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Role of adult education programmes in achieving sustainable development goal 2 (zero hunger) in Port Harcourt metropolis of Rivers State

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Abstract

The study examined Role of Adult education Programmes in achieving sustainable development goal 2 in Port Harcourt Metropolis. Three research objectives and three research questions guided the study. The study adopted a descriptive survey design. The Population of study consists of 34 Facilitators and 200 Beneficiaries in 15 Adult Education centres making a total population size of 234 men and women in 15 communities in Port Harcourt Metropolis. The entire population was taken as census without sampling due to the small and manageable size of the population. The Instrument for data collection in this study was a researcher designed questionnaire titled "Role of Adult Education Programmes in Achieving Sustainable Development Goal 2 Questionnaire" (RAEPASDGQ). The Instrument was validated by three experts. A test of internal consistency was carried out using Cronbach Alpha to determine the reliability of the Instrument. Reliability Coefficients of 0.72 was obtained which showed the Instrument was reliable.

The retrieved data were analyzed using mean, and standard deviation statistics. The findings of the study revealed amongst others that: Facilitators and Beneficiaries accepted that there is high extent farmers' education usage in achieving Sustainable Development Goal, and that two groups agreed that skill acquisition programme is used in achieving Sustainable Development goal 2 in Port Harcourt Metropolis. Based on the findings, it was recommended amongst others that: There should be thorough sensitization of the people to embrace skill acquisition as a means of ending hunger and ensuring food security, Government should give soft loans to Farmers' Association to ensure sustainable food in our communities and education attainments is one of the major determinants of escaping from hunger and ensuring sustainable food. Basic literacy education centres must be given more attention by establishing more literacy centers in Port Harcourt Metropolis.

Keywords: Role, Adult Education, Adult Education Programmes, Sustainable Development Goal (SDG) 2, Zero Hunger

1. Introduction

In 1987, the United Nations (UN) released the Brundtland Commission Report which offered the most widely recognized definition of Sustainable development as development that "meets the needs of the present without compromising the ability of the future generations to meet their own needs" (Kobani and Alozie, 2019) [26]. Abraham (2012) [1] maintains that Sustainable development is development mantra that enjoins current generation to take systematic approach to growth and development and to manage natural resources and produced a social capital for the welfare of people now and the next generations. It therefore implies that people must act concernedly and responsibly to conserve, reserve and manage resources for the betterment of all. The United Nations Educational, Scientific and Cultural Organization (UNESCO 2016) concisely expressed that, Sustainable development is an organizing principle for global development that supports the welfare of both people and planet.

Sustainable Development Goals as stated in the Gazette by the United Nations Development Programmes in (2015) comprised seventeen Development Goals meant to ensure:

1. End to poverty in all its forms every where
2. End hunger, achieve food security and improve nutrition and promote sustainable Agriculture
3. Healthy lives and promotes well-being for all at all ages,
4. Inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Availability and sustainable management of water and sanitation for all

7. Access to affordable, reliable, sustainable and clean energy for all
8. Sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Resilient infrastructure, promote inclusive and sustainable industrialization and foster Innovation
10. Reduce inequality within and among countries
11. Inclusive, safe, resilient and sustainable cities and human settlements
12. Sustainable consumption and production patterns
13. Urgent action to combat climate change and its impact
14. Conservation and sustainable use of the ocean, seas and marine resources for Sustainable Development.
15. Protection, restoration and promotion of sustainable use of life on land
16. Peaceful and inclusive societies for sustainable development, access to justice for all and effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for Sustainable Development.

The Sustainable Development Goal 2 of zero hunger further incorporates the need to achieve food security and improved nutrition, promote sustainable agriculture and ending rural hunger. Sustainable development of society thus, is difficult to achieve without solving the prevalent challenges of malnutrition and hunger. Estimates from the Food and Agricultural Organization (FAO, 2015) ^[16] indicate that about 792.5million people in 2015 continue to suffer from chronic hunger (FAO, 2015) ^[16]. In Nigeria, food insecurity prevalence in the low-income urban households and rural areas respectively stands at 79% and 71% (Akerle, 2013) ^[4]. Food security is determined by the conditions when all people, at all times have physical, social and economic access to sufficient, safe and nutritious food which meets their dietary needs and food preferences for an active healthy life (FAO, 2015) ^[16]. Since the beginning of this millennium, rising prices of food commodities have contributed to increasing the number of people facing food insecurity.

