A NEEDS-BASED APPROACH TO ADULT EDUCATION: USING TABA'S MODEL

By

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Abstract

Adult education programmes often use fixed curricula that do not fully meet adult learners' needs, interests, experiences, and daily realities. This paper examines a needs-based approach to adult education by using Taba's curriculum model. The study uses thematic analysis to examine selected literature on adult education, adult learning, curriculum development, and learners' needs. The thematic analysis produced ten themes, four of which emerged as main themes: identifying learners' needs, using learners' experiences in teaching, connecting learning to practical life, and evaluating the curriculum regularly. The findings show that Taba's model is useful for adult education because it begins by identifying learners' needs. It then guides teachers and curriculum planners in setting objectives, selecting and organising content, choosing learning activities, and evaluating learning outcomes. The study also finds that the model can make adult education more relevant, flexible, practical, and learner-centred. It is recommended that curriculum planners involve adult learners, teachers, employers, and community members in curriculum development. Curriculum planners should also conduct regular needs assessments and include learners' prior knowledge and experience in classroom activities. Adult education curricula should be reviewed regularly to ensure that they remain relevant to changing social, personal, and employment needs. The paper concludes that Taba's model offers a useful framework for shifting adult education from a fixed, content-focused process to a more responsive, needs-based form of education.
Keywords: adult education, needs-based curriculum, Taba's model, thematic analysis, lifelong learning

Introduction

Adult education is an important part of lifelong learning. It provides adults with opportunities to develop their knowledge, skills, attitudes, and confidence for personal, social, and working life. Adult education may take place through formal, non-formal, or informal learning. UNESCO (2015) describes adult learning and education as a core part of lifelong learning that helps adults participate fully in society and the world of work. Adult learners are different from children and young learners. Learners come to education with prior knowledge, work experience, family responsibilities, personal goals, and different reasons for learning. Some adults may want to improve their literacy skills. In contrast, others may seek vocational training, professional

development, or knowledge that can help them deal with problems in their families and communities. For this reason, adult education should be relevant to learners' real lives and should take account of their needs and experiences.

Wang and Torrisi-Steele (2022) argued that adults differ from children in their motivation, readiness to learn, and previous experience. Merriam and Baumgartner (2020) also stated that adult education should begin with the situations and needs that adults face in everyday life. Similarly, Pinar (2015) argued that education should connect to learners' lived experiences rather than rely only on knowledge imposed by the teacher. These views suggest that adult education should be flexible, practical, and learner-centred.

The curriculum plays an important role in achieving these aims. A curriculum determines what learners study, the objectives they are expected to achieve, the teaching and learning activities used, and the way their progress is assessed. However, some adult education programmes still use fixed, standardised curricula. Such curricula may give limited attention to learners' previous experiences, local conditions, employment needs, interests, and personal goals. When content is not relevant to learners' lives, participation and learning outcomes may decline.

A needs-based curriculum offers a possible solution. It begins by identifying what learners already know, what they need to learn, and the challenges they face. The curriculum can then be designed around these findings. This approach helps ensure that learning content is useful, meaningful, and connected to learners' social, economic, and cultural conditions. Ajani (2024) maintained that curriculum should be developed from the grassroots, beginning with diagnosing learners' needs, while Ornstein and Hunkins (2018) noted that curriculum planning should reflect changing educational and social realities.

Taba's curriculum model involves formulating objectives, selecting and organising content, selecting and organising learning experiences, and evaluating the results. Its inductive and learner-centred nature makes it suitable for adult education, where learners' experiences and needs should guide the curriculum.

This study therefore examines a needs-based approach to adult education using Taba's model. It uses thematic analysis to explore ideas from selected literature on adult education, adult learning, curriculum development, and learner needs. The study examines how Taba's model can make

adult education programmes more relevant, practical, flexible, and responsive to the realities of adult learners.

