

**THE DEVELOPMENT AND STATE-OF-THE-ART
OF ADULT LEARNING AND EDUCATION (ALE)**

National Report of Nigeria

By

**National Commission for Mass Literacy, Adult and Non-Formal Education
(NMEC)**

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EXECUTIVE SUMMARY

Nigeria, having agreed to participate in the 6th International Conference on Adult Education (CONFINTEA VI) to be hosted by Brazil in 2009, has written this national report on the developments in adult learning and education since 1997 (CONFINTEA V). The report also presents the current state of the art and future challenges of adult learning and education in Nigeria.

It is in the light of this that the National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) prepared a questionnaire to assist in gathering relevant data on the development and state of the art of adult learning and education in Nigeria. The purpose of this report therefore was to present a general overview of the country, policy, legislation and financing, quality of adult learning and education provision, research innovation and good practices, adult literacy and expectations of CONFINTEA VI and future perspectives of adult learning and education.

The population for the study comprised all the 36 State Agencies of Adult and Non-Formal Education in Nigeria including the Federal Capital Territory, Abuja. Two strategies were adopted in collecting data for the study. These are self-administration and group administration strategies. The questionnaires were hand-delivered to the respondents in all the 36 States and the Federal Capital Territory of Nigeria. In addition to the questionnaires, there were face-to-face oral interviews with the respondents in order to elicit more information from them and to cross-check the authenticity of their claims in the completed questionnaires. The data collected were analysed using content analysis, triangulation and descriptive statistics.

Some of the major findings of the study include the following:

- Education in Nigeria, including ALE, is on the concurrent legislative list of the Constitution. This means that all tiers of government, private organisations and individuals have the powers to partake in the provision of adult and non-formal education in the country.
- The Federal Ministry of Education and the State Ministries of Education are responsible for policy-making on ALE and channel resources to the responsible implementation agencies. It is, however, not uncommon to have conflicts among some of these agencies and the policy-making ministry.
- Adult and Non-Formal Education programmes constitute useful tools for achieving Universal Basic Education (UBE), promotion of gender equality and women empowerment and improving the health status of Nigerians. Therefore, devising innovative ways of strengthening the existing ALE programmes become necessary.
- In the area of policy, legislation and financing of Adult Learning and Education in Nigeria, about 93.94% of the participating States indicated that there is a legislative and

policy framework backing the establishment of the State Agencies for Adult & Non-Formal Education. In two States (6.06%), Ogun and Osun, there are no legislative and policy framework backing up the existence of the Agencies up till now. Most of the participating States (87.88%) indicated the presence of the Edict before 1997. Only in 2 States (12.12%), Ebonyi and Enugu have their Edicts promulgated after 1997.

- States operated within the following goals of Adult Learning and Education listed below: Provision of Basic Literacy (33 (100%); Provision of Post Literacy (30 (91%); Mainstreaming the completers of Non-Formal Programmes to formal schools (32 (97%); Train the learners to degree level (11 (33%); Self-actualisation. (32 (97%)
- Between 1997 and 2008, the percentage allocation of funds to Adult Learning and Education ranged between 0.65% - 8.94% of the total allocation of funds available to education. This result shows that less than 10% of the total amount of money available to the education sector goes into adult education in Nigeria.
- The total allocation of funds to adult education from LGAs was the highest. This was followed by the contributions from other Ministries and CBOs. It is important to note that the contributions from the LGAs are very substantial to literacy activities.
- UNICEF made the largest financial allocation to adult and non-formal education in Nigeria in the States. This was followed by the UNDP and the World Bank. UNESCO came fourth followed by the DFID.
- In the area of the quality of adult learning and education, provision, participation and achievement, it was reported that between 1997 and 2008, there were more women in basic literacy classes than men. In addition, many States did not attach much prominence to the participation of the girl-child in non-formal education.
- The results of the study showed that 78.79% of the States used Tests as their assessment methods. Only 66.67% gave assignments while a large number (93.94%) conducted examinations. In addition, 81.82% based their assessment methods on observations while 69.70% conducted practical classes.
- The findings indicated that 75.76% used certification; 78.79% used examinations; 33.33% used transfer; while 27.27% used mainstreaming as the linkage between formal and non-formal education.
- Adult facilitators used various qualifications in facilitating adult learning and education in Nigeria. About 33.3% of them possessed only Post Literacy Certificates. About 54.5% of them possessed WAEC/NECO while 84.8% were Teachers Grade II certificate holders. The result further shows that 72.73% were holders of certificates in adult

education; 64.9% were diploma holders; 93.9% were NCE holders, while 57.6% were graduates from the Universities.

- Various researches that have been carried out in the states within the last five years include: An evaluation of the adequacy of the provisions for adult education in the National Policy on Education and its implementation; Strategies for achieving the adult education component of EFA in the South-East Zone; Citizens' participation as a strategy for community development; Evaluation of the adequacy of the provision of Adult Education into the National Policy on Education; Non-participation in Adult Learning and Education by stakeholders; Integration of Tsangaya into Basic Western Education; Is adult Education Policy adequacy for NFE in Imo? Socio-economic problems of adult learners; Receptivity to learning by adults; Learning needs of the adults; Problems of funding adult literacy programme; Causes of high drop- out rate in adult and non-formal education; A study on HIV/AIDS awareness and Literacy survey on the high rate of illiteracy in Lagos and Yobe States
- Innovations and examples of good practices in the State from 1997 to date include: Improved participatory teaching learning methods; constant mobilisation of learners; Policy formulation in the State, people-centred learning programmes; increase in funding ALE; mobilisation of chiefs, learners and policy makers; Teaching learning methods through capacity building sensitisation; Each -one –teach- one, public enlightenment campaign; Updated policy and the introduction of meet the people mobilisation campaigns; Capacity building for instructors/facilitators and increase awareness of adult education among the people; Running of NFE by LG; provision of primers; sensitization rallies; Increase in facilitators allowance, continuous sensitisation and mobilisation of community leaders/learners in some LGAs; House to house campaign – 1997 – 2008 and Inclusion of adult and non-formal education in SUBEB Law.
- Examples of effective practices and innovative literacy programmes across the States include: Training and retraining of facilitators through seminars and workshops; Each-One-Teach-One or fund the teaching of one (EOTO); Basic, Post and Qu'ranic Literacy Education; LGA chairmen are employing and paying more Part-Time instructors to facilitate the implementation of EOTO, The use of interactive teaching and learning to facilitate adult learning and education; Establishment of functional literacy/vocational centres for girl-child and youth; Functional literacy programmes at women centres; Integration of emerging issues such as health into literacy curriculum; The long vacation home craft programme for women; Recruitment of additional supervisors to improve quality of monitoring and evaluation and Mainstreaming of learners into the formal system.
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- There is the need to provide a perspective for understanding the state of ALE in Nigeria and also defining direction for change especially in the areas of:
 - ❖ Human resources profile needs and capacity building plans;
 - ❖ Quality assurance issues in terms of the need to strengthen monitoring and evaluation systems of ALE programmes;
 - ❖ Urgent need to provide adequate ICT facilities and programmes.
- ALE programmes in the country have not effectively integrated HIV/AIDS and other health related issues, thus demonstrating the need to strengthen support in this area.
- Many participants drop out of Adult and Non-Formal Education programmes. This is attributed to some shortcomings in the management of some of the programmes. It could depend on the specific needs of the learners too.
- The private sector is not sufficiently involved in the funding of ALE programmes.
- Zamfara State employed permanent teachers for its ALE programmes.

In the light of the findings of the study, the following recommendations have been made:

- In order to improve enrolment, retention and completion, there is the need for increased sensitisation and mobilisation of the populace by government at all levels.
- There is also the need for Counsellors to be employed for the ALE programmes to encourage participants to remain on them.
- For attendance at ALE programmes to improve, there is the need for improved remunerations for the instructors.
- The importance of ICT cannot be over-emphasised. As a result, government and other stakeholders need to invest on this if the products of ALE are to fit into the modern world of work and further education.
- All stakeholders in ALE need to intervene to ensure that teaching and learning materials and facilities are provided for the centres in adequate and sufficient quantities.
- There is need for stakeholders to meet at the national level to ensure collaboration in programme planning and execution among various providers for synergy and efficiency, as well as standardisation in programme planning and delivery.

- There should be massive capacity building activities like in-service training, workshops, etc, to up-date ALE teachers. This will contribute to the achievement of ALE objectives.
- The private sector should contribute adequately to the funding of ALE because they also enjoy the services of their graduates.
- Clients need to be involved in programme planning and delivery.

Section One

Introduction

This section gives a general overview of the contextual information on the country, including the development of the state of the art of adult learning and education from the colonial period to date.

1.1 Location

Nigeria is located in West Africa. It lies between latitudes 4° 16' and 13° 53' to the North of the equator and longitudes 2° 40' and 14° 24' to the East of the Greenwich Meridian. It covers an estimated land area of 923,768 square kilometres, and is the fourth largest country in Africa. It is bounded to the North and North-west by Niger Republic, to the West by Republic of Benin, to the East by Cameroon, to the North-east corner by Chad, and to the South by the Atlantic Ocean.

1.2 Topography

The topography of the country ranges from plain land dotted by a few hills in a large portion of the country to the hilly and mountainous areas in the Eastern part. The country is also bisected by several big and small rivers, streams and lakes which support extensive agriculture and other human activities. Some of these rivers include the Niger, Benue, Cross River, Gongola and Sokoto, etc, and the lakes such as Lake Chad, Kainji Dam, etc. There are also several man-made lakes, especially in the Northern parts of the country, such as Goronyo, Bakolori, Kiri, Balanga, Tiga, etc, to support agriculture.

1.3 The People

Nigeria is the largest and the most populous country in Africa with a population of about 140 million people, as shown in Table 1.1 with diverse ethnic, religious and cultural backgrounds. The major ethnic groups in the country are the Hausa/Fulani in the North, the Yoruba in the South-West, Igbo in the South-East and Ijaw in the South-South. In-between these big ethnic groups are some 250 other smaller but very important ethnic groups speaking more than 300 languages and dialects. Although reliable statistical figures are not available, Nigerians are mostly a religious people with Christianity, Islam and the traditional African religions dominating.

The level of literacy among male and female population varies between 40.9 and 82.6% among male while that of female ranges between 14.6 and 74.7% as indicated in Table 1.2. With regard to adult population aged between 15 and above, the level of literacy ranges between 14.6 and 62.8% for female while that of male ranges between 40.9 and 81.3% as shown on Table 1.3.

Table 1.1: Nigerian National Population Figures as at 2006

<i>Nigeria</i>				
	State	Males	Females	Population
1	Abia	1,434,193	1,399,806	2,833,999
2	Adamawa	1,606,123	1,561,978	3,168,101
3	Akwa Ibom	2,044,510	1,875,698	3,920,208
4	Anambra	2,174,641	2,007,391	4,182,032
5	Bauchi	2,426,215	2,250,250	4,676,465
6	Bayelsa	902,648	800,710	1,703,358
7	Benue	2,164,058	2,055,186	4,219,244
8	Borno	2,161,157	1,990,036	4,151,193
9	Cross River	1,492,465	1,396,501	2,888,966
10	Delta	2,074,306	2,024,085	4,098,391
11	Ebonyi	1,040,984	1,132,517	2,173,501
12	Edo	1,640,461	1,577,871	3,218,332
13	Ekiti	1,212,609	1,171,603	2,384,212
14	Enugu	1,624,202	1,633,096	3,257,298
15	Gombe	1,230,722	1,123,157	2,353,879
16	Imo	2,032,286	1,902,613	3,934,899
17	Jigawa	2,215,907	2,132,742	4,348,649
18	Kaduna	3,112,028	2,954,534	6,066,562
19	Kano	4,844,128	4,539,554	9,383,682
20	Katsina	2,978,682	2,813,896	5,792,578
21	Kebbi	1,617,498	1,621,130	3,238,628
22	Kogi	1,691,737	1,586,750	3,278,487
23	Kwara	1,220,581	1,150,508	2,371,089
24	Lagos	4,678,020	4,335,514	9,013,534
25	Nassarawa	945,556	917,719	1,863,275
26	Niger	2,032,725	1,917,524	3,950,249
27	Ogun	1,847,243	1,880,855	3,728,098
28	Ondo	1,761,263	1,679,761	3,441,024
29	Osun	1,740,619	1,682,916	3,423,535
30	Oyo	2,809,840	2,781,749	5,591,589
31	Plateau	1,593,033	1,585,679	3,178,712
32	Rivers	2,710,665	2,474,735	5,185,400
33	Sokoto	1,872,069	1,824,930	3,696,999
34	Taraba	1,199,849	1,100,887	2,300,736
35	Yobe	1,206,003	1,115,588	2,321,591
36	Zamfara	1,630,344	1,629,502	3,259,846
37	FCT	740,489	664,712	1,405,201
	Total	71,709,859	68,293,683	140,003,542

Table 1.2: **Literacy rates among male and female population in Nigeria (2005)**

<i>Age Group</i>	<i>Male</i>	<i>Literacy Rate (%)</i>	<i>Female</i>	<i>Literacy Rate (%)</i>	<i>Total</i>	<i>Literacy Rate (%)</i>
6 – 9 Yrs	7,786,622	43.7	7,489,700	40.2	15,276,322	42.0
10 – 14 Yrs	8,343,059	79.6	8,018,444	74.7	16,361,503	77.2
15 – 19 Yrs	6,938,592	82.6	6,910,361	67.9	13,848,953	75.0
20 – 24 Yrs	5,741,218	79.7	5,656,509	56.5	11,397,727	66.5
25 – 29 Yrs	5,206,199	76.2	5,164,157	49.4	10,370,356	61.5
30 – 34 Yrs	4,310,713	70.7	4,419,669	38.6	8,730,382	53.9
35 – 39 Yrs	3,259,415	68.2	3,707,974	35.8	6,967,389	52.7
40 – 44 Yrs	2,710,906	60.5	3,106,233	27.0	5,817,139	44.2
45 – 49 Yrs	2,398,133	59.8	2,567,356	23.7	4,965,489	43.9
50+ Yrs	6,550,636	40.9	6,238,496	14.6	12,789,132	28.9
Total	53,245,493	65.7	53,278,899	47.8	106,524,392	56.7

Table 1.3: **Literacy rates among adult male and female population in Nigeria (2005)**

<i>Age Group</i>	<i>Male</i>	<i>Literacy Rate (%)</i>	<i>Female</i>	<i>Literacy Rate (%)</i>	<i>Total</i>	<i>Literacy Rate (%)</i>
15 – 24 Yrs	12,679,810	81.3	12,566,870	62.8	25,246,680	71.2
25 – 49 Yrs	17,885,366	68.8	18,965,389	37.1	36,850,755	52.9
50+ Yrs	6,550,636	40.9	6,238,496	14.6	12,789,132	28.9
Total	37,115,812	68.2	37,770,755	41.9	74,886,567	55.0

1.4 **Historical Background of Adult and Non – Formal Education in Nigeria**

Contemporary Nigeria came into being in 1914 when the British colonial government amalgamated the Northern and the Southern Protectorates under Lord Lugard and gained independence on 1st October, 1960. At independence, Nigeria was divided into three powerful regions namely the Northern, Western and Eastern regions. A fourth region, the Mid-West was later created in 1963. The state structure began in Nigeria with the creation of 12 states in 1967. These were subsequently increased to 19 states with a Federal Capital Territory (FCT) in 1976, twenty-one states in 1987, thirty states in 1991

and thirty-six states in 1996. As at today, Nigeria has 36 states and the Federal Capital Territory as shown in figure 1 below:

Figure 1. Map of Nigeria



Adult education as an academic discipline and a field of practice has largely been a 20th century development. The field is still evolving as experts, policy makers and practitioners meet periodically to discuss the form, content and other logistics of this very crucial out-of-school education system.

