materials are relevant.
7. Adult education practitioners should use various teaching methods/strategies to motivate learners and sustain their interest to complete programmes.
8. Practitioners of adult education should always put in place appropriate enrolment, retention and teaching strategies to stimulate retention of learners at literacy centres.

5.5 Contributions to Knowledge

Any research work is expected to improve on and contribute to existing knowledge. Premised on the findings, this study has contributed significant knowledge in the following ways:

1. The novel contribution to knowledge from the research was the MNMAEC'S strategy of deploying religious and cultural influence in the enrolment, retention and completion of literacy programmes.
2. Another contribution to knowledge was the male dominance at the Masallaci Centre more than females against the usual practice in most literacy centres where females dominate.
3. The Centre enrolled learners consistently without missing out a single year and learners persisted to complete their programmes.
4. The people's leaders, Imams, chiefs, opinion leaders and politicians despite their influence, failed to ensure more females enrolment at the Centre.
5. The retraining of facilitators from time to time through workshops and seminars gave a boost to the performance of the facilitators in literacy delivery.

5.6 Limitations of the Study

Like other studies, the greatest challenge faced by the researcher was finance. Inadequate finance restricted the research to the Masallaci National Model Adult Education Centre, Kano.

The data would have been too large to manage, therefore study covered only 11 years of a centre that had existed and functioned consecutively for more than 50 years.

5.7 Suggestions for Further Study

Based on the scope of this study, it is suggested that the following areas are possible areas of further studies.

1. Comprehensive comparative study should be carried out between the Masallachi National Model Adult Education Centre Kano and other centres to determine the factors that can motivate enrolment and retention across geo-political zones of the country.
2. A study should be carried out on the best approaches and methods/strategies of teaching adults and making literacy education to be motivating to adult learners.
3. It is suggested that studies should be done to find out the strategies for enrolment and retention that are more relevant for learners considering their peculiarities, tribe, religion and culture.
4. The reasons for the male dominance at the centre and why their leaders could not influence females to enrol and complete programmes.

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APPENDIX I

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Support from Leaders	Inadequate learning facilities	Employability	Low enrolment of female learners
Homogeneity of Language and Religion	Lack of permanent site	Donations from NGOs and individuals	Government Policy and regulations
Commitment of Staff	Little or no remuneration for staff	Voluntary Services	Competing Centres
Tract Records of Performance	Inadequate adult education specialists	Support from the community	Facilitator's withdrawal
Continuity	Inadequate facilitators	Favourable Location	Cost of running the Centre
Experience over time	Low level of schooling	Strong network	Insurgency
Successful relationships and contacts with people of influence	Insufficient ICT knowledge	Public Recognition	Lack of interest of employers in Centre's certificates
Good link with and graduates of the centre	Inadequate and uncomfortable furniture	Certification and socio-economic improvement	Political unrest

SWOT Analysis of Masallaci National Model Adult Education Centre, Kano

APPENDIX II

RESULTS FOR THE PILOT STUDY

Reliability Statistics

	N of Items
.82	51

The reliability for 51 item total for the Enrolment, Retention and Methods/Strategies Scale is .82

Reliability Statistics

	Value	0.95
	Part 1	
	N of Items	26 ^a
Cronbach's Alpha	Value	0.957
	Part 2	
	N of Items	25 ^b
	Total N of Items	51
Correlation Between Forms		0.99
	Equal Length	0.995
Spearman-Brown Coefficient		
	Unequal Length	0.995
Guttman Split-Half Coefficient		0.995

- a. *The items are: Enrolment Strategies Scale, A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A17, A15, A16, A17*
- b. *Retention Strategies Scale B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16, B17, B18*
- c. *Methods/Strategies of Teaching Scale C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16.*

Reliability Statistics

Cronbach's	
Alpha	N of Items

Reliability Statistics

Cronbach's Alpha	N of Items
.710	17

The reliability for the 17 items of the Enrolment Strategies Scale is .710

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.863
		N of Items	9 ^a
	Part 2	Value	.813
		N of Items	8 ^b
	Total N of Items		17
Correlation Between Forms			.798
Spearman-Brown Coefficient	Equal Length		.888
	Unequal Length		.888
Guttman Split-Half Coefficient			.876

The items are: Enrolment Strategies: A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17

