

Educating Adults Citizens of Nigeria through Non-Formal Educational Programs for Social Justice

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Abstract

This study examined influence of non-formal educational programs on adult citizens of Nigeria for social justice. Three objectives, research questions and hypotheses guided the study. Social and conscientization theories were used, descriptive survey research design was adopted. The population was 3,400 and sample 1,700. Recommendations were made at the end.

Keywords: *Non-formal education, Programs, Social Justice and Adult Citizens*

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I. Introduction

Rivers State Adults Citizens in Nigerian were faced with societal problems ranging from unemployment, insecurity, illiteracy and poverty which every countries in the world today have its own share of these seemingly problems. The paper seeks the way through which, civic education programme, vocational training programme, peace education programme and basic literacy programme can serve as means of educating Rivers Adults citizens of Nigeria for social justices, which holds that all people should have equal access to education, wealth, health, wellbeing, justice and opportunity. In the present era of globalization the recognition of global interdependence on the part of the general public has led to a higher, degree of interest in non-formal education for social justice (UNESCO, 2014).

Non-formal education is understood in global terms so that learning might improve individual nations global- competitiveness. Many adult learning centers worldwide have responded to the need for a globally oriented education by sending their adults learners to abroad in increasing numbers and have announced that it is a mandatory degree requirement (UNESCO 2017). NFE emphasizes action, change and transformation, it places importance on adult learners acquiring values and attitudes relevant to addressing global challenges, also it faster skills for collaboration communication and critical thinking. NFE is the type of education needed to ensure the self-confidence, self-respect and personal independence as well as to safeguard human rights and achieve social equality, it is education that stimulate Rivers State Adults citizens of Nigeria to actively participate in socio-economic activities, generate employment, increase their incomes and improve the quality of life (Nkanda, 2007). NFE programmes offer the adult learners the opportunity to gain knowledge in different fields of endeavor, develop skills and resources necessarily to control their own lives and operations.

Who is a Citizen?

As noted in Wikipedia, a citizen is aperson recognized under the custom or law of a sovereign state as a member of or belonging to the state. He or she must be legally recognized either because of being born in the country, parents linkage, marriage, naturalization, investments thus leading to the interest of the person being protected by the state (Dokubo, 2015).

Concept of Non-Formal Education

Dokubo (2012), defined non-formal education as a system with deliberately organized educational activity outside the organized setting of the formal education, usually organized for adults and large section of the society which has had little or no education. It involves conscious effort to introduce new ways of living and is concerned with immediate practical goals. Significantly NFE equips adults to become wage earners and lays foundation for them to achieve self-development.

Statement of the problem

It is unarguable that no meaningful development can take place in any nation without education, in fact true development is measured by how educated (formally, informally and non-formally) people of a nation are. It is for this reason that Rivers State Governments have been making efforts and taking steps towards establishment of non-formal educational programmes that were targeted at the adult citizen. Such non-formal educational programmes were.

1. Rivers State School to land programme (1990)
2. Banana plantation/production (2008)
3. School wheel (1996).

Successive government of Rivers State have been implementing these programmes, but not reliable. These efforts of the government though a bit successful were not sufficient as evident in the findings which revealed that a great percentage of Nigeria population, specifically Rivers State Citizens are still uneducated (formally, informally and non-formally) and are dying in poverty (Donjor 2011). Adult citizen of Rivers State need to be equipped vocationally, as well as with basic skills, values and attitude required for their self-fulfillment and active participation in the social, economic and political life of themselves and the society in general. It is against this background that Rivers State Government and other private individuals have resorted to the use of non-formal educational programmes such as civic education programme, vocational training programme, peace education programme and basic literacy programme to combat poverty in Rivers State. This paper is therefore aimed at the extent to which these programmes were used as tools to educate Rivers State adult citizens of Nigeria for social justice.

Purpose of the Study

The main purpose of this study was on educating adult citizens of Nigeria through non-formal educational programmes for social justice. Specifically, the paper sought to:

1. Examine the influence of civic education programme on adult citizen's access to social justice in Rivers State of Nigeria.
2. Examine the influence of vocational education programme on adult citizens for access to wealth in Rivers State of Nigeria.
3. Examine the influence of peace education programme on adult citizens for access to justice in Rivers State of Nigeria.
4. Examine the influence of basic literacy education programme on adult citizens for access to education in Rivers State of Nigeria.

Research Questions

The following research questions were posed to guide the study.

