

Sustainable Development Needs of Adult Education Investment in Niger Delta Region

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Abstract

The overall disconnect between the curriculum of the formal system of education and the prevailing development challenges in developing countries constitute variants of global issues in education and sustainable development. As education is life, it is a pedagogy for liberation. Having realized and acknowledged the growing deficits in the formal system of education as evident in structure, funding, supervision, infrastructure, leadership, wastages, efficiency, transparency and institutional concerns among others, there is the urgent need to focus on adult education investment needs because of its response to human capital development, social capital development and sustainable development needs of adults throughout life. Thus, investment in adult education is a derived demand, a demand that leverages on the economy, health, environment, security, governance, learning and technologies. This paper therefore provides the sustainable development needs of investment in adult education with its socio-economic impact on the Niger Delta Region economy. The qualitative approach was used in the collection of data through the review of literature, systematization of investment thoughts, justifications that are relevant and consistent with sustainable development needs of adult education investment, sources of investment, and the critical needs of adult education investment in the region. The paper concludes that developing countries must invest massively in all forms out-of-school continuing education programmes as requisite for addressing the deficits occasioned by the formal system of education for the attainment of a literate economy and sustainable development in the region.

Keywords:

Adult, Education,
Area, Development,
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Background to the Study

In contemporary world of work, successes and achievements are predicted by an individual's capacity to scale through varying dynamics of technologies, cultures, languages, experiences, practices and attitudes. This quest for success calls for education beyond the formal classroom organizational settings as situated in adult education, whether formal or non-formal in application or practice. The challenge to attain and sustain success in a global competitive workplace is justified by the pressure to develop and acquire capacities, competences and skills that can prepare people to live in a complex world that is socially, politically, technologically and environmentally interdependent but explosive. There is a growing demand currently to expand the scope of competences and skills of adults beyond the formal system of education to embrace a more comprehensive and systemic learning structure that can be sustained.

The above premise aligns with Dennis's (2011) submission that, today's graduates lack the knowledge and skills needed to achieve sustainable success. Statistics provided on this note are that, globally, 65 percent of employers believe that too many recent graduates do not have the skills they need to succeed in the global economy. Only 18 percent of employers rate graduates as "very well prepared" in the area of global knowledge and most worrisome is that more than 45 percent employers rate graduates as "not well prepared" at all in global knowledge, a situation that most aptly depicts developing economies. These statistical scenarios once again reveal the level of competences and skills deficit associated with the certificate oriented formal system of education.

Given the understanding and appreciation of the opportunities that global knowledge future holds, coupled with existing non-formal institutional strategies that encourage large scale investment and funding to ensure that adult adapt to a rapid changing world of work, there is a growing apprehensive demand, as a necessity, to provide funding resources in order encourage adult learners to engage in continuing professional learning that is competency based and skills driven for sustainable development.

Today, as Oghenekohwo, (2015), the most critical issue of concern in global educational discourse is on how learning can be translated into the world of work through the development and acquisition of appropriate knowledge, skills and competences among learners. Correlating to this concern is the poor quantum of investment funds and funding of various competence and skill based learning programmes among adults that must meet the sustainable development needs of the adults by various stakeholders in the Niger Delta region. Interestingly, adult education is not a cost, it's an investment that is derived, because, Akintayo and Oghenekohwo (2004), advocate that investment in adult education is a derived demand. Again, Oghenekohwo (2017) writes that as education is life, it becomes a pedagogy for liberation. For humanity to be liberated from ignorance and all forms of limitations or exclusions, investment in adult education becomes a sustainable education platforms and veritable instrument par excellence for the achievement of sustainable development in developing areas.

Issues of Research Concern

Experience in teaching and research shows that, there is significant correlation between literacy and sustainable development in a knowledge economy. This informs the editorial view of Haladu, Ojokheta and Olojede (2015) on literacy for sustainable development in a knowledge economy. Thus, the equalization of learning opportunities is the basis upon which social justice is defined and measured in the context of widening access to education through the non-formal approach. Having realized the growing deficits and exclusionary indexes in the formal system of education as evident in structure, investment, funding, supervision, infrastructure, leadership, maintenance, efficiency, transparency and institutional concerns among others, there is the urgent need to focus on issues of investment in adult education in response to sustainable human capital development, social capital development, and sustainable development needs of adults throughout life as this constitute a major global issue in global educational discourse for sustainable development.