Statement of the Problem

Adult education aims to help adults develop knowledge and skills useful in their personal, social, and working lives. However, a contemporary issue in adult education is the use of rigid curricula that do not adequately address the realities of adult learners. Wang and Torrisi-Steele (2022) observed that adults differ from children in motivation, readiness, and experience, suggesting that adult education curricula must be adapted to their specific characteristics. Similarly, Merriam and Baumgartner (2020) emphasised that adult education should be rooted in learners' immediate life situations and needs, while Ornstein and Hunkins (2018) noted that curriculum planning should reflect changing educational and social realities. Ajani (2024) maintained that curriculum should be developed from the grassroots, beginning with diagnosing learners' needs. Despite these contributions, many adult education programmes still rely on standardised content that neglects learners' needs, interests, and experiences. Therefore, there is a need to examine how Taba's model can support a needs-based approach to adult education.

Research objectives

1. Examine the importance of a needs-based approach in adult education.
2. Explain the main stages of Taba's curriculum model.
3. Explore how Taba's model can be applied to adult education.
4. Identify the possible benefits of using a needs-based curriculum.
5. Suggest ways of improving the relevance of adult education programmes.

Literature Review

Meaning of Adult Education

Adult education refers to organised learning provided for adults. It may take place in schools, colleges, training centres, workplaces, community groups, or through informal activities. Adult education may focus on literacy, vocational skills, personal development, citizenship, health, or employment.

Adult education is part of lifelong learning. It gives adults opportunities to gain new knowledge and skills at different stages of life. UNESCO (2015) explains that adult learning can take place through formal, non-formal, and informal education. Its purpose is to help adults participate fully in society and the world of work.

Adult learners have different backgrounds, experiences, responsibilities, and reasons for learning. Some may want to improve their literacy, while others may need business, digital, vocational, or community-related skills. This means adult education should connect to learners' real needs and everyday experiences (Koller, 2025).

The Need for a Needs-Based Curriculum

A needs-based curriculum is developed after identifying what learners need to know, understand, and do. It also considers the problems and opportunities present in the learners' families, workplaces, and communities.

This approach is important because adult learners do not all have the same needs. For example, one group may need literacy and numeracy skills, while another may need training in farming, business, health, or information technology. A curriculum based on these needs is more likely to be relevant and useful.

A needs assessment may be carried out through questionnaires, interviews, focus-group discussions, observation, community meetings, and reviewing existing reports. UNESCO (2015) materials identify focus groups and individual interviews as useful ways of finding out about learners' needs.

Adult Learning and Practical Experience

Adult learning is strengthened when new ideas are connected to learners' previous experiences. Adults may have gained useful knowledge through employment, family life, farming, trading, religious activities, or community work.

Learners could discuss how they buy goods, set prices, keep records, and deal with customers. This makes learning more meaningful because it connects the classroom to activities learners already understand.

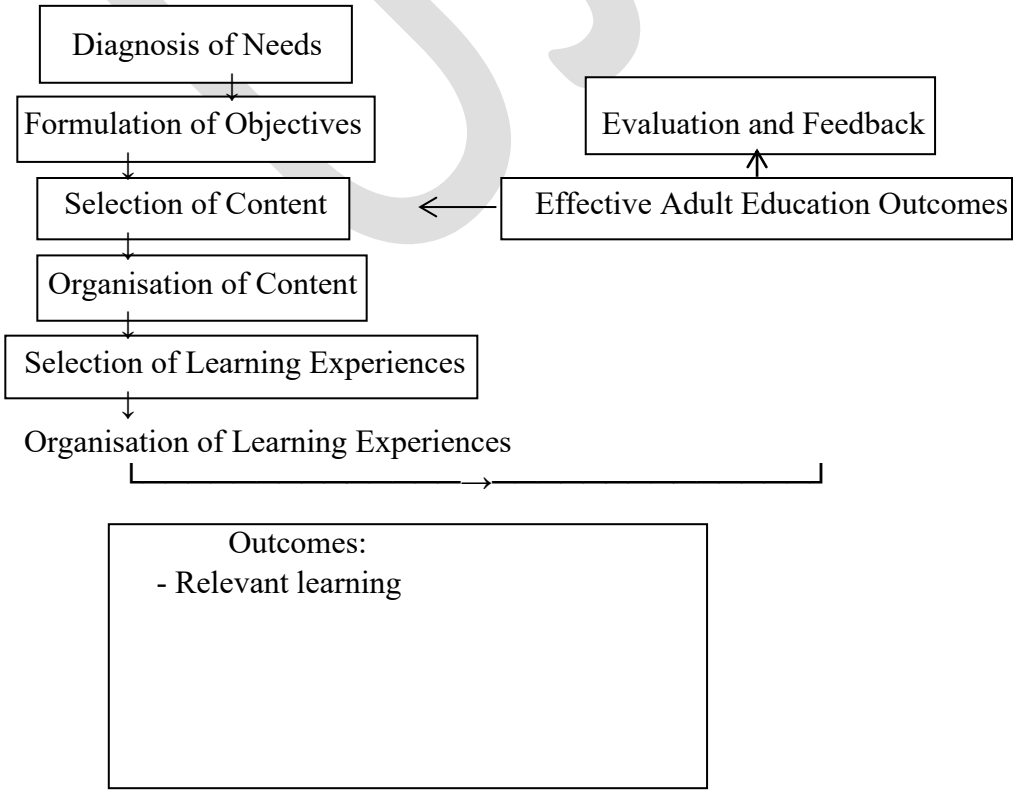
Pinar, W. F. (2015) also stressed the importance of connecting education with learners' lived experiences. This suggests that adult education should not focus only on information the teacher provides. It should allow learners to discuss their experiences, examine problems, and develop solutions.

