

The Role Of Ict In Adult Literacy Programmes In Nigeria

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Abstract

Adult literacy programmes are programmes that are useful in promoting development. This study delved into the role of Information and Communication Technologies (ICTs) in adult literacy programmes. The study covered definition of ICT and adult literacy programmes. The researchers also enumerated five modes in which ICT could be used to support and enhance learning. Computer technology and its value in Literacy programmes was mentioned. The study also covered problems associated with the utilization of computer technology in Nigeria, the use of ICT facilities/tools/gadgets in Adult learning centres, ICT based adult literacy programmes and so on. The researchers concluded and recommended among others that Government should provide enough computers for adult learning centres throughout the nation for effective learning.

Keywords: Adult, Literacy, Programmes, Role and ICT

Introduction

World over, the ways and manner information and knowledge are generated, developed and disseminated have been positively affected by the introduction of Information, communication Technology (ICT) in developing nations, especially in Nigeria. Okechukwu (2015) opined that ICT has widened the sources of knowledge, skills acquisition, ideas and values of the teachers, instructors of Adult literacy programmes, administrators of adult literacy programmes, the principals and the curricula planners. ICT usage in adult literacy programmes will of course broaden the rate of acquisition of knowledge, skills, ideas and values of learning. Adult literacy programmes are the type of learning programmes that involves the adults who could not attend formal education system or those who want to improve on the level of education they had earlier in life. Therefore, the use of ICTs in these programmes will go a long way in enhancing the learners' ability and capability during the learning period. This is because it is more of practical and they will all see it and even operate some of them as the instructors are helping them to learn. No wonder, the instructors (teachers), can be pencilled down as the pinnacle of any curriculum implementation and repository of knowledge by today with the inception of ICT in education sector (Ezeokaka, 2010).

It is known that the internet has revolutionized teaching and learning generally, learners and instructors at all levels, world over can through the internet actively engage themselves in self-study, learner-learner interaction, learner-instructor interaction and so on. Internet is a computer-mediated communication (Worldwide network) and as such aids effective and efficient learning process which can help to boost socio-economic backgrounds of people including the disadvantaged (Mossberger& MCNeal, 2007). The use of ICT in adult literacy

centres will impact positively on the society that learners will know how to use ICT application in their day to day activities, such as in running their business, exposure to knowledge concerning any crucial matter, have formal access to information about themselves, their family and the society where they belong and they can easily adapt to any technological change that may occur at any point in time. This is in line with definition of ICT by Okechukwu (2015) who stated that ICT is the application of computers and other technologies to the acquisition, organization, storage, retrieval and dissemination of information. The rapid and unprecedented pace of advances in information and communication technologies (ICTs) is having a profound impact on all sectors of the society, including teaching and learning either in formal schools or adult literacy centres.

ICT in adult literacy education generally refers to communication and technology gadgets that are used to create, store, manipulate and disseminate information for the purpose of teaching and learning. The term embraces computers, local and international networks of computers, e-mail, internet, global system for mobile communication (GSM), the world Wide Web (www) and other technologies being used as stand-alone or in various combinations, to provide opportunities for effective communication between instructors and learners. If appropriately used, ICT is capable of enhancing the quality of the teaching/learning process and in so doing, support learning in ways that have not been possible before now (Ezeokaka, 2010). Gaglardi and Byron (2005) cited in Ezeokaka and Nwosu (2010) enumerated five modes in which ICT could be used to support and enhance learning, thus:

- the support mode; used to increase accuracy and enhance presentation of work, like in word processing packages, drafting, designing and desk top publishing;
- the exploration and control mode: used to explore, experiment, examine and build situations using software packages like simulations, databases, expert systems, statistical analysis packages;
- the tutorial mode: used to present information at any desired level and pace for the user, like drill and practice exercises and programmed learning packages;
- The resource mode: used to access information and other resources, either online like the internet or offline using CD-ROMS and other software and,
- the link mode: used for communication between individuals like the e-mail, desktop video conferencing and other virtual learning systems.