Reliability Statistics

Cronbach's Alpha	N of Items
.866	18

The reliability for the 18 items Retention Strategies Scale is .866

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.915
		N of Items	9 ^a
	Part 2	Value	.939
		N of Items	9 ^b
		Total N of Items	18
Correlation Between Forms			.996
Spearman-Brown Coefficient	Equal Length		.998
	Unequal Length		.998
Guttman Split-Half Coefficient			.998

The items are: Retention Strategies Scale B1, B2, B3, B4, B5, B6, B7, B8, B9, B10, B11, B12, B13, B14, B15, B16

Reliability Statistics

Cronbach's Alpha	N of Items
.625	16

The reliability for the 16 items for Methods/Strategies of Teaching Scale is .625

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.856
		N of Items	8 ^a
	Part 2	Value	.838
		N of Items	8 ^b
	Total N of Items		16
Correlation Between Forms			.929
Spearman-Brown Coefficient Equal Length			.963
	Unequal Length		.963
Guttman Split-Half Coefficient			.963

a. The items are: Methods/Strategies of Teaching Scale :C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16

The entire instrument is certified good for the data collection for this study after effecting all the necessary correction on the rating scale observed.

APPENDIX III

The Actual EnrolmentRate From 2007-2017

Year	Basic Literacy			Post Literacy			Intermediate			Vocational			Remedial			Special Class			Computer			Yearly Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
2007	121	41	162	513	47	560	311	27	338	45	10	55	141	12	153	31	10	41	0	0	0	1,309
2008	186	30	216	415	33	448	287	15	302	33	17	50	138	8	146	25	9	34	0	0	0	1,196
2009	430	39	469	751	46	797	561	25	586	56	11	67	149	6	155	35	9	44	0	0	0	2,118
2010	227	12	239	861	58	919	286	21	307	81	18	99	229	13	242	23	12	35	15	0	15	1,856
2011	353	21	374	113	32	145	241	10	251	112	26	138	156	11	167	21	10	31	12	0	12	1,118
2012	139	33	172	258	25	283	142	15	157	79	32	111	142	11	153	32	6	38	14	0	14	928
2013	159	11	170	394	14	408	179	9	188	63	12	75	131	12	143	23	6	29	13	1	14	1,027
2014	98	19	117	149	28	177	177	24	201	109	23	132	144	10	154	21	7	28	13	3	16	825
2015	81	13	94	81	33	114	256	19	275	393	41	434	143	8	151	26	9	35	16	5	21	1,124
2016	221	21	242	379	46	425	327	33	360	219	67	286	113	10	123	21	9	30	24	9	33	1,499
2017	301	45	346	412	71	483	332	47	379	164	71	235	495	43	538	95	22	117	46	15	61	2,159
Total	2316	285	2,601	4326	433	4,759	3099	245	3,344	1354	327	1,681	1981	144	2,125	353	109	462	153	33	186	15,158

Source: (Centre Record, 2017)

APPENDIX IV

The Percentages of Actual EnrolmentRate From 2007-2017

Year	Basic Literacy		Post Literacy		Intermediate		Vocational		Remedial		Special Class		Computer		Yearly
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	Total
2007	162	6.2	560	11.8	338	10.1	55	3.3	153	7.2	41	8.9	0	0.0	1309
2008	216	8.3	448	9.4	302	9.0	50	3.0	146	6.9	34	7.4	0	0.0	1196
2009	469	18.0	797	16.7	586	17.5	67	4.0	155	7.3	44	9.5	0	0.0	2118
2010	239	9.2	919	19.3	307	9.2	99	5.9	242	11.4	35	7.6	15	8.1	1856
2011	374	14.4	145	3.0	251	7.5	138	8.2	167	7.9	31	6.7	12	6.5	1118
2012	172	6.6	283	5.9	157	4.7	111	6.6	153	7.2	38	8.2	14	7.5	928
2013	170	6.5	408	8.6	188	5.6	75	4.5	143	6.7	29	6.3	14	7.5	1027
2014	117	4.5	177	3.7	201	6.0	132	7.8	154	7.2	28	6.1	16	8.6	825
2015	94	3.6	114	2.4	275	8.2	434	25.8	151	7.1	35	7.6	21	11.3	1124
2016	242	9.3	425	8.9	360	10.8	286	17.0	123	5.8	30	6.5	33	17.7	1499
2017	346	13.3	483	10.1	379	11.3	235	14.0	538	25.3	117	25.3	61	32.8	2159
Total	2601	100.0	4759	100.0	3344	100.0	1682	100.0	2125	100.0	462	100.0	186	100.0	15158

