

# Improving the Professional Ethics of Facilitators through Andragogical Methodologies for Non-Formal Education Delivery in Nigeria

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## Abstract

There are professional ethics that guide people in any profession. Hence, people are expected to perform credibly well in their different professions. Therefore, this paper examines some ways of improving the professional ethics of facilitators through andragogical methodologies for non-formal education delivery in Nigeria. The paper also discusses some of the andragogical methods that facilitators can use in teaching and learning situation which can improve the professionalization of facilitators. The paper concludes with an urgent call for the need to improve the professional ethics of facilitators in all non-formal education settings and service delivery. Based on the background of the study, some recommendations are made that facilitators teaching in non-formal education should be trained, certified and grounded in adult education methodologies before they are allowed to teach adult learners by the Agency for Adult and Non-formal Education. The facilitators teaching in non-formal education should be full-time facilitators and not part-time facilitators. Seminars, workshops and conferences should be organized from time to time by the agency for adult and non-formal education for facilitators in order to share experiences and ideas for the improvement of adult education.

**Keywords:** Professional, ethics, andragogy, facilitators, non-formal education

## INTRODUCTION

A profession according to Hoyle (1980) in Onyenemezu (2012) is an occupation which performs crucial functions that require considerable degree of skills. Thus, there are different professions in Nigeria such as law, engineering, medical, nursing, teaching, adult education, among others. People practising these professions are called professionals. As there are medical doctors practicing medicine, engineers practicing engineering, teachers practicing teaching, so also adult educators or facilitators practice adult education. Each profession, therefore has its ethics. Professional ethics is a code of conduct that guides a particular profession and professionals in any area of specialization are expected to abide by the code of

conduct or ethics. Nzeneri (2010) sees adult education professional as a person who consciously and systematically administer the teaching/learning activities, programmes and processes of adult education with the primary aim of assisting other adults to learn. Okedara (1979) in Onyenemezu (2012) refers to an adult education professional as any person who is professionally qualified to handle teaching/learning of adults. In the above definitions and explanation of adult education professional, two categories abound: Those who qualify as adult education professionals and those who do not qualify as adult education professionals.

Adult education professionals are those who are trained in the principles and practices of adult education enterprise and are qualified and competent enough to handle adult education issues or programme while non-adult education professionals are those who practice adult education but are not trained, not qualified, not competent to handle adult education programmes (Onyenemezu, 2012). In adult education, the professional is referred to as the facilitator or change agent. Bakare (2011) states that the word 'facilitator' is a French word "Facile" meaning easy or somebody who makes it easy for the adults to learn. Ani (2003) defines a facilitator as those who help an adult to learn. The term may be used interchangeably to mean adult educator, adult education instructor, motivator, and animateur. Adult facilitator is of different types. Ani categorizes adult facilitator into three groups. The first groups are called part-time teachers of adult, leaders of adult, agents or volunteers and who have little or no training in working with adults. The second groups are those individuals who are specialists in adult education but trained in other disciplines other than adult education. The third groups are those trained in adult education to act as full-time adult educators or help to develop research for the adult education field. The third groups are also called academics. They are usually found in tertiary institutions as lecturers, researchers or educators in adult education. Whatever categorization of facilitators in adult education, they are expected to have andragogical methodologies in adult and Non-Formal Education (NFE) delivery.

### **What is Non-Formal Education (NFE)?**

Nzeneri (2008) defines NFE as an organized form of education outside the formal education system. NFE occurs outside the formal school system and its consists of such programmes as vocational and continuing education, functional literacy, remedial education, community development, aesthetic, cultural and civic education organized for adults and youths. Bhola (1979) in Nzeneri (2008) affirms that NFE covers all out-of-school educational programmes like adult education, agricultural extension and cooperative education, political education, community development and environmental education. The methods of NFE are more dynamic or flexible, problem/learner centred, pragmatic and practical. Hence, it is essential for facilitators to use the methods that are relevant for NFE delivery in Nigeria

### **How Professionals are Facilitators in NFE Delivery?**

It has been observed by many researchers that only a few facilitators have received professional training in the field of adult education. According to Fasokun (2006), some facilitators have received training in other disciplines but without specific preparation for teaching materials to adults. This has affected adult education profession. Ugwoegwu (2003) supported Fasokun's view when he states that many of the adult education instructors are not trained in adult education methodology. Most of them are teachers trained for pedagogy and they find it difficult to change to andragogy. Fasokun (2008) further maintains that adult facilitators use various qualifications in facilitating adult education in Nigeria. For instance, in a study conducted by the National Mass Education Commission (NMEC) (2008), it was reported that some of the facilitators possessed post literacy certificates, 54% possessed West African