The use of computers to support face-to-face teaching and learning in the adult literacy centres, reduces the amount of direct instruction given to learners and gives instructors the opportunity to help those learners with particular needs (Iding, Crosby & Spatel, 2002 cited in Lankshear & Knobel, 2008).

ICT software packages like simulations, expert systems and computer models can now bring the real life situations in the world into the Adult learning centers thereby, linking the concept to real life experiences. Tutorial packages such as drill and practice and programmed learning exercises come with opportunities for feedback on user's progress. This is seen as technically possible in Adult literacy where more objective testing is possible. Current

development in ICT use for the teaching is emphasizing multimedia application. A good example of multimedia application is the use of the interactive White Board (IWB), it is a key tool for enabling the instructor to use a data projector the interactive white board when touched turns into a sensitive computer screen. (Nwosu and Udofia, 2010).

The value of using ICT in teaching can best be realized when the instructor can develop appropriate instructional materials on relevant content and use it to support learning through multimedia application of ICT. In the field of adult literacy education, the use of ICTs, especially computer technologies is correlated to positive outcomes, better attitude towards learning (Naidoo, 2003 cited in Ezeobi, 2014). In addition, ICTs in adult literacy education is to familiarize learners with the technologies .

Computer technology and its value in Literacy programmes

The computer is an electronic automatic machine, which is capable of receiving, storing, recalling or retrieving information put in it. It is a fast machine used by man to diverse activities that is useful in many professional services. Again, the computer technology plays a crucial role in information technology. It has been one of the bases for a faster range of devices and activities. It is a major educational medium and evolving way of life. The computer is also a very powerful teaching tool that is useful not only in teaching all subjects, but it is also useful in providing individualised instructions. When programmed, the computer can be used to teach difficult topics and concepts. With the aid of computers, instructors can accelerate, compact and utilize curriculum and programme, also provide enrichment materials that have been developed by other professionals (Ezeokaka, 2010).

ICT and Literacy programmes

ICT break through has made a new landmark in globalization education. Some of the advantages of ICT literacy programmes according to Ezeobi (2014) include :

- Information and communication technology can lead to better teaching methods which will improve learning and achievement, especially in terms of knowledge, comprehension, retentive memory, practical skill and presentation skill.
- ICT tools are very useful to learners. Assignments are easily done through the use of ICT, social disparities among learners to learn their lessons more efficiently. Instructors work in team in order to achieve a given task.
- ICT may help instructors to plan lessons more efficiently. Instructors work in team and share ideas relating to social curriculum
- ICT brings about easy communication between instructors and learners.

World over, it is a general belief that ICT has become a veritable part of modern society that has not only turned the globe into a village but has made information overflow, acquisition and dissemination very easy among all ages, races, many nations of different social economic background. Because of this widely held view, there is an urgent need for a systematic approach to using ICT in all facets and fabrics of this nation now more than ever before, particularly in education. This is because Nigeria needs a work force that will be trained, skilled and well-

educated which in turn is critical in enhancing work, economic, performance and sustaining companies (Ezeobi,2014).

A popular country like Nigeria, believed to be the largest economy in Africa, needs to be empowered by investing so much in human capital development. According to Ezeokaka (2010b), in this digital age, Nigerian needs quality manpower by focusing on increased computer literacy and ICT Professionalism. Ezeokaka opined that developing nations that are not able to address their standing in the global digital knowledge may sooner than later face political instability, increased poverty, increased marginalization and decreased democratic participation. If Nigeria must come out of the wood, ICT based basic education is imperative. It is pertinent therefore, Idaghe (2010) declared that in order to sustain the achievements of education for all in a nation ,ICT education must be well planned, developmentally appropriate, structured in a way that will motivate and keep everyone better citizens of their nation.