Source: (Centre record, 2017)

APPENDIX V

Attrition Rate From 2007-2017

Year	Basic Literacy			Post Literacy			Intermediate			Vocational			Remedial			Special Class			Computer			Yearly Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
2007	9	3	12	15	4	19	12	4	16	2	0	2	9	2	11	6	1	7	0	0	0	67
2008	8	4	12	11	3	14	9	3	12	3	12	15	11	3	14	5	1	6	0	0	0	73
2009	8	5	13	16	8	24	11	3	14	6	3	9	6	0	6	3	2	5	0	0	0	71
2010	8	2	10	14	5	19	15	5	20	6	5	11	15	3	18	2	2	4	2	0	2	84
2011	11	5	16	8	3	11	12	3	15	12	6	18	12	4	16	5	1	6	2	0	2	84
2012	8	6	14	12	7	19	11	4	15	9	3	12	12	2	14	5	0	5	2	0	2	81
2013	11	1	12	13	1	14	15	2	17	3	2	5	5	2	7	4	1	5	0	1	1	61
2014	7	4	11	12	5	17	14	4	18	11	2	13	13	2	15	3	2	5	1	2	3	82
2015	7	3	10	9	3	12	13	2	15	13	4	17	16	2	18	1	0	1	2	2	4	77
2016	10	5	15	11	6	17	14	7	21	19	8	27	12	3	15	3	1	4	2	4	6	105
2017	14	6	20	20	5	25	11	8	19	8	8	16	13	5	18	8	5	13	6	8	14	125
TOTAL	101	44	145	141	50	191	137	45	182	92	52	144	124	28	152	45	16	61	17	17	34	909

Source: (Centre record, 2017)

APPENDIX VI
Percentages of Attrition Rate From 2007-2017

Year	Basic Literacy		Post Literacy		Intermediate		Vocational		Remedial		Special Class		Computer		Yearly
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	Total
2007	12	8.3	19	9.9	16	8.8	2	1.4	11	7.2	7	11.5	0	0.0	67
2008	12	8.3	14	7.3	12	6.6	15	10.4	14	9.2	6	9.8	0	0.0	73
2009	13	9.0	24	12.6	14	7.7	9	6.3	6	3.9	5	8.2	0	0.0	71
2010	10	6.9	19	9.9	20	11.0	11	7.6	18	11.8	4	6.6	2	5.9	84
2011	16	11.0	11	5.8	15	8.2	18	12.5	16	10.5	6	9.8	2	5.9	84
2012	14	9.7	19	9.9	15	8.2	12	8.3	14	9.2	5	8.2	2	5.9	81
2013	12	8.3	14	7.3	17	9.3	5	3.5	7	4.6	5	8.2	1	2.9	61
2014	11	7.6	17	8.9	18	9.9	13	9.0	15	9.9	5	8.2	3	8.8	82
2015	10	6.9	12	6.3	15	8.2	17	11.8	18	11.8	1	1.6	4	11.8	77
2016	15	10.3	17	8.9	21	11.5	27	18.8	15	9.9	4	6.6	6	17.6	105
2017	20	13.8	25	13.1	19	10.4	16	11.1	18	11.8	13	21.3	14	41.2	125
Total	145	100.0	191	100.0	182	100.0	144	100.0	152	100.0	61	100.0	34	100.0	909

Source: (Centre record, 2017)