Taba's Curriculum Model

Taba's model is a curriculum design approach that starts with learners' needs. It uses a bottom-up, or inductive, approach, which means the curriculum is built from information gathered from learners and teachers rather than imposed from above. The model has seven stages: diagnosing learners' needs, formulating objectives, selecting content, organising content, selecting learning experiences, organising learning experiences, and evaluating the curriculum. The first stage, identifying learners' needs, is especially important in adult education, as it helps planners set relevant objectives and choose suitable content.

Taba's model can guide decisions about content, objectives, teaching strategies, learning experiences, and assessment methods. It also encourages teachers, learners, and other stakeholders to be involved in the planning process. By following this model, curriculum designers can create programmes that better meet learners' real needs and are more likely to support effective learning.

Conceptual Framework



- Active participation
- Skill development
- Problem-solving ability
- Improved adult learning effectiveness

Figure 1: Taba's Curriculum Development Model

Relevance of Taba's Model to Adult Education

Taba's model fits adult education well because it starts by identifying what learners actually need, rather than starting with a fixed syllabus (Portillo & Gallimore, 2020; Bhandari, 2025). This matters for adults, who come with different jobs, life experiences, and goals. The curriculum can then focus on the gaps between what they already know and what they need for work, family, or community life (Bhandari, 2025; Zahara, 2025).

The model also lets teachers and learners help plan the curriculum. This fits with adult learning ideas that say adults should have a say in what and how they learn (Portillo & Gallimore, 2020; Fatoni, 2024; Teachers Institute, 2026). When adults help choose and organise the content, the course becomes more useful for their local area, their jobs, and their everyday experiences (Bhandari, 2025; Zahara, 2025; Teachers Institute, 2026).

Taba also says content should link to real life so learning feels meaningful and can be used straight away (Portillo & Gallimore, 2020; Sarkari, 2025; Teachers Institute, 2026). The model supports practical methods like discussions, demonstrations, group work, projects, role play, and problem-solving. These help adults apply what they learn at home, at work, and in their communities (Portillo & Gallimore, 2020; Bhandari, 2025; Sarkari, 2025). Teachers also continuously check and evaluate progress, so they can adjust goals, topics, and activities as learners progress and needs change (Sarkari, 2025; Fatoni, 2024).

However, using Taba's model in adult education can take time, trained teachers, clear information about learners' needs, and sufficient resources (Bhandari, 2025; Fatoni, 2024; Zahara, 2025). It can also be hard to meet every single learner's needs in one course, especially when the group is very mixed (Bhandari, 2025; Zahara, 2025). So, curriculum planners should identify common needs while building in enough flexibility to respect individual differences and local conditions (Portillo & Gallimore, 2020; Bhandari, 2025; Teachers Institute, 2026).