Whereas, adult education promotes social cohesion, equips adults with life skills, knowledge and competences needed in acknowledged society, it is unfortunate that only a fragment of public funding is allocated to the cycles of adult and non-formal education (Oghenekohwo, 2017) in developing areas. Yet, adult learning has a wide range of benefits for individuals, the economy and the society from its impact. Meanwhile, Oghenekohwo (2017) notes the benefits of adult education from its cycles to include (i) a prospect for higher and sustainable income and better employability of individuals, (ii) attainment of a higher general social-well-being, (iii) a greater social inclusion and engagement in service endeavours, (iv) a greater capacity for creating innovation and higher competitiveness, and (v) deepening good governance and ensuring responsibility in tax payments by adults.

All these benefits are not only envisioned but also encapsulated in the seventeen points sustainable development goals (SDGs) for which developing economies must attain by 2030. In its totality of analysis, sustainable development needs of adult education investment can bring about a significant leap in return on investment for governments in developing areas such as the Niger Delta region (Latchen, 2014; Dennis, 2011). Several scholars consider these as global issues in the context of educational development discourse.

Literacy is a key factor in galvanizing socio-economic growth, but the educational attainment of workers (adults) is eroding and declining at a geometrical progression. While new strategies are now advocated and required to assist under-educated adults to gain requisite competences and skills, it is unfortunately evident that adult education and policy on non-formal adult education is contrived and emasculated in underfunding, inadequate public funding and absence of definite short, medium and long-term investment plan on the funding of adult education. These issues are of research interest because; the world of adult education and learning is deeply entwined with modern risks, a central concern in the social theory and humanity research.

The investment deficit in adult education in the 21st century is evident in the rise of old and new types of risks at different levels namely, social, economic, political, cultural, environmental and other types of risks that affect the existence of an interaction among individuals, communities, organizations, states and transnational actors upon who the drive for the 17-point sustainable development goals is anchored (Hanushek and Woessmann, 2015)

Since sustainable development needs of adults cannot be separated from the aims of adult education investment; it becomes a global issue in educational discourse that demands to be interrogated through analytical research. Leading questions are: how can investment in adult education contribute to sustainable development in developing areas? What correlate exist between sustainable development needs of adults and the attainment of sustainable development goals (SDGs) in developing areas by 2030? How can investment policies on adult education leverage on global risk society for sustainable development in developing areas such as the Niger Delta region?

Literature Review

To address the above issues, it is important to provide meaning to adult education, investment in adult education, and sustainable development needs of adults among others.

Adult Education

Adult education in the view of Oghenekohwo (2017) citing Nafukho, Amutabi and Otango (2005) means all learning practices or processes in which persons regarded as adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attributes or values. In other words, adult education means any form of learning that adults undertake or engage in beyond the traditional formal schooling, encompassing basic literacy to personal fulfillment as a lifelong process. The learning domains in adult education are classified as formal, non-formal and informal. This conceptualization of adult education amplifies activities concerned with assisting adults in their quest for a sense of control in their own lives, within their interpersonal relationships, and with regard to the social forms and structures within which they live without limitations and any form of exclusion.

Characteristics that subscribe to the above conceptualization of adult education are that adults need to be assisted through learning activities to have a sense of control in their own lives, within and outside their settings. In other words, within the andragogical model (Knowles, 2002), adults are prone to a sense of control because, they need to know, having self-concept, driven by experience, deliberately committed to learn, having orientation to learn, and intrinsically and extrinsically motivated to learn. Based on the functionality premise that support the practice of adult education, it is basic that, learning is problem and experience centered and the experiences are meaningful to the adult learners as adult learn best, when they feel the need to learn and when they have a sense of responsibility for what, why and how to they learn.

Objectives of Adult and Non-Formal Education Redefined

Adult education is all learning activities designed to assist any person and everybody who had deficiencies at the initial stage of learning due to circumstances beyond self-control in order to remediate such deficiencies for the purpose of social, economic, personal self-management or self-control and cultural adjustment to any environment. Thus, adult education is all age lifelong learning process that has both general and specific objectives respectively. While the general objective of adult education is to produce and ensure an enlightened individual all through existence (lifelong), the specific objectives in the submission of Oghenekohwo, (2017) are to:

- i. Reduce drastically the level of illiteracy thereby promoting basic literacy that can assist adults to address all forms of poverty of knowledge and know-how;
- ii. Empower people through the creation of access to basic education without restriction.
- iii. Promote lifelong learning that makes everyone functionally inclined all through life;
- iv. Enhance learning orientation and opportunity among adults of all ages without barriers, limitations and restrictions;
- v. Mitigate all forms of social exclusions that are designed to limits access to lifelong learning opportunities; and
- vi. Engender learning opportunities to all person irrespective of age, sex, position, class, race and colour. (p.11)

Given these expectations of adults in their learning context, it becomes inevitable to articulate the sustainable development needs of adults in adult education investment particularly with reference to the sustainable development goals. Recalling that investment in adult education is a derived demand, it is obvious that investment decision on adult education is predicted by the variants of human capital development, social capital development, social demand satisfaction and internal rate of returns (Oghenekohwo, 2017). Hence, sustainable development needs of adults are reasoned to be encapsulated in the seventeen point's sustainable development goals. According to the United Nations General Assembly, a drafted document of the UN Summit for adoption of the post-2015 development agenda (UN, 2015) include the following goals:

- Goal 1:** *No poverty*" (End poverty in all its forms everywhere)
- Goal 2:** *Zero hunger*" (End hunger, achieve food security and improved nutrition, and promote sustainable agriculture)
- Goal 3:** *Good health and well-being*" (Ensure healthy lives and promote well-being for all at all ages)
- Goal 4:** *Quality Education*" (Ensure inclusive and equitable education and promote lifelong learning opportunities for all)
- Goal 5:** *Gender Equality*" (Achieve gender equality and empower all women and girls)
- Goal 6:** *Clean water and sanitation*" (Ensure availability and sustainability management of water and sanitation for all)
- Goal 7:** *Affordable and Clean energy*" (Ensure access to affordable, reliable, sustainable and modern energy for all)

- Goal 8:** *Decent work and economic growth*" (Promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all)
- Goal 9:** *Industry, Innovation, infrastructure*" (Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster Innovation)
- Goal 10:** *Reduced inequality*" (Reduce inequality within and among countries)
- Goal 11:** *Sustainable cities and communities*" (Make cities and human settlements inclusive, safe resilient and sustainable)
- Goal 12:** *Responsible consumption production*" (Ensure sustainable consumption and production patterns)
- Goal 13:** *Climate action*" (Take urgent action to combat climate change and it's impacts)
- Goal 14:** *Life below water*" (Conserve and sustainable use the oceans, seas and marine resources for sustainable development)
- Goal 15:** *Life on land*" (Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss)
- Goal 16:** *Peace, Justice and strong institutions*" (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- Goal 17:** *Partnership for the goals*" (Strengthen the means of implementation and revitalize the global Partnership for sustainable development)

To achieve these goals, there is the urgent need to massively invest in adult and non-formal education programmes that promote knowledge, skills and competences in the context of empowerment, engagement, experience and evidence. This is geared at the attainment of literacy for sustainable development, literacy for knowledge economy, literacy for democracy, social justice, democracy and good governance, literacy for environmental management, literacy for inclusive development, social change and literacy for community development through integration of social capital and equalization of gender rights for the elimination of all form of social exclusions. These investment portfolios in adult education would clearly depend on partnership and collaboration among providers or financiers of adult education, however, sustainable development needs of adult education investment in the 21st century are propelled by the expectations or outcomes of the adult workforce in a competitive global demand and supply structure and adult manpower needs.

Adult and non-formal education in developing areas needs investment opportunities that must urgently equip the adult population with relevant competences and skills for sustainable development. There are many adult education programmes that target all the 17-point sustainable development goals (Oghenekohwo, 2017). Table 1 below also shows the integrated adult education programmes response to human and social capital investment needs of adults in developing areas.

Table 1: Adult and Non-Formal Education Investment Response to Sustainable Development Needs of Adults.

Human and Social Capital Investment Needs of Adults	Focus	Economic Impact Responses
1. Health development maintenance	Fitness, Stress Management, promotion	Reduced Health Care cost, increased productivity; longer life span
2. On-the-Job training including apprenticeship	Job improvement, Job development, new business development	Expansion of local job market, attract new plants, improved performance on the job; no defects, /high quality
3. Formal adult education Including post-secondary and higher education as well as graduate professional education	Advanced degrees And skill certifications	Market the education level of personnel in area to potential employers.
4. Distance Learning Programmes for adults including “extension, (university extension, cooperative extension, community service type programs)	Job and personal Improvement and community development related experiences, culture, arts recreation, etc.	Improve overall “Quality of life” for residents in rural areas. Attract tourist and potential new business to region
5. Mobility relocation For changing job opportunities (career counselling canters; and transitional employment.	Asses cost, Benefits and potentials for staying or moving from one occupations to another.	Retraining Displaced agricultural workers for other markets. Realistic assessment of employment in rural areas or nearby suburban/urban areas.