APPENDIX VII

The Actual Retention Rate From 2007-2017

Year	Basic Literacy			Post Literacy			Intermediate			Vocational			Remedial			Special Class			Computer			Yearly Total
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
2007	112	38	150	498	43	541	299	23	322	43	10	53	132	10	142	25	9	34	0	0	0	1,242
2008	178	26	204	404	30	434	278	12	290	30	5	35	127	5	132	20	8	28	0	0	0	1,123
2009	422	34	456	735	38	773	550	22	572	50	8	58	143	6	149	32	7	39	0	0	0	2,047
2010	219	10	229	847	53	900	271	16	287	75	13	88	214	10	224	21	10	31	13	0	13	1,772
2011	342	16	358	105	29	134	229	7	236	100	20	120	144	7	151	16	9	25	10	0	10	1,034
2012	131	27	158	246	18	264	131	11	142	70	29	99	130	9	139	27	6	33	12	0	12	847
2013	148	10	158	381	13	394	164	7	171	60	10	70	126	10	136	19	5	24	13	0	13	966
2014	91	15	106	137	23	160	163	20	183	98	21	119	131	8	139	18	5	23	12	1	13	743
2015	74	10	84	72	30	102	243	17	260	380	37	417	127	6	133	25	9	34	14	3	17	1,047
2016	211	16	227	368	40	408	313	26	339	200	59	259	101	7	108	18	8	26	22	5	27	1,394
2017	287	39	326	392	66	458	321	39	360	156	63	219	482	38	520	87	17	104	40	7	47	2,034
Total	2215	241	2,456	4185	383	4,568	2962	200	3,162	1262	275	1,537	1857	116	1,973	308	93	401	136	16	152	14,249

Source: (Centre record, 2017)

APPENDIX VIII

The Percentages of Actual Retention Rate From 2007-2017

Year	Basic Literacy		Post Literacy		Intermediate		Vocational		Remedial		Special Class		Computer		Yearly Total
	T	%	T	%	T	%	T	%	T	%	T	%	T	%	
2007	150	6.1	541	11.8	322	10.2	53	3.4	142	7.2	34	8.5	0	0.0	1,242
2008	204	8.3	434	9.5	290	9.2	35	2.3	132	6.7	28	7.0	0	0.0	1,123
2009	456	18.6	773	16.9	572	18.1	58	3.8	149	7.6	39	9.7	0	0.0	2,047
2010	229	9.3	900	19.7	287	9.1	88	5.7	224	11.4	31	7.7	13	8.6	1,772
2011	358	14.6	134	2.9	236	7.5	120	7.8	151	7.7	25	6.2	10	6.6	1,034
2012	158	6.4	264	5.8	142	4.5	99	6.4	139	7.0	33	8.2	12	7.9	847
2013	158	6.4	394	8.6	171	5.4	70	4.6	136	6.9	24	6.0	13	8.6	966
2014	106	4.3	160	3.5	183	5.8	119	7.7	139	7.0	23	5.7	13	8.6	743
2015	84	3.4	102	2.2	260	8.2	417	27.1	133	6.7	34	8.5	17	11.2	1,047
2016	227	9.2	408	8.9	339	10.7	259	16.9	108	5.5	26	6.5	27	17.8	1,394
2017	326	13.3	458	10.0	360	11.4	219	14.2	520	26.4	104	25.9	47	30.9	2,034
TOTAL	2456	100.0	4568	100.0	3162	100.0	1537	100.0	1973	100.0	401	100.0	152	100.0	14,249

Source: (Centre record, 2017)

APPENDIX IX

Descriptive Statistics

	Mean	Standard Deviation	Number
Retention	49.83	10.26	1, 018
Enrolment strategies	29.31	4.73	1, 018
Retention strategies	47.25	9.13	1, 018
Teaching methods	40.88	7.63	1, 018

Pearson Product Moment Correlation Matrix for Retention, Enrolment Strategies, Retention Strategies and Teaching Methods

		Retention	Enrolment Strategies
Retention	Pearson Correlation	1	.709**
	Sig. (2-tailed)		0
	N	1, 018	1, 018
Enrolment Strategies	Pearson Correlation	.709**	1
	Sig. (2-tailed)	0	
	N	1, 018	1, 018

** . Correlation is significant at the 0.01 level (2-tailed).

		Retention	Retention Strategies
Retention	Pearson Correlation	1	.747**
	Sig. (2-tailed)		.000
	N	1,018	1,018
Retention Strategies	Pearson Correlation	.747**	1
	Sig. (2-tailed)	.000	
	N	1, 018	1,018

** . Correlation is significant at the 0.01 level (2-tailed).

		Retention	Teaching Methods
Retention	Pearson Correlation	1	.951**
	Sig. (2-tailed)		.000
	N	198	1, 018
Teaching Methods	Pearson Correlation	.951**	1
	Sig. (2-tailed)	.000	
	N	1, 018	1, 018

** . Correlation is significant at the 0.01 level (2-tailed).

APENDIX X
DEPARTMENT OF ADULT EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF IBADAN

Enrolment and Retention Strategies Questionnaire

Dear Respondent,

Please, kindly fill this questionnaire on recruitment and retention strategies. The responses will be used purely for academic research and will be treated with utmost confidentiality. You are requested to respond as honestly as possible.