In Nigeria, the historical development of adult and non-formal education has been interwoven with the history of formal schooling. From the early decades of the colonial period, the British government in Nigeria paid little or no attention to the provision of adult education. It was not until pressure and criticisms came from the Phelps-Stokes

Commission report that the British colonial government made some feeble and half-hearted efforts to improve educational provisions in the British West African colonies.

There appears to have been some conceptual problems surrounding the meaning and scope of adult education. These problems tended to have affected its historical development. However, while it is recognized that informal learning forms part of the educational pattern by which adults traditionally gain knowledge and understanding, adult and non-formal education is generally used to connote organized activities and programmes concerned with the education of adults outside the formal school system. Certainly, the social milieu and circumstances of a given society strongly influence the pace and pattern of adult education development.

During the 1940s especially after the publication of the document, *Mass Education in African Society* in 1943 by the British colonial government, some attention was paid to the provision of adult literacy in Nigeria. The programme took off in 1946 with the appointment of Mr. A.J. Carpenter as the first Mass Education Officer for the whole country. Unfortunately, the programme was never fully implemented.

During this period, various constitutional changes took place in Nigeria especially after the Second World War. One of such developments was the 1951 McPherson Constitution which ushered in Regional Governments controlled by Nigerians. These regional governments were given powers over education, health and local governments, among others. Hence, between 1952 and 1960 the regional governments embarked on policies aimed at developing the education sector. While the Western and Eastern regional governments provided Universal Primary Education (UPE), the Northern Regional Government opted for free primary and adult literacy in its *War Against Ignorance*. This set the tone for adult education development in the country during the first two decades of post-independence Nigeria.

1.5 National Policy on Education

The 1969 National Curriculum Conference in Ibadan led to the 1973 National Conference on Education which sought to draft the first post-independence policy on education in Nigeria. The draft policy went through several filters and approval processes before it was finally printed and made public in 1977. Thus, it took Nigeria 17 years after independence to formulate and enforce a new national policy on education.

The new policy which was revised in 1981, 1998 and 2004 has always devoted a section to the provision of Adult and Non-formal Education in Nigeria as the case in Section 6 of the 2004 policy shows.

Although there is a wide range of activities and practices which fall within the rubrics of Adult Education, the National Policy on Education identified mass literacy, remedial,

continuing, vocational, aesthetic, cultural and civic education as the key components of adult and non – formal education in Nigeria. Mass literacy is given prominence perhaps due to the nation’s high percentage of illiteracy.

There is no doubt that Section six of the current edition of the National Policy captioned *Mass Literacy, Adult and Non-Formal Education* was anchored on the need to provide adult basic education for millions of Nigerian adults and youths in line with EFA, MDGs and UBE goals.

The National Policy on Education continues to guide the provision of adult and non-formal education in Nigeria at all levels of government. Similarly, states and local governments can and do also formulate adult education policies which are consistent with the national one but which may be peculiar to local conditions. This is in line with the principle of federalism in Nigeria.

1.6 National Commission and State Agencies for Mass Education

Although policies and programmes concerning adult and non – formal education in Nigeria had been made during colonial rule and after independence, the setting-up of autonomous adult education outfits outside the ministerial structure is a recent development. The Nigerian National Council for Adult Education (NNCAE), an association of mainly academics in the practice of Adult Education, has since inception in 1971 advocated for the establishment of a national adult education agency for the country. This led to the setting-up of the adult education unit in the Federal Ministry of Education in 1974. The National Commission for Mass Literacy, Adult and Non-Formal Education however came into being and took off in 1991.

Prior to the establishment of the National Mass Education Commission (NMEC) in 1991, the PRP-led Government in Kano State had in 1980 established the State Agency for Mass Education. This was a historic landmark for it was the first post-independence government to go out of its way to set up an autonomous parastatal responsible for adult and non-formal education. The Kano State Agency, no doubt made tremendous progress especially in adult literacy, so much so, that by 1983, it won a UNESCO award for literacy.

During the 1980s, many state governments set up their own adult education agencies with a view to changing the adult literacy condition of their citizens for the better. At the Federal level, some agencies such as Directorate of Food, Roads and Rural Infrastructure (DFRRI) and the Directorate for Social Mobilization (MAMSER) all sought to address the adult education needs of Nigerians. The National Adult Education Centre, Kano was also set up in 1986 under the Federal Ministry of Education with a view to developing adult education materials and the training of adult education personnel throughout the

country. The Centre had some modest achievements before it was taken over by the newly established National Commission for Mass Education (NMEC) in 1991.

1.7 Programmes Offered in Non-formal Education Centres

In order to meet the needs of this varied categories of clientele, adult and non-formal education programmes generally on offer are: Basic Literacy; Post Literacy; Women Education; Functional Literacy; Nomadic Education; Continuing Education; Ajami (Arabic) Integrated Education; Literacy for the Blind; Workers' Education; Vocational Education; Literacy for the Disabled; and Prison Education. These programmes are offered in the various states under the supervision of the State Agencies for Mass Education and have literacy and numeracy at the core with life skills as a bonus package for the more informed non-formal education projects. Thus the functional element as specified in the National Policy appears subsumed under the heavy literacy and numeracy tilt. The functional subjects include Home Economics, Book Keeping, and Hygiene/Health Education etc (Makoju, et al, 2006).

In adult education, relevance of programmes on offer is an important issue. The content of the programmes on offer is essentially based on what can continue to appeal to the interest of learners. Adult and non-formal education programmes remain relevant if functional elements are integrated into them. In consequence, NMEC has adopted a Participatory Rural Appraisal/Regenerated Freirean Literacy through Empowering Community (PRA/REFLECT) technique. This approach harnesses and employs the interest of learners and locally available capacities in the development of their community. The PRA/REFLECT technique is presumably community-designed, community-implemented and community-sustained. Another approach also adopted by the Commission is the Basic Literacy by Radio. The choice of the approach is based on the survey which proved radio to be much preferred medium of learning basic literacy and more affordable to the target learners in our communities. The approach has been piloted in 12 States (Niger, Nassarawa, Ogun, Osun, Bayelsa and Cross River States. Others are Ebonyi, Enugu, Yobe, Borno, Kebbi and Sokoto States). The Commission is planning to scale up the use of the approach to cover 36 States and the FCT, Abuja.

1.8 Non-Governmental /Individual Interventions

In the early days of adult and non-formal education, individuals were employed by governments as a result of their qualifications to serve as adult education organisers. Some individuals also established evening classes. Chief Timothy Oyesina, for example, established evening classes in Ibadan which later became the Ibadan Boys' High School (Omolewa, 1981). Alhaji Dantata established his own evening classes in Kano while Alhaji Olona, who after acquiring literacy skills, sponsored adult literacy in his compound in Iseyin, Oyo State (Aderinoye, 1997). Similarly, the traditional ruler of Ikirun in Osun State established an adult literacy centre in his palace for the non-literate adult members of his community. Most of the participants later supported the education

of their children. With the acquisition of literacy skills, there was a scaling up of public awareness. The participants' living standard improved as they were found to have contributed to the improvement of their community as well as the education of their wards and children.

Other formidable groups include the churches, the mosques, the professional groups and those that come together to form the vanguard of adult education. Specific examples among these are the Nigeria National Council for Adult Education (NNCAE), Baptist Convention, Young Men's Christian Association, (YMCA), Young Women's Christian Association (YWCA), Asalatu Group, Federation of Muslim Graduates Association, Federation of Muslim Women Association of Nigeria (FOMWAN) and University Village Association (UNIVA).

In the category of the coalition of NGOs, we have Non-Governmental Association for Literacy Support Services (NOGALSS) and the Civil Society Coalition for Education For All (CSACEFA). These work in partnership with national and international agencies in promoting adult education.

The Nigerian National Council for Adult Education (NNCAE) was set up in 1971 by experts and practitioners in adult and non-formal education in Nigeria. It is a non-governmental organization whose primary concern is the promotion of adult and non-formal education policies and practices in Nigeria. It also aligns itself with governments and international bodies to advance the cause of adult education in Nigeria and elsewhere.

The university, as a unit of the education sector reaches out to the adult populace through its various educational programmes. In Nigeria there are over 80 public and private universities. Some of these universities have adult education-related departments.

Nigerian Universities are not only providers of adult education but also agencies of adult education. It will be instructive to list some of the Nigerian Universities and Polytechnics offering courses in adult and non-formal education. These include University of Ibadan; Obafemi Awolowo University, Ile-Ife; University of Lagos; University of Nigeria, Nsukka; University of Benin; University of Maiduguri; Usmanu Dan Fodiyo University, Sokoto; Bayero University, Kano; University of Calabar; University of Port Harcourt; the National Open University of Nigeria (NOUN); University of Jos; Nnamdi Azikiwe University, Awka; Rivers State University of Science and Technology, Port-Harcourt; Niger Delta University, Amasoma, Kaduna Polytechnics.

Among the international agencies that are supporting the national efforts include United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Children's Fund (UNICEF), ACTION AID, United States Agency for International Development (USAID), United Nations Development Programme (UNDP), and the

Department for Internal Development (DFID). UNESCO, apart from developing the capacity of adult and non-formal education personnel and strengthening institutions, it also assists with logistics and funds for programmes. It is presently supporting a pilot radio literacy programme in 12 states of the federation. UNICEF is also partnering with National Commission for Mass Literacy, Adult and Non-formal Education (NMEC) in the integration of Quranic schools into the basic education system. It is also supporting the girl-child and the boy drop-out education programmes in the northern and eastern parts of Nigeria.

Section Two

Methodology

In this section, the procedures used in collecting information for the National Report on the Development and State of the Art of Adult Learning and Education (ALE) are presented and described. These procedures include the population of the study, instrumentation, data collection and method of data analysis.

2.1 Population of the Study

The population of the study consists of all the 36 State Agencies of Adult and Non-Formal Education in Nigeria including the Federal Capital Territory, Abuja.

2.2 Instrumentation

The type of data for this study includes data on general information about each state, legislative and policy frame-work of Adult Learning and Education (ALE), institutional management, funding, programmes and quality of ALE in the states, research, innovation and good practice. In order to collect relevant data for the study, an Adult Learning and Education (ALE) questionnaire was used. The questionnaire covered such areas as legislative and policy framework of ALE, financing of adult learning and education including public investment, quality of adult learning and education in the States, adult educators/facilitators' status and training, research, innovation and good practice.

2.3 Development of Instrument

The instrument for the study was developed by members of the National Technical Committee which comprises of experts in Adult and Non-formal Education from NMEC and the Universities as well as experts in educational evaluation. Members were grouped into four to develop items for the various sections of the instrument. An internal Sub-Committee of five members reviewed the items in each section of the instrument and the draft copies were sent to members of the Technical Committee which convened a critique session on the draft instrument.

Observations made by members of the Committee on the items of the instrument were exhaustively discussed. Subsequently, some items were revised, some dropped while new items were bought in especially in the areas that required further clarifications.

2.4 **Administration of Instruments**

The questionnaires were hand-delivered to the respondents in all the 36 States and the Federal Capital Territory of Nigeria. The questionnaires were later collected from them after a few days. In addition to the questionnaire, there were face-to-face oral interviews with the respondents in order to elicit more information from them and to cross-check the authenticity of their claims in the completed questionnaires.

2.5 **Data Analysis**

Data were analysed using three procedures, namely:

- i. Content analysis
- ii. Triangulation
- iii. Descriptive Statistics

The content analysis employed in this study involved the codification, the classification and interpretation of the documents obtained with regard to the development of the state-of-the-art of Adult Learning and Education (ALE) in Nigeria.

Triangulation was employed in the interpretation of the analysed data in respect of each of the items of the instrument. It also involved analysing the data both from oral and written submissions of the respondents.

The descriptive statistics included the use of frequency tables and percentages.

Section Three

Policy, Legislation and Financing of Adult Learning and Education in Nigeria

This section presents the current legislative and policy framework as well as the financing of Adult Learning and Education in Nigeria. It highlights the extent to which State Agencies for Adult & Non-Formal Education (SAME) have established Edicts and Laws which govern their existence between 1997 and now. It identifies the goals of Adult Learning and Education in Nigeria, the ownership of the State Agencies, the supervising Ministry, as well as the main developmental challenges facing them. It also describes public investment in Adult Learning and Education between 1997 and 2008.

The section describes public investment in Adult Learning and Education in Nigeria. It shows the total allocations to education within the education sector and highlights the total budgetary allocation to Adult and Non-Formal Education from other sectors. It gives an overview of the budgetary allocation and areas of activities of International Development Partners (IDPs), and the support received by State Agencies for Adult and Non-Formal Education from private companies, civil society groups, learners and individuals. It concludes by indicating the allocation of funds to Adult Learning and Education through special direct or indirect support and suggests benchmarks in relation to financing Adult Learning and Education in the States.

3.1 Provision of Edicts that Established the State Agencies for Adult & Non-Formal Education (SAME)

Question 1: Does your State have an Edict that established the Agency for Adult & Non-Formal Education (SAME)?

It must be mentioned at this stage that only 32 out of 36 States plus the Federal Capital Territory (FCT) Abuja (which for the purpose of this study will henceforth be given the status of a State) completed the questionnaires for this study. Four States, (Abia, Bauchi, Kaduna and Kogi) did not respond and so the analysis of data was based on the 33 States that completed the questionnaires.