Sustainable Development Goal 2 commits all countries to end hunger, achieve food security and improved nutrition and promote sustainable agriculture. As its first two targets, Sustainable Development Goals 2.1 pledges to “end hunger and ensure access by all people to safe, nutritious and sufficient food all year round by 2030, and Sustainable Development Goal 2.2 commits countries, also by 2030, to end all forms of malnutrition.” Additionally, the targets under goal 2 promise to reach internationally agreed targets on stunting and wasting in children under five years of age, and include the commitment to address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

The goal and targets address the triple burden of malnutrition: hunger, or insufficient intake of calories; deficiencies in proteins, vitamins, minerals, and micronutrients, also known as hidden hunger; and excess consumption of calories (sugar, fats, and others), leading to problems such as obesity, diabetes, and cardiovascular diseases (Pinstrup-Andersen, 2017) ^[46]. As will be discussed, many countries are facing multiple burdens of malnutrition, and progress on global nutrition targets is slow or moving backwards (Global Nutrition Report, 2017) ^[20]. Adequately functioning food systems will be critical in

achieving Sustainable Development Goals 2 to eliminate all forms of malnutrition.

Sustainable Development Goals 2 has important linkages to many other Sustainable Development Goals, with more than half of the goals relating to global food security and nutrition. For instance, the elimination of poverty (Sustainable Development Goals 1) is central to ensuring food security and nutrition, and vice versa, as hunger, poverty, and malnutrition form a vicious circle. Food security and nutrition are both key drivers of other Sustainable Development Goals, while benefiting from their achievement, especially improved health (Sustainable Development Goals 3), gender equality (Sustainable Development Goals 5), and reduction of inequality (Sustainable Development Goals 10). Moreover, food systems play key roles in responsible production and consumption (Sustainable Development Goals 12), in maintaining sustainability of fisheries (Sustainable Development Goals 14), and in mitigating climate change (Sustainable Development Goals 13) while adapting to its effects (Fan, 2016) ^[15].

To achieve the range of goals, education is perceived as the first step of Sustainable development and a very significant step in improving a generation of people to appreciate the importance of sustainability (Zenelaj, 2013). As reaffirmed at the UN Conference on Sustainable Development, full access to quality education at all facets is an indispensable condition for achieving sustainable development, poverty eradication, gender equality and women empowerment, as well as human growth, for the attainment of the internationally agreed development goals, including Goals 2, and for the full involvement of both women and men especially young people (United Nations, 2012). Buttressing the importance of education, Okebukola (2013) ^[40] sequences the contributory role for educational sustainability for strengthening the economy of a nation as including: developing skills and knowledge for growing the economy and spawning new industries; promoting creativity; stimulating research for innovative discoveries; alleviating poverty; enhancing gender equality; and improving health.

Education, predominantly, Adult Education programmes equally have some significant roles to play in achieving sustainability. This is because adult education programmes are instrumental to sustainability. Adult education, which is an aspect of education is capable of paving the way for Sustainable development. Adult education, according to Nzeneri (2008) ^[34, 35] lays greater emphases on lifelong learning, education as a process and agent of liberation, a tool for adjustment for self and national development, for cultural awareness and integration, for conscientization and group dynamism. Contributing to this position, Osuji (2006) affirms adult education as a discipline that promotes human values and Sustainable development policies and programmes in people. Providing the right teaching and learning process is the prerequisite of adult education. Adult education as defined by Nyerere in Oyebamiji (2013) ^[45] is the incorporation of anything that enlarges man's understanding, activate and implement those decisions for themselves.