Federal Ministry of Education (FME) (2011) inaugurated the Computer Education Committee in 1987 in Nigeria, ICT was barely known and used as telephones, fax machines, tape recorders, computer science taught in tertiary institutions sparingly; this was before the advent of cell phones, desktops, laptops, e-mail and so on. Objectives of computer education as stipulated in the National policy on Education are meant to acquaint learners with the:

- ability to use and programme computers
- knowledge and ability to use and develop software packages
- understanding of the structure and operations of the computer
- knowledge about the history of the computer
- appreciation of the economics, social and psychological impact of the computer
- the use of the computer in problem solving (Federal Ministry of Education FME, 2011).

In 2001, the National Information Technology Development Agency (NITDA), the implementation body for ICT in Nigeria, was established by the Federal Executive Council. The National ICT policy of 2001 then empowered NITDA to enter into collaboration and strategic alliances with the private sectors for the purpose of making Nigeria an ICT complaint nation in African(FME,2011).

The objectives of the policy are to:

- ensure that ICT resources are readily available to promote efficient natural development;
- encourage local production and manufacture of ICT components in a competitiveness;
- guarantee that the country benefits maximally and contributes meaningfully by providing the global solutions to the challenges of ICT age;
- empower Nigerians to participate in software and ICT development;
- integrate ICT into the mainstream of education and training;

- develop human capital with emphasis on creating and supporting a knowledge-based society;
- encouraging government and private sector joint venture collaboration (Ekpo, 2010).

Education is a comprehensive framework for the delivery of learning using ICT as a tool (FRN, 2014). It stressed that any form of teaching-learning, management, administration, counselling and educational activities that uses ICT for its delivery falls within the purview of e-education. The basic ingredients for e-education include an Information Technology (IT) policy, ICT infrastructure, trained teachers and support personnel, appropriate computer studies curriculum and e-learning software protocols. All the efforts so far made in these regards are yet to produce the desired results-so Nigeria is still an infant in ICT and has very weak and ICT infrastructure. Abugu (2017) opined that for education to make effective use of ICT, the infrastructure (computer and telecommunications) needs to be developed and extended to all sectors of the educational system. Going by the lofty aims and objectives of ICT, the potentials and benefits are many and varied. Among these desiderata are the following that according to Ajagun, (2012) and Idiaghe, (2010):

- Use of ICT offer immense support to learners from different socio-economic backgrounds, and ages including the disadvantaged background, it can provide upper strong support for technological/vocational programmes.
- ICT can result in improved learning
- ICT impacts the society that learners are in. it improves the efficiency of the educational administration including records keeping and storage.
- ICT will add to the knowledge of their environment and their world.
- ICT based education engenders real learning and self study and discourages rote learning or memorization since learning process involved demonstration, group activities, questioning, experimentation, academic learning, time, opportunity to respond, expository activities, discussion, cooperative and collaborative learning task activities. It improves the general quality of learning throughout the curriculum.
- ICTs aid the learners to develop modern skills techniques to apply in problem solving situations. It supports individual mastery of literacy and numeracy skills.
- On the whole, ICT encourages learners independent learning, provides easy approaches to teaching and learning, exposes instructors to the current subject contents and improves teaching styles. Again, ICT will engender and enhance a close and good working and living relationships among people. ICT applications will improve instructor's skills, attitudes and techniques.

The computer through the wide access to information, has provided new instructional possibilities and changed the pattern of scholarly work. From the computer at home, the learners can access library, work, journal, textbooks, government information, communities with instructors and classmates on topics of diverse interests (Gbadamosi, 2006). Also the instruments through programmed instruction can encourage self instruction, continuous work, and research, compact the learning materials, and grade the learner' work. The computer has

also ensured the use of modern technology. The learners will be involved in the handling of varied database in all fields of human endeavour. Through the use of the web, learners can gain access to information and new fields of human endeavour. Through the use of the web, learner can gain access to information and new instructional possibilities (Ezeobi, 2014). The adult learners can also gain access to self learning and working through data networks that is not limited to their own programmes and instructions. Through the use of the computer, the instructors may find it easy to work more efficiently with programmed individualized instructions, fast pacing curriculum compacting and self-instruction for the adult learners .The instructors and the learners in the process of learning will be familiarized with the application and usage of the following:

Producing computer based instruction (CBI)

There is a marked increase in the use of computers in working with people especially in the developed world. According to Packs (2005) cited in Ajayi (2008), the use is being accompanied by claims and promises of enhanced learning for learners. However, this is going to be possible when the instructions are well designed and well managed. Computer based instruction (CBI) is said to be subdivided into six different categories according to Lesgold (2010) to include: Drills and practices, Tutorial, Simulations, Gaming, and Problem solving. These classifications are, however, said to pave way for functionality.

ICT facilities

There are many ICT facilities that can be provided in the adult learning centres. Okechukwu (2015) enumerated some of the information and communication technologies available to Adult learning centres to include desktop, laptop, virtual library, scanners, printers, internet, website, e-mail servers, overhead projectors, multimedia, power point projectors, opaque projectors, examination scoring machines, cyber café among others. Lankshear & knobel (2008) also reported that the facilities that make up the ICT family include computer, television, radio, video tape and VCD, the use of cinema van and projectors.

The use of ICT Facilities/Tools/Gadgets in Adult learning centres

The volume of data and information generated by human race and the need to service through the sharing of knowledge and ideas are simply too much for the adult learning environment to cope with. ICT makes communication between persons, establishment, faster and so on, to be more convenient, faster and precise. The ICT facilities and its usefulness include according to Ezeobi (2014), Gbadamosi (2006), and Ezeokaka (2010b):

Calculator

This is used in teaching and learning to computer simple arithmetic, the user of the tool has to develop knowledge on the tool in addition to calculating knowledge. Simple calculator is used basically to carry out addition, subtraction, multiplication and division.

Computer

This is an electronic device that has the ability to compute and analyse data. The use of computers in instruction is known as Computer Assisted Instruction (CAI). Computer-Assisted Instruction/learning (CAI/L) as the use of computer to mediate in the flow of information in the learning process. Van Braak and Valcke (2007) listed the various modes and functions of CAI as follows: management of learning, testing, tutoring, exercising and use of a computer for producing teaching materials, dissemination of materials and medium of expression. CAI modes include problem solving, drill and practice, simulation and games, tutorial modes, dialogue modes and enquiring modes. CAI is applied in drill and practice, tutorial, simulation modelling, calculation, locus of control, information seeking and problem solving. Hence CAI makes learning to be individualised. That is, it caters for individual differences. Learners do learn at their own pace and their mistakes which are systematic, are detected and corrected by the computer during the learning process. CAI reduces the work of the instructor because of its ability to individualize instruction.

Mobile phones

The use mobile phones and other handles (devices) to obtain or provide educational contents for teaching and learning is referred to as mobile learning. Mobile learning is broadly defined as the delivery of learning content to learners utilizing mobile computing devices. Most researchers and educators probably view mobile learning as the immediate descendant of e-learning. Mobile learning is simply learning that takes place with the help of devices or the intersection of mobile computing (the application of small, portable and wireless computing and communication devices).

Mobile facilities designs for personalized learning is that responsive learning during the course of the activity in the learning centre for a teacher trainee, or in the workshop for an engineer. In this sense, mobile learning also facilitates designs for authentic learning, meaning learning that targets real world problems and involves projects of relevance and interests to the learner. (Kuku, ska-Hulme, & Traxler, 2007). Mobile phones theoretically make learner centred learning possible by enabling learners to customize the transfer of the access to information in order to build on their own educational goals. Mobile learning thus exacts a democratization effect on the learning experiences as learners take a greater responsibility for the learning process instead of being fed information by an instructor. Whereas in the traditional models of education, the goal is the transfer of knowledge from instructor to learners. Mobile learning empowers learners to actively participate in the learning process to make it a process of construction and for more instruction (Delapena-Bandalaria, 2007). As a facilitator of new learning, mobile learning goes beyond an emphasis on the possession of information to enabling learners to find, identify, manipulate and evaluate existing information.