1. To what extent does civic education programme influence adult citizens access to social justice in Rivers State of Nigeria?
2. To what extent does vocational education programme influence adult citizens' access to wealth in Rivers state of Nigeria?
3. To what extent does peace education programme influence adult citizens' access to justice in Rivers State of Nigeria?
4. To what extent does basic literacy education programme influence adult citizen access to education in Rivers State of Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

Ho₁ : There is no significant difference in the mean ratings of facilitators and adult learners on the extent civic education programmes influence adult citizens access to social justice in Rivers State of Nigeria.

Ho₂: There is no significant difference in the mean ratings of facilitators and adult learners on the extent vocational education programmes influence adult citizens' access to wealth in Rivers state of Nigeria.

Ho₃: There is no significant difference in the mean ratings of facilitators and adult learners on the extent peace education programme influence adult citizens' access to justice in Rivers State of Nigeria.

Ho₄: There is no significant difference in the mean ratings of facilitators and adult learner's extent basic literacy education programme influence adult citizen access to education in Rivers State of Nigeria.

Significance of the Study

This study on educating the adult citizens of Nigerian through non-formal education for social justice in Rivers State of Nigeria will be of importance to adult citizens who have interest on non-formal education/programmes as tools for enhancing their livelihood and the society at large.

II. Literature Review

Theoretical framework.

The paper hinged on two theories namely:

Social process and conscientization theories. The social process theory was propounded by J.W Gaetzels and E.G Guba in (1957). The theory explores how people learn things through their interactions with other people to get what they want or need. The theory is significant to this paper because the reality as perceived by many adult citizens in Rivers State of Nigeria is vested on the social reality and now they perceived reality. If this theory, is properly harnessed. It can be used to educate the adult to get justice in the society. Also this theory, in its view will challenge the Rivers State government to come up with some structured plan of educating adult education for social justice.

The Conscientization theory was propounded by Paulo Ferine in (1972). In principle, this theory acknowledge the need for socio-economic change the main focus is on individual self-fulfillment and self-reliance. The basis of this theory in this paper is that, NFE programmes are seen as parts of the process of the transformation of the individual life style to improve their living standard in having access to social justice.

Concept of Social Justice

Social justice is a distribution of wealth, opportunities and privilege within a society for personal activity and social privileges. It is a fair and just relation between the individual and society. Everyone deserves equal economic, political and social rights.

Review of Non-Formal Educational Programmes

Civic Education Programme: This programme is also known as citizen education or democracy education programme, it is the provision of information and learning experiences to equip and empower citizens to participate in democratic processes (Finkel 2000). The education is of different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns. Finkel (2000) confirmed that civic education programme is concerned with three different elements they are: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens understanding of responsibilities, their right to freedom of expression, to vote and engage in public offices, it cut across the responsibilities to respect the rule of law and the rights and interest of others. Civic skills refer to citizens ability to analyze, evaluate take and defined positions on public issues, and to use their knowledge to participate in civic political processes such as to monitor government performance, mobilize other citizens around particular issues (Finkel, 2000).

This programme strengthen the ability of Rivers State Adults citizens to organize themselves, interact with others and make their voices heard by those in power. Those delivering civic education services outside the four walls of the classroom in Rivers State are civic society groups like community organization NGOs, education institutions, private sector and government agencies. The tools used in facilitating teaching and learning are seminars, workshops, focus group discussions, drama, conferences; role plays radios and television programmes and other informal teaching techniques and resources.

Vocational Training Programme: The term Vocational Training Programme includes every form of education that aims to the acquisition of qualifications related to a certain profession, so that learners will be able to exercise a profession (Kotsikis 2007). The objectives of this training programme are collected to the given offer and demand of specializes, as they are formed by the structural characteristics of each country's economy (Efs- teratology and Nikotopoulou, 2011). Today, there are many unemployed graduates in Rivers State of Nigerian, one of the reasons was that Nigeria system of education lacks the imparting of vocational skills on the adult citizens. According to international labour congress in 2013, Africa had the highest unemployment rate. The truth remains that the major course of unemployment among the vibrant adults is lack of vocational skills to back up what they learnt from their institutions of learning. The adult men and women can be trained in vocational skills such as computer card designing, typing, plumbing, electric maintenance, hair dressing, fashion designing, tailoring, mechanic and any entrepreneurial skills.