Therefore, there is a serious connection between adult education and sustainable social, economic development and environmental sustainability. It is also fundamental to achieving equity, inclusive poverty alleviation and the

building of equitable, tolerant and sustainable knowledge base society (UNESCO, 2011)^[50]. Adult education therefore offers the local actions required for the actualization of a viable development. In a general term, the roles of adult education in the society include human capacity development, developing the social and cultural abilities of individuals to enhance environmental integrity and stability. Egunyomi (2014) established that adult education is capable of engendering Sustainable development by creating more access to:

1. Education and a literate society where government development plans and projects could easily be understood by everybody in the nation.
2. Help in entrenching democratic process and political participation among citizens
3. Help in disabusing people from ethnic violence and to strengthens national unity
4. Solve the problem of unemployment as it empowers people to be better skilled for better opportunities or be employers of labour.
5. Help in the Reduction of diseases through community awareness and enlightenment programmes.
6. Assist in fighting against gender discrimination thereby promoting gender equity and equality
7. Help in education of farmers on modern farming technology in order to bring about increased productivity.

Accordingly, there is a general nexus between adult education and sustainability. The attainability of Sustainable development cannot be possible without cogent adult education strategies. This is because adult education is strategic to educating, conscientizing and training of individuals towards the realization of Sustainable Development Goals. Conscientizing the people will enables understanding of the best strategy to adopt in promoting Sustainable development. Some of the programmes of Adult Education that will help in Sustainable Development Goal 2 (End hunger, achieve food security and improve nutrition and promote sustainable agriculture) include: Farmers' education programme, skills acquisition programme and basic literacy education programme. These programmes will be used in achieving Sustainable Development Goal 2 in Rivers State. Agwu (2013)^[3] Farmer education can be regarded as experience gained directly or indirectly that enables one to participate in a useful farming occupation and to be sufficiently equipped to become an intelligent creator of farm goods and services. Education and training help farmers to integrate the latest scientific progress and technology tools into their everyday process. Community with high percentage of skilled farmers contributes to the strengthening of the social links of that community by promoting employment, creativity and Sustainable Development.

1.1 Statement of the Problem

The achievement of Sustainable Development Goals is a collective responsibility that requires substantial effort by every member of the society for its sustainability. The second Sustainable Development Goal is Zero Hunger. The meaning of "Hunger" in this SDG is the lack of quality and nutritious food for basic survival. This is one of the world's most significant solvable problems. SDG 2 aims that by the year 2030, no one would be hungry and well nutritious. The

primary SDG 2 target is to put an end to hunger and to ensure enough food to everyone, especially to vulnerable people like babies and to secure their health and growth. It is also targeting to make sure that no one would be malnourished, particularly those in remote places of the world.

Nigeria still faces food security crises as among low income urban house-holds and rural areas respectively. Food security issues are particularly acute in developing countries like Nigeria which Port Harcourt Metropolis is inclusive. Providing sustainable food as to reduce hunger, improve nutrition and promote sustainable agriculture has been a major concern in the developing countries. It is believed that certain socio-economic factors affect food production hence, food security. These may include demographic, financial, human capital, socio-political factors and environmental factors. In developing countries, lack of adequate infrastructure, use of primitive farming methods, massive market failures, difficulty in assessing credit and insurance facilities are believed to act as constraints to food production nay food security.

To improve the situation, education, especially adult education has been identified as one of the tools capable of improving the level of achievement of the objectives of government in ending hunger, achieve food security in our community. It is obvious that Adult Education is important in preparing individuals to be successful and leave above the poverty line and have a worthwhile life but the detective and unrealistic teaching and learning style of Adult Education programme in Rivers State is worrisome and the attitude of Beneficiaries of these programmes will determine how far they can assimilate the essentials of the programme for Sustainable development. The learning environment of Adult Education programmes is not conducive for effective teaching and learning of Adult Education programmes in achieving the Sustainable Development Goal 2 in Port Harcourt Metropolis. This aforementioned problem will plunge the Adult Education programme that will uplift the Beneficiary in achieving the Sustainable Development Goal 2 in Port Harcourt Metropolis. This study therefore, sought to examine role of Adult Education Programmes in achieving Sustainable Development goal 2 in Port Harcourt Metropolis.

1.2 Purpose of the Study

The purpose of this study was to examine the role of Adult Education programmes in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. Specifically, the study sought to achieve the following:

1. Determine the extent to which skill acquisition programme is used in achieving Sustainable Development goal 2 (Zero Hunger) in Port Harcourt Metropolis.
2. Ascertain the extent to which farmers' education is used in achieving Sustainable Development goal 2 (Zero Hunger) in Port Harcourt Metropolis.
3. Find out the extent to which basic literacy education programme is used in achieving Sustainable Development goal 2 (Zero Hunger) in Port Harcourt Metropolis.