Methodology

Research Design

This study uses a qualitative document analysis design. Document analysis involves carefully examining written materials to understand their meaning and identify key ideas. The documents were analysed using reflexive thematic analysis. This method is a good fit because it lets the researcher identify, interpret, and explain patterns across different documents. Recent discussions

describe reflexive thematic analysis as a flexible, interpretive approach in which the researcher actively develops themes.

The study follows Taba's curriculum model. This model provides a framework for looking at how adult education curricula can start with learners' needs and then move through objectives, content, learning experiences, and evaluation. Using Taba's model helps structure the analysis and keeps the focus on building curricula that respond to learners.

Sources of Data

This study uses secondary data from books on adult education, adult learning, and curriculum development; peer-reviewed journal articles; government education policies; UNESCO and other international reports; institutional reports; published theses and dissertations; official curriculum documents; and reliable educational websites. These sources were chosen because they offer academic, policy, professional, and practical information on adult education, adult learners' needs, curriculum development, learner-centred and practical learning, and Taba's curriculum model. Books explain key theories and concepts; journal articles provide research evidence and scholarly debate; policies and official curriculum documents show educational aims, content, teaching approaches, and assessment requirements; UNESCO and international reports cover lifelong learning, inclusion, relevance, and quality; institutional reports, theses, and dissertations add detail on programmes and practice; and websites are used only when produced by recognised universities, government bodies, UNESCO, or other professional organisations.

Thematic Analysis

This thematic analysis examines a needs-based approach to adult education through Taba's curriculum model. The study uses secondary sources, including books on adult education and curriculum development, peer-reviewed journal articles, government education policies, UNESCO and other international reports, institutional reports, published theses and dissertations, official curriculum documents, and reliable educational websites.

The selected sources were read carefully to identify repeated ideas about adult learning, learners' needs, curriculum development, Taba's model, learner-centred education, and practical learning. Similar ideas were grouped and developed into themes. The themes were then examined against the study's objectives. Thematic analysis is a suitable method for identifying patterns and meanings in written documents and other qualitative sources.

Theme One: Adult Education as Lifelong Learning

The literature presents adult education as an important part of lifelong learning. It provides adults with opportunities to develop knowledge, skills, values, and abilities for personal, social, economic, and working life. Adult education may take place in formal institutions such as colleges and training centres, or through non-formal and informal activities in workplaces, homes, and communities.

UNESCO (2015) describes adult learning and education as including formal, non-formal, and informal learning. It explains that adult education can help adults develop their abilities and participate more fully in society and the world of work. This means adult education is not limited to academic study or earning certificates. It also includes learning that helps adults manage family responsibilities, improve their employment opportunities, support their communities, and respond to changes in society.

The literature therefore shows that adult education should be flexible and inclusive. It should provide learning opportunities for adults with different backgrounds, ages, occupations, abilities, and educational experiences. This theme supports the argument that adult education should respond to learners' changing needs throughout their lives.

Theme Two: The Different Needs of Adult Learners

The literature shows that adult learners have different educational, personal, social, and employment needs. They differ in age, educational background, culture, language, occupation, income, family responsibilities, and reasons for learning. These differences influence their motivation, participation, and expectations.

Wang and Torrisi-Steele (2022) argue that adults bring previous knowledge and experience to the learning process. He also explains that adults are often motivated when learning is connected to their immediate needs and problems. Merriam and Bierema (2014) similarly show that experience, context, motivation, and the learner's purpose influence adult learning.

The secondary sources indicate that adult learners may need literacy, numeracy, digital, vocational, communication, business, health, and community-related skills. Literacy and numeracy may help adults read documents, complete forms, manage money, and support their children's education. Digital skills may help them use computers, mobile phones, online services, and electronic communication. Vocational and business skills may improve their employment, income, and business opportunities.

This theme supports the first stage of Taba's model: diagnosing learners' needs. It shows that curriculum planners should not assume that all adult learners require the same knowledge and skills. Instead, they should use reliable evidence to understand the particular needs of the learners and the community.

Theme Three: Needs Assessment in Curriculum Planning

Needs assessment is a central theme in the literature. It involves collecting and analysing information about what learners already know, what they need to learn, the problems they face, and the goals they want to achieve.