In order to collect data to answer the question above, respondents were asked to indicate either by “yes” or “no” if their State Agencies have edicts that established them. Table 3.1 below shows the summary of their responses:

Table 3.1: Legislative and Policy Framework of Adult Learning and Education in Nigeria

	States	Availability of Legislative/Policy Frame work		Was the Edict made before 1997?	
		Yes	No	Yes	No
1	Abia	NA	NA	NA	NA
2	Adamawa	1		1	
3	Akwa Ibom	1		1	
4	Anambra	1		1	
5	Bauchi	NA	NA	NA	NA
6	Bayelsa	1		1	
7	Benue	1		1	
8	Borno	1		1	
9	Cross River	1		1	
10	Delta	1		1	
11	Ebonyi	1			1
12	Edo	1		1	
13	Ekiti	1		1	
14	Enugu	1			1
15	Gombe	1		1	
16	Imo	1		1	
17	Jigawa	1		1	
18	Kaduna	NA	NA	NA	NA
19	Kano	1		1	
20	Katsina	1		1	
21	Kebbi	1		1	
22	Kogi	NA	NA	NA	NA
23	Kwara	1		1	
24	Lagos	1		1	
25	Nassarawa	1		1	
26	Niger	1		1	
27	Ogun		1		1
28	Ondo	1		1	
29	Osun		1		1
30	Oyo	1		1	
31	Plateau	1		1	
32	Rivers	1		1	
33	Sokoto	1		1	
34	Taraba	1		1	
35	Yobe	1		1	
36	Zamfara	1		1	
37	FCT	1		1	
	Total	31	2	29	4
	Percentages	93.94	6.06	87.88	12.12

Table 3.1 shows that 31 States (93.94%) indicated that there is a legislative and policy framework backing the establishment of the State Agencies for Adult & Non-Formal Education. In two States (6.06%), Ogun and Osun, there are no legislative and policy framework backing up their existence up till now. Most of the participating States (29 (87.88%) of the States indicated the presence of the Edict before 1997. Only in 2 States (12.12%), Ebonyi and Enugu have their Edicts promulgated after 1997.

Question 2: What are the goals of Adult Learning and Education (ALE) in your State?

Table 3.2 below presents the summary of the goals of Adult Learning and Education in Nigeria.

Table 3.2: Goals of Adult Learning and Education in Nigeria

States	A		B		C		D		E	
	YES	NO								
Abia	NA	NA								
Adamawa	1		1		1				1	
Akwa Ibom	1		1		1				1	
Anambra	1		1		1				1	
Bauchi	NA	NA								
Bayelsa	1		1		1				1	
Benue	1		1		1		1		1	
Borno	1		1		1				1	
Cross River	1		1		1		1		1	
Delta	1		1		1		1		1	
Ebonyi	1		1		1		1		1	
Edo	1		1		1				1	
Ekiti	1		1		1				1	
Enugu	1		1		1				1	
Gombe	1		1		1		1		1	
Imo	1		1		1				1	
Jigawa	1		1		1				1	
Kaduna	NA	NA								
Kano	1		1		1				1	
Katsina	1		1		1				1	
Kebbi	1		1		1				1	
Kogi	NA	NA								
Kwara	1		1		1		1		1	
Lagos	1		1		1		1		1	
Nassarawa	1		1		1		1		1	
Niger	1		1		1				1	
Ogun	1		1						1	
Ondo	1		1		1		1		1	
Osun	1		1		1				1	
Oyo	1		1		1				1	
Plateau	1		1		1				1	
Rivers	1		1		1				1	

Sokoto	1		1		1				
Taraba	1		1		1		1		1
Yobe	1		1		1		1		1
Zamfara	1		1		1				1
FCT	1		1		1				1
Total	33		30		32		11		32
Percentage	100		90.91		96.97		33.33		96.97

Key:

- A. *Provision of Basic Literacy*
- B. *Provision of Post Literacy*
- C. *Mainstreaming the completers of Non-Formal Programmes to Formal Schools*
- D. *Train the learners to degree level*
- E. *For Self-Actualisation 97*
- NA *Not Available*

Table 3.2 shows the percentage number of States that have the following as their goals of Adult Learning and Education:

- Provision of Basic Literacy (33 (100%))
- Provision of Post Literacy (30 (91%))
- Mainstreaming the completers of Non-Formal Programmes to formal schools (32 (97%))
- Train the learners to degree level (11 (33%))
- Self-actualisation. (32 (97%))

Question3: Is your State Agency owned by government? Which ministry supervises your Agency? Do you receive directives from the ministry?

Table 3.3 summarises the responses of the States to the three questions raised above.

Table 3.3: **Ownership and Supervision of the Agencies and receiving Directives from Ministry**

States	Owned by Government		Supervised by Ministry of Education		Directives from Ministry of Education	
	Yes	No	Yes	No	Yes	No
Abia	NA	NA	NA	NA	NA	NA
Adamawa	1		1		1	
Akwa Ibom	1		1		1	
Anambra	1		1		1	
Bauchi	NA	NA	NA	NA	NA	NA
Bayelsa	1		1			1
Benue	1		1		1	
Borno	1		1			1
Cross River	1		1		1	
Delta	1		1		1	
Ebonyi	1		1			1
Edo	1		1		1	
Ekiti	1		1		1	
Enugu	1		1		1	
Gombe	1		1		1	
Imo	1		1		1	
Jigawa	1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA
Kano	1		1		1	
Katsina	1		1		1	
Kebbi	1		1		1	
Kogi	NA	NA	NA	NA	NA	NA
Kwara	1		1		1	
Lagos	1			1	1	
Nassarawa	1		1		1	
Nigerl	1		1		1	
Ogun	1		1		1	
Ondo	1		1		1	
Osun	1		1		1	
Oyo	1		1		1	
Plateau	1		1		1	
Rivers	1		1		1	
Sokoto	1		1		1	
Taraba	1		1		1	
Yobe	1		1		1	
Zamfara	1		1		1	
FCT	1		1		1	
Total	33		32	1	30	3
Percentages	100.00	0.00	96.97	3.03	90.91	9.09

Table 3.3 shows that all the State Agencies are owned by government. However, with regards to the supervising Ministry of the Agency, only Lagos State indicates that the Agency is currently being supervised by the Special Adviser to the Governor while others are being supervised by their Ministries of Education.

On the issue of whether the State Agencies receive their directives or not from the ministry of Education, 30 (90.91%), indicate receiving directives from the Ministry of Education, while 3 (9.09%) States, Bayelsa, Borno, and Ebonyi are autonomous since they do not receive any directives from any ministry.

Question 4: How do you harmonise your sector's goals with other sectors' goal?

Table 3.4 below presents the summary of their responses to the question above.

Table 3.4: **Harmonisation of Agency Goals with other Sector Goals**

States	A		B		C		D	
	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA
Adamawa	1		1		1		1	
Akwa Ibom		1	1		1		1	
Anambra	1		1		1		1	
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA
Bayelsa	1		1		1		1	
Benue	1		1		1		1	
Borno		1		1	1		1	
Cross River	1		1		1		1	
Delta	1		1		1		1	
Ebonyi	1		1		1		1	
Edo	1		1		1		1	
Ekiti	1		1			1	1	
Enugu	1		1		1		1	

Gombe	1		1		1		1	
Imo	1		1		1		1	
Jigawa	1		1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA
Kano	1		1		1		1	
Katsina		1	1		1		1	
Kebbi	1		1		1		1	
Kogi	NA	NA	NA	NA	NA	NA	NA	NA
Kwara	1		1		1		1	
Lagos	1		1		1		1	
Nassarawa	1		1		1		1	
Niger	1		1		1		1	
Ogun	1		1		1		1	
Ondo	1		1		1		1	
Osun		1	1		1		1	
Oyo	1		1		1		1	
Plateau		1	1		1		1	
Rivers		1	1		1		1	
Sokoto		1	1		1		1	
Taraba	1		1		1		1	
Yobe	1		1		1		1	
Zamfara		1	1		1		1	
FCT	1		1		1		1	
Total	25	8	32	1	32	1	33	
Percentages	75.76	24.24	96.97	3.03	96.97	3.03	100.00	0.00

Key:

- A: Maintain gender equity together
B: Use Literacy to promote health, economy and rural development
C: Use literacy to inculcate good citizenship and good cultural behaviour
D: Use literacy to alleviate poverty

Table 3.4 shows that 25 (75.76%) States maintain gender equity while 8 (24.24%) States do not. On the issue of using literacy to promote health, economy and rural development, all of them but one agreed doing so. The same percentage of respondents also agreed that they used literacy to inculcate good citizenship and good cultural behaviour. It is interesting to note that all the respondents agreed that they used literacy to alleviate poverty in their respective States.

Question 5: What are the main developmental challenges to adult learning and education in your State?

To answer the question above, respondents were asked to select among five alternatives, the developmental challenges in their States. Table 3.5 presents the summary of their responses.

Table 3.5: **Developmental Challenges to Adult Learning and Education in Nigeria**

States	A		B		C		D		E	
	YES	NO								
Abia	NA	NA								
Adamawa	1			1		1	1		1	
Akwa Ibom	1		1		1		1		1	
Anambra	1			1		1	1			1
Bauchi	NA	NA								
Bayelsa		1		1		1	1			1
Benue	1		1		1		1		1	
Borno	1		1			1	1		1	
Cross River	1		1		1		1		1	
Delta	1		1		1		1			1
Ebonyi	1		1		1		1		1	
Edo	1		1		1		1		1	
Ekiti	1		1			1	1			1
Enugu	1		1		1		1		1	
Gombe	1		1		1		1		1	
Imo	1		1		1		1		1	
Jigawa	1		1			1	1		1	
Kaduna	NA	NA								
Kano	1		1			1	1			1
Katsina	1		1			1	1			1
Kebbi	1		1		1		1		1	
Kogi	NA	NA								
Kwara	1		1		1		1		1	
Lagos	1		1		1		1		1	
Nassarawa	1		1		1		1		1	
Nigerl	1		1		1		1		1	
Ogun	1		1		1		1		1	
Ondo	1		1		1		1		1	
Osun		1		1		1	1		1	

Oyo	1		1		1		1		1	
Plateau		1	1			1	1		1	
Rivers	1		1		1		1		1	
Sokoto	1		1			1	1		1	
Taraba	1		1		1		1		1	
Yobe	1		1			1	1		1	
Zamfara	1		1			1	1		1	1
FCT	1		1		1		1		1	
Total	30	3	29	4	20	13	33	0	26	7
Percentages	90.1	9.9	88.0	12.0	60.6	39.4	100	00	78.8	21.2

Key

A = Making literacy programmes functional

B = Provision of vocational activities

C = Collaboration with poverty alleviation institutions

D = Collaborating with international development partners

E = Soliciting for stronger political will

Table 3.5 shows that 30 (90.1%) of the states had the challenge of making literacy functional. The remaining 9.9% did not see this as a challenge. Only 29 (88%) of the states saw the provision of vocational activities as a challenge while 4 (12%) did not. It is also important to note that 20 (60.6%) of the states saw collaboration with poverty alleviation institutions as a big challenge while the others did not. It is interesting to note that all the states saw the collaboration with international development partners as a big challenge which must be vigorously pursued, The need for soliciting for strong political will was a challenge to 26 (78.8%) of the states while only 7 (21.2%) did not see this as a challenge.

Question 6: How is your State using literacy to address developmental challenges?

Table 3.6 below gives the summary of how the States have been using literacy to address developmental challenges.

Table 3.6: Using Literacy to Address Developmental Challenges.

States	A	B	C	D	E	F
Abia	NA	NA	NA	NA	NA	NA
Adamawa	1			1	1	1
Akwa Ibom	1	1	1	1	1	1
Anambra	1			1		1
Bauchi	NA	NA	NA	NA	NA	NA
Bayelsa				1		
Benue	1	1	1	1	1	1
Borno	1	1		1	1	1
Cross River	1	1	1	1	1	1
Delta	1	1	1	1		1
Ebonyi	1	1	1	1	1	1
Edo	1	1	1	1	1	1
Ekiti	1	1		1		1
Enugu	1	1	1	1	1	1

States	A	B	C	D	E	F
Gombe	1	1	1	1	1	1
Imo	1	1	1	1	1	1
Jigawa	1	1		1	1	1
Kaduna	NA	NA	NA	NA	NA	NA
Kano	1	1		1		1
Katsina	1	1		1		1
Kebbi	1	1	1	1	1	1
Kogi	NA	NA	NA	NA	NA	NA
Kwara	1	1	1	1	1	1
Lagos	1	1	1	1	1	1
Nassarawa	1	1	1	1	1	1
Niger	1	1	1	1	1	1
Ogun	1	1	1	1	1	1
Ondo	1	1	1	1	1	1
Osun				1	1	1
Oyo	1	1	1	1	1	1
Plateau		1		1	1	1
Rivers	1	1	1	1	1	1
Sokoto	1	1		1	1	1
Taraba	1	1	1	1	1	1
Yobe	1	1		1	1	1
Zamfara	1	1		1	1	1
FCT	1	1	1	1	1	1
Total	30	29	20	33	27	32
Percentages	90.91	87.88	60.61	100	81.82	96.97

Key

- A. *Making literacy programmes functional*
- B. *Provision of vocational activities*
- C. *Collaborating with Poverty Alleviation Institutions in the State*
- D. *Collaborating with International Development Partners*
- E. *Soliciting for stronger political-will*
- F. *Collaborating with NGOs and CBOs*

Table 3.6 shows that 90.91% of the States are using functional literacy to address developmental challenges. This is in line with UNESCO policy which states that literacy should not be for domestication. The more functional the literacy, the more the self-reliance are the recipients. Again 87.88% of the States are using vocational activities to address developmental issues. The more the learners are motivated through vocational activities, the more likely we attain the goals of NEEDS, SEEDS, & MDGs. This will also strengthen income generation activities of the learners for further developmental issues. Only 60.61% are collaborating with Poverty Alleviation Institutions which indicates that more efforts have to be put in place for more sectoral collaboration. The Table further shows that 100% are collaborating with the International Development Partners, particularly UNICEF to address developmental needs. About 81.82% are still soliciting for stronger political will and this indicates that State governments have to be more committed in using literacy for development. The table also shows that 96.97% of

the State Agencies are collaborating with NGOs and CBOs and this is good for grassroots development, ownership of the programme and sustainability of developmental activities.

Question 7 What is the total allocation of funds to adult education within the State Education sector between 1997 and 2008?