Objectives of Vocational Training

There will be a lot of jobs generated for the citizens of every country if the citizens are well equipped with skills. For example someone who is well equipped on electronics repair can train his fellow citizens. When these citizens mature" in such fields, they start earning from the skill they acquired from their master. Thus is

how the newly trained in that field will train other persons and employment generation keeps on growing in such circle. Likewise those who have good skills in businesses they make good money on their businesses and generate employment for others by employing them to work in their business. Vocational training reduces the crime rate in many nations. People begin to think on many dirty activities they will do to make money when they do not have anything to call job of their own.

It prepares the participants for involvement in the professional space, aiming to the development and application of knowledge and skills for all citizens (Zarifis 2003). Urinate and Nlerurn (2017) asserted that, vocational skills such as carpentry, electric wiring/installation, hair dressing draining barbing vehicle maintenance, plumbing, mobile phone repairs, computer repair, health and safety business skills are VT programmes that empowers the adults with practical knowledge and skills for effective function, better living and development of the society.

3) Peace education programme: This programme is concerned with helping the adults to acquire skills for non-violent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Its aim is to prevent a conflict in advance and to educate individuals and the society for a peaceful existence on the basis of non-violence, tolerance, equality, respect for differences and for social justice. Ugwoke and Ojonugwa (2014) admitted the fact that, this programme is the deliberate attempt to educate children and adults in the dynamics of conflict and the promotion of peace making skills in homes schools and communities throughout the world using all the channels and instruments of socialization.

It provides education for global security and focuses on direct, organized violence. Williams (2000) emphasized the need for a culture of peace as this will foster the effective implementation of peace education programme. A culture of peace is built from values, attitude, behaviours and ways of life based on non-violence, respect for life, liberty, justice, solidarity, tolerance, human right, equality between men and women, appreciation of cultural diversity and respect for others. A culture of peace cannot be imposed from outside. It is a process that grows out of the beliefs and actions of the people themselves and develops differently in each country and region, depending upon its history, culture and traditions.

Basic Literacy Programme: The aim of this programme is to assist individual adult in the society to acquire basic literacy skills which involve individuals aptitude of reading and writing, individuals capacity of interpreting and comprehending easy texts, applying and transmitting printed information into daily activities as well as handling of numbers. Dokubo (2014) said that, the concept has been taken to been ability to create, understand, identify, communicate, interpret, and computer as well as utilize written and printed resources related amid unstable circumstances. This programme therefore, entails a variety of study by adult's citizens in Rivers State to realize their objectives to expand their potentials understanding and fully participate in the development of their communities and the society at large. Basic literacy education is organized by the government, religious bodies or individuals proprietress of private schools to stamp out illiteracy as well as support under privilege sections obtaining employable skills to aid their effective performance of their societal roles (Kobani&Alozie, 2016).

Reasons for basic literacy programme for social justice are:

1. Violence prevention
2. Substance abuse prevention
3. Community health or health care services (either a general push toward a healthier community, or a campaign aimed at a specific health problem).
4. Voters registration (because majority of rural people that vote during elections are uneducated people).
5. Economic development
6. Job training
7. Anti- poverty comprehensive initiatives including many of the above areas and others as well, designed to address the issue of poverty from many different angles).
8. Education: an effort to provide functional literacy and continuing education for adults and youths who have never had the opportunity of formal education or (dropouts). These include the disabled and the disadvantaged genders.
9. Employment purpose.
10. To give the adult citizen of the country necessary aesthetic cultural and evict education for public enlightenment (Dokubo 2014).

Basic literacy is relevant in the development of any nation, it is a powerful tool and a weapon of the intelligent mind to fight ignorance and its attending paraphernalia, liberating the adult mind from constraint and limitation of ignorance and dependency. Basic literacy programme is designed to increase an adult physical and mental freedom, to increase their control over themselves and their own lives and the society in general.

Summary of Literature Review

Non-formal educational programmes used in this paper are concerned with preparing people for life, and helping people to live more successfully, increase adults competence in their social roles (worker, parent, retiree and so on) to help them gain greater fulfillment in their personal lives and to assist them in solving personal and societal problems. It is with the influence of the NFE programmes that the adult citizens of Nigeria will be aware of their civic responsibilities to the world, to become active productive participants in the economy and bring about desired change. NFE programmes ensures the adult citizens access to basic amenities such as better health, environment, education, security, employment and general wellbeing, as well as providing opportunities to have other useful activities like water, electricity, roads, sanitation and housing. NFE focused on practical skills knowledge, and development of creativity which can take place at workplace, family, daily life, spare time and so on depending on social groups involve it allows the adults to acquire necessary competencies and skills to become active citizens and improve employment prospects.