The reviewed sources show that needs assessment helps curriculum planners decide what to teach, which skills to prioritise, which teaching methods may be suitable, what resources are required, and how learning should be assessed. It also helps institutions avoid designing programmes based only on assumptions.

Because this study uses secondary data, it can identify needs through institutional records, official curriculum documents, government policies, UNESCO (2015) reports, labour-market information, previous research, institutional evaluations, and published theses and dissertations. These sources can provide information about adult learners and the programmes available to them.

This theme supports Taba's model because needs diagnosis underpins curriculum development. It also agrees with UNESCO's emphasis on relevant content and learner-centred needs assessment in adult education. However, secondary data may not provide complete information about a particular group's current needs. Some reports may be general, outdated, or produced for a different region. For this reason, the researcher should compare several sources and explain the evidence's limitations.

Theme Four: Curriculum Relevance and Local Context

The literature shows that curriculum content should be relevant to learners' personal, social, economic, and working lives. Adult learners are more likely to value education when they can understand how the content will help them deal with real situations.

For instance, adult-education content may include reading health information, completing official forms, managing household money, keeping business records, using digital services, developing vocational skills, communicating in the workplace, and taking part in community activities.

The sources also show that curriculum content should reflect the local context. A programme in a rural community may need to include agriculture, health, literacy, local enterprise, and community development. A programme in an urban area may place greater emphasis on employment, technology, communication, entrepreneurship, and financial management.

This theme supports Merriam and Baumgartner (2020) view that adult education should be connected to learners' immediate situations. It also supports Pinar's (2015) view that adults are often motivated to learn when it helps them solve current problems.

The analysis therefore challenges using a standard curriculum copied from one setting to another without adaptation. A curriculum may suit one community but not another because learners' needs and circumstances differ.

Theme Five: Taba's Model of Curriculum Development

Taba's curriculum model is an important theme in this study. It is an inductive, or bottom-up, approach to curriculum development because it begins with learners' needs rather than a fixed subject list.

The model is commonly explained through seven stages. The first stage is diagnosing learners' needs. The second stage is formulating objectives based on the needs identified. The third stage is selecting content that will help learners achieve the objectives. The fourth stage is organising the content in a logical order. The fifth stage selects suitable learning experiences. The sixth stage is organising those learning experiences. The final stage is evaluating the curriculum and learning outcomes.

The first stage is particularly important for adult education because it ensures that curriculum planning begins with the learners. Once needs are identified, they can be transformed into clear objectives. Select content based on the objectives and arrange it from familiar ideas to more complex ones. Learning experiences should include activities that help learners apply their knowledge. Evaluation should determine whether learners have achieved the objectives and whether the curriculum remains relevant.

Research on the application of Taba's model shows that it can guide the development of objectives, content, learning activities, and assessment in a particular educational setting. The literature therefore supports Taba's model as a useful framework for developing a needs-based adult-education curriculum.

Theme Six: Learner Centred Education

Learner-centred education is another important theme. It focuses on learners' experiences, interests, abilities, goals, and participation. In this approach, learners are not treated as passive receivers of information. They are encouraged to ask questions, share ideas, discuss problems, and take part in learning activities.

Wang and Torrisi-Steele (2022) support this approach by discussing adult learners' self-direction, experience, readiness, and motivation. UNESCO also states that adult learners' experience should be recognised and used as a resource for teaching and learning.

The literature suggests that learner-centred teaching may include discussion, questioning, peer learning, group work, self-directed tasks, reflection, practical projects, and problem-solving. These methods can make learners more active and improve their confidence and participation.

However, Brookfield (2005) provides an important qualification. He argues that learners' experiences should not be accepted without examination. Some experiences may include inaccurate information, prejudice, or assumptions. Teachers should therefore value learners' contributions while also helping them examine ideas critically.

The analysis supports learner-centred education but shows that it requires skilled teachers. Learner participation should be guided by accurate knowledge, critical thinking, and clear learning objectives.

Theme Seven: Practical and Experience-Based Learning

The literature also highlights the importance of practical and experience-based learning. Adult learners often want to understand how they can use knowledge in their homes, workplaces, businesses, and communities.