Table 3.7 below shows the total allocation to Adult Education within the State Education sector between 1997 and 2007.

Table 3.7 **Total Allocation of Funds to Adult Education within the State Education sector (1997 - 2008)**

States	1997			1998			1999		
	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%
Abia			#DIV/0!			#DIV/0!			#DIV/0!
Adamawa		51,361,320.00	#DIV/0!		52,583,665.00	#DIV/0!		59,466,490.00	#DIV/0!
Akwa Ibom			#DIV/0!			#DIV/0!			#DIV/0!
Anambra	40,480,000.00	Na	#VALUE!		44,788,000.00	#DIV/0!		57,379,000.00	#DIV/0!
Bauchi			#DIV/0!			#DIV/0!			#DIV/0!
Bayelsa			#DIV/0!			#DIV/0!	410,863,990.00	3,000,000.00	0.73
Benue	61,864,874.00	-	-	62,777,821.00	-	-	69,277,024.00	-	-
Borno	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Cross River	8,725,070.00	10,200,000.00	116.90	69,000,030.00	10,500,000.00	15.22	-	-	#VALUE!
Delta	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Ebonyi	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Edo	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Ekiti	51,045,655.00	2,500,000.00	4.90	58,445,655.00	3,767,040.00	6.45	85,513,000.00	8,715,545.00	10.19
Enugu	-	-	#VALUE!	-	120,000.00	#VALUE!	-	120,000.00	#VALUE!
Gombe	135,070,070.00	15,663,440.00	11.60	178,880,070.00	20,749,900.00	11.60	154,780,100.00	23,819,615.00	15.39
Imo	452,310,670.00	6,250,200.00	1.38	384,322,590.00	7,558,015.00	1.97	470,137,130.00	8,702,340.00	1.85
Jigawa	-	11,170,000.00	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Kaduna			#DIV/0!			#DIV/0!			#DIV/0!
Kano	Na	Na	#VALUE!	Na	Na	#VALUE!	Na	Na	#VALUE!
Katsina		3,875,252.00	#VALUE!	-	4,559,120.00	#VALUE!	-	4,632,120.00	#VALUE!
Kebbi		1,500,000.00	#DIV/0!		7,621,718.00	#DIV/0!		9,189,314.00	#DIV/0!
Kogi			#DIV/0!			#DIV/0!			#DIV/0!
Kwara	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Lagos	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Nassarawa	10,000,000.00	-	#VALUE!	10,000,000.00	-	#VALUE!	10,000,000.00	-	-
Niger	-	17,360,000.00	#VALUE!	300,801,101.00	19,600,000.00	6.52	431,997,936.00	12,450,000.00	2.88
Ogun	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Ondo	116,900,000.00	4,000,000.00	3.42	129,000,000.00	5,000,000.00	3.88	38,000,000,000.00	3,000,000.00	0.01
Osun	189,320,860.00	8,665,900.00	4.58	217,329,400.00	8,665,900.00	3.99	205,700,000.00	2,000,000.00	0.97
Oyo	682,000,000.00	6,600,000.00	0.97	595,711,000.00	7,800,000.00	1.31	664,199,102.00	11,900,000.00	1.79
Plateau	-	5,000,000.00	#VALUE!	-	4,000,000.00	#VALUE!	-	14,027,187.00	#VALUE!
Rivers	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Sokoto	-	15,409,113.93	#VALUE!	-	17,904,112.13	#VALUE!	-	19,405,823.60	#VALUE!

Taraba	400,000,000.00	15,000,000.00	3.75	500,000,000.00	15,000,000.00	3.00	550,000,000.00	20,000,000.00	3.64
Yobe	179,462,209.00	4,000,000.00	2.23	229,420,000.00	8,000,000.00	3.49	523,116,000.00	5,500.00	0.00
Zamfara	-	-	#VALUE!	-	6,279,000.00	#DIV/0!	-	14,227,847.00	#VALUE!
FCT	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
	2,327,179,408.00	178,555,225.93	7.67	2,735,687,667.00	244,496,470.13	8.94	41,575,584,282.00	272,040,781.60	0.65
States	2000			2001			2002		
	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%
Abia									
Adamawa		62,166,040.00			64,483,700.00			64,483,700.00	
Akwa Ibom									
Anambra		442,500,000.00			765,650,000.00			670,500,000.00	
Bauchi									
Bayelsa	1,087,960,840.00	10,000,000.00	0.92	5,710,000,000.00	10,000,000.00	0.18	5,443,000,000.00	-	-
Benue	68,783,992.00	-	-	69,842,764.00	-	-	72,992,641.00	-	-
Borno	-	-		-	-		-	-	
Cross River	-	-		3,291,235,020.00	66,229,700.00	2.01	3,751,582,260.00	65,326,330.00	1.74
Delta	-	-		-	30,000,000.00		-	30,000,000.00	
Ebonyi	-	-		-	-		-	-	
Edo	-	-		-	-		-	-	
Ekiti	110,685,565.00	13,646,201.00	12.33	156,815,565.00	14,712,080.00	9.38	180,621,813.00	16,200,020.00	8.97
Enugu	-	120,000.00			-		-	650,000.00	
Gombe	160,380,000.00	27,000,000.00	16.84						
Imo	1,605,115,930.00	8,729,000.00	0.54	3,943,112,320.00	8,729,000.00	0.22	4,350,775,450.00	5,943,600.00	0.14
Jigawa	-	-		-	-			65,652,044.00	
Kaduna									
Kano	Na	Na		Na	Na		Na	Na	
Katsina		16,155,330.00			29,393,196.00			34,882,952.00	
Kebbi		14,318,520.00			15,918,300.00			17,304,200.00	
Kogi									
Kwara	-	-		68,408,505.00	11,165,122.00	16.32	158,450,000.00	11,104,814.00	7.01
Lagos	-	-		-	-		-	-	
Nassarawa	10,000,000.00		-	10,000,000.00		-	10,000,000.00		-
Niger	720,411,900.00	12,020,000.00	1.67	2,519,929,662.00	51,100,000.00	2.03	2,014,805,935.00	46,100,000.00	2.29
Ogun	555,945,000.00	-		863,000,000.00		-	839,000,000.00		-
Ondo	712,000,000.00	13,520,000.00	1.90	272,733,000.00	7,690,000.00	2.82	1,259,745,000.00	15,000,000.00	1.19
Osun	422,703,000.00	12,000,000.00	2.84	436,000,000.00	500,000.00	0.11	436,000,000.00	500,000.00	0.11
Oyo	1,100,000,000.00	14,100,000.00	1.28	1,720,000,000.00	9,000,000.00	0.52	-	14,000,000.00	
Plateau	-	16,949,005.00		-	74,000,000.00		-	23,929,771.00	
Rivers	-	-		-	-		146,227,507.00	-	
Sokoto	-	21,820,357.55		-	24,566,883.30		-	25,708,901.12	
Taraba	600,000,000.00	25,000,000.00	4.17	1,500,000,000.00	30,000,000.00	2.00	1,600,000,000.00	35,000,000.00	2.19
Yobe	962,373,000.00	6,900,000.00	0.72	1,348,146,800.00	76,200,000.00	5.65	1,413,917,000.00	87,400,000.00	6.18
Zamfara	-	29,600,000.00			30,400,000.00		-	30,400,000.00	
FCT	2,074,000,000.00	na		1,831,000.00	151,000.00	8.25	2,306,000.00	158,000.00	6.85
	10,190,359,227.00	746,544,453.55	7.33	21,911,054,636.00	1,319,888,981.30	6.02	21,679,423,606.00	1,260,244,332.12	5.81
States	2003			2004			2005		

	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%
Abia			#DIV/0!			#DIV/0!			#DIV/0!
Adamawa		66,550,065.00	#DIV/0!		64,669,145.00	#DIV/0!		68,860,755.00	#DIV/0!
Akwa Ibom			#DIV/0!			#DIV/0!			#DIV/0!
Anambra	1,270,500,000.00	15,000,000.00	1.18	419,000,000.00	15,000,000.00	3.58	821,000,000.00	15,000,000.00	1.83
Bauchi			#DIV/0!			#DIV/0!			#DIV/0!
Bayelsa	2,500,000,000.00	10,000,000.00	0.40	3,659,000,000.00	-	-	8,807,271,700.00	-	-
Benue	74,869,463.00		-	75,836,020.00	-	-	71,300,000.00	-	-
Borno	1,388,900,000.00	144,800,000.00	10.43	1,418,500,000.00	201,400,000.00	14.20	4,156,300,000.00	268,100,000.00	6.45
Cross River	-	-	#VALUE!	3,001,345,150.00	64,998,400.00	2.17	3,000,926,110.00	62,526,040.00	2.08
Delta	-	30,000,000.00	#VALUE!	-	-	#VALUE!	-	35,800,000.00	#VALUE!
Ebonyi	-	-	#VALUE!	2,644,608,370.00	3,500,000.00	0.13	2,696,970,640.00	3,500,000.00	0.13
Edo	-	-	#VALUE!	-	-	#VALUE!	-	-	#VALUE!
Ekiti	2,917,259,984.00	21,333,165.00	0.73	324,450,000.00	19,000,000.00	5.86	426,980,000.00	18,433,927.00	4.32
Enugu	-	650,000.00	#VALUE!	481,050,000.00	-	#VALUE!	103,630,000.00	900,000.00	0.87
Gombe	1,452,661,500.00	63,134,360.00	4.35	3,524,025,000.00	40,485,000.00	1.15	3,524,025,000.00	40,485,000.00	1.15
Imo	4,338,313,580.00	5,943,600.00	0.14	3,768,126,522.00	5,943,600.00	0.16	9,996,908,954.00	5,943,600.00	0.06
Jigawa	-	-	#VALUE!	6,615,000,000.00	83,022,968.00	1.26	1,648,000,000.00	44,250,000.00	2.69
Kaduna			#DIV/0!			#DIV/0!			#DIV/0!
Kano	NA	NA	#VALUE!	NA	NA	#VALUE!	NA	NA	#VALUE!
Katsina		38,066,100.00	#DIV/0!		39,587,000.00	#DIV/0!		40,067,456.00	#DIV/0!
Kebbi		17,901,416.00	#DIV/0!		18,998,000.00	#DIV/0!		23,700,000.00	#DIV/0!
Kogi			#DIV/0!			#DIV/0!			#DIV/0!
Kwara	-	-	#VALUE!	89,100,000.00	11,594,779.00	13.01	619,647,750.00	7,085,000.00	1.14
Lagos	-	-	#VALUE!			#DIV/0!		7,500,000.00	#DIV/0!
Nassarawa	10,000,000.00		-	10,000,000.00		-	10,000,000.00		-
NigerI	1,831,996,117.00	56,270,000.00	3.07	1,728,974,354.00	51,840,000.00	3.00	3,743,474,293.00	54,410,000.00	1.45
Ogun	899,950,500.00		-	1,000,000,000.00		-	677,700,000.00		-
Ondo	2,436,467,000.00	5,340,000.00	0.22	683,988,000.00	3,000,000.00	0.44	1,623,677,000.00	6,440,000.00	0.40
Osun	1,314,677,630.00	50000	0.00	1,288,422,000.00	1000000	0.08	1,398,677,630.00	1,000,000.00	0.07
Oyo	-	12,000,000.00	#VALUE!	-	15,000,000.00	#VALUE!	-	35,000,000.00	#VALUE!
Plateau	-	47,129,253.00	#VALUE!	-	27,702,007.00	#VALUE!	-	28,408,772.00	#VALUE!
Rivers	321,838,743.00	32,227,441.00	10.01	194,574,108.00	33,261,622.00	17.09	196,926,952.00	33,511,213.00	17.02
Sokoto	-	26,227,234.00	#VALUE!	-	28,376,400.00	#VALUE!	-	31,442,329.00	#DIV/0!
Taraba	1,800,000,000.00	40,000,000.00	2.22	1,800,000,000.00	35,000,000.00	1.94	2,000,000,000.00	35,000,000.00	1.75
Yobe	1400000000	87,645,000.00	6.26	2973488000	129,000,000.00	4.34	4135076000	147,200,000.00	3.56
Zamfara	-	31,000,000.00	#VALUE!	-	34,000,000.00	#VALUE!	-	49,370,000.00	#VALUE!
FCT	2,293,000.00	333,000.00	14.52	4,056,000.00	285,000.00	7.03	5,396,000.00	163,000.00	3.02
	23,959,727,517.00	751,600,634.00	3.14	35,703,543,524.00	926,663,921.00	2.60	49,663,888,029.00	1,064,097,092.00	2.14

States	2006			2007			2008		
	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%	Total state budget on education	Total budget for ALE	%
Abia									
Adamawa		76,196,345.00			76,796,345.00			NA	
Akwa Ibom					10,000,000.00		8,900,000,000.00	50,000,000.00	0.56
Anambra	1,832,570,000.00	15,000,000.00	0.82	2,279,900,000.00	45,000,000.00	1.97		120,000,000.00	
Bauchi									