1.3 Research Questions

The following research questions guided the study.

1. To what extent does the use of skill acquisition

- programme achieve Sustainable Development goal 2 (Zero Hunger) Port Harcourt Metropolis?
- To what extent does the use of farmers’ education achieve Sustainable Development goal 2 (Zero Hunger) in Port Harcourt Metropolis?
 - To what extent does the use of basic literacy education programme achieve Sustainable Development goal 2 (Zero Hunger) in Port Harcourt Metropolis?

2. Methodology

The study adopted descriptive survey research design with a population of 34 facilitators and 200 beneficiaries in 15 Adult Education centres making a total population size of 234 men and women in 15 communities in Port Harcourt Metropolis. The entire population was taken as census without sampling due to the small and manageable size of the population. The Instruments for data collection in this study were a researcher designed questionnaire and an interview guide. The Questionnaire was titled “Role of Adult Education Programmes in Achieving Sustainable Development Goal 2 Questionnaire” (RAEPASDGQ). Response options of the Questionnaire items were structured on 4-point rating scales of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

The Instruments were validated by three experts. Two in Adult Education and Community Development and one in Measurement and Evaluation, Rivers State University. A test of internal consistency was carried out using Cronbach Alpha statistic to determine the reliability of the Instrument. 10 Facilitators and 30 men and women in Ahoada West Local Government Area of Rivers State were used for the study. After analysing the responses, a cumulative reliability index of 0.72 was obtained. The Instrument was therefore, adjudged reliable and suitable enough for the study. The Researchers personally administered the Questionnaire to the respondents and retrieved same. The data collected for the study was analyzed using mean and standard deviation for answering the research questions raised for the study. Decision for the analysis was based on a mean score of 2.50 and above for high extent while below 2.50 is low extent. This was obtained by taking the mean of the ratings thus: $4+3+2+1=10 \div 4 = 2.50$.

3. Results

Research Question 1

To what extent does skill acquisition programme used in achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis?

Table 1: Mean Ratings on the Extent of Skill Acquisition Usage in Achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis (Decision ≥ 2.5 High Extent) N= 234

	Statement: Skill Acquisition Usage in Achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis	Facilitator = (34)		Beneficiaries = (200)		Aggte	RKS
		\bar{X}	SD	\bar{X}	SD		
1	Skills acquisition of the people will make them end hunger and ensure food security	2.79	1.12	2.64	1.14	2.72	H
2	The engagement of the people in meaningful venture will make them earn a good living in the community	2.90	1.08	2.71	1.12	2.81	H
3	The engagement of the people will automatically change their thought, approach and reaction to issues of life	2.86	1.12	2.78	1.11	2.82	H
4	The acquisition of skills by people will make them work and earn a living	2.82	1.08	2.65	1.13	2.74	H
5	The mindset of the people will be engaged on how to improve on his/her skills thereby ensuring food security.	2.92	1.04	2.66	1.10	2.79	H
	Grand Mean and Standard Deviation	2.86	1.09	2.69	1.12		

From the above table, the mean ratings of both Facilitator and Beneficiaries are all higher than the criterion mean of 2.5 for all the items; and this suggests that they are in agreement with each of the descriptions. Furthermore, the grand mean scores for facilitator and beneficiaries were 2.86 and 2.69 respectively, each of which is more than the decision mean 2.5 implying that both groups agree that there is significant use of skill acquisition programme in

achieving Sustainable Development Goal 2 in Port Harcourt Metropolis.

Research Question 2

To what extent does farmers’ education programme used in achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis?