Fenwick (2000), Boud et al. (2000), and Kolb et al. (2000) explain that learning can develop through experience, reflection, understanding, and further action. Adults may learn by carrying out a task, reflecting on the result, connecting the experience with new ideas, and applying the learning to another situation.

Practical learning may involve preparing a household budget, completing a business record, using a computer, practising workplace communication, carrying out a community project, demonstrating a vocational skill, or solving an everyday problem.

This theme relates to the fifth and sixth stages of Taba's model, which involve selecting and organising learning experiences. Activities should be chosen because they help learners achieve the objectives and apply knowledge in real situations.

The literature also shows that practical learning requires appropriate resources, time, teaching materials, equipment, and teacher preparation. When these are unavailable, teachers may rely heavily on lectures and note-taking. This suggests that a practical curriculum's success depends not only on the curriculum model but also on institutional support.

Theme Eight: Participation in Curriculum Development

The literature shows that learners, teachers, and community members should have a role in curriculum development. Learners can explain their needs, interests, experiences, and preferred ways of learning. Teachers can contribute knowledge about suitable content, teaching methods, and assessment. Community leaders, employers, local organisations, and education officials can identify the skills needed in the local area.

This approach supports Taba's grassroots model. Curriculum development should not be controlled only by senior officials or external experts. People who understand the learners and the local context should also contribute to the process.

Meaningful participation can improve the quality and acceptance of an adult-education programme. It may also prevent curriculum planners from selecting content that is unsuitable for the community.

However, participation should influence actual decisions. It should not be limited to asking for people's opinions after the curriculum has already been prepared. Learners' and teachers' contributions should help shape objectives, content, learning activities, and assessment methods.

Theme Nine: Assessment and Curriculum Evaluation

Assessment and evaluation form another major theme. The literature indicates that assessment should measure not only what learners remember but also what they can do with their knowledge.

Adult-education programmes may use written assignments, practical tasks, projects, demonstrations, portfolios, case studies, self-assessment, and continuous assessment. For example, learners studying business could prepare a simple business plan or budget. This would provide evidence of practical understanding.

Evaluation should also examine whether the curriculum is meeting learners' needs. It should consider whether the content is relevant, whether teaching methods are suitable, whether resources are adequate, and whether learners are achieving the intended outcomes.

This theme supports the final stage of Taba's model. Evaluation should be continuous and provide information to improve the curriculum. It should not be used only to judge learners or to award grades.

UNESCO explains that assessment information can help identify learning outcomes and improve the quality of education. This supports the view that assessment should be used to improve the curriculum.

Theme Ten: Challenges in applying a Needs-Based Curriculum

The final theme concerns the challenges of applying a needs-based curriculum. Secondary sources identify limited resources, insufficient time, large classes, mixed-ability groups, lack of teacher training, and pressure to complete the syllabus as key difficulties.

Limited resources may prevent institutions from providing textbooks, equipment, digital tools, practical materials, and suitable learning spaces. Limited time may make it difficult for teachers to study learners' needs, adapt lessons, provide individual support, and evaluate learning carefully.

Adult classes may also include learners with different ages, abilities, languages, educational backgrounds, and goals. One teacher may find it difficult to meet every individual need. Teachers may also have limited freedom to change the curriculum because they are expected to follow a prescribed scheme of work or prepare learners for examinations.

These challenges do not disprove the value of Taba's model. Instead, they show that the model requires support, resources, teacher preparation, and flexibility. Curriculum planners may need to identify the most important shared needs while allowing teachers to make reasonable adjustments for individual differences.

Relationship between the Themes and Taba's Model

The themes are closely related to the stages of Taba's model. The theme on learners' needs relates to diagnosis. The theme on curriculum relevance relates to selecting and organising content. The theme on practical learning relates to the selection and organisation of learning experiences. The theme on assessment relates to evaluation.

The model therefore provides a clear structure for linking learners' needs with curriculum objectives, content, teaching activities, and assessment. It helps curriculum planners move from identifying a problem to designing and reviewing an educational programme.