Bayelsa	15,035,000,000.00	-	-	14,570,000,000.00	-	-			
Benue	82,410,000.00	-	-	81,637,520.00	-	-	121,079,878.00	0	0
Borno	4,549,900,000.00	272,600,000.00	5.99	5,418,200,000.00	313,900,000.00	5.79			
Cross River	3,412,187,300.00	55,966,990.00	1.64	4,222,355,670.00	62,786,420.00	1.49	12,778,290,190.00	98,911,390.00	0.77
Delta	-	42,000,000.00		-	47,600,000.00		-	26,800,000.00	
Ebonyi	3,354,263,980.00	3,000,000.00	0.09	3,637,849,260.00	7,000,000.00	0.19	3,841,920,900.00	10,000,000.00	
Edo	-	-		-	-		-	-	
Ekiti	1,008,092,382.00	25,380,561.00	2.52	995,021,520.00	39,884,506.00	4.01	-	-	
Enugu	61,382,590.00	-		-	-		-	-	
Gombe	2,752,345,000.00	54,900,000.00	1.99	2,908,700,000.00	104,350,000.00	3.59	6433200000	77600000	1.21
Imo	5,101,079,302.00	5,943,600.00	0.12	6,153,551,401.00	17,760,000.00	0.29	5,693,305,562.00	17,760,000.00	0.31
Jigawa	1,580,000,000.00	59,943,600.00	3.79	1,380,000,000.00	31,500,000.00	2.28	-	-	
Kaduna									
Kano	NA	NA		NA	NA		NA	NA	
Katsina		40,844,913.00			44,157,962.00			50,734,085.00	
Kebbi		20,000,000.00			20,000,000.00			25,489,000.00	
Kogi									
Kwara	-	-		-	-		-	11,049,456.00	
Lagos		15,000,000.00			15,000,000.00			23,000,000.00	
Nassarawa	10,000,000.00		-	10,000,000.00		-	10,000,000.00		0
Niger1	3,821,678,194.00	61,340,000.00	1.61	2,433,805,058.00	76,250,000.00	3.13	6,162,248,387.00	126,910,000.00	2.06
Ogun	6,850,000,000.00		-	982,000,000.00		-	1,025,700,000.00		0
Ondo	3,698,030,000.00	22,857,000.00	0.62	3,657,196,000.00	31,662,000.00	0.87	8,404,248,000.00	37,774,000.00	0.45
Osun	1,863,539,626.00	1,000,000.00	0.05	5,075,991,280.00	1,000,000.00	0.02	-	-	
Oyo	6,020,000,000.00	22,000,000.00	0.37	4,200,000,000.00	20,000,000.00	0.48	1,885,000,000.00	20,000,000.00	1.06
Plateau	2,033,688,269.00	28,463,689.00	1.40	-	35,140,636.00		2,490,356,000.00	49,965,419.00	2.01
Rivers	208,720,327.00	4,655,051.00	2.23	218,977,456.00	42,612,408.00	19.46	-	-	
Sokoto	1,079,463,400.00	35,872,368.00	3.32	1,100,102,760.00	37,872,368.00	3.44	-	-	
Taraba	2,000,000,000.00	35,000,000.00	1.75	2,500,000,000.00	50,000,000.00	2.00	2,500,000,000.00	95,000,000.00	3.8
Yobe	-			7,032,028,000.00	182,444,000.00	2.59	9,660,036,000.00	22,840,000.00	0.24
Zamfara	-	52,300,000.00		-	72,717,677.00		-	120,000,000.00	
FCT	9,970,000.00	295,000.00	2.96	12,277,789.43	316,409.00	2.58	-	-	
	66,364,320,370.00	950,559,117.00	1.43	68,869,593,714.43	1,385,750,731.00	2.01	69,905,384,917.00	983,833,350.00	1.41

Table 3.7 above gives a comprehensive detail of the total allocation to adult education within the State Education Sector. Table 3.8 below gives a summary of total State Budget on Education and total budget for Adult Learning and Education from 1997 – 2008.

Table 3.8: Summary of Financial Allocation to Education and Adult Learning & Education (1997 – 2008)

Year	Total state budget on education	Total budget for ALE	Percentage
1997	2,327,179,408.00	178,555,225.93	7.67
1998	2,735,687,667.00	244,496,470.13	8.94
1999	41,575,584,282.00	272,040,781.60	0.65
2000	10,190,359,227.00	746,544,453.55	7.33
2001	21,911,054,636.00	1,319,888,981.30	6.02
2002	21,679,423,606.00	1,260,244,332.12	5.81
2003	23,959,727,517.00	751,600,634.00	3.14
2004	35,703,543,524.00	926,663,921.00	2.60
2005	49,663,888,029.00	1,064,097,092.00	2.14
2006	66,364,320,370.00	950,559,117.00	1.43
2007	68,869,593,714.43	1,385,750,731.00	2.01
2008	69,905,384,917.00	983,833,350.00	1.41
TOTAL	414,885,746,897.43	10,084,275,089.63	2.43

Table 3.8 shows that between 1997 and 2008, the percentage allocation of funds to Adult Education ranged between 0.65% - 8.94% of the total allocation of funds available to education. This result shows that less than 10% of the total amount of money available to the education sector goes into adult education in Nigeria.

Question 8: What is the total budgetary allocation to adult & non-formal education from other sectors?

Table 3.9 presents the total budgetary allocation to adult and non-formal education from other sectors between 1997 and 2008.

Table 3.9: Total Budgetary Allocation to Adult & Non-Formal Education from other Sectors

Year	LGA	Other Ministries	NGOs
1997	63,919,390.00	25,000.00	45,000.00
1998	71,330,767.00	27,000.00	49,000.00
1999	71,785,075.00	29,000.00	53,000.00
2000	35,705,972.00	32,300.00	46,000.00
2001	74,886,474.00	37,750.00	44,000.00
2002	77,683,199.00	43,400.00	47,000.00
2003	83,749,165.00	107,809.00	1,035,000.00
2004	170,120,544.77	328,250.00	1,039,000.00
2005	175,492,194.77	803,000.00	57,570.00
2006	180,174,194.77	409,000.00	59,570.00
2007	188,957,194.77	862,950.00	48,750.00
2008	166,539,195.77	64,850.00	-
	1,360,343,366.85	2,770,309.00	2,523,890.00

- A. Contributions from LGAs
- B. Contribution from other Ministries or Parastatals
- C. Contribution from NGOs and CBOs

Table 3.9 shows that the total allocation of funds to adult education from LGAs was the highest. This was followed by the contributions from other Ministries and CBOs. It is important to note that the contributions from the LGAs are very substantial to literacy activities.

Question 9: What are the budgetary allocations from the International Development Partners (IDPs) to literacy efforts?

Table 3.10 presents the summary of budgetary allocations and area of activities of International Development Partners.

Table 3:10 Budgetary Allocations of International Development Partners

Year	UNDP	UNESCO	UNICEF	DFID	WORLD BANK
1997	41,305,000.00	300,000.00	5,633,315.00	-	0
1998	37,500,000.00	-	5,401,686.60	-	0
1999	1,500,000.00	-	6,113,404.00	-	0
2000	200,000.00	-	12,773,876.00	-	0
2001	1,000,000.00	-	6,389,300.00	-	0
2002	100,000.00	-	7,184,550.80	-	0
2003	328,250.00	-	6,093,392.80	-	0
2004	6,548,000.00	240,000.00	15,043,141.00	-	0
2005	-	4,154,000.00	31,301,623.00	-	20,400,000.00
2006	-	-	67,034,860.68	-	0
2007	-	-	78,307,655.00	19,154,839.00	0
2008	-	-	4,325,000.00	-	0
Totals	88,481,250.00	4,694,000.00	245,601,804.88	19,154,839.00	20,400,000.00

Table 3.10 shows that UNICEF made the largest financial allocation to adult and non-formal education in Nigeria in the States. This was followed by the UNDP and the World Bank. UNESCO came fourth while the DFID was the least.

Question 10: What is the financial support to the State Agency from private companies?

Table 3.11 presents the summary of the financial support to State Agencies from private companies.

Table 3.11 Support to the State Agency from Private Companies

Year				
1997				0
1998				0
1999				0
2000				0
2001	282,000.00			0
2002				
2003				
2004				
2005				
2006				
2007				
2008				
Totals	282,000.00			

Company = Shell Petroleum Development Company of Nigeria (the only one reported)

Table 3.11 shows only the Shell Petroleum Development Company of Nigeria supported adult and non-formal education in Nigeria between 1997 and 2008.

Question 11: What financial support to State Agencies came from the civil society groups?

Table 3.12 presents the summary of the financial contributions of the civil society groups to adult and non-formal education between 1997 and 2008

Table 3.12 Support to State Agency from Civil Society Group

Year	NO. OF CBOs SUPPORTING	
	CBO1	CBO2
1997	29,000	
1998	43,800	
1999	51,500	
2000	62,400	
2001	69,600	
2002	85,000	
2003	253,000	
2004	253,000	81,000
2005	280,000	22,000
2006	292,000	12,000
2007	269,500	48,000
Total	1,688,800.00	163,000.00

Table 3.12 shows that a maximum of two Community-Based Organisations (CBOs) made financial contribution to Adult and Non-Formal Education in the States within the period under review.

Question 12: What financial support came to State agencies from learners?

Table 3.13 presents the summary of the financial support that came to State Agencies from learners between 1997 and 2008

Table 3.13 Support to State Agency from Learners

Year	Sokoto	Zamfara
1997	650000	
1998		
1999		
2000		
2001		
2002	500500	
2003	200000	
2004	700	
2005		
2006	500000	
2007		150,000.00
Total	1,851,200.00	150,000.00

Table 3.13 shows that only Sokoto and Zamfara States reported ever receiving any financial support from learners.

Question 13. What type of special direct or indirect support to adult learning and education was received by the States?

Table 3.14 gives the summary of special direct or indirect support to adult learning and education in the participating States.

Table 3.14 Special Direct or Indirect Support to ALE in the States

Year	Training		Paid Educational Leave	Scholarships	Learning Vouchers	Special Funds
	Gombe	Sokoto				
1997	800,000.00					
1998	875,000.00					
1999	925,000.00					
2000	1,035,000.00					
2001	1,550,000.00					
2002	1,750,000.00	1,000,000.00				
2003	1,850,000.00					
2004	2,200,000.00					
2005	2,750,000.00					
2006	3,750,000.00					
2007	4,850,000.00					
2008						
Totals	22,335,000.00	1,000,000.00				

Table 3.14 shows that only two States, Gombe and Sokoto received special or indirect financial support for training personnel for adult and non-formal education between 1997 and 2008.

Section Four

Quality of Adult Learning and Education: Provision, Participation and Achievement

This section presents data on the quality of adult learning and education in Nigeria between 1997 and 2008. Specifically, it provides information on the participation rates, access to programmes and the motivation and profile of target groups/learners. It presents a comprehensive monitoring and evaluation perspective taking into account the programmatic and individual level. It finally examines the human resources available for ALE and describes key initiatives and changes in this regard between 1997 and 2008.

Question 14. Give the enrolment figures (between 1997 and 2008) for male and female participation in basic literacy, post literacy, NFE girl-child, literacy by radio, vocational education, NFE boys drop-out

Tables 4.1 – 4. 8 give the summary of all items listed in question 14 above.

Table 4.1: Enrolment in Basic Literacy among Male and Female participants between 1997 and 2007

Year	Male	Female	Total
1997	124,819.00	171,424.00	341,743.00
1998	178,392.00	183,912.00	391,987.00
1999	179,693.00	180,857.00	392,244.00
2000	189,366.00	183,433.00	401,958.00
2001	226,152.00	222,522.00	448,674.00
2002	201,279.00	214,591.00	415,870.00
2003	177,421.00	196,052.00	373,473.00
2004	175,712.00	213,629.00	391,987.00
2005	183,485.00	226,663.00	410,148.00
2006	194,350.00	222,418.00	416,768.00
2007	175,724.00	210,961.00	386,685.00

Table 4.1 presents the summary of male and female population that attended basic literacy classes in Nigeria between 1997 and 2007. On the average more women participated in basic literacy classes than men.

Yobe	-	-	-	-	-	-	-	-	-
Zamfara	659	31	690	659	31	690	659	31	690
FCT			-			-			-
Total	26,896	25,092	51,988	21,492	28,212	49,704	29,051	38,173	67,224
States	2000			2001			2002		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia			-			-			-
Adamawa			-			-	1,256	563	1,819
Akwa Ibom	5,160	5,323	10,483	4,383	3,724	8,107	3,750	4,783	8,533
Anambra			-			-			-
Bauchi			-			-			-
Bayelsa	-	-	-	22	271	293			-
Benue	1,152	2,660	3,812	1,835	5,945	7,780	2,298	6,218	8,516
Borno	-	-	-	5,906	2,580	8,486	5,153	2,572	7,725
Cross River	4,468	5,693	10,161	4,468	5,693	10,161	6,030	9,987	16,017
Delta	-	-	-	-	-	-	-	-	-
Ebonyi			-	11,055	11,498	22,553	12,835	12,966	25,801
Edo	-		-			-			-
Ekiti			-			-			-
Enugu	-		-			-			-
Gombe	157	512	669	11,431	1,492	12,923	2,081	1,869	3,950
Imo	6,437	12,395	18,832	7,693	1,124	8,817	3,211	6,748	9,959
Jigawa	-		-			-			-
Kaduna			-			-			-
Kano	3,711	2,171	5,882	8,079	935	9,014	8,328	756	9,084
Katsina			-			-			-
Kebbi			-			-			-
Kogi			-			-			-
Kwara	530	94	624	331	126	457	130	57	187
Lagos	-	-	-	1,252	1,734	2,986	1,151	1,867	3,018
Nassarawa	-	-	-	-	-	-	-	-	-
Niger	105	80	185	142	80	222	150	90	240
Ogun	-	-	-	-	-	-	-	-	-
Ondo	1,082	438	1,520	1,044	451	1,495	1,024	419	1,443
Osun	4,500	6,200	10,700	140	90	230	150	106	256
Oyo	3,280	4,640	7,920	-	-	-	1,082	1,334	2,416
Plateau	-	-	-			-			-

Rivers	-	-	-	-	-	-	-	-	-
Sokoto	750	57	807	846	220	1,066	-	-	-
Taraba			-			-			-
Yobe	-	-	-	-	-	-	-	-	-
Zamfara	690	447	1,137	7,120	600	7,720			-
FCT			-	3,445	2,995	6,440			-
Total	32,022	40,710	72,732	69,192	39,558	108,750	48,629	50,335	98,964

States	2003			2004			2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia			0			0			0
Adamawa			0			0			0
Akwa Ibom	3,326	3,286	6612	4611	3959	8570	4059	4648	8707
Anambra			0			0			0
Bauchi			0			0			0
Bayelsa			0			0			0
Benue	-	-	0	3597	8622	12219	2936	9503	12439
Borno	13,024	2,260	15284	4898	2261	7159	2818	1510	4328
Cross River	5,900	7,980	13880	5900	7980	13880	7900	5111	13011
Delta	-	-	0	0	0	0	0	0	0
Ebonyi	12,134	13,889	26023	13021	14489	27510	14044	15140	29184
Edo			0			0			0
Ekiti			0			0			0
Enugu			0			0			0
Gombe	-	-	0	0	0	0	0	0	0
Imo	-	-	0	0	0	0	0	0	0
Jigawa			0			0			0
Kaduna			0			0			0
Kano	-	-	0	8178	13141	21319	6518	3219	9737
Katsina			0			0			0
Kebbi			0			0			0
Kogi			0			0			0
Kwara	165	49	214	140	101	241	198	108	306
Lagos	1,224	2,880	4104	1125	1460	2585	1005	1414	2419
Nassarawa	-	-	0	0	0	0	0	0	0
Niger	160	80	240	150	45	195	170	55	225
Ogun	-	-	0	0	0	0	0	0	0
Ondo	914	324	1238	945	341	1286	945	345	1290
Osun	159	110	269	190	234	424	201	380	581
Oyo	628	810	1438	0	0	0	1548	2096	3644
Plateau			0			0			0
Rivers			0			0			0