Examination Certificate(WAEC) while a significant number were Teachers Grade II certificate holders. The result further showed that only a few of the adult facilitators were holders of certificates in adult education. Majority of them had no exposure to any form of basic training in adult education before labeling themselves as adult educators (Fasokun, 2008). In a recent workshop (train-the trainer) conducted by Adebola for 450 NFE supervisors and facilitators on andragogical methodologies for effective NFE delivery which was organized by the Anambra State Agency for Adult and Non-Formal Education in collaboration with the Ministry of Economic Planning and Budget/UNICEF GCCC; it was found out that about 88% of the facilitators were not grounded in andragogical methodologies.

### **WHAT IS ANDRAGOGY?**

Andragogy is derived from the Greek word “aner” (with the stem andr) meaning “man”. Andragogy means man is leading. It is the art and science of helping adult learn (Knowles 1970 in Nzeneri 2008). Andragogy is based on four major assumptions which indicate that as a person matures:

- a. His self-concept moves from independent personality to self-directed individual
- b. He accumulates reservoir of rich experiences which are resources for learning
- c. His readiness to learn becomes oriented towards his developmental tasks and towards his social roles
- d. His time perspective moves from that of postponed knowledge to immediate application.

### **Improving the Professional Ethics of Facilitators Through Andragogical Methodologies For Non-Formal Education Delivery**

The obvious differences between adults and children obviate the difference in method of teaching adults and children. The method used in teaching children is called pedagogy while the method used in teaching adults is called andragogy. In adult and NFE programmes, several methods are available to the facilitator to choose from. Whatever method(s) the facilitator may decide to use should be such that would permit the attainment of the objectives of the facilitator and the adult learners involved in the teaching learning process. It should be noted that adult learners perform better in a learning process when the learning tasks are practical and highly participatory. The method used must be adapted to suit the learners. The learners may be dispersed individuals, groups or lone individuals. In selecting the methods to use, the facilitator must take into account the quantity and quality of resources available, human resource, the amount of space available for effective use of the methods in teaching and learning processes, the time the lesson takes, the duration of the programme and the available teaching aids.

Since there are various forms of adult and non-formal education programmes, the methods usable in one type may not be effective in the other. For example, in extra-mural classes made up of large group of students preparing for the Senior School Certificate Examination (SSCE) or Joint Admission and Matriculation Board (JAMB) Examination, the lecture method may be suitable for teaching English Literature, History, Religious Knowledge but in Chemistry, Physics, Biology, Agricultural Science and Home Economics classes, lecture method must be complemented with practical demonstrations. In workers education programme, workshops, seminars are preferred while vocational skills training should take mainly demonstration methods with minimal lectures as may be included from time to time. In civic education, cultural education, environmental education and some women education programmes, lectures, seminars, role-playing can serve as effective methods of teaching.

The following are the selected andragogical methodologies that facilitators can use to improve their professional ethics:

- i. **Demonstration Method:** This involves a practical demonstration to the learners on how to carry out certain actions for preparing something. Demonstration method involves the learners watching and listening to the facilitator as he performs the action while at the same time the learners are given opportunity to practice the actions involved under the guidance of the facilitator. Demonstration method can be very useful in vocational education involving skills acquisition like soap making, furniture making, fashion designing, fine art. For example, in health extension education, demonstration can be used in teaching learners the method of preparing Oral Rehydration Therapy (ORT) solution, waste disposal, among others. In agricultural extension education, demonstration method can be used in teaching method of fertilizer application, planting method, pest control, food preservation and processing. Demonstration method is very fruitful and helps the facilitator to develop self-confidence. The method is highly participatory, interesting and rewarding in adult learning (Imhabekhai, 1998 & Ani, 2003).
- ii. **Simulation Method:** This method involves learning experiences which do not require immediate exposure of the new learner or apprentice to the real object (Nzeneri, 2008). Nzeneri added that a girl or woman who wants to learn sewing is not allowed in the first instance to start using real materials or to go to the sewing machine to pedal. She has to start first with learning how to cut patterns with papers. When she has mastered that, she can then be allowed to practice with real cotton or woolen materials. Nzeneri further added that before going to the machine to pedal, she has to start practicing with mock machines or old sewing machine. When she has mastered the pedaling technique, she can then go into the real machine. The practice with the use of mock objects before trying the real object is what is called simulation. The mock objects are called simulators. Simulation method makes learning practical and vivid.
- iii. **Games:** Although games are essentially means of relaxation, some may be used in teaching some skills and attitudes. In using this method of teaching, the facilitator organizes useful and relevant games to simulate problems and possible solutions. Games can also be usable in teaching various categories of learners in adult and non-formal education. These include:
  - **Scrabble:** This is usually played by literate adults and can be used in teaching word power or vocabulary development. It involves between two and four players. The players collect tiles, each containing a letter of the alphabet and a number which shows the value or weight of the letter inscribed on the tile. These letters are used in forming acceptable approved words and a score of the sum total of the values of the letters forming the words is given to the player. At the end of the game, all the scores got by each player are added together and the highest scorer wins. Scrabble game can be used profitably for adult learners taking programmes leading to proficiency in English language.
  - **Chess Game:** The chess game is usually played by two persons each with sixteen pieces on a checkered board with sixty-four squares. The sixteen pieces often referred to as men are made up as following : eight pawns, one queen's castle or rook, one queen's knight, one queen's bishop, the queen, one king's castle or rook, one king's knight, one king's bishop and a king. Each piece (man) has a pattern of movement. The pawns are usually the lowest and least important in the hierarchy and as such can be used in advancing forward and may even be killed or captured

while fighting in defense of the higher 'men'. The chess game can be used in teaching hierarchy of authority in administration and defence and war programmes.

- **Monopoly:** This can be used in teaching business management studies. It offers the adult learners knowledge of business investment. It teaches when and how to invest in business, the dangers inherent in over investment and excessive capital accumulation, buying of shares and debentures and mortgaging of property as collateral security necessary for obtaining loans for investment. Monopoly method can be used for teaching adults learners who want to invest in any business venture.
- **Role-playing Method:** The role-playing method involves assigning adult learners some roles which they are expected to play in real life or in their jobs or occupations after completing the training programme (Imhabekhai, 1998). The adult learners acquire new skills, new habits, attitudes, knowledge and ability necessary for successful performance of their life roles. Role playing involves a lot of simulation. Role playing is quite useful in behaviour modification. For instance, where there are some adults behaving contrary to the community or societal norms, such adults can be assigned some specific roles to play in the community. As they perform the assigned roles, the tendency exists that they would change their attitudes or general behaviour from negative to positive ones. Leadership qualities can be developed by adult learners in a leadership training programmes when learners are assigned at interval to play certain leadership roles. Friendliness, honesty, selflessness, humility, courage, love and other virtues can be developed through role playing. To ensure that the role playing method is effective, the following must be considered:
  - a. Delineate clearly the attitude or skills or knowledge the learners are expected to acquire while playing the assigned roles
  - b. The assigned role must not conflict with the learner's other useful roles in the society
  - c. The roles must be practicable and observable
  - d. The facilitator should monitor closely the actions of the participants and as they carry out the assignment
  - e. The learners should be given opportunity to evaluate their progress and achievements.
- **Real Literacy Materials and Learners Generated Materials (RLMs and LGMs):** Real Literacy Materials (RLMs) and Learners Generated Materials (LGMs) represent one such new innovative approaches that are based on centrality of motivation and materials in any teaching and learning situation in adult literacy classes. What RLM approach seeks to do is to exploit literacy materials that surround the learners in any attempt to teach these persons literacy and also to improve their reading skill. Such materials are real in the sense that they deal with the daily lives of learners, address their social needs that abound in the learning environment. Since they are more tied to the cultural and socio-economic specificities of the learning situation than do traditional literacy texts, they have more appeal, relevance and motivational value to learners. In some cases, learners are even involved in identifying and collecting materials for literacy as is the case with LGMs. When learners themselves are now involved in the process of identifying, collecting and discussing such materials, a further invaluable step in a participatory learner centred methodology is taken.