BIO DATA

Tick (✓) the appropriate option

Sex: Male () Female ()

Age: 20 and below () 20-30 () 31-40 () 41-50 () 51-60 () 61 and above ()

Marital Status: Single () Married () Divorced () Widowed ()

Programme: Basic Literacy () Post Literacy () Intermediate ()

Remedial () Vocational () Computer () Special Needs ()

1. Please rank the enrolment strategies used at the centre, beginning from 1 as the most important.

- | | |
|---------------------------------|-------------------------------|
| () Word of mouth | () Graduation ceremonies |
| () Posters | () Film shows |
| () Games | () Use of puppets |
| () Door to door mobilization | () Distribution of handbills |
| () Use of Radio jingles | () Use of television jingles |
| () Use of opinion leaders | () Telephone calls |
| () Community meetings | () Use of models / Graduates |
| () Visits to places of worship | () Rallies |
| () Ceremonies | () Use of Town criers |

2. What are the retention strategies that enhance your persistence at the centre?

S/N	Please tick as applicable	YES	NO
1	Simplicity of Language		
2	Relevance of learning materials		
3	Interesting/Motivating teaching methods		
4	Affordability of the programme		
5	Flexibility of the programme		
6	Availability of learning materials		
7	Friendly and Understanding instructors		
8	Conducive learning environment		
9	Closeness of the centre		
10	Available transportation		
11	Socio-economic improvement		
12	Employability of the programmes		
13	Respect and acceptance		
14	Childcare facilities		
15	Integrating technology in adult prays		
16	Certificate of achievement		
17	Societal recognition		
18	Educational opportunities		

3. Please tick as applicable methods/strategies that are used for teaching at the centre

S/N	Please tick as applicable	YES	NO
1	Maps, calendars, charts		
2	Posters/Pictures/Photos		
3	Flash cards/ Cards		
4	Radio/Television		
5	Video/DVD		
6	Music and dance / Drama		
7	Field trips		
8	Storytelling, Proverbs and sayings		
9	Role play		
10	Demonstration		
11	Tutorials		
12	Chalkboard		
13	Seminars / workshops		
14	Assignment / Exercises / practice		
15	Discussion		
16	Newspapers		

APPENDIX XI
SASHEN ILIMIN MANYA
TSANGAYAR ILIMI
JAMI'AR IBADAN

Takardar Neman Bayyanai Game da Dabarun Dauka da Rike Dalibai

Yadan' uwa,

Ina roko, kaba da wannanamsa game da dabarundauka da rikedalibai. Za a yiamfani da bayyanan ne musammandomin bincikenailimikumaza a tabbatarcewayazamanasirri. Ana so kayigaskiyawajenba da bayyani.

BAYYANI GAME DA KAI KANKA

Kasaalamakamarhaka (✓) a indaya dace

Jinsi: Namiji () Mace ()

Shekaru: 20 zuwakasa () 20-30 () 31-40 () 41-50 ()
 51-60 () 61 zuwasama ().

Matsayin Aure: Tuzuru () Mai Aure () Bazawari/Bazawara () Gwauro/Gwauruwa ()

Irin Karatun: Ilimin Manya Kadai () Gaba da Ilimin Manya () Matsakanci ()
 Koyar da wasunamusamman () Sana'a () Kwamfuta () Bukatuna Musamman ()

1. Ina roko a jamaki a bakabiyun nan da aka tanada game da irindabarundauka da akeamfani da shi a cibiyar, a faradagalamba 1 a matsayin mafimuhimanci.