Television

This is a medium that can be used to educate the public on various topics and subjects. Its operation is less complex when compared with computers. Mass media and notably television have significant impact on economical aspect of computer.

Radio

This medium is used to instruct large population at a time than the other aforementioned. The advantage of radio over television and computer lies in its easy accessibility, cheapness and portability. Radio could also be operated with dry cells (batteries). This makes it useful in the rural areas where electronic power supply is not available. Radio is used as a means of teaching and to broadcast on different topics to learners.

Video tape and VCD

These can be used along with television. These could be used to project images to a wide audience. Topics can be displayed in video tape and VCD.

The use of Cinema Van.

It has been agreed that film bus (Van) is designed to have a self-contained projection and sound equipment. Films that are relevant to the topics to be taught are shot for learners to watch.

Projectors

This include video projectors, opaque, overhead projectors, slide projector and multimedia projector. These facilities are meant to enlarge the tiny images that the instructors wants to show to the learners. Projector taped topics are projected to teach a larger population.

Problems associated with the utilization of computer technology in Nigeria

Many reasons have been adduced for the non-responsive attitude of instructors of computers in education. The truth however, is that the instructors who are to be responsible for the successful implementation are not skilled in the use of technology in the learning centres (Ezeokaka & Nwosu, 2010). Most of the instructors' knowledge of words contained in information technology, and skilled related to key board, co-ordination and movement are not up to standard because these instructors have not yet understood the general purpose and skills which can enhance personal effectiveness. They rather viewed that computing skills are set of technical skills reserved for a few.

Thus, the instructors lack the training in the design and development of instructional materials. This has led the instructors to miss the link between computer and its power to spread information. In the words of Jenkins (2009), the computer is not only a computer, it is a communication of information.

Other associated problems according to Ajayi (2008), Jenkins (2009) and Lesgold (2010) include:

- **Poor perception:** the perception and value system in Nigeria is poor. Attention is mostly focused on money than education and skills. Hence almost everybody wants to get rich quick irrespective of educational level and experience in skills. Emphasis on certificate acquisition also worsens the neglect of adult and lifelong learning programmes. Some illiterate rich men and women instead of bending down to be educated and trained on skills to become functional literates would prefer to dish out money to corrupt institutions or examination bodies to issue them certificates.

Acquisition of false certificates has led many to remain functional illiterates and unproductive in solving social problems.

- **Inadequate Budgetary Allocation:** Education in Nigeria generally suffers poor budgetary allocation and adult learning inclusive. Adult learning needs money to purchase educational materials employment and training of their staff, and sponsoring of their numerous programmes.
- **Political instability:** this poses a great challenge to programmes of adult learning because every new government rejects the initiatives of its predecessor and starts on a clean slate without any consideration for the achievement of the past government. This usually destabilizes the good achievements on the project and lacks continuity.
- **Misappropriation of funds:** This factor is keeping the programmes of adult learning in abeyance. A situation whereby exotic vehicles to officials of different government organs instead of educating the citizenry and equipping them with knowledge and skills for improved standard of living and peaceful co-existence, is dangerous to the achievement of sustainable development goals by 2030.
- **Bureaucracy:** Bureaucracy also prompts frustration of the efforts of adult learning programmes in achieving a laudable feat. The snail pace with which mails and approvals for action move from one table to another affects the implementation of the policies concerning adult learning.
- **Absence of proper monitoring and evaluation programmes:** Programmes for adult learning lack proper monitoring and evaluation. As a result of this, there is no yardstick to measure the achievement level and this normally renders the sector ineffective.
- few and limited access to computer due to cost is another factor
- provision of computers in learning centres not yet seen as a priority project to the government.
- inability to realize the role that computers need to play in Nigerian education system for the adult learners
- haphazard introduction of computers in adult learning centres.
- Apathy on the part of those who are not computer literate and ICT complaint: and not willing to improve themselves. Studies in Nigeria have shown that while many nations of the globe have effectively integrated ICT into their educational practices, Nigeria is still providing “Non ICT-based education” (Nwosu and Udofia, 2010; Ezekoka, 2010a).
- Lack of ICT skills: Many instructors and learners still lack ICT skills and as would prefer not to apply ICT in teaching and learning situations. Even though some instructors have undergone some basic ICT training but due to infrequent retraining, refresher programmes or conferences and followed up on the utilizations of the newly acquired skills many of them fail to use the ICT skills already acquired(Ezekoka and Nwosu ,2010) .