RLMs and LGMs were founded by Alan Rogers in 1995 and popularized by the Department of International Development (DID) and the British Council. Aderinoye (2004) stresses that RLMs advocate the use of readily available reading materials in the learner's immediate environment

and the consolidation of literacy practices of adults. Aderinoye further states that these materials are easily located in public buildings, signposts, billboards, stickers, car windscreens and vehicle bodies among others. The RLM approach says that rather than rely on primers, textbooks or teacher's prepared written materials, these limitless real materials are enough to create reading materials in the adult learners since many of such materials can be brought to classes or developed by adult learners with careful guidance by the facilitator (Aderinoye, 2004; Adebola, 2006). The RLM could also be prepared in the mother tongue like "Oluwa ni oluso agutan mi" meaning "The Lord is my Shepherd". This approach therefore, empowers the learners in the reading skill. Aderinoye and Adebola further add that the RLMs and LGMs are cheap to provide, it is community based, it is flexible, it is limitless in scope and is easily mastered. According to Omolewa, M.A; Ihebuzor, N., and Aderinoye, R.A. (1997), by using RLMs and LGMs approach, the boredom and tedium which normally accompany the use of traditional literacy text is removed. Learning becomes a pleasure with learners participating very actively in the choice and exploitation of materials. The approach, therefore, empowers the learners and thus, leans more on in favour of the use of issues and words of great social concern and frequency to teach adult learners the basic of reading.

**Table 1: Examples of RLMs and LGMs which are wrongly spelt in our environment which can be developed by adult learners with careful guidance by facilitators are:**

S/N	Wrongly spelt RLMs and LGMs on Vehicle Inscriptions	Corrected and Developed RLMs and LGMs by Adult Learners
1.	No kin as god	No king as God
2.	Save journey	Safe journey
3.	The king of king	The king of kings
4.	The yong sha grow	The young shall grow
	<b>Wrongly spelt RLMs and LGMs on Signboard Inscriptions</b>	<b>Corrected and Developed RLMs and LGMs by Adult Learners</b>
5.	Fotostart ur document here	Photostart your documents here
6.	Kip rite	Keep right
7.	Kip ur surroundins klin	Keep your surroundings clean
8.	Know paking	No parking
	<b>Wrongly Spelt RLMs and LGMs of Commerce and Business</b>	<b>Corrected and Developed RLMs and LGMs by Adult Learners</b>
9.	No credit 2day com 2tomoro	No credit today, come tomorrow
10.	Take ur passport fotos in 2 minutes	Take your passport photographs in two minutes
11.	Beta food sold here	Better food is sold here
12.	Jolly fis shop	Jolly fish shop
13.	Fresh egg 4 sale	Fresh eggs are for sale
14.	Customer are always rite	Customers are always right
15.	No food 4 lazi man	No food for a lazy man

	<b>Wrongly Spelt RLMs and LGMs on Health</b>	<b>Corrected and Developed RLMs and LGMs by Adult Learners</b>
16.	Smoking is a danger to health	Smoking is dangerous to health
17.	Know smoking	No smoking
18.	Smokers r liable to dye yong	Smokers are liable to die young
19.	Take water plenty daily	Take plenty water daily
20.	A healthy man is a hapi man	A healthy man is a happy man
21.	Prevention is beta dan cure	Prevention is better than cure
22.	Health is weath	Health is wealth
23.	Cleanliness is next to Godliliness	Cleanliness is next to Godliness
24.	Do not pur dirti on the floor	Do not pour dirt on the floor
	<b>Wrongly Spelt RLMs and LGMs on Politics</b>	<b>Corrected and Developed RLMs and LGMs by Learners</b>
25.	Ur vote is ur rite	Your vote is your right
26.	Resist violence in kampaigm	Resist violence during campaign
27.	Human beans are political animal	Human beings are political animals
28.	Government of d pple and 4 d pple	Government of the people, by the people and for the people

Developed by the authors in 2015

### CONCLUSION

There is an urgent need to improve the professional ethics of facilitators in all non-formal education delivery. One of the ways of improving this is through the andragogical methodologies. This is because the professionalization of adult education instructors is considered by many to be at the core of improving the quality of instruction in adult education programmes.

Based on the foregoing, this paper therefore recommends the following:

1. Facilitators teaching in non-formal education should be trained, certified and grounded in adult education methodologies before they are allowed to teach adult learners by the Agency for Adult and Non-formal Education.
2. Facilitators teaching in non-formal education should be full-time facilitators and not part-time facilitators.
3. Seminars, workshops and conferences should be organized from time to time by the agency for adult and non-formal education for facilitators in order to share experiences and ideas together for the improvement of adult education.

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