- | | |
|--------------------|----------------------------|
| () Magana da baki | () Bukukuwan Yaye Dalibai |
| () Postoci | () Nuna Fim |
| () Wasanni | () Amfani da Hoton Mutum |
- ('Yartsana)
- | | |
|-------------------------------------|--------------------------|
| () Yin Kira ta wurin zuwagida-gida | () Rarraba Kasidu |
| () Amfani da Radio | () Amfani da Talbijin |
| () Amfani da ra'ayoyin Shugabanni | () Kira ta Wayar Salula |
| () Taro naal'umma | () Amfani da Talla |
| () Ziyarazuwa Wuraren Ibada | () Gangami |
| () Bukuku | () Amfani da Masu Shela |

2. Wadandabarunarikewa ne sukeingantadagewarka a Cibiyar?

Lamba	Ina roko kasa alamain daya dace	E	A'a
1	Harshemaisauki		
2	Kayan Koya		
3	Dabarunkoyarwamasuizawa/Ban sha'awa		
4	Iyadaukannauyinkaratun/shirin		
5	Sassaucinakaratun/shirin		
6	Kasancewarkayankoyo		
7	Abota da Ganewa/fahimtarMasukoyarwa		
8	Muhallin Koyo maikyau		
9	Kasancewarcibiyarkurkusa		
10	Sufuri a yalwace		
11	Ingantuwantattalin arziki da zamantakewa		
12	Amfani da karatun/shirye-shiryen		
13	Bangirma da Karbuwa		
14	Kayankula da Yara		
15	Amfani da fasahawajen ilimin Manya		
16	Takardar Samunnasara		
17	Sasance da al'umma		
18	Dama ta Ilimi		

3. Ina rokokasaalama a irindabarun da akeamfani da sudominkoyarwa a cibiyar

Lamba	Ina rokokasaalamaindaya dace	E	A'a
1	Taswira, Kalanda, Jaddawali		
2	Postoci/Hotuna/DaukanHoto		
3	Katinsa a tuna		
4	Radio/Talbijin		
5	FaifanBidiyo/DVD		
6	Musika da rawa/WasanKwaikwayo		
7	ZiyararGani da ido		
8	Badalabari, karin Magana		
9	Wasa		
10	Nuna a Aikace		
11	'YarMatashiya ta Kungiya (Tutorials)		
12	AllonRubutu		
13	Samina/Bita		
14	Aikin Yi/Jinga/Yi mu gani		
15	Tattaunawa		
16	Jaridu		

APPENDIX XII
UNIVERSITY OF IBADAN
DEPARTMENT OF ADULT EDUCATION
Focus Group Discussion (FGD) Schedule

Unstructured questions on evaluation of enrolment and retention strategies of MNMAEC, Kano

Dear Respondents,

I am a researcher conducting a research on the “Evaluation of enrolment and retention of learners at MNMAEC, Kano 2007 – 20017, under the auspices of University of Ibadan, Department of Adult Education. I therefore like to ask some questions with regards to the above stated topic. I therefore humbly request your honest answers. All information obtained shall be treated with utmost confidentiality.

1. What motivated you to enrol at the centre?
2. What programme are you doing at the centre?
3. Are there learners you started with who have dropped out? How many of them?
4. What reason did they give for dropping out?
5. How did you know about the centre?
6. Do you see your facilitators as competent?
7. Do you enjoy/like the teaching methods used by your facilitators to teach you?
8. Are your facilitators friendly and respectful?
9. Do you wish to complete or drop out of the programme? Why?
10. What factors may motivate you to persist and complete you programme?
11. What factors will make you drop out of the programme?
12. Have you gained anything at the centre?
13. Are you able to cope with your programme at the centre and other responsibilities you have?
14. Do you sometimes get scolded for being absent at the centre, by who?

APPENDIX XIII
UNIVERSITY OF IBADAN
DEPARTMENT OF ADULT EDUCATION

Key Informant Interview (KII) for Management and Facilitators' Unstructured Questionnaire.

Dear Respondent,

I am conducting a research on **Evaluation of enrolment and retention strategies of MNMAEC, Kano 2007 – 20017**. I humbly require information from you based on the following questions and I kindly request your honest answers which will be treated with utmost confidentiality.

Instructors

1. What is the secret of continuous enrolment of learners?
2. What factors influence enrolment of learners at the centre?
3. What factors motivate learners to persist and complete their programmes at the centre?
4. What extra effort do you make to ensure that learners enrol, persist and complete their programmes?
5. What is the time-to-completion at the centre?
6. Why do you vary time-to-completion of programmes?
7. What makes facilitators so committed?
8. How do learners move from one level to another?
9. What are the specific enrolment strategies used to enrol learners at the centre?
10. What are the retention strategies used at the centre to retain learners?
11. Are your programmes linked to development interventions?
12. How are learners enrolled into programmes?
13. How does the centre ensure retention of learners?
14. Do you give examinations to learners?
15. If yes to 15 above, what do you do with learners who fail?
16. What can you say about enrolment and retention generally at the centre?