Unavailability or inadequate Provision of ICT facilities/Equipment Studies and available data reveal that most of the much needed ICT facilities or equipments are either unavailable or inadequately provided in adult learning centres. Such ICT

equipments like projectors for power point, e-books, virtual libraries, relevant softwares, and so on are lacking in many centres (Ezekoka, 2010b; Idiaghe, 2010).

- **Epileptic Power Supply:** Supply of electricity in the rural areas and now in the urban settlements surely constitute a major impediment to ICT launching many centres and communities. This is because ICT resources require electricity for their operation. Any power outage while any of these resources is in operation in the class will not only disrupt the lesson but can also damage the equipment or cause loss of data. (Idiaghe, 2010; Ezekoka, 2010b; Ekpo, 2010). Power failure hinders the Use of ICT equipment in Nigeria even when these facilities are available in the learning centres. (Ekpo, 2010)
- **High Cost of ICT equipment and shrinking resources in education in this nation:** Given the High Cost of ICT equipment and shrinking resources in education in this nation, many stakeholders may ask: are ICTs a wise investment? Camila (2013) opined that many state government may not consider ICT in adult literacy education as a priority in the face of many other projects and social services competing for the limited state resources.

The foregoing no doubt, constitute risks or threats or challenges to ICT implementation. However, there is no gain saying the fact that the opportunities and potentials are enormous for then that surmount the threats and introduce ICT based adult literacy programmes.

The Panacea of ICT based adult literacy programmes

ICTs brings a fundamental change in the basic methods and level of teaching and learning. Okechukwu (2015) states that ICT has been a useful tool in education throughout the country. This was shown world over, the way and manner information and knowledge are generated, developed and disseminated. ICTs has widened the sources of knowledge, skills acquisition, ideas and values of the instructors, the literacy centres, the administrators or stakeholders, the curricula planners, literacy and ministry of education all of which are imparted to learners (Adedoje cited in Ajagun, 2012). Since inception of ICT in education sector (literacy programme inclusive) the internet has revolutionalised teaching and learning generally. Facilitators, administrators and learners of a particular literacy centre at all levels, even world over can through the internet actively engage themselves in self-study, learner-learner interaction, learner instructor interaction and so on.

ICTs have the potential to accelerate, enrich and deepen skills, to motivate and engage learners to help relate class experience to work practices, create economic viability for tomorrow's workers as well as strengthening instructors and bringing change too literacy programmes.

Literacy has been universally recognised as the starting point and cornerstone of development. The world is today recognised as a global village where knowledge is the driving force of sustainable development. Literacy, therefore becomes a cardinal variable for achieving this development. (Obi, 2015). In other words when literacy is promoted in a society, there will also be promotion of lifelong learning and knowledge on how to sustain economic growth and national development.

Out of the 17 sustainable development Goals, Goal 4 is of the greatest relevance to literacy. It calls on countries to “ensure inclusive and equitable education and promote lifelong learning opportunities for all”. This call is firmly rooted in the promotion of literacy. This is clearly stressed in the UNESCO (2005) document cited in Obidiegwu (2013) when it stated that Literacy for all requires a renewed vision of literacy which will foster cultural identity, democratic participation and citizenship, tolerance and respect for others, social development, peace and progress. It must be admitted that literacy is not confined to any particular age (childhood or adulthood), institution, (such as the school system) or sector (such as education); that it is related to various dimensions of personal and social life and development; and that is a life-learning process.