III. Methodology

This study adopted a descriptive survey design with a population of 3,400 respondents consisting of 400 facilitators and 3000 adult learners from various adult learning centers in the 23 local government areas of Rivers state, Nigeria. A sample size of 1,700 respondents consisting of 200 facilitators and 1,500 adult learners from adult learning centers in the study area was selected. The multistage sampling technique was adopted in choosing the sample. At the first stage, the random sampling technique was adopted in selecting 12 out of the 23 local government areas in the State. At the second stage, the proportionate sampling technique was adopted in selecting 50% of the population of facilitators and adult learners in adult learning centers in the selected local government areas. The instrument for data collection was a structured questionnaire tagged “Educating Adult Citizens of Nigeria for Social Justice Questionnaire” (EACNSJQ). The validity of the instrument was established by two experts in Adult Education. The reliability of the instrument was determined using test-retest method. A reliability coefficient of 0.81 was obtained which showed the instrument was reliable. The research questions were answered using the mean statistics while the hypotheses were tested using t-test at 0.05 level of significance. A criterion mean of 2.50 was adopted for decision making in the research questions. Any mean score below 2.50 was regarded as “low extent” while mean scores of 2.50 and above were considered “high extent”.

IV. Results

Research Question 1: To what extent does civic education programme influence adult citizens’ access to social justice in Rivers State of Nigeria?

Table 1: Mean Analyses on Influence of Civic Education on Access to Social Justice

S/N	Statement	Facilitators N=200			Adult learners N=1500		
		Mean	S.D	Remark	Mean	S.D	Remark
1	Civic education raises political awareness for people to enable them play their political roles in the society.	2.91	0.62	High Extent	2.98	0.59	High Extent
2	Civic education encourages collective effort among people in solving their common problems.	3.22	0.63	High Extent	3.04	0.59	High Extent
3	Civic education empowers adults to ask for better governance from their leaders.	2.97	0.53	High Extent	3.12	0.51	High Extent
4	Civic education increases chances of more adult citizens vying for political offices.	2.91	0.58	High Extent	3.06	0.54	High Extent
Grand Mean		3.00		High Extent	3.02		High Extent

The data in table 1 revealed that the mean scores and standard deviation for facilitators and adult learners as shown in items 1-4 are above the criterion mean of 2.50. This implies that majority of the respondents (facilitators and adult learners) agreed that civic education programme influences access to social justice to a high extent.

Research Question 2: To what extent does vocational education programme influence adult citizens’ access to wealth in Rivers state of Nigeria?

Table 2: Mean Analysis on the Extent Vocational Education Programme Influences Access to Wealth.

S/N	Statement	Facilitators N=200			Adult learners N=1500		
		Mean	S.D	Remark	Mean	S.D	Remark
5	Increases access to paid employment	3.10	0.56	High Extent	3.22	0.53	High Extent
6	Promotes establishment of small businesses.						
		3.39	0.55	High Extent	3.12	0.51	High Extent
7	Reduces the gap between the rich and poor.	3.33	0.56	High Extent	3.15	0.51	High Extent
8	Increases productivity of those already in vocational training.	3.00	0.57	High Extent	3.16	0.51	High Extent
	Grand Mean	3.20		High Extent	3.16		High Extent

The analyzed data in table 2 revealed that the mean scores and standard deviation for facilitators and adult learners as shown in items 5-8 are above the criterion mean of 2.50. This implies that majority of the respondents (facilitators and adult learners) agreed that vocational education programme influences adult citizen's access to wealth to a high extent.

Research Question 3: To what extent does peace education programme influence adult citizens' access to justice in Rivers State of Nigeria?

Table 3: Mean Analysis on the Extent Peace Education Programme Influence Access to Justice.

S/N	Statement	Facilitators N=200			Adult learners N=1500		
		Mean	S.D	Decision	Mean	S.D	Decision
9	Peace education promotes patriotism among adult citizens	3.14	0.56	High Extent	3.15	0.52	High Extent
10	Peace education promotes harmony and brotherliness which ensures social justice	3.31	0.56	High Extent	3.15	0.53	High Extent
11	Peace education emphasizes hard work and self-reliance.	3.18	0.53	High Extent	3.08	0.49	High Extent
12	Peace education discourages exploitation of the less privilege and inequality in the society.	2.97	0.57	High Extent	3.07	0.52	High Extent
	Grand Mean	3.15		High Extent	3.11		High Extent

The analyzed data in table 3 revealed that the mean scores and standard deviation of facilitators and adult learners as shown in items 9-12 are above the criterion mean of 2.50. This implies that majority of the respondents (facilitators and adult learners) agreed that peace education programme influences adult citizen's access to social justice to a high extent.