Discussion of Findings

The thematic analysis shows that adult education should be understood as part of lifelong learning. It should help adults develop knowledge and skills for personal, social, family, employment, and community life. This finding supports UNESCO (2015), which presents adult learning as a process that may take place through formal, non-formal, and informal education. It also supports Wang and Torrisi-Steele (2022), who explain that adults bring previous experience to learning and are often motivated by immediate needs and practical problems. Ajani (2024) supports this view, arguing that adult education should connect to learners' real-life situations. However, the finding

partly negates the idea that lifelong learning is equally available to everyone, because cost, work, family responsibilities, location, and limited resources may prevent some adults from participating. The analysis also shows that adult learners have different needs, including literacy, numeracy, digital, vocational, communication, business, health, and community skills. This supports Merriam, Caffarella, and Baumgartner (2007) and Merriam and Bierema (2014), who explain that adult learners differ in their backgrounds, experiences, motivation, and purposes for learning. This supports the idea that one fixed curriculum cannot serve all adult learners.

The findings further show that curriculum planning should begin with an assessment of learners' needs. This strongly supports Taba's model, which begins with diagnosing needs before formulating objectives, selecting content, organising content, choosing learning experiences, and evaluating the curriculum. The finding also supports UNESCO (2015), which emphasises relevant content and learner-centred needs assessment. A needs-based curriculum should connect learning with learners' personal, social, economic, and working lives. This supports Ajani (2024) and Wang and Torrisi-Steele (2022), but it challenges curricula designed mainly around fixed subjects, examinations, or institutional convenience. The analysis also supports learner-centred and practical education. Wang and Torrisi-Steele (2022) support using adults' previous experience, while Fenwick (2000), Boud, Cohen, and Walker (2000), and Kolb, Boyatzis, and Mainemelis (2000) support learning through experience, reflection, action, and practical activity. Pinar (2015) supports education that begins with learners' lived realities rather than imposed content. However, Brookfield (2005) qualifies this position by explaining that learners' experiences should be examined critically, and Kuk and Holst (2018) negate the assumption that experience alone automatically produces learning because reflection is also necessary.

The final themes show that learners, teachers, communities, employers, and institutions should participate in curriculum development, which supports Taba's grassroots approach. Assessment should also include practical tasks, projects, demonstrations, assignments, and learner feedback, rather than depending only on written examinations. This supports the evaluation stage of Taba's model and UNESCO's (2015) view that assessment should help improve learning and educational quality. However, the findings identify barriers such as limited resources, insufficient teacher training, lack of time, large classes, mixed abilities, and pressure to complete a fixed syllabus. These challenges qualify the positive views of learner-centred and practical education because teachers may not have enough support to apply them fully. Overall, the findings support Wang and Torrisi-Steele (2022); Ajani (2024); Pinar (2015); Merriam et al. (2007); Merriam and Bierema (2014); Fenwick (2000); Boud et al. (2000); Kolb et al. (2000), and UNESCO (2015). They partly negate or qualify rigid curricula, uncritical use of experience, examination-based assessment, and the belief that one curriculum can meet every adult learner's needs. The study therefore concludes that Taba's model is useful, but it should be applied flexibly and supported by relevant resources, trained teachers, reliable needs assessment, and regular curriculum review.

Recommendations

Adult education providers should assess learners' needs before developing or revising the curriculum, and planners should include literacy, numeracy, digital, vocational, communication, and business skills where these are relevant. Teachers ought to link lessons to learners' previous

experiences and daily activities, while programmes should use practical methods such as discussion, demonstrations, group work, projects, and problem-solving. Learners, teachers, community members, and employers should all contribute to curriculum planning, and Taba's model should be applied flexibly with regular curriculum review. Institutions should also provide teachers with training, teaching materials, sufficient time, and other resources to support learner-centred education.

Conclusion

This study examined a needs-based approach to adult education using Taba's curriculum model. The findings show that adult learners have different needs and learn more effectively when education is connected to their experiences and real-life situations. The study supports needs assessment, relevant content, practical learning, learner participation, and continuous evaluation. Taba's model is useful because it links these elements through needs diagnosis, objectives, content, learning experiences, and evaluation. However, successful application depends on trained teachers, adequate resources, institutional support, and regular curriculum review.

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