Premises of Sustainable Development Needs of Investment in Adult Education

Sustained investment in adult and non-formal education programmes is for the sustenance of upgrading of skills of an ever-larger segment of the world's population in response to the growth of globalization, broader markets and new technologies. Unfortunately, while there is remarkable and concrete support by government in developed countries, the case in developing countries is different and opposite. In a survey of 28 developing countries, Latchen (2014) reports that, the measures of

performance in adult and non-formal education was relatively very poor. Using four measures of (i) extent of attendance and attainment, (ii) impact of non-formal education; (iii) gender and urban-rural distribution; and (iv) the relation of non-formal education to household income, it was established that, none of the 28 developing countries scored above 6% in all the measures.

The survey indicated that the poor and least educated in developing economies are likely to be discouraged and prevented by institutional or organizational barriers, insufficient resources, vocational limitations and other forms of social exclusions that impede adult participation in non-formal adult education. This is a demonstration of the acute deficit in adult education investment in developing countries. Yet, the premises of sustainable development needs of adult education investment are basic and critical to the attainment of SDGs. The following premises are basic and instructive.

First, given that there is high level of young secondary school leavers and graduates who are deficient in basic employable skills, leading to growing number of under-employed, unemployable and less-employable young adult population in the areas, it becomes a major threat to social and economic security of developing countries if investment is truncated. The gap that subsists between formal education and non-formal adult education is placing a significant pressure on the attainment of sustainable development needs of these developing economies with focus on adult education.

Second, there is a growing concern on the scope of human capital development that will respond to and meet the technical and vocational skills needs of adults who are under-employed and under-utilized in the labour market because of skills deficiency. Today, there is dynamism in the workplace that is reinforced by globalization of knowledge which has enabled the developed countries to leverage on their comparative advantage over developing countries. This can be reversed if the skills and innovative potentials in young adults are adequately harnessed through massive investment of resources in developing economies on adult and non-formal education.

Third, the 17-point sustainable development goals (SDGs) for 2030 call for sustainable investment in adult education. The attainment of these SDGs is mainly the responsibility of adults not children. These goals are issues that are policy driven; requiring deliberate legislative actions, institutional and value based for enforcement. These are obviously not within the domain of pedagogy, but well thought out and ragogical commitment to global development needs and expectations. As noted of the SDGs above, to end poverty in all its forms, though may not be practically possible, but can be realistically attained. Investing in adult education in developing areas is to ensure that there is end to hunger, achieve greater nutrition, and ensure healthy living that will guarantee socio-economic well-being for all ages. For example, to reduce inequality within and among countries is possible only to the extent that all citizens have access to quality formal and non-formal adult education. Reduction in inequality can only be attained where there is full knowledge on fairness and justice among citizens and on de-classification of social status that is presently sustained

through all forms of socio-economic exclusion, such that, society can then promote sustained, inclusive and enduring economic growth, productive employment and decent work for all adults.

Four, the premise of investment in adult education is also based on the need to ensure security of the environment, peaceful and inclusive societies for social justice, and global partnership for sustainable development. Ignorance or illiteracy is the cause of underdevelopment in any society. To address deficits that are occasioned by illiteracy, there is the need to ensure sustained access to lifelong education and continuing education through massive investment in adult and non-formal education. It is obvious that investment in adult education is geared at attaining sustainable development, yet funding the investment portfolios of personnel, material, equipment, utility, research and development and other consumables would demand that appropriate funding sources be identified in an investment discourse.