PHOTOS FROM THE CENTRE
The Primary School Used by the Masallaci Centre, Kano



Management Staff



KAWO MUH'D SATATIMA
 Babban Mataimakin
 Shugaban Makaranta
 08096824186, 07080865315,
 064 - 954109



ABDULKADIR SHU'ABU CHEDI
 Rijistara
 08054380374, 08099488532, 07028325315



SULAIMAN GARBA DARMA
 Babban Ko'Odinata
 064 - 802040, 08033648751



GARBA BABANLADI SATATIMA
 (Barden Madakin Kano)

Babban Shugaban Makaranta
 08023090076, 07030278630, 07028178147, 07027644645



KABIRU ADAMU DANEJI
 Mataimakin Mai Kula da Kudi
 da Jarrabawa
 08099878971, 08054368833



SULAIMAN M. MUSA KURAWA
 Babban Oganalza
 07040764137



UMAR ABUBAKAR AIKAWA
 Mataimaki mai Kula da Addini
 da Harshen Arabiya
 064 978712

Cross-Section of Facilitators

			
<p>SANI AHMAD SAGAGI Mataimakin Mai kula da Yada Labarai 08035642252, 08094786009 064 - 898997</p>	<p>SHEHU RAWI SA'EDA Mai Kula da Koyar da Lissafi 08099287180</p>	<p>ALHASSAN ABDURRAHMAN Mai Binciken Kudi 08094461017</p>	<p>LAWAN ADAMU Shugaban Sashe faye Makaranta 08024261767</p>
			
<p>ZANGI MUHD. YOLA Shugaban Masu Karber Kudin Makaranta 064 - 934973</p>	<p>SANI AHMAD Shugaban Malamai Bebaye</p>	<p>MUHD SALISU ADAM Shugaban Malamai Makafi 07066460661</p>	<p>ADO HASSAN YAKASAI Mai kula da Reshen Sharada 08065725930</p>
			
<p>KABIRU MUSA ABUBAKAR Mai kula da Reshen Yankaba 07040158510</p>	<p>YUSUF CIGARI YOLA Mai Kula da Reshen RZaki 07027311967</p>	<p>ABDULLAHI MAGAWATA Mai Kula da Reshen Jakara</p>	<p>MURTALA ISA TALJO Mai kula da Reshen Dorayi 08025475917</p>

			
<p>MUSBAHU A. MAHMUD Jami'i mai kula da bngaren Ilimin Sakandire 064 973372</p>	<p>MAYSARATU G. BABANLADI Jami'i mai kula da bangaren Ilimin Firamare 08080604266</p>	<p>AMINU SALISU CHIROMAWA Jami'i mai kula da Ilimin Manyu Matakin na Farko. 08059505025</p>	<p>AUWALU MUDI AYAGI Mataimakin Jami'i mai kula da Ilimin Sakandire 08069330258, 08182321278</p>
			
<p>ABDU LAWAN ZAGE Mataimakin Jami'i mai kula da Ilimin Firamare 08039306360</p>	<p>ADO INUWA KWAMBAI Mataimakin Jami'i mai kula da Ilimin Manyan matakin na Farko 08028725131</p>	<p>MUHD SANI DARMA Mai kula da Koyarda Harshe Larabci da Addini Musulunci 08065728309</p>	<p>BALARABE ABDULLAHI Mai kula da Turanci da Kimiya da Kwon Lafiya 07040704140</p>
			
<p>UMAR M. YOLA Mai kula da Koyar da Hausa da Tarihi 08028909125</p>	<p>MAHUMMAD YUSUF YOLA Jami'i mai kula da Ilimin Nakasassu 08028350237</p>	<p>AMADU GARBA BABANLADI Babban mai kula da Reshan Makaranta. 064 - 916071</p>	<p>MAL NAZIR HARUNA Mai Kula da Bangaren Sakandire, Reshen Yankaba</p>

Cross-Section of Teaching and Learning Sessions



Cross-Section of Graduation Ceremony Pictures