Sokoto	563	161	724	445	156	601	2516	700	3216
Taraba			0			0			0
Yobe			0			0			0
Zamfara			0			0			0
FCT	3,889	3,191	7080	1207	857	2064	1453	2354	3807
Total	42,086	35,020	77,106	44,407	53,646	98,053	46,311	46,583	92,894

States	2006			2007		
	Male	Female	Total	Male	Female	Total
Abia			0			0
Adamawa			0			0
Akwa Ibom	3688	6358	10046	4660	7199	11859
Anambra			0			0
Bauchi			0			0
Bayelsa			0			0
Benue	2986	9103	12089	2639	5991	8630
Borno	5048	2475	7523	0	0	0
Cross River	6900	5111	12011	6030	7987	14017
Delta	0	0	0	4127	7484	11611
Ebonyi	10047	12763	22810	10095	12820	22915
Edo			0			0
Ekiti			0			0
Enugu			0			0
Gombe	0	0	0	3442	2545	5987
Imo	0	0	0	4530	7781	12311
Jigawa			0			0
Kaduna			0			0
Kano	8178	1314	9492	88485	2330	90815
Katsina			0			0
Kebbi			0			0
Kogi			0			0
Kwara	9960	5040	15000	0	0	0
Lagos	1668	2308	3976	0	0	0
Nassarawa	520	182	702	2077	2336	4413
Niger	180	60	240	97	70	167
Ogun	0	0	0	322	327	649
Ondo	674	676	1350	674	676	1350
Osun	220	403	623	120	168	288
Oyo	1078	1772	2850	0	0	0
Plateau			0			0
Rivers			0			0
Sokoto	692	295	987	1182	546	1728
Taraba			0			0
Yobe			0			0
Zamfara			0			0
FCT	1272	2613	3885	1813	2447	4260
Total	53,111	50,473	103,584	130,293	60,707	191,000

Table 4.3 Summary of Enrolment in Post Literacy among Male and Female participants between 1997 and 2007

Year	Male	Female	Total
1997	26,896.00	25,092.00	51,988.00
1998	21,492.00	28,212.00	49,704.00
1999	29,051.00	38,173.00	67,224.00
2000	32,022.00	40,710.00	72,732.00
2001	69,192.00	39,558.00	108,750.00
2002	48,629.00	50,335.00	98,964.00
2003	42,086.00	35,020.00	77,106.00
2004	44,407.00	53,646.00	98,053.00
2005	46,311.00	46,583.00	92,894.00
2006	53,111.00	50,473.00	103,584.00
2007	130,293.00	60,707.00	191,000.00
2008			

Tables 4.2 and 4.3 present the trend in the participation of male and female in post literacy classes between 1997 and 2007. While Table 4.2 presents a comprehensive report on participation in post literacy programme, Table 4.3 gives the summary.

Nassarawa										805	0
Niger	870.00	756.00	1,447.00	1,963.00	573.00	989.00	507.00	687	1146	1940	1550
Ogun	-	-						42	25	21	18
Ondo	-	-									
Osun	-	-	-								
Oyo	-	-	-	-							
Plateau	-	-	-								
Rivers	-	-	-	-							
Sokoto	3,474.00	6,759.00	5.00	6,757.00	-	3,954.00	4,341.00	4341	9110	13275	
Taraba											
Yobe	-	-	-								
Zamfara	1230	2,146.00	3,270.00	4,694.00	2,810.00	2,810.00	0	10482	11104	0	0
FCT					150.00	144.00	169.00	758	507	1009	1205
Total	20,143.00	24,797.00	22,238.00	29,981.00	9,438.00	12,468.00	10,750.00	29,559.00	42,543.00	40,107.00	19,872.00

Table 4.4 shows the number of girl-child that participated in non-formal education programme between 1997 and 2008. Many States did not attach much prominence to the participation of the girl-child in non-formal education.

Kwara				166.00	60.00		37.00	182.00	
Lagos							6.00	38.00	
Nassarawa	-	-	-	-	-	-	-	-	-
Niger	102.00	-		103.00			75.00	-	
Ogun	-	-	-	-	-	-	-	-	-
Ondo	123.00	843.00		487.00	434.00		109.00	770.00	
Osun	160.00	211.00		96.00	90.00		110.00	107.00	
Oyo									
Plateau									
Rivers							38.00	111.00	
Sokoto	10.00	-		22.00	7.00				
Taraba									
Yobe									
Zamfara	-								
FCT				229.00	57.00		187.00	61.00	
Total	1,650.00	2,246.00	-	1,709.00	1,661.00	-	992.00	1,784.00	-
States	2003			2004			2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Abia									
Adamawa		216.00			225			280	
Akwa Ibom									
Anambra									
Bauchi									
Bayelsa	0	-	0	0	0	0	0	0	0
Benue	525	598		348	640		153	344	
Borno									
Cross River	55	270.00		58	275		60	350	
Delta									
Ebonyi	10	145.00		24	176		-	150	
Edo									
Ekiti									
Enugu	0	-	0	0	0	0	0	0	0
Gombe									
Imo									
Jigawa									
Kaduna									
Kano	263			169			50		
Katsina									
Kebbi									
Kogi									
Kwara	127	209.00		116	212		115	312	
Lagos	5	50.00		10	60		7	78	
Nassarawa	0	-	0	0	0	0	0	0	0
Niger	85			45	0		164	0	

		-							
Ogun	0	-	0	0	0	0	0	0	0
Ondo	84	687.00		125	820		350	500	
Osun	107	105.00		168	509		168	509	
Oyo	2740	4,110.00		190	286				
Plateau									
Rivers	37	138.00		178	602		900	1199	
Sokoto	66	36.00		71	112		117	122	
Taraba									
Yobe									
Zamfara									
FCT	259	95.00		414	154		441	169	
Total	4,363.00	6,443.00	-	1,916.00	3,846.00	-	2,525.00	3,733.00	-
States	2006			2007					
	Male	Female	Total	Male	Female	Total			
Abia									
Adamawa		0			0				
Akwa Ibom									
Anambra									
Bauchi									
Bayelsa									
Benue	41	58		35	33				
Borno									
Cross River	58	349		61	382				
Delta									
Ebonyi	0	188		0	232				
Edo									
Ekiti									
Enugu	0	0	0	0	0	0			
Gombe				86	64				
Imo					221				
Jigawa									
Kaduna									
Kano	0	0	0	0	0	0			
Katsina									
Kebbi									
Kogi									
Kwara	122	321		0	0	0			
Lagos	3	97		4	266				
Nassarawa	0	0	0		966				
Niger	162	0		232	0				
Ogun	0	0	0	10	11				
Ondo	350	500		350	500				
Osun	202	830		300	212				
Oyo									
Plateau				226	607				

Rivers	1000	1300						
Sokoto	410	500		506	835			
Taraba								
Yobe								
Zamfara								
FCT		0	0	438	405			
Total	2,348.00	4,143.00	-	2,248.00	4,734.00	-		

Table 4.7 Summary of Enrolment into Vocational Education between 1997 and 2007

	MALE	FEMALE	TOTAL
1997	1,917	1,769	3,686
1998	1,414	2,010	3,424
1999	1,520	2,163	3,683
2000	1,650	2,246	3,896
2001	1,709	1,661	3,370
2002	992	1,784	2,776
2003	11,862	11,633	23,495
2004	23,724	23,266	46,990
2005	47,448	46,532	93,980
2006	94,896	93,064	187,960
2007	187,132	186,128	373,260

Tables 4.6 and 4.7 present participation of male and female in vocational education in Nigeria between 1997 and 2008

Lagos	-	-	-	-							
Nassarawa											
Niger											
Ogun	-	-	-				63	42	40	43	
Ondo	-	-	-								
Osun	-	-	-								
Oyo	-	-	-	-							
Plateau	-	-	-	-							
Rivers	-	-	-	-							
Sokoto											
Taraba											
Yobe	-	-	-								
Zamfara											0
FCT											
Total	18,748.00	19,683.00	20,417.00	20,374.00	1,964.00	1,017.00	1,418.00	1,533.00	2,474.00	4,174.00	914.00

Table 4.8 above shows that only six States reported on Boys' Drop Out from Non-Formal Education. Other States have no records that show Boys' Drop Rate from Non-Formal Education

Question 15: Do you conduct the assessment of your programme?

Table 4.9 gives the responses of the States to the question above.

Table 4.9 Conduct of assessment of programmes?

States	A	
	YES	NO
Abia	NA	NA
Adamawa	1	
Akwa Ibom	1	
Anambra	1	
Bauchi	NA	NA
Bayelsa	1	
Benue	1	
Borno	1	
Cross River	1	
Delta	1	
Ebonyi	1	
Edo	1	
Ekiti	1	
Enugu	1	
Gombe	1	
Imo	1	
Jigawa	1	
Kaduna	NA	NA
Kano	1	
Katsina	1	
Kebbi	1	
Kogi	NA	NA
Kwara	1	
Lagos	1	
Nassarawa	1	
Niger	1	
Ogun	1	
Ondo	1	
Osun	1	
Oyo	1	
Plateau	1	
Rivers	1	
Sokoto	1	
Taraba	NA	
Yobe	1	
Zamfara	1	
FCT	1	
Total	33	0
Percentages	100.00	0.00

From table 4.9, it could be inferred that all the participating States conducted the assessment of their programmes.

Question 16: What are the assessment methods used in ALE.

Table 4.10 presents the summary of the responses of the States to the Question above.

Table 4.10 Assessment methods used in ALE.

States	A		B		C		D		E	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA		
Adamawa	1		1		1			1		1
Akwa Ibom	1		1		1		1		1	
Anambra	1		1		1		1			1
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA		
Bayelsa	1		1		1		1		1	
Benue	1		1		1		1		1	
Borno	1			1	1			1		1
Cross River	1			1	1		1		1	
Delta	1			1	1		1		1	
Ebonyi	1		1		1		1		1	
Edo	1		1		1		1		1	
Ekiti	1		1			1	1		1	
Enugu		1		1		1	1			1
Gombe	1		1		1		1		1	
Imo	1		1		1		1			1
Jigawa		1		1	1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA		
Kano	1			1	1		1		1	
Katsina	1		1		1			1		1
Kebbi		1		1	1			1		1
Kogi	NA	NA	NA	NA	NA	NA	NA	NA		
Kwara	1		1		1		1		1	
Lagos	1		1		1		1			1
Nassarawa	1		1		1		1		1	
Niger	1		1		1		1		1	
Ogun		1	1		1		1		1	
Ondo	1			1	1			1	1	
Osun	1		1		1		1		1	
Oyo	1		1		1		1		1	
Plateau	1		1		1		1		1	
Rivers		1		1	1		1		1	
Sokoto	1		1		1			1		1
Taraba	1	1	1	1	1	1	1	1	1	1
Yobe	1			1	1		1		1	
Zamfara		1		1	1		1		1	
FCT		1	1		1		1			1
Total	26	7	22	11	31	2	27	6	23	10
Percentages	78.79	21.21	66.67	33.33	93.94	6.06	81.82	18.18	69.70	30.30

Key

- A. Tests
- B. Assignments
- C. Examinations

- D. Observations
E. Practical

Table 4.10 shows 78.79% of the States used Tests as their assessment methods. Only 66.67% give assignments while a large number (93.94%) conduct examinations. The table also shows that 81.82% based their assessment methods on observations while 69.70% conduct practical classes.

Question 17: What are the measures undertaken to mobilize learners for increased participation Adult Learning and Education programmes?

Table 4.11 gives the summary of the responses of the States to the question above.

Table 4.11 Measures undertaken to mobilize learners for increased participation?

States	A		B		C		D	
	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA
Adamawa	1		1			1		
Akwa Ibom	1		1		1			
Anambra	1		1		1	1		
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA
Bayelsa	1		1		1		1	
Benue	1		1		1		1	
Borno	1		1		1		1	
Cross River	1		1		1		1	
Delta	1			1		1		1
Ebonyi	1		1		1		1	
Edo	1		1		1		1	
Ekiti	1		1			1		1
Enugu	1		1		1		1	
Gombe	1		1		1		1	
Imo	1		1		1		1	
Jigawa	1		1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA
Kano	1		1		1		1	
Katsina	1		1		1		1	
Kebbi	1		1				1	
Kogi	NA	NA	NA	NA	1	NA	NA	NA
Kwara	1		1		1		1	
Lagos	1		1			1		1
Nassarawa	1		1		1		1	
Niger	1		1		1		1	
Ogun	1		1		1		1	
Ondo	1		1		1		1	
Osun	1		1		1		1	
Oyo	1		1		1		1	
Plateau	1		1		1		1	
Rivers	1		1		1		1	

Sokoto	1		1			1		1
Taraba	1	1	1	1	1	1		1
Yobe	1		1		1		1	
Zamfara	1		1		1		1	
FCT	1		1		1		1	
Total	32		32	1	28	6	25	5
Percentages	100	0.00	96.97	3.03	84.85	18.18	75.76	15.15

Key:

- A. *Advocacy and Sensitization*
- B. *Use of Traditional Institutions*
- C. *Use of Media Houses*
- D. *Others*

Table 4.11 shows that 100% of the States used advocacy and sensitization, 96.97% used traditional institutions; 84.85% used media houses, while 75.76% used other means to mobilise learners for increased participation.

Question 18: What are the linkages between formal and non-formal education?

Table 4.12 gives the summary of the linkages between formal and non-formal education.

Table 4.12 Linkages between formal and non-formal education

States	A		B		C		D	
	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA
Adamawa	1		1			1		1
Akwa Ibom	1		1		1			1
Anambra	1		1			1		1
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA
Bayelsa	1		1		1			1
Benue	1		1		1			1
Borno	1		1			1		1
Cross River	1		1		1		1	
Delta	1		1			1	1	
Ebonyi	1		1		1			1
Edo	1		1			1		1
Ekiti	1			1		1		1
Enugu	1		1		1			1
Gombe	1		1			1		1
Imo	1		1		1			1
Jigawa	1		1			1		1
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA
Kano		1	1		1			1
Katsina	1		1			1		1
Kebbi		1	1			1		1
Kogi	NA	NA	NA	NA	NA	NA	NA	NA
Kwara	1			1	1			1
Lagos		1		1		1		1
Nassarawa		1		1		1		1
Niger	1		1			1		1

Ogun	1			1		1		1
Ondo	1		1		1			1
Osun	1		1			1	1	
Oyo	1		1			1	1	
Plateau		1	1		1		1	
Rivers	1		1			1		1
Sokoto		1		1		1	1	
Taraba	1		1			1	1	
Yobe		1		1		1	1	
Zamfara	1		1			1	1	
FCT		1	1			1		1
Total	25	8	26	7	11	22	9	24
Percentages	75.76	24.24	78.79	21.21	33.33	66.67	27.27	72.73

Key:
A. Certification
B. Examination
C. Transfer
D. Mainstreaming

Table 4.12 indicates that 75.76% used certification; 78.79% used examinations; 33.33% used transfer; while 27.27% used mainstreaming as the linkage between formal and non-formal education.