Research Question 4: To what extent does basic literacy education programme influence adult citizen access to education in Rivers State of Nigeria?

Table 4: Mean Analysis on the Extent Basic Literacy Education Influence Adult's Access to Education

S/N	Statement	Facilitators N=200			Adult learners N=1500		
		Mean	S.D	Decision	Mean	S.D	Decision
13	Illiterate adults are given opportunity to acquire literacy to function effectively in the society						
		2.95	0.61	High Extent	3.14	0.56	High Extent
4	Adults who missed opportunity of formal education earlier in life are given another chance to come back to formal schooling	3.31	0.51	High Extent	3.17	0.48	High Extent
15	Basic literacy programmes promotes learning culture in adult citizens.	2.75	0.81	High Extent	2.50	0.78	High Extent
	Grand Mean	3.02		High Extent	2.95		High Extent

Data in table 4 showed that the mean scores and standard deviation of facilitators and adult learners as shown in items 13-15 are above the criterion mean of 2.50. This implies that majority of the respondents (facilitators and adult learners) agreed that basic literacy programme influences adult citizen's access to education to a high extent.

Test of Hypotheses

Ho₁ : There is no significant difference in the mean ratings of facilitators and adult learners on the extent civic education programmes influence adult citizens access to social justice in Rivers State of Nigeria.

Table 5: T-Test Analysis for Hypothesis One

Respondents	N	\bar{X}	S.D	A	DF	t-Cal	t-Crit.	Decision
Facilitators	200	3.20	0.88	0.05	1698	0.32	1.96	N. Sig.
Adult Learners	1500	3.16	0.52					

*N. Sig. = Not Significant

Table 5 shows that the calculated t-value of 0.32 is less than the t-table value of 1.96 at 0.05 significance level and 1698 degree of freedom indicating that there is no significant difference between the responses of facilitators and adult learners on the extent civic education programmes influence adult citizens access to social justice in Rivers State of Nigeria. This therefore means that the null hypothesis is accepted.

Ho₂: There is no significant difference in the mean ratings of facilitators and adult learners on the extent vocational education programmes influence adult citizens’ access to wealth in Rivers state of Nigeria.

Table 6: T-Test Analyses for Hypothesis Two

Respondents	N	\bar{X}	S.D	A	DF	t-Cal	t-Crit.	Decision
Staff	200	3.15	0.87	0.05	1698	0.27	1.96	N. Sig.
Prisoners	1500	3.12	0.51					

*N. Sig. = Not Significant

Table 6 shows that the calculated t-value of 0.27 is less than the t-table value of 1.96 at 0.05 significance level and 1698 degree of freedom suggesting that there is no significant difference in the mean ratings of facilitators and adult learners on the extent vocational education programmes influence adult citizens’ access to wealth in Rivers state of Nigeria. This therefore means that the null hypothesis is accepted.

Ho₃: There is no significant difference in the mean ratings of facilitators and adult learners on the extent peace education programme influence adult citizens’ access to justice in Rivers State of Nigeria.

Table 7: T-Test Analyses for Hypothesis Three

Respondents	N	\bar{X}	S.D	A	DF	T-Cal.	T-Crit.	Decision
Facilitators	200	3.02	0.92	0.05	1698	0.51	1.96	N. Sig.
Adult Learners	1500	2.95	0.70					

*N. Sig. = Not Significant

Table 7 revealed that the calculated t-value of 0.51 is less than the T-tabulated value of 1.96 at 0.05 significance level and 1698 degree of freedom suggesting that there is no significant difference in the mean ratings of facilitators and adult learners on the extent peace education programme influence adult citizens’ access to justice in Rivers State of Nigeria. This therefore means that the null hypothesis is accepted.

Ho₄: There is no significant difference in the mean ratings of facilitators and adult learner’s extent basic literacy education programme influence adult citizen access to education in Rivers State of Nigeria.