Literacy as the ability to read, view, write, speak and listen in a way that allows you to communicate effectively, the capacity of literacy is not only on the ability to read and write but in a person’s capacity to apply these skills to effectively connect, interpret and discern the intricacies of the world in which they live. Literacy is seen as the ability to read and write with the knowledge of simple statement that will be useful to one’s daily life (Adeyoola, 2018). In UNESCO (2006) cited in Schelleicher & Tang(2015), literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. This means that improved literacy can contribute to economic growth, reduce poverty, reduce crime, promote democracy, increase civil engagement and prevent spread of diseases through information provision.

At first glance, Adekola & Oyebamiji (2010) observed that literacy would seem to be a term that everybody understands, however, the concept has proved to be both complex and dynamic; continuing to be interpreted and defined in a multiplicity of ways. They added that people’s notion about what it means to be literate or illiterate is influenced by academic research, institutional agenda, national context, cultural views and personal experience. From this perspective, Oghenekwo (2017) citing UNESCO (2003) described literacy as the ability to identify, understand, interpret, communicate and compute using printed and written materials associated with varying contexts.

Literacy is a very important tool for reducing poverty, enlarging employment opportunities, advancing gender equality, improving family health, protecting the environment and promoting core democratic values. Ogbenekohwo (2013) stated that literacy in capacity is factored by empowerment, engagement, experience and evidence, which represent the variables of education for development. Aderinoye (2004) saw literacy as a catalyst for participating in social, cultural, political, economic activities and for learning throughout life. This means that literacy is a channel to lifelong learning. There is the ability to continue learning and learning new things every day. This means that through use of ICTs in literacy programme, there will be opportunity of continuous learning every day. This will involve learning new things both socially, culturally and technologically. Coming from the adult learning point of view, the adult population are hopeful that the new global targets for improving people’s live around the world; the Sustainable Development Goals, do much more than just extend for another 15 years the remit of the Millennium Development Goals (MDGs) (Oghenekwo, 2017).

Adult learning is about meeting the diverse and counter specific needs of all age groups, including the acquisition of basic literacy and technical skills through both formal, non-formal education and effective alternative pathways to learning (Ani, 2010). In adult learning the role of information and communication technology (ICT) is that of empowerment, enhancement of creativity, innovation and support. The current ICT technologies, internet, satellite, computer, mobile, in our homes and in our community provides a powerful toolbox for support of lifelong learning. These technologies offer the learners the capacities to generate new methods of teaching and learning informs of blended learning, distance education, flexible learning and open learning as means of empowering people to live productive and sustainable lives(Ihebereme,2010).

Adult learning provides new opportunities for active participation in society, empowering citizens to increase their influence over social, cultural and economic factors, locally and further afield, as ICT permits remote participation, economic, democratic, cultural and social life. Just as at the workplace where its use is integrated, ICT will play an important enabling role. It can furthermore be noted that; ICT is a powerful component in merging the personal, private, leisure and work time.

Conclusion

Adult literacy programmes can be the bed rock for achieving development in all spheres if everything that is required to make the programme interesting and successful are put in place. ICTs as one of such tools can be very useful in achieving total development in every aspect of human endeavour .The use of ICTs in adult literacy programmes will expose the adult learners to information and how to adapt to such information -it might be changes in technology, information about disease outbreak and how to control it or generally about oneself, one's business, the community and the world as a whole.

Recommendations

1. Government should provide enough computers for adult learning centres throughout the nation
2. The facilitators should be given regular training on how to operate computer
3. There should be enough fund provision by the government towards running and maintenance of the centre as well as the equipment

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