Question 19: What are the qualifications of the adult facilitators?

Table 4.13 gives the analysis of the data on the qualifications of the adult facilitators.

Table 4.13 Qualifications of Adult facilitators

States	A	B	C	D	E	F	G
Abia	NA						
Adamawa			1	1	1	1	1
Akwa Ibom	1	1	1	1	1	1	
Anambra			1	1	1	1	1
Bauchi	NA						
Bayelsa			1	1	1	1	1
Benue		1	1	1	1	1	1
Borno				1	1	1	1
Cross River			1	1	1	1	1
Delta		1	1	1	1	1	1
Ebonyi		1	1	1	1	1	1
Edo	1	1	1	1	1	1	
Ekiti						1	1
Enugu		1	1	1	1	1	1
Gombe	1			1	1		1
Imo			1			1	1
Jigawa		1	1	1	1	1	
Kaduna	NA	NA	A	NA	NA	NA	NA
Kano			1	1	1	1	

States	A	B	C	D	E	F	G
Katsina	1	1	1	1	1	1	1
Kebbi	1	1	1	1	1		
Kogi	NA	NA	NA	NA	NA	NA	NA
Kwara						1	1
Lagos	1		1			1	
Nassarawa	1	1	1	1	1	1	
Niger	1	1	1	1	1	1	1
Ogun			1			1	1
Ondo						1	
Osun			1			1	1
Oyo			1			1	
Plateau	1	1	1	1	1	1	
Rivers		1	1			1	1
Sokoto	1	1	1	1	1	1	
Taraba		1	1	1	1	1	1
Yobe		1	1	1	1	1	
Zamfara	1	1	1	1	1	1	
FCT		1	1	1	1	1	1
Totals	11	18	28	24	24	31	19
Percentages	33.3	54.5	84.8	72.73	64.9	93.9	57.6

Key:

- A. Post Literacy
- B. WAEC/NECO
- C. Grade II
- D. Certificate in Adult Education
- E. Diploma
- F. NCE
- G. Graduate

Table 4.13 shows that adult facilitators used various qualifications in facilitating adult learning and education in Nigeria. About 33.3% of them possessed only Post Literacy Certificates. About 54.5% of them possessed WAEC/NECO while 84.8% were Grade II certificate holders. The table further shows that 72.73% were holders of certificate in adult education; 64.9% were diploma holders; 93.9% were NCE holders, while 57.6% were graduates from Universities.

Question 20. Do you conduct the assessment of your programmes?

Table 4.14 below presents the summary of the responses from the States with regards to the conduct of assessment programmes

Table 4.14 Assessment of Programmes

States	A	
	YES	NO
Abia	NA	NA
Adamawa	1	
Akwa Ibom	1	
Anambra	1	
Bauchi	NA	NA
Bayelsa	1	
Benue	1	

States	A	
	YES	NO
Borno	1	
Cross River	1	
Delta	1	
Ebonyi	1	
Edo	1	
Ekiti	1	
Enugu	1	
Gombe	1	
Imo	1	
Jigawa	1	
Kaduna	NA	NA
Kano	1	
Katsina	1	
Kebbi	1	
Kogi	NA	NA
Kwara	1	
Lagos	1	
Nassarawa	1	
Niger	1	
Ogun	1	
Ondo	1	
Osun	1	
Oyo	1	
Plateau	1	
Rivers	1	
Sokoto	1	
Taraba	NA	
Yobe	1	
Zamfara	1	
FCT	1	
Total	33	0
Percentages	100.00	0.00

Table 4.14 above shows that all the participating States usually conduct assessment programmes.

Question 21. What assessment methods do you use?

Table 4.15 below presents the summary of the responses from the States.

Table 4.15 Assessment Methods Used by the States

States	A		B		C		D		E	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA		
Adamawa	1		1		1			1		1
Akwa Ibom	1		1		1		1		1	
Anambra	1		1		1		1			1
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA		
Bayelsa	1		1		1		1		1	
Benue	1		1		1		1		1	
Borno	1			1	1			1		1
Cross River	1			1	1		1		1	
Delta	1			1	1		1		1	
Ebonyi	1		1		1		1		1	
Edo	1		1		1		1		1	
Ekiti	1		1			1	1		1	
Enugu		1		1		1	1			1
Gombe	1		1		1		1		1	
Imo	1		1		1		1			1
Jigawa		1		1	1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA		
Kano	1			1	1		1		1	
Katsina	1		1		1			1		1
Kebbi		1		1	1			1		1
Kogi	NA	NA	NA	NA	NA	NA	NA	NA		
Kwara	1		1		1		1		1	
Lagos	1		1		1		1			1
Nassarawa	1		1		1		1		1	
Niger	1		1		1		1		1	
Ogun		1	1		1		1		1	
Ondo	1			1	1			1	1	
Osun	1		1		1		1		1	
Oyo	1		1		1		1		1	
Plateau	1		1		1		1		1	
Rivers		1		1	1		1		1	
Sokoto	1		1		1			1		1
Taraba										
Yobe	1			1	1		1		1	
Zamfara		1		1	1		1		1	
FCT		1	1		1		1			1
Total	25	7	21	11	30	2	26	6	22	10
Percentages	75.76	21.21	63.64	33.33	90.91	6.06	78.79	18.18	66.67	30.30

Key:

- A. Test
- B. Assignments
- C. Examinations

- D. Observations
E. Practical

From Table 4.15 above, responses from the participating States indicate the following trends: tests (75.76%); assignments (63.64%); examinations (90.91%); observations (78.79%); and practical (66.67%).

Question 22. Which of the following measures have undertaken to mobilise learners for increased participation?

Table 4.16 below presents the summary of the responses from the States to the question above.

Table 4.16. Measures Undertaken to Mobilise Learners for Increased Participation

States	A		B		C		D	
	YES	NO	YES	NO	YES	NO	YES	NO
Abia	NA	NA	NA	NA	NA	NA	NA	NA
Adamawa	1		1			1		
Akwa Ibom	1		1		1			
Anambra	1		1		1	1		
Bauchi	NA	NA	NA	NA	NA	NA	NA	NA
Bayelsa	1		1		1		1	
Benue	1		1		1		1	
Borno	1		1		1		1	
Cross River	1		1		1		1	
Delta	1			1		1		1
Ebonyi	1		1		1		1	
Edo	1		1		1		1	
Ekiti	1		1			1		1
Enugu	1		1		1		1	
Gombe	1		1		1		1	
Imo	1		1		1		1	
Jigawa	1		1		1		1	
Kaduna	NA	NA	NA	NA	NA	NA	NA	NA
Kano	1		1		1		1	
Katsina	1		1		1		1	
Kebbi	1		1				1	
Kogi	NA	NA	NA	NA	1	NA	NA	NA
Kwara	1		1		1		1	
Lagos	1		1			1		1
Nassarawa	1		1		1		1	
Niger	1		1		1		1	
Ogun	1		1		1		1	
Ondo	1		1		1		1	
Osun	1		1		1		1	
Oyo	1		1		1		1	
Plateau	1		1		1		1	
Rivers	1		1		1		1	
Sokoto	1		1			1		1

States	A		B		C		D	
	YES	NO	YES	NO	YES	NO	YES	NO
Taraba								
Yobe	1		1		1		1	
Zamfara	1		1		1		1	
FCT	1		1		1		1	
Total	32		31	1	27	6	25	4
Percentages	96.97	0.00	93.94	3.03	81.82	18.18	75.76	12.12

Key:

- A. *Advocacy*
- B. *Use of Traditional Institutions*
- C. *Use of Media Houses*
- D. *Others*

Table 4.16 above shows that about 96.97% use advocacy; 93.94% use traditional institutions; 81.82% use media houses while 75.76% use other measures to mobilise learners for increased participation in adult learning and education

Question 23. Does ALE lead to certification and national awards?

Table 4.17 below presents the summary of the responses from the States to the question above.

Table 4.17: ALE Leading to Certification and National Awards

States	A	
	YES	NO
Abia	NA	NA
Adamawa		1
Akwa Ibom	1	
Anambra	1	
Bauchi	NA	NA
Bayelsa	1	
Benue	1	
Borno	1	
Cross River	1	
Delta	1	
Ebonyi	1	
Edo	1	
Ekiti	1	
Enugu	1	
Gombe	1	
Imo	1	
Jigawa		
Kaduna	NA	NA
Kano	1	
Katsina	1	
Kebbi	1	
Kogi	NA	NA
Kwara	1	
Lagos	1	
Nassarawa	1	
Niger	1	
Ogun	1	
Ondo	1	
Osun	1	
Oyo	1	
Plateau	1	
Rivers	1	
Sokoto		1
Taraba	NA	
Yobe	1	
Zamfara	1	
FCT	1	
Total	29	2
Percentages	87.88	6.06

From Table 4.17 above it can be inferred that 87.88% of the participating States admitted that ALE leads to certification and national awards.

Section Five

Research, Innovation and Good Practice in Adult Learning and Education in Nigeria

This section provides the latest information about research developments, innovations and good practice in adult learning and education in Nigeria.

5.1 Which key studies in Adult Education have been undertaken in your state recently within the last five years?

Below is the summary of the various researches that have been carried out in the states within the last five years:

- An evaluation of the adequacy of the provisions for adult education in the National Policy on Education and its implementation.
- Strategies for achieving the adult education component of EFA in the South-East Zone
- Citizens' participation as a strategy for community development.
- Evaluation of the adequacy of the provision of Adult Education into the National Policy on Education.
- Non-participation by Adult Learning and Education by stakeholders
- Integration of Tsangaya into Basic Western Education
- Is adult Education Policy adequacy for NFE in Imo.
- Socio-economic problems of adult learners.
- Receptivity to learning by adults.
- Learning of needs of the adults.
- Problems of funding adult literacy programme
- Causes of high drop- out rate in adult and non-formal education.
- A study on HIV/AIDS awareness.
- Literacy survey on the high rate of illiteracy in Lagos and Yobe States

5.2 What were the major questions addressed and promoted by these studies?

Based on the responses from the State Agencies for Adult and Non-Formal education, the following were the major questions addressed and promoted by the studies cited in 6.2 above:

- Poor funding, lack of coordination and communication gap
- Provision of shelter for Quranic teachers
- Inadequacy of policy provisions and implementation of adult education programmes
- Lack of awareness on the importance and role of Adult Learning and Education in community development.
- Enhancement of adult literacy classes.
- Adult Education must be 100% free for the people.
- Learning centres must be within easy reach of the learners.
- Provision of necessary facilities/materials to enhance learning capability of the adult learners.

- What makes learners begin a programme but fail to complete it.
- How illiteracy has contributed to the prevalence of HIV/AIDS in Nigeria.
- How literacy can reduce the rate of HIV/AIDS infection in Nigeria.

5.3 What are the key findings?

- Policy provisions for adult education in Nigeria are inadequate.
- Inadequate funding; poor implementation of adult education programmes.
- Poorly specified goals for adult education in Nigeria
- Unplanned scheme of work affects the adult education programme in the States
- Poor implementation of adult education programmes
- Lack of learning materials make many learners to withdraw from literacy classes.
- Lack of motivation prevents learners from participating in adult education programmes.
- There is the need to update the Primers currently being used in our literacy classes.
- There is the urgent need for regular training and capacity building for all the supervisors, facilitators and organisers of adult literacy classes.
- Reasons for dropout, or non-completion of programme include distance from learning centres, inappropriate timing of lessons, poverty and lack of interest.
- Literacy awareness leads to prevention of HIV/AIDS

5.4 To what extent did these findings inform policies and practices?

The responses from the State Agencies with regard to how the findings from the studies carried out in their states inform policy and practice are highlighted below:

- Recommendations were forwarded to appropriate quarters for policy review
- Findings have established a funding system in the State by LGA and State for NFE programmes.
- Policy makers promised to take necessary actions on their findings in due course.
- Some States have increased budgetary allocation for adult education activities.
- Increase awareness of stakeholders on relevance of Adult Learning and Education
- Initiatives are now on to update existing primers.
- To a great extent, government is emphasising the need for literacy awareness among the populace.
- Increase funding by the government to some of the agencies and conversion of part-time facilitators to permanent staff.

5.5 How did they influence practices?

The following are the examples cited by the respondents about how the findings from their studies influence practices:

- Proposals have been forwarded to the Ministry of Education on the way forward.
- There is increase in funding by the State/LGA for literacy activities.
- More literacy facilitators have been recruited, more literacy centres opened, prompt payment of stipend to part-time instructors.
- Increase participation by LGAs and NGOs in ALE.
- Through advocacy, mobilisation and sensitization.

- More facilitators have been employed, more centres opened, improve division of labour between States and LGAs.
- Many adult literacy centres have been equipped with adequate learning materials.
- Increase participation in Adult Learning and Education.
- People are now aware of the dangers of HIV/AIDS

5.6 Innovations and examples of good practices in the State from 1997 – date.

Respondents were requested to identify innovations and examples of good practices in Adult Learning and Education between 1997 and 2008. Their responses centred on these issues:

- Improved participatory teaching learning methods; constant mobilisation of learners.
- Policy formulation in the State, people-centred learning programmes; increase in funding, mobilisation of chiefs, learners and policy makers
- Teaching learning methods through capacity building sensitisation.
- Each -one –teach- one, public enlightenment campaign.
- Updated policy and the introduction of meet the people mobilisation campaigns.
- Capacity building for instructors/facilitators and increase awareness of adult education among the people.
- Running of NFE by LGA, provision of primers, sensitization rallies
- Increase in facilitators allowance, continuous sensitisation and mobilisation of community leaders/learners in some LGAs.
- House to house campaign – 1997 – 2008;
- Inclusion of adult and non-formal education in SUBEB Law

5.7 Why do you consider them as innovation?

The respondents indicated that these are considered innovations and good practices for the following reasons:

- Radio Literacy programme was able to reach more illiterate adults than before.
- People -centred empowerment programme in form of vocational improvement activities came into being.
- Arabic education was integrated into western education, a situation that was thought to be impossible before.
- All three tiers of government now collaborate with each other in taking care of literacy through participatory literacy programme.
- Mainstreaming of adult learners into formal schools was started. This was a thing that was regarded as something too difficult to achieve before.
- Adult education programmes which have become dynamic are now used to empower learners through vocational improvement programmes. Graduates of basic literacy programmes are given loans to encourage them to be self-employed.