Sources of Funding in Adult Education Investment

There are many sources from which sustainable development needs of adult and non-formal education programmes can be funded in developing areas such as the Niger Delta region. Basically, the sources are classified as follow:

- i. **Public authority:** This include public budgetary allocation and releases for adult education, literacy programmes, continuing professional development, on the job and other related adult and non-formal education activities that are aimed at reducing illiteracy, enhancing skills acquisition and sustaining empowerment for poverty reduction. Public funding includes contributions from the decentralized public authority structure from federal, state, and local authorities with specific percentage of budgetary allocation to funding adult and non-formal education.
- ii. **Employers of labour:** Most of the working class in developing areas are adults who need training, retraining, lifelong and continuing professional development programmes. These adults can be trained by their employers through funds budgeted for staff professional development programmes. This of course would enhance skill upgrade, innovation, creativity, wastage reduction and flexibility in operational efficiency of workers. Employers fund workers education programmes for the purpose of increasing productivity and as such, target goals 8 &9 of the SDGs (UN,2015).
- iii. **Individual funding:** Through the payment of tuition or course fees, individuals enroll in adult education programmes for the purpose of remediating skills deficiency or mitigating the effects of poverty, hunger, ensuring the sustenance of good health and well-being as well as maintaining quality education. Hence, individuals provide the required funding for lifelong education as requisite for acquiring life skills and competences.
- iv. **Voluntary organizations:** Many non-governmental organizations engage in the finance of out-of-school, girl-child-education, and nomadic education in many areas that have come under severe natural or man-made disasters. The interventions from the United Nations International Children Emergency Fund

(UNICEF), United Nations Education, Scientific and Cultural Organizations (UNESCO), International Labour Organization (ILO), and other international and multi-national corporations address humanitarian needs through non-formal education investment for the reduction of poverty level and making many young adults have access to learning other forms of skills acquisition processes or programmes.

- v. **Faith Based Organizations:** Adult education programmes are also promoted through investment by faith based organizations. Many faith based organizations use their education and training sessions to provide free learning opportunities to large numbers of followers at no cost. Besides, these faith based organizations also provide capacity building/skills acquisition trade to empower followers at little cost. (Nabota, Oghenekohwo and Ogbari, 2015). All these are investment portfolios provided by faith based organizations to mitigate poverty, ensure inclusive and equitable education and promote lifelong learning opportunities for members. Besides, faith based organizations also invest in adult education to address the deficits of inequality, ensure the provision of good water and sanitation, all of which are synergic to sustainable well-being for all.

Funding Components of Sustainable Development Needs of Adult Education Investment

Financial limitations may constitute strong barriers to the participation of adults in non-formal adult education and training. This is essentially right in the case of citizens on low-income, those socially and economically excluded from labour market as a result of many exclusionary indexes and those vulnerable to such exclusion. Funding the investment would be broad based with multi-agencies collaboration. Funding for the 21st century skills competences for adults must be targeted at wider global knowledge issues such as:

- i. **Civic literacy:** Funding of civic literacy is for adults to be able to articulate, appreciate, understand and influence civic decision-making. The canon is to facilitate lifelong learning by adults to promote their civic engagement.
- ii. **Global awareness:** Funding of this component is justified to the extent that, global awareness relates to the need for adults to be able to learn from and work collaboratively with people of diverse cultures, religions, ideologies, and lifestyles in an environment of openness and mutual respect, justice and equity.
- iii. **Financial Literacy:** Funding for sustainable development of adult education takes into account the set of skills individuals need to make informed social and economic decisions. Globally there are considerable deficiencies in financial literacy among adults and developing areas are the worst off. This calls for interventions through thorough funding of financial literacy.
- iv. **Health Literacy:** The emphasis on funding in this programme is for adult individuals to be fully able to access and use high quality information to make health-related decisions. This includes a working knowledge or know-how of ways to access health information and services, and a working knowledge of preventive health measures. Safer & Keenan (2005) as reported by Pacific Research Centre(2010) argue that inadequate health literacy can result in

difficulty accessing health care, following instructions from a physician, and taking medication properly. This definitely negates the goal 3 of the SDG and compromises it.

- v. **Environmental Literacy:** Funding for environmental literacy among adults is to assist adults to understand both adverse man-made and natural environmental issues and thus, propose or debate alternative solutions to these issues. Environmental literacy according to Orr (1992) Schneider, (1997) is about adult practices, activities, and feelings grounded in familiarity and sound knowledge of the environment.
- vi. **Visual Literacy:** The graphic user interface of the internet and the convergence of voice, video, and data into a common digital format have increased the use of visual imagery dramatically. Advances such as smart phones, digital cameras, graphic packages, streaming video, and common imagery standards, allow for the use of visual imagery to communicate ideas. Good visualization skills are needed to be able to decipher, interpret, direct patterns and communicate using imagery

Justifications of Sustainable Development Needs of Investment in Adult Education

Generally, investment in adult education provides prospects of higher income and better employability of human resources, attainment of a higher general social-well-being and health of adult population, a greater social inclusion and community engagement. Investment in adult education bears direct influence on greater capacity for creativity, innovation and competitiveness through openness of ideas and critical thinking. In a nutshell, investment in adult education is critically underlined by the demand for inclusive development which encapsulates the 17 point sustainable development goals.