Table 2: Mean Ratings on the Extent of Farmers’ Education Usage in achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis. (Decision ≥ 2.5 High Extent) N= 234

	Statement: Farmers’ Education Usage in achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis	Facilitator = (34)		Beneficiaries = (200)		Aggte	RKS
		\bar{X}	SD	\bar{X}	SD		
6	Farmers education have made us to gained information to participate in useful farming occupation	2.82	1.07	2.93	1.02	2.88	H
7	The knowledge gained in the education will improve my production capacity for sustainable development	2.69	1.09	2.88	1.02	2.79	H
8	With the knowledge I can earn more income to have a quality standard of living and ensure food security.	2.63	1.16	2.90	1.04	2.77	H
9	Farmers education have enabled me to use some farm machines in the farming operation for sustainable development	2.56	1.14	2.81	1.07	2.69	H
10	Through the application of the knowledge gained in the farmers education there is supply of food in the community	2.58	1.09	2.74	1.10	2.66	H
	Grand Mean and Standard Deviation	2.66	1.11	2.85	1.05		

Table 2 is on extent to which farmers' education programme used in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. The item-by-item mean scores of the respondents Facilitators and Beneficiaries shows that farmers education Programme have made us to gain information to participate in useful farming occupation with a mean score of 2.82 and 2.93, farmers education have enabled me to use some farm machines in the farming operation for sustainable development with the mean scores of 2.56 and 2.81. From the results in the table 4.2, it can be

observed that the mean scores of facilitators and beneficiaries are higher than the decision mean of 2.50 which implies that farmers' education is used in achieving Sustainable Development goal 2 in Port Harcourt Metropolis.

Research Question 3

To what extent does basic literacy education programme used in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis?

Table 3: Mean Ratings on the Extent of Basic Literacy Education Programme Usage in achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis. (Decision ≥ 2.5 High Extent) N= 234

	Statement: Basic Literacy Education Usage in Achieving Sustainable Development Goal 2 (Zero Hunger) in Port Harcourt Metropolis	Facilitator = (34)		Beneficiaries = (200)		Aggte	RKS
		\bar{X}	SD	\bar{X}	SD		
11	Basic literacy education helps the people to ensure food security	2.63	1.11	2.80	1.04	2.72	H
12	My ability to end hunger is made possible through my participation in basic literacy education	2.61	1.05	2.77	1.04	2.69	H
13	Basic literacy education helps the men and women to mobilize and organize others to end hunger and ensure food security	2.58	1.04	2.75	1.02	2.67	H
14	Basic Literacy education enlightens rural men and women on how to utilize the opportunity to ensure food security	2.67	1.09	2.72	1.03	2.70	H
15	My knowledge about food security is gingered by my involvement in basic literacy education	2.54	1.09	2.74	1.04	2.64	H
Grand Mean and Standard Deviation		2.61	1.08	2.76	1.03		

The above table shows an item-by-item analysis of the responses of facilitators and beneficiaries of basic literacy educationis used in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. A critical view of the table reveals that both facilitator and beneficiaries agreed thatbasic literacy education helps the people to ensure food security, basic literacy education helps the men and women to mobilize and organize others to end hunger and ensure food security, basic literacy education enlightens rural men and women on how to utilize the opportunity to ensure food security and ability to end hunger is made possible through my participation in basic literacy education. The two-group agreed to a high extent the usage of basic literacy education in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. On the whole the grand mean of 2.61 and 2.76 confirms their agreement in opinion.

4. Discussion of findings

Skill Acquisition Programme usage in achieving Sustainable Development Goal 2 (Zero Hunger)

The finding of the study in hypothesis one revealed that the two groups agreed that skill acquisition programme is used in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. The finding of this study is in agreement with the finding of Igbo and Ikpa (2013)^[24] who found skill acquisition programmes, is used in achieving Sustainable Development Goal 2 amongst others. The finding of the study corroborates with the finding of Oluka (2013) who found that men and women who are knowledgeable and skilled enough to influence positively the industrial, educational, agricultural and all other important sectors of the economy, will be meaningful members of that society. This was supported by Ikeme (2012) that men and women acquisition of skills motivate among other benefits in creating employment for self-reliance and others.