Table 8: T-Test Analyses for Hypothesis Four

Respondents	N	\bar{X}	S.D	A	DF	T-Cal.	T-Crit.	Decision
Facilitators	200	3.02	0.92	0.05	1698	0.48	1.96	N. Sig.
Adult Learners	1500	2.95	0.70					

*N. Sig. = Not Significant

Table 8 shows that the calculated t-value of 0.48 is less than the t-table value of 1.96 at 0.05 significance level and 1698 degree of freedom indicating that there is no significant difference in the mean ratings of facilitators and adult learners on the extent basic literacy education programme influence adult

citizens' access to education in Rivers State of Nigeria. This therefore means that the null hypothesis is accepted.

V. Discussion of Findings

The findings of the study in research question one revealed that facilitators and adult learners agreed that civic education programme influences adult citizens' access to social justice in Rivers State, Nigeria to a high extent. Civic education raises political awareness of people, encourages them to make collective effort in solving their common problems, empower the adults to ask for better governance and increases their chances of vying for political offices. Similarly, the hypothesis one showed that there is no significant difference in the opinion of facilitators and adult learners on the extent civic education programme influences adult citizens' access to social justice. This findings is in line with the findings of Vontz, Metcalf and Patrick (2000) which revealed that civic literacy helps promote civic knowledge, skills and dispositions in most countries around the world and creates opportunities for citizens to influence existing public policies.

The findings of the study in research question two revealed that both facilitators and adult learners agreed that vocational education programme influences adult citizen's access to wealth in Rivers state, Nigeria to a high extent. Vocational educational increases adult citizens' access to paid employment, enables them establish small businesses, reduces the gap between the rich and poor and increases productivity of those already in vocational training. This view was shared by both facilitators and adult learners as shown in the result of hypothesis two which revealed that there is no significant difference in the mean ratings of facilitators and adult learners on the extent vocational education programmes influence adult citizens' access to wealth in Rivers state of Nigeria. The findings of this study is in line with the findings of a study carried out by Atkinson (2014) which revealed that prioritizing investment in vocational education is essential as it would equip people with the right skills for job and enable the country to benefit from technological progress.

The findings of the study in research question three revealed that both facilitators and adult learners agreed that peace education programme influences adult citizen's access to social justice to a high extent. Peace education programme promotes patriotism, harmony, brotherliness, hard work and self-reliance among adult citizens in Rivers State, Nigeria. It also discourages exploitation of the less privilege and inequality among adult citizens in the society. The findings of hypothesis three further revealed that there is no significant difference in the opinion of facilitators and adult learners on the extent peace education programme influences adult citizen's access to social justice. This is in line with the findings of Williams (2000) who emphasized the need for effective implementation of peace education programme as a way of building values, attitude, behaviours and ways of life based on non-violence, respect for life, liberty, justice, solidarity, tolerance, human right, equality between men and women, appreciation of cultural diversity and respect for others.

The findings of the study in research question four revealed both facilitators and adult learners agreed that basic literacy programme influences adult citizen's access to education to a high extent. Illiterate adults are given opportunity to acquire literacy to function effectively in the society. Adults who missed opportunity of formal education earlier in life are given another chance to come back to formal schooling through literacy education. Basic literacy programmes also promote learning culture in adult citizens. The findings of the study for research question four revealed that there is no significant difference in the mean ratings of facilitators and adult learners on the extent basic literacy education programme influence adult citizens' access to education in Rivers State of Nigeria. Literacy education programmes according to Dokubo (2014) gives adult citizens who missed education at an earlier age the opportunity to go back to school and attain literacy even outside school public enlightenment.

VI. Conclusion

Based on the findings of the study it was concluded that non-formal education programmes for promoting social justice among adult citizens in Rivers State, Nigeria include civic education, vocational education, peace education and basic literacy education programmes. Participation in these programmes increase learners' access to wealth, education and social justice.

VII. Recommendations

The following recommendations were made based on the findings of the study:

1. The National Mass -Education Commission in Nigeria should mandate its state branches to organize civic education programmes alongside its primary responsibility of providing literacy education as this will make such education more accessible to adult citizens across the country.
2. Government at federal, state and local levels should increase funding for vocational training centres in various states and local government areas in Nigeria to make skills acquisition accessible to adult citizens in the nooks and crannies of the country. This has the potential to bridge the gap between the rich and poor.

3. The National Orientation Agency in Nigeria and other relevant bodies should organize periodic peace education programmes for different categories of adult citizens to enhance social justice in the country.
4. The government of Nigeria should stop paying lip service to the issue of eradicating illiteracy in the country. The National Mass Education Commission and the various state agencies under it should be adequately funded and manned to carry out its mandate of reducing if not eradicating illiteracy through robust mass basic literacy programmes.

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