The 21st century expectedly is challenged by the growing demand for advancement in knowledge and the human resource development components is essentially the most to be advanced and sustained. Developing countries need to invest in adult education with particular focus on technology literacy in areas of information communication technology (ICT). For example, Watson, Gemini & Ryan (2008) reason that e-learning will transfer all forms of education and learning in the 21st century. Empirically, Hills (2009) argues that a commitment to (invest) on reaching 21st century skills will enable educational leaders to:

- (a) Improve reaching/attaining quality
- (b) Move to performance and competitive based modes of learning;
- (c) Ensure that every adult learner on-the-job or off-the-job is work ready.
- (d) Enable education to be more flexible and creative in the ways they engage all persons irrespective of the challenges.

Justifications for sustainable development needs of adult education investment are consistent with global efforts in education towards sustainable development goals. In a documentary by Pacific Policy Research Centre (2010), it was reported that the 21st century life and career skills focus on the ability of individuals to work effectively with

diverse realms, be open-minded to varying ideas and values, set and meet goals, manage projects effectively, being accountable for results, demonstrate ethical practices and be responsible to both one-self and to the larger society. To have adults who possess these life and career skills, investment in adult education becomes a must in all national planning policies and programmes.

In the present dispensation, investment in adult education for sustainable development needs restand address the following

- (a) **Leadership and responsibility:** Skills on leadership, accountability and responsibility include those acquired know-how of the individual to work with the interest of the larger group in mind, to inspire others by excellent leadership examples and to leverage on the strength of others to attain common goals. This is inevitable in the business of investment needs of adult education for sustainable development.
- (b) **Transparency and accountability:** Adult skills that situate in this context include setting and meeting targets or goals, prioritizing needs, managing time, working ethically synergizing and cooperating with colleagues and clients.
- (c) **Social and cross-cultural skills:** Inclusive of adult social and cross-cultural skills for sustainable development are ability to work well with colleagues, present one-self professionally, embrace and respect social and cultural differences. These skills are essential predictors of life skills that every adult need to be able to navigate a sustainable future in the 21st century. These are major skills for the development of partnership across diversity of interests for sustainable development in developing economies.

Other justifiable skills for sustainable development needs of adult education investment are those of media literacy and information literacy, which will enable adults to:

- (i) Determine the extent of information needed for sustainable development.
- (ii) Access the needed information effectively and efficiently,
- (iii) Evaluate information sources critically,
- (iv) Incorporate selected information into one's knowledge base
- (v) Apply information to achieve specific purpose
- (vi) Understand the economic, legal, social and other issues surrounding the use of information, then access and use information ethically and legall

Besides, technology literacy is another essential key component of sustainable development needs of adult education investment.

The attainment of the SDGs by 2030 as envisaged by the United Nations for developing and under-developed economies is a challenge for all stakeholders to invest in all cycle of adult education. The challenge can be adequately tackled only with determined public policy action on adult and non-formal education investment. Developing economies must invest massively in all form of out-of-school, continuing and lifelong education programmes that are skills and competences based for the adult population. This will

among other things reduce the skill deficits occasioned by the formal system of education; accelerate self-empowerment and encourage innovation and creativity among the workforce in developing economies.

Conclusion and Recommendations

This paper has highlighted the sustainable development needs of investment in adult education. It provided the concept and context of adult education, within the framework of issues of concern, premises of adult education investment needs among others. The fact stands that if the sustainable development goals (SDGs) represent the focus of overall development attainment, then it is inevitable to re-direct stakeholder's attention to the urgent demand for investment in adult education in developing areas.

It is therefore recommended that for developing areas to attain sustainable development needs of adults, investment provision for adult and non-formal education should be decentralized for mass participation of both providers and recipients. Secondly, budgetary allocation to adult and non-formal education should be separated from the usual sub-head as agency under the ministry of education. Finally, investment needs of adult education should be made consistent with the realization of sustainable development goals (SDGs).

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