Farmers Education Usage in Achieving Sustainable Development Goal 2

The finding of the study shows that Facilitators and Beneficiaries accepted that there is high extent of farmers' education usage in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. The finding of this study is in line with the finding of Agwu (2013)^[3] who found that farmer education can be regarded as experience gained directly or indirectly that enables one to participate in a useful farming occupation and to be sufficiently equipped to become an intelligent creator of farm goods and services. Education empowers farmers by raising their confidence, improving their livelihood and their involvement in processes of economic and social change. Education for farmers, land, infrastructure, skilled labour, and livestock are the powerful weapons for farmers to escape from poverty. Knowledge will not only increase production but also enable people to build their identity and to participate in social, economic and political life.

In support of the finding, Jayne (2016)^[25] opined that farmer education will lead farmers to technical innovations, shifting towards high-return crops, scale economies, better market access condition, removing of less productive labor from farming and livestock production. Also, Agwu (2013)^[3], posited that Nigeria cannot achieve improved agricultural production on rural farm level, except through the provision of fundamental agricultural education, mostly, the non-formal or extension type that will help move millions of the farmers from traditional to progressive farming thereby, improving the overall quality of rural life. Educating rural farmers to access modern farm technologies, improve their production capacities, earn more income and achieve quality living standards is the key to Community development. Farmer education therefore, plays an indispensable role in improving the welfare of rural families and communities as it is capable of empowering individuals.

Basic literacy education usage in achieving Sustainable Development Goal 2 (Zero Hunger)

The finding of this study in hypothesis three shows that there is no significant difference in the mean rating of the two groups. This suggests that Facilitators and Beneficiaries accepted on basic literacy education usage in achieving Sustainable Development Goal 2 in Port Harcourt Metropolis. The finding of this study is in line with the finding, Gray (2010) ^[21] who found that literacy helps to meet many of the practical needs of daily life, improving the standard of living and increasing economic status of the people. This was collaborated by Yusuf (2013) ^[55] who was of the opinion that the ability of a person to function in all the activities in which literacy is required for effective functioning of his/her group and the community and also for enabling him/her to continue to use reading, writing and calculation for his/her own and the community's development. In modern society, basic literacy and numeracy are increasingly becoming more essential than ever due to changing world of technology and its emerging challenges.

A person is literate when he acquires knowledge and skills, which enable him to engage in all those activities for which literacy is required for effective functioning in his group and community and those attainments in reading writing and arithmetic, which makes it possible for him to continue to use these skills towards his active participation in the life of his community.

This was supported by Etor (2010) ^[14] who is of the opinion that literacy opens the door for further education and individual advancement. What can be said therefore is that, the values inherent in literacy cannot be over emphasized since they enhance improvement in the standard of living of the individual and society at large. Literacy enhances the status of men and women, reduces population rate, enhances environmental protection and generally raises the standard of living of individuals and societies. Literacy is a fundamental step in achieving a lifelong learning in order to improve the quality of life, livelihood and work. Functional Literacy or work-oriented literacy has been defined as the literacy skill that enables individuals to carry out their functions with improved knowledge in their respective role devolutions (Kobani, 2022) ^[27]. By implication, this dimension of literacy calls for definite programmes and instructional objectives and strategies within a context of development which should be part of an overall educational plan in order to contribute to the liberation of man to development of his full potentials.

5. Conclusion

Based on the findings, it was concluded that acquisition of skills motivates among others in creating employment for self-reliance and others. People that is knowledgeable and skilled enough to influence positively the industrial, educational, agricultural and all other important sectors of the economy will be a meaningful member of that society. Education empowers farmers by raising their confidence, improving their livelihood and their involvement in processes of economic and social change. Education for farmers, land, infrastructure, skilled labour, and livestock are the powerful weapons for farmers to escape from poverty. Educating rural farmers to access modern farm technologies, improve their production capacities, earn more income and achieve quality living standards is the key to

community development. Farmer education therefore plays an indispensable role in improving the welfare of rural families and communities as it is capable of empowering individuals.

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6. Recommendations

Based on the findings of the study, the following recommendations are made:

1. There should be thorough sensitization of the people to embrace skill acquisition as a means of ending hunger and ensuring food security.
2. Government should give soft loans to farmers association to ensure sustainable food in our communities
3. Education attainments is one of the major determinants of escaping from hunger and ensuring sustainable food. Basic literacy education centres must be given more attention by establishing more literacy centers in the Obio/Akpor Local Government Area of Rivers State.

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