Section Six

Adult Literacy

This section deals with relevant changes and developments that have taken place in adult literacy as perceived by the respondents based on their local conditions:

6.1 Definitions of Literacy

The respondents were asked to indicate how literacy was defined in their states. Below is the summary of their responses to the definitions of literacy:

- Ability to read, write and compute figures in the mother tongue.
- Ability to read, write, calculate figures and explain what is going on in their environment
- Ability to read, write and calculate with understanding in a local language
- Ability to read, write and compute, using symbols in at least one language
- The acquisition of knowledge to liberate the whole man
- Process of empowering the individuals to lead a useful life
- Ability to read, write and use such literacy skills to overcome daily challenges and responsibilities
- Ability to read and write and acquire skills for better living.
- Ability to read, write and carry out basic computerisation processes
- Ability to read, write in western and Islamic education and make simple calculations.

Some of the new policies that have been adopted and implemented across the States include:

- Meet the people mobilisation tour/campaign
- Advocacy and sensitisation of people, government and opinion leaders to embrace Each-One-Teach-One (EOTO)
- REFLECT and Integrated Literacy methodology now adopted as a viable method of literacy teaching
- Conversion from part-time to permanent employment for workers

6.2 Please give examples of effective practice and innovative literacy programmes in your State.

Examples of effective practices and innovative literacy programmes across the States include:

- Training and retraining of facilitators through seminars and workshops;
- Each-One-Teach-One or fund the teaching of one (EOTO)
- Basic, Post and Quranic Literacy Education
- LGA chairmen are employing and paying more Part-Time instructors to facilitate the implementation of EOTO
- The use of interactive teaching and learning to facilitate adult learning and education.
- Establishment of functional literacy/vocational centres for girl-child and youth
- Functional literacy programmes at women centres;
- Integration of emerging issues such as health into literacy curriculum;
- The long vacation home craft programme for women
- Recruitment of additional supervisors to improve quality of monitoring and evaluation.

- Mainstreaming of learners into the formal system.

6.3 Please, illustrate how policies and programmes focus on gender. The summary of their responses indicates how policies and programmes focus on agenda as shown below:

- Equal educational opportunity was given to men and women
- Women education centres were established to cater for the female learners
- Curriculum was fashioned to cater for gender equality needs.
- Gender sensitivity is highly emphasised in all adult education programmes
- Emphasis is placed on women empowerment as a measure of evaluating the status of the family
- Gender equality emphasised in the learning process
- Promotion of the rights of the girl -child to education
- Establishment of women functional literacy and vocational education centres
- Balancing the inequalities between men and women
- Creation of the Ministry of Women Affairs in order to give more attention to women education
- Training of facilitators on gender mainstreaming, gender sensitivity and on

6.4 Please, describe the importance given to women and other target groups in programme implementation.

- Women are given high priority and their roles are emphasised in programme implementations
- Skills acquisition for women and other target groups are provided for self-reliance.
- Women are encouraged to take on vocational skills outside basic & post literacy programmes
- There are the girl-child vocational centres and women skills acquisition and functional education centres, to bridge the gap.
- They are given chances to compete favourably with their male counterparts.
- Women skills acquisition programmes are given for economic empowerment and poverty reduction.
- Establishment of Women Education Department and Special Education to cater for women and other groups.
- More women acting as role model – women based CBOs/NGOs motivated and sensitised
- Provision of instructional materials and training of women facilitators.
- According importance to women in all functional education programmes.

6.5 To what extent do policies and programmes aim at building literate environments in your State?

- School and literacy centres are located within accessible range in the States.
- More women and boys now register in literacy programmes
- Policy implementation acts as a guide in the provision of literacy programmes.
- The number of literate men and women increased and they are able to explain what is going on in their environment.

- Stakeholders in adult education were brought to an education summit.
- Many States provided more financial backing which could help to reduce the level of illiteracy in the country.
- Reduction of high level of illiteracy in the State.

6.6 What progress could be achieved?

- Considerable progress made in line with EFA, MDGs and NEEDS/SEEDS goals.
- Sustainability of programme increased enrolment and literacy level appreciated.
- Reduction of illiteracy among the non-literates in many States
- Literacy level is on the increase.
- Women became economically empowered hence, they sustained good quality of life.
- Government is repositioning education in the state towards achieving EFA goals
- Increase in literacy rate, poverty eradication, HIV/AIDS awareness and healthier society.
- A literate society, functional and self-reliant.

Recommendations

In the light of the findings of the study, the following recommendations are made:

- In order to improve enrolment, retention and completion, there is the need for increased sensitisation and mobilisation of the populace by government at all levels.
- There is also the need for Counsellors to be employed for the ALE programmes to encourage participants to remain on them.
- For attendance at ALE programmes to improve, there is the need for improved remunerations for the instructors.
- The importance of ICT cannot be over-emphasised. As a result, government and other stakeholders need to invest on this if the products of ALE are to fit into the modern world of work and further education.
- All stakeholders in ALE need to intervene to ensure that teaching and learning materials and facilities are provided for the centres in adequate and sufficient quantities.
- There is need for stakeholders to meet at the national level to ensure collaboration in programme planning and execution among various providers for synergy and efficiency, as well as standardisation in programme planning and delivery.
- There should be massive capacity building activities like in-service training, workshops, etc, to up-date ALE teachers. This will contribute to the achievement of ALE objectives.
- The private sector should contribute adequately to the funding of ALE because they also enjoy the services of their graduates.
- Clients need to be involved in programme planning and delivery.

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NATIONAL COMMISSION FOR MASS LITERACY, ADULT AND NON-FORMAL EDUCATION (NMEC)

DEVELOPMENT AND STATE OF THE ART OF ADULT LEARNING AND EDUCATION (ALE)

INTRODUCTION:

This questionnaire is to assist in gathering data on the development and state of the Art of Adult Learning and Education in Nigeria. Your Institution has been selected to be part of this important national survey. We therefore solicit your cooperation and support to enable us gather the needed data for the exercise. Please respond as accurately as possible. Thank you.

Note: Where there are options, please tick all the applicable ones

General

Name of Agency.....

Location and Address.....

.....

Designation of Respondent(s).....

1.0 Legislative and Policy Frame-Work of ALE

1. The legislative and policy environment of ALE in your State.

a) Does your state have an Edict that establish the Agency for Adult and

Non-formal Education (SAME)? Yes No

b) Was the edict made before 1997? Yes No

c) List other policies or laws made after 1997

1.....

2.....

3.....

4.....

5.....

2. What are the goals of ALE in your state?

- a. Provision of Basic Literacy certificate
- b. Provision of Post-Literacy Certificate
- c. Mainstream completers to formal schools
- d. Train learners to 1st degree
- e. For self actualization

3. Is your State Agency owned by government? Yes No

4. Name the supervising ministry of your agency.....

5. Do you receive directive from the ministry? Yes No

6. Does your Agency related with other ministries and sectors? Yes No

7. If Yes, Name the ministries and sectors

- a)
- b)
- c)
- d)

8. How do you harmonise your sector's goal with their own goals?(Tick all the right answers)

- a) Maintain gender equity together
- b) Use literacy programme to promote health, economy, and rural development.
- c) Use literacy to inculcate good citizenship and good cultural behavior.
- d) Use literacy to alleviate poverty.

9. What are main developmental challenges in your state?

- a) High rate if illiteracy in State.
- b) Lack of necessary infrastructures.
- c) Literacy is not functional.
- d) High rate of poverty
- e) Poor funding for literacy work

10. How is your state using literacy to address the developmental challenges?

- a. Making literacy programmes functional.
- b. Provision of vocational activities.
- c. Collaborating with Poverty Alleviation institutions in the state.
- d. Collaborating International Development Partners.
- e. Soliciting for stronger political will.
- f. Collaborating with NGOs and CBOs.

11. Mention other policies that impact on Literacy in your State.

- a.
- b.
- c.
- d.

Financing of Adult Learning and Education.

Public investment

Fill the table correctly

Table 1: Total allocation to adult Education within the State Education Sector

Year	Total State budget on Education	Total budget of Agency for Adult and Non-formal Education	Percentage
1997			
1998			
1999			
2000			
2001			
2002			
2003			
2004			
2005			
2006			
2007			
2008			

Table 2: Total budgetary allocation to Adult and Non-formal Education from other Sectors

Year	Total Allocation on Adult and Formal Education from LGAs	Total Allocation on Adult and Non-formal Education from other Ministries and Parastatals	Total Allocation on Adult and Formal Education from NGOs/CBOs
1997			
1998			
1999			
2000			
2001			
2002			
2003			
2004			
2005			
2006			
2007			
2008			

Table 3: Budgetary allocation and area of activities of Internation Development Partners

Year	UNDP	UNESCO	UNICEF	DFID	EU	JICA
1997						
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006						
2007						
2008						

Table 4: Support to the State Agency from Private Companies

Year	Over Head			Programmes		
	Allocation from Comp. A	Allocation from Comp B	Allocation from Comp c	Allocation from Comp. A	Allocation from Comp B	Allocation from Comp c
1997						
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006						
2007						

Table 5: Support to State Agency from Civil Society groups

Allocation to Adult and Non-formal Education from Civil Societies/NGOs (list)						
Year	Over Head			Programmes		
	Allocation from CBO/NGO					
1997						
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006						
2007						

Table 6: Support to State Agency from Learners'/Individuals

Allocation to Adult and Non-fomal Education from Learners (list)		
Year	Over Head	Programmes
	Learners	Learners
1997		
1998		
1999		
2000		

2001		
2002		
2003		
2004		
2005		
2006		
2007		

Table 7: Special direct or indirect support to **ALE** in the State

Special allocation/Indirect financial Assistance to Adult and Non-fomal Education in the State						
Year	Traning	Paid Educational Leave	Scholarships	Learning Vouchers	Special Funds	etc
1997						
1998						
1999						
2000						
2001						
2002						
2003						
2004						
2005						
2006						
2007						

Table 8: Benchmarks in relation to financing ALE in the State

State the benchmark for Funding ALE in the state and LGA		
Year	State	LGA
1997		
1998		
1999		
2000		
2001		
2002		
2003		
2004		
2005		
2006		
2007		
2008		
2009		

21								
22								
23								
24								
25								

Year	State Population		Total Enrolment in Literacy Programmes		Average Learners Age
	Male	Female	Male	Female	
1997					
1998					
1999					
2000					
2001					
2002					
2003					
2004					
2005					
2006					
2007					

3. What linkages exist between formal and non-formal approaches?

- a. Certification
- b. Examination
- c. Transfer
- d. Others(list)

4. Does ALE leads to certification and national awards? Yes No

If yes, provide examples

- a)
- b)

2.2.2 Have you conducted any studies/Survey on non-participation of groups difficult to reach?

Yes No

If yes, State the details

.....
.....

2.2.3 What existing survey/studies have been undertaken on learners motivation in the state?

.....
.....
.....
.....

2.2.4 Which of the following measure have you undertaken to mobilize learner for increased participation in the state?

- a. Advocacy and Sensitization.
- b. Used of traditional institutions
- c. Use of Media houses
- d. Other (specify)

2.2.5 Mention the specific group targeted for ALE provision in their State?

- a. Rural Women
- b. Men and Women in urban slums
- c. Illiterate Artisans
- d. Women in Purdah
- e. Others Specify

2.2.6 Are there benchmarks in relation to participation in place? Yes No

If yes, State the details

- a.
- b.
- c.
- d.

If no, What do you recommend to the benchmarks for participation in your programme?

- a.
- b.
- c.
- d.

Monitoring and Evaluating programmes and assessing learning outcomes

1. Do you conduct assessment of your programmes? Yes No

If Yes, What method do you use?

- a. Test
- b. Assignments
- c. Examinations
- d. Observation
- e. Practicals
- f. Others specify

1. Programmes.

- a.
- b.
- c.
- d.
- e.

3. How much do you rely on your assessment to the following

- a. Legislation. Very much.....Much.....Not at all.....
- b. Policy formulation. Very much.....Much.....Not at all.....
- c. Programme Development. Very.....Much.....Not at all.....

4. Do you relate benchmark to your programme outcome? Yes No

If No, What do you recommend as benchmark to programme outcome?

Adult Educators/Facilitators' Status and Training

1. What is the qualification of your Adult facilitators?

- a) Post Literacy
- b) WAEC/NECO
- c) Grade II
- d) Certificate in Adult Education
- e) Diploma
- f) NCE
- g) Graduates

2. What in-service training measure has your state put in place for the facilitators

a.....

b.....

c.....

3. Is Adult Education considered a profession in your state? Yes No

If yes, elaborate.....

.....

.....

4. Which educational institutions provide such qualifications?

a. Adult Education Institutes

b. Polytechnics

c. Colleges of Education

d. Universities

e. Others Specify

5. What is the proportion (%) of facilitator to the total number of primary school teachers in the state?

a.....

b.....

c.....

d.....

e.....

6. What are the terms of employment of your facilitators?

Type	Salary/Allowance(monthly per person)
Part-time facilitator
Full time facilitator
Others specify

3.0 Research, Innovation and Good Practice

1. Which key studies in adult education have been undertaken in your state recently(within last five years)?

.....
.....
.....
.....
.....

2. What were the major questions addressed and promoted by these studies?

.....
.....

3. What are the key findings?

.....
.....

4. To what extent did these findings inform policies and practices?

.....
.....

5. How did they influence practices? (Give examples)

.....
.....

Innovations and examples of good practices

1. Why do you consider them as innovation?

.....

.....

.....

Innovations and examples of good practices in the State from 1997 to Date	
Activity	
Policy formulation	
Financing	
Teaching learning methods	
Mobilization of Learners	

4.0 Adult Literacy

1. How is Literacy defined in your state?

.....

.....

2. Has there been any other different definition between 1997 to date? Yes No

3. Which new policies have adopted and implemented in your state?

4. Please give examples of effective practice and innovative literacy programmes in your state.....

.....

5. Please illustrate how policies and programmes focus on gender

.....

.....

6. Describe the importance given to women and other target groups in programme implementation.

.....
.....
.....
.....

7. To what extent do policies and programmes aim at building literate environments in your state?

.....

8. What progress could be achieved?

.....